## ESCFI Infographic (English) Transcript

Video: [ESCFI Infographic](https://prezi.com/v/t8ez_dwgcbf4/escfi-infographic/)

Hello and welcome to the International Bilingual Education: Ensuring Full Literacy project in Dr. Becky Chen’s Multilingualism and Literacy Lab at the University of Toronto’s Ontario Institute for Studies in Education.

This is a qualitative study examining the intersectionality between socioeconomic status, children with disabilities, and online learning in Ontario French Immersion.

More specifically, we investigate the factors involved in the accessibility to timely support by analyzing interviews with parents of current French Immersion students from a variety of backgrounds.

These accounts reflect their experiences during the COVID-19 pandemic lockdown period between March 2020 and March 2021.

Online learning consisted of two formats: Synchronous (the teacher was live with the students over a video-conferencing platform) and asynchronous (the teacher recorded themselves giving a lesson or assigned tasks for the student to be completed independently).

Delivery varied depending on the month, the school board and the teacher.

Our research hopes to identify new opportunities presented by virtual, multigenerational and multilingual learning spaces.

Our methodology brings teachers and researchers together around shared goals to collaboratively develop alternatives through the combination of observation, analysis and teacher experience.

Following course completion, the team will conduct a workshop detailing the proposed strategies for consideration and potential implementation.

There are several emerging themes in regards to the experiences of parents of children in French Immersion undertaking online learning during this period.

The most common criticisms were low-quality instruction, lack of resources, inadequate amount of homework, insufficient assessment, lack of communication on the part of the teachers, lack of program standardization, too much screen time and too little socialization.

Parents voiced their concerns over the resources used by the teachers, as it seemed that the quality of instruction and education resources were largely teacher-dependent.

Additionally, there is a noted inadequacy in French input and an inability to self-assess French proficiency.

In addition, the project is looking to: (1) Conduct more interviews with teachers and administration to better understand their experiences.

(2) Share these findings to help improve communications between parents, teachers, and administration.

(3) In the long run, we hope to use these results to reduce the barriers faced by diverse students in the French Immersion program.

To learn more, please visit our website linked on the lower right corner. Additional resources are also listed for your interest. Thank you for your time.