

Name of the Resource

Rewriting the script: how immigrant teachers (re)construct identity in a Canadian private language school setting

Full bibliographic entry using APA guidelines with a minimum of

- Author (T): Hodge Kim
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Resource Focus

Policy

- Professional organizations ✓

Research

- Empirical ✓

Employment

✓

Country Context

- Canada ✓

Resource Type

Other: Thesis for the Master of Arts

Intended Audience

Researchers ✓

Teacher educators ✓

Internationally educated teachers ✓

General public ✓

Summary of content / Abstract

Every year increasing numbers of international students come to Canada in order to learn the English language and the culture of the target language. Since Canada's population is multicultural and multilingual, students are frequently taught by teachers who are immigrants and have themselves learned English as a second language. Internalizing the prevailing discourse of ESL educational industry, immigrant teachers question whether or not non-native speakers are qualified to teach English, and introduce students to Canadian culture. Socio-cultural theories of education, language and identity guide analysis and interpretation of the stories of seven immigrant teachers interviewed in this study. Their narratives illustrate the ways these individuals have actively responded to the discourses of business and colonialism, and how they (re)construct and make meaning of their identities in the context of a private post-secondary private language school in Vancouver.