



**University  
of Victoria**

Graduate Studies

# PROGRAMME

The Final Oral Examination  
for the Degree of

DOCTOR OF PHILOSOPHY  
(Department of Curriculum and Instruction)

**Hong Fu**

2000	Shanghai International Studies University	MA (English)
1997	Sichuan International Studies University	BA (English)

“Including Difference: ESL Female Teachers in  
Postsecondary Education”

Tuesday, March 3rd, 2015  
9:30 AM  
DTB A136

Supervisory Committee:

Dr. Kathy Sanford, Department of Curriculum and Instruction,  
UVic (Supervisor)

Dr. Mijung Kim, Department of Curriculum and Instructions, UVic  
(Member)

Dr. Catherine McGregor, Department of Educational Psychology  
and Leadership Studies, UVic (Outside Member)

External Examiner:

Dr. Kelleen Toohey, Faculty of Education, SFU

Chair of Oral Examination:

Dr. Barbara Hawkins, Department of Biology, UVic

## **Abstract**

The purpose of this narrative study is to understand the experience of ESL female teachers in postsecondary education. The ESL female teachers will be defined as female teachers who speak English as a second language. The study asks the following research questions: What are the lived experiences of ESL female teachers in postsecondary education? How do ESL female teachers in postsecondary education narrate their experiences and negotiate their teacher identities? How can the above understanding contribute to the inclusion of ESL female teachers in an increasingly diversified educational landscape? The researcher adopts an intersectional stance and a poststructuralist understanding of subjectivity and positioning to study identity.

Life story interviews and narrative inquiry are utilized as methodology to collect stories from ESL female teachers teaching in postsecondary education and to retell the same so as to achieve an informed understanding of the phenomenon under study. The study reveals that the participants have experienced an intersection of multiple identities which collectively function to marginalize them under the discourse of difference as deficit. Apart from efforts to adapt to the dominant discourse, the participants have also acted to utilize their multiple identities so as to resist negative positioning. The participants' experiences have posed questions concerning what institutional and systemic changes are needed in order to help their inclusion in postsecondary education.

## **Awards, Scholarships, Fellowships**

2014-2015 Graduate Award, *University of Victoria*

## **Presentations**

Fu, H. (with four other graduate students). *Métissage performance: More than a Matrix: Intersectional Approaches to Inequality and Difference* Provost's Diversity Research Forum, University of Victoria (2015)

Begoray, D., Wharf Higgins, J., Wilmot, R., Fu, H. *Poster Presentation: Chasing Adland: A graphic novel approach to learn critical media health literacy* CAPHC Annual Conference, Calgary, AB (2014)

Fu, H. *Roundtable: Teacher identity in a test-preparation discourse: Perspectives from self-study* CSSE Conference (2014)

Fu, H. *Roundtable: Identity experience of ESL female teachers in postsecondary education: Preliminary findings* Tri-Nations Conference at UBC: Internationalization in Education (2014)

Fu, H. *Roundtable: Narrating teacher identity in English as a second/foreign language: Insights and implications from reviewing literature* CSSE Conference (2013)

## **Publications**

McGregor, C., Fleming, A., Fu, H. & Koehn, D. (2013). *Lifting all Learners: An Impact Assessment of the Aboriginal Enhancement Schools Network*. Funded by the Federal Dept. of Indian Affairs.

Sanford, K., & McGregor, C., Fu, H. (2013). *Quality Teaching and Learning Report: Seeding and Supporting Innovations in Learning*. Research Report Commissioned by the Ministry of Education.