



**University  
of Victoria**

Graduate Studies

Notice of the Final Oral Examination  
for the Degree of Master of Arts

of

**HAYLEY RENNALLS**

BA (University of Victoria, 2019)

**“The Experience of Canadian Teachers Who Have Taught First- or  
Second-Generation Chinese Students in British Columbia, Canada:  
A Phenomenological Inquiry”**

Department of Educational Psychology & Leadership Studies

April 24, 2019  
10:00am  
MacLaurin Building  
Room A341

Supervisory Committee:

Dr. Jillian Roberts, Department of Educational Psychology & Leadership Studies,  
University of Victoria (Supervisor)

Dr. Donna McGhie-Richmond, Department of Educational Psychology & Leadership Studies,  
UVic (Member)

External Examiner:

Dr. Ted Riecken, Department of Curriculum and Instruction, UVic

Chair of Oral Examination:

Dr. Laurel Bowman, Department of Greek and Roman Studies, UVic

## **Abstract**

Extant research suggests the necessity for teachers to be culturally responsive to teach effectively to a diverse classroom. Extant research has also examined the perspectives of immigrant students in Western countries and the perspectives of teachers teaching to immigrant students. However, few studies have examined the perspectives of Canadian teachers lived experiences teaching first-or second-generation Chinese students.

This qualitative study used a phenomenological approach to examine the experiences of six Canadian teachers who have taught first-or second-generation Chinese students and who have interacted with family members. The participants included four female and two male teachers with one teacher who taught in primary school and five teachers who have taught, and continue to teach in high school. The participants presently reside in British Columbia, Canada. The study's data were gathered by semi-structured interviews, which were transcribed and analyzed to find common themes and the essence of the participants' experiences. The study's results indicated that Canadian teachers find teaching first-or second-generation Chinese students to be both positive and challenging. There are numerous differences between Chinese and Canadian preferences of learning, communicating, expectations, values, and perspectives of school, education and life. The participants also provided recommendations for teachers and schools when teaching Chinese students.