Constructing 'Fee-Paying International Students' in K-12 Education Policy and Practice

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University of British Columbia

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Overview

Background

Situating the Presentation

Data (Policy)

Data (Practice)

Linking back to Previous Research

Potential Implications
BACKGROUND: K-12 Context in BC

- provincial cuts to K-12 education funding (↓ enrolment)
  - (i.e.) freeze on District Operating Grants between 2013-2015
- recruitment of FISs to subsidize districts / programs

“They get to come to Canada and learn English, and they can perhaps earn a Dogwood Certificate, which is an internationally recognized commodity... They pump money into our system, which then goes to support our B.C. kids”

BACKGROUND: K-12 Context in BC

- Provincial cuts to K-12 education funding (↓ enrolment)
  - (i.e.) freeze on District Operating Grants between 2013-2015
- Recruitment of FISs to subsidize districts / programs
  - K-12 aged = 23% of all international students in BC (2010)
  - Per student/year (average): $22,000 ($13,500 = tuition)
  - Marked increase in tuition-fee revenues

### International Student Enrolment and Tuition Fee Revenues, 2001–02 to 2010–11

<table>
<thead>
<tr>
<th></th>
<th>2001–02</th>
<th>2010–11</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student enrolment</td>
<td>6,578</td>
<td>8,812</td>
<td>+2,234</td>
</tr>
<tr>
<td>Tuition fee revenues</td>
<td>$55,505,404</td>
<td>$129,436,405</td>
<td>+$73,931,001</td>
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</tbody>
</table>
### BC off-shore tuition-fee revenue, 2010-11

**Source:** Schedule A2, District Audited Financial Statements

<table>
<thead>
<tr>
<th>#</th>
<th>District Name</th>
<th>Off-shore tuition-fee revenue 2010-11</th>
<th>2009-10 to 2010-11 incr (decr)</th>
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<tbody>
<tr>
<td>5</td>
<td>Southeast Kootenay</td>
<td>$1,361,164</td>
<td>$247,891</td>
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<td>6</td>
<td>Rocky Mountain</td>
<td>$1,482,885</td>
<td>$826,552</td>
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<td>8</td>
<td>Kootenay Lake</td>
<td>$1,290,693</td>
<td>$479,265</td>
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<tr>
<td>10</td>
<td>Arrow Lakes</td>
<td>$9,000</td>
<td>$9,000</td>
</tr>
<tr>
<td>19</td>
<td>Revelstoke</td>
<td>$9,500</td>
<td>($238)</td>
</tr>
<tr>
<td>20</td>
<td>Kootenay-Columbia</td>
<td>$200,988</td>
<td>($300)</td>
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<td>22</td>
<td>Vernon</td>
<td>$4,284,770</td>
<td>$935,650</td>
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<td>23</td>
<td>Central Okanagan</td>
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<td>$374,033</td>
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<td>27</td>
<td>Cariboo-Chilcotin</td>
<td>$54,155</td>
<td>$33,454</td>
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<td>28</td>
<td>Quesnel</td>
<td>$421,730</td>
<td>($180,761)</td>
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<tr>
<td>33</td>
<td>Chilliwack</td>
<td>$1,158,249</td>
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<td>34</td>
<td>Abbotsford</td>
<td>$3,760,481</td>
<td>$15,830</td>
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<td>35</td>
<td>Langley</td>
<td>$6,007,178</td>
<td>($789,226)</td>
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<td>36</td>
<td>Surrey</td>
<td>$8,007,341</td>
<td>($500,190)</td>
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<td>37</td>
<td>Delta</td>
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<td>38</td>
<td>Richmond</td>
<td>$6,285,926</td>
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<td>39</td>
<td>Vancouver</td>
<td>$13,497,843</td>
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<td>40</td>
<td>New Westminster</td>
<td>$2,271,783</td>
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<td>41</td>
<td>Burnaby</td>
<td>$9,508,931</td>
<td>$851,855</td>
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<tr>
<td>42</td>
<td>Maple Ridge-Pitt Meadows</td>
<td>$8,859,462</td>
<td>$312,057</td>
</tr>
<tr>
<td>43</td>
<td>Coquitlam</td>
<td>$15,370,648</td>
<td>$896,175</td>
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• provincial cuts to K-12 education funding (↓ enrolment)
  • (i.e.) freeze on District Operating Grants between 2013-2015
• recruitment of FISs to subsidize districts / programs
  • K-12 aged = 23% of all international students in BC (2010)
  • per student/year (average) : $22,000 ($13,500 = tuition)
  • marked increase in tuition-fee revenues

And yet:
• little research on FIS policy & practice at K-12 level in BC
  • Policy: Fallon & Poole, 2012; Fallon & Paquette, 2009
SITUATING THE PRESENTATION

• part of a larger ethnographic case study (dissertation)
  • working response to first research question

But here:

• to complement/respond to existing work
  (Fallon & Paquette, 2009; Fallon & Poole, 2012; Popadiuk, 2009, 2010; Popadiuk & Marshall, 2011)

• how FIS are constructed in:
  • ‘policy’ → 2 documents / interview with MoE reps
  • ‘practice’ → interviews with principal, teachers, 2 focal FISs

Data / Analysis

• Documents
• Interviews
In contrast to using the [documents] as a resource of factual information about [international students], I took them to be topics of inquiry, texts which represented the perspectives, definitions and versions of reality held by [those who produced them].

Drew, 2006, p.65
SITUATING THE PRESENTATION

...a theory of interview that [recognizes] not only the ‘content’ drawn from interviews—that is, the 'whats'—but also the linguistic and interactional resources used to (co)construct it—or, the 'hows'.

Talmy & Richards, 2011, p. 2
(cf. Holstein & Gubrium, 1995)

• Interviews
How are FISs constructed in educational policy?
## Integrated Resource Package

An educational document that provides some basic information required by K-12 teachers to implement a subject/course. It contains provincially prescribed learning outcomes (also known as provincially prescribed curriculum), suggested instructional strategies for achieving learning outcomes, suggested assessment strategies, and provincially recommended learning resources. See the [Educational Program Guide Order](#) for more information.

## International Students

Students who have moved from outside of Canada to British Columbia and do not meet the residency requirements of Section 82 of the [School Act](#).

For the purposes of the [International Student Graduation Credit Policy 2009](#), an international student is a student from outside of Canada who is in British Columbia for the purpose of obtaining an educational program, is not ordinarily resident in British Columbia or eligible for provincial or federal funding, and whose language of instruction in the previous two years of education was neither French nor English.

Note that students who are eligible for provincial funding under the exceptions listed in the [International Student Policy](#) do not need to meet the requirements of the International Student Graduation Credit Policy.

## Kindergarten Students

Students 5 years of age at December 31 of the current school year are funded at 0.5 FTE unless the student qualifies for full day kindergarten (see [1701 Form Instructions](#) for additional information). A 6-year-old student enrolled in Kindergarten will be funded as a kindergarten student.
Error - Page Not Found

Unfortunately, the page you were trying to retrieve does not exist on our server. You may wish to start from our home page. Or, you can use the links above or the search form below to find what you are looking for.

Search the Ministry of Education:

Search [ ] Advanced Search Help with searching

If you are having difficulty finding your information, use feedback page to ask for help.

International Student Policy

Graduation Credit

A student is a student for the purpose of the regulations of Section 82 and two years of graduation credit may be claimed for the purpose of federal funding, and

kindergarten

Students 5 years of age at December 31 of the current school year are funded at 0.5 FTE unless the student qualifies for full day kindergarten (see 1701 Form Instructions for additional information). A 6-year-old student enrolled in Kindergarten will be funded at 0.5 FTE.
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<tr>
<td>Students who have moved from outside of Canada to British Columbia and do not meet the residency requirements of Section 82 of the <em>School Act</em>.</td>
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International Student (Ministry of Education Website: Glossary)

Students who have moved from outside of Canada to British Columbia and do not meet the residency requirements of Section 82 of the School Act.

Fees and Deposits [82] (BC School Act)

Subsection (1): A board must provide free of charge to every student of school age resident in British Columbia and enrolled in a school operated by the board.

Subsection (2): For the purposes of subsection (1), a student is resident in British Columbia if the student and the guardian of the person of the student are ordinarily resident in British Columbia.
‘ordinarily resident’ is assessed by whether the applicant has:

• a ‘settled purpose’ for taking up residence in the community; and

• sufficient continuity of residence, despite temporary absences

To meet these requirements the applicant must show, on the basis of objective evidence, that they have established a regular, habitual mode of life in the community with a sufficient degree of continuity which has persisted despite temporary absences. It is not enough to qualify for free public education that the applicant has taken up residence for the ‘settled purpose’ that the children of the family receive public education.

~~(Eligibility of students for Operating Grant Funding, May 2011)~~
‘ordinarily resident’ is assessed by whether the applicant has:

Boards of education are entitled to scrutinize the purpose for which the person or family has established its residence in the community to prevent an abuse of the system under which higher fees may lawfully be charged for out of province/international students.

~~(Eligibility of students for Operating Grant Funding, May 2011)~~
‘ordinarily resident’ is assessed by whether the applicant has:

Immigration status is relevant but not determinative of ordinary residence. The determination of whether a person is ordinarily resident should never be based solely on the person’s immigration status.

~~(Eligibility of students for Operating Grant Funding, May 2011)~~
• Constructing FIS in relation to Funding/Residency:

→ immigrate for purpose of getting free public education

→ this/their practice is ‘abusive’

→ practice of international education in K-12 has implications for meaning of immigration categories (e.g., permanent resident / citizen)
Constructing FIS: Student statistics

Provincial Reports

The Ministry of Education reports student achievement and demographics in the B.C. K to 12 education system. Each report provides five years of data with the exception of the Class Size and Foundation Skills Assessment reports.

For definitions of the terms used in these reports, please consult the Glossary.

<table>
<thead>
<tr>
<th>Context</th>
<th>PDF</th>
<th>EXCEL</th>
</tr>
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<tbody>
<tr>
<td>Class Size Summary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Statistics</td>
<td>PDF</td>
<td>EXCEL</td>
</tr>
<tr>
<td>Teacher Statistics</td>
<td>PDF</td>
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<tr>
<td>Early Development Indicator (EDI)</td>
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<tr>
<th>Achievement</th>
<th>PDF</th>
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<tr>
<td>Foundation Skills Assessment</td>
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<tr>
<td>Provincial Required Examinations</td>
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<tr>
<td>Provincial Optional Examinations</td>
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</tbody>
</table>
Constructing FIS: Student statistics

Fee-paying international students?

Are FIS who are placed in ESL classes counted in the stats reported for ELLs?

Does “Non-Resident” mean only FIS or does it also include students from out of province?
Hi Ryan,

In answer to your questions:

Non-Resident: You are correct Non-Resident would include International and Out of Province student. Note that 'Non-Resident, is a ministry term i.e. we do not code students as 'non-resident' in BCeSIS (our student information system).

ELL/ESL Coding: Again you are correct - Non-Resident students receiving ELL services would not be given the ELL (formerly ESL) program code, as this is a fundable code, which means that the Ministry provides supplemental funding for students who have the ELL program code. Non-resident students do not receive any ministry funding. Last year we created a new program code 39 ELL International to track the number of International students who also receive ELL support services.
• Constructing FIS through student statistics:

→ differing levels of importance to School Board / Ministry (indexed by different practices wrt term ‘non-resident’)

→ new program code (39 ELL International) indexes importance of distinguishing between FIS & ESL
R: there you go so s- I found some something from the summer speakers uh pamphlet for the bccie and it says that you’re the
director of
international education
M2: yep
M2: oh
R: with the ministry of education and specifically in the K-12 sector so would that be pretty much correct
M1: yes
M2: yes yeah so I would suggest that um tch I’m relatively new to this position uh the ministry created an international education branch around January
R: so
M2: of this year
R: really- really new then
M1: yeah we w- we had we we we had staff that worked in the area of international education but we um i- didn’t f- fo- focus our efforts in the way that we have since um [M2] came on board
R: right
M1: we created a director level position and a- a senior enough position to be able to um you know uh tackle a strategy and kind of implement it and kind of work across the the sector you know you need
R: yeah
M1: some fairly sophisticated skills to be able to do that
R: sure sure
M1: and to navigate all of that and uh um uh we’ve been fortunate enough to have captured um uh [M2] and um so yes lots of the work that we’re talking about are things that she’s driven since she’s been here
R: mm hmm
01 M: the the the tensions you know in a federation so you know um less less extent in the province u- tension but school districts are um uh you know s-separate legal entities
02 R: yeah
03 M: and uh to date you know we have not um been very intrusive in their um international uh um international education ac- activities and programming
04 R: right
05 M: but um we recognize that as the program grows that from a- p-a- that the government has a strong policy interest here in ensuring the integrity of the brand and so
06 R: yeah yeah yeah
07 M: we in fact have a newly um minted um uh tch uh framework and uh we’re just in the process of kind of affirming kind of that we’ve gotten that right
08 R: mm
09 M: you know with our partner school districts and uh but uh the expectation is that there’s going to be much stronger regulation to ensure that the
10 R: the in- the industry itself
11 M: the quality of the programming- that we’re not uh when we bring um students here uh and I when I say we I mean the global we I mean provincial kind
12 R: sure sure sure
13 M: education educators that that um that they’re um they’re ensured a quality experience
14 R: absolutely
15 M: and and not just in our schools but like you know a big part of their experience is the homestay
16 R: yeah
17 M: and so for instance we don’t have any standards currently around what that looks like
29 M: ... um for k to twelve we’re primarily interested in providing a globalized experience um for our kids on our shores
30 R: right
31 M: right maybe you don’t get to travel to france or to china or to
32 R: right
33 M: you know Australia but maybe you get to have a kid who sits in you know biology or you know you know
34 R: right
35 M: your English class and um you get to hear about that experience
• Constructing FIS through MoE structure / discourse

→ director level position, International Education branch specifically for K-12 sector

→ from “hands-off” approach to moving to regulate “integrity of the brand” and “quality of experience”

***MoE Rep: ‘globalized experience’ → cf. QHS principal
How are FISs’ constructed in educational practice?
QHS

– Average sized secondary school in the BC’s Lower Mainland
– 25% of students designated as ELLs
– 7% of students are FISs
– Most common home languages in the school:
  • Mandarin, English, Korean, Cantonese, Persian

Non-Focal Participant Interview Extracts

– School principal
– Teacher (ESL Department)
– Teacher (English Department)
01 R: so uhm I wondered then you know prior to that or post that uh when what does the term international student kind of mean uh

 [...turns 2-8 omitted...mention of IEP manager & school district ESL program]

08 P: [...] hhh. in international ed it’s gone through an interesting evolution as well um I w- really wasn’t aware of international ed as a- as a teacher

09 R: mm hmmm

10 P: uh at [school name] we didn’t get international students coming there and the- it’s still the case that um for international students the west side schools are m- seen as being more desirable

11 R: mm hmmm

12 P: but i- in- once in administration w- when I became aware of it um .hhh tch. at that time in the mid-nineties the international students that we were getting mostly were really outstanding students

13 R: yeah

14 P: and so when you looked at honour role principal’s list at the end of the year hhh. al- virtually all of your international students were

15 R: were on the list right

16 P: in there and you could um count on um the fact that out of the top ten graduating students you would quite often have three or four

17 R: really

18 P: international students

19 R: that’s- that’s interesting

20 P: they- they were really the the crème de la crop sort of thing

21 R: sure

22 P: and um that’s much less the case now I mean we still do get some outstanding international students but they’re more evenly spread across and we more frequently now get students who aren’t being successful

23 R: right

24 P: whereas before that just wasn’t happening it would be an entirely unusual situation

25 R: elite students

26 P: and usually then- then there’d be some some story be- behind that probably related to the fact that this is a student living away from their family in a foreign country

27 R: right right right

28 P: and all that sort of stuff that that was behind their lack of academic achievement rather than hhh. lack of ability
ability of students has sort of widened that’s fascinating
regression to the mean ((laughs))
yeah ((smiling)) exactly exactly that you can see the curve building right
yeah and uh again when I first became aware of international ed hh. Uh and-
and the students they were- seemed to be less concentrated from one
geographic area
right
there was a little more distribution worldwide the- there were some students
coming from Europe or other parts of the world it wasn’t just asian students
coming here
right
whereas now it’s so heavily skewed in that direction
right
that it’s- it’s it’s uh tch. really quite overwhelming
mm
and hhh. at again going back a couple of decades hhh. tch uh the same um pr
message was being delivered that thh. International students bring this
international flavour to our schools they enrich the schools so it’s great
that we have these students from other cultures coming in hhh. but even
though that still gets thrown out there the reality is that hh. Um no
actually the international students are coming from the same area that most
of our students are coming from
coming from
it’s not actually enriching or diversifying
more homogenous yeah
our clientele it’s really skewing it more in that same direction
sure
In your position as uh principal some of the benefits and challenging of having kind of these students i- in the school and is that any different from having pr-holding esl students or citizen esl students

Well the immediate benefit is that .tch we get um enriched staffing and little bit of budget um

Boost

In accordance

Yep

With the numbers of students that that we have so um thh. In very rough terms you know our staffing gets calculated to four decimal places but in rough terms

((laughs))

Um we get one teacher for every twenty five students

Yeah

.hhh but for international students we get one teacher for every twenty students

Right

And then actually um we get a little bit more we get a teacher and a block for every twenty students

A block being like point one five

Uh one- one seventh of a teacher

((laughs)) four decimal places

Yeah

Can you imagine

Point one four two nine ((laughing))

Being the one who’s assigned

Yeah ((laughing))

For those last two decimal places it’s kind of yeah you know so it is beneficial when we’re looking at building a timetable and staffing the school that those international students do bring that extra staffing and then they bring a- a little bit of an extra budget for buying resources

So

So um tch schools um would like to have amongst their students some international students because of those benefits
Constructing FIS: QHS Principal Interview Extract 2

26 R: right
27 P: and is there a difference between having an international student and having . hhh a recent immigrant no
28 R: beyond - beyond
29 P: yeah
30 R: what that would bring
31 P: yeah
32 R: in the twenty
33 P: yeah
34 R: to twenty-five distinction
35 P: right
36 R: yeah yeah okay
37 P: so is there a downside to accepting international students not on a one to one comparison
38 R: mm
39 P: there's not a downside there's only up in terms of the extra staffing where the downside comes is a cumulative thing and hhh. particularly in a school like ours where I think it's only [number] percent of our population is born in Canada
40 R: right
41 P: and that number is continuing to drop
• Constructing FIS (Principal):

  ➔ prefer west side schools

  ➔ from crème of the crop to more frequently unsuccessful

  ➔ not different from ESLers, except:

    ➔ 20 / 25 funding distinction (beneficial)

    ➔ homogenize school (downside – ‘a cumulative thing’)
01 R: say you have thirty one kids in your class and some of them are international students they don’t get the esl money so do I need a forensic accountant to figure out what’s going on because it’s you know if seven of your thirty one are international students what happens to that money if you are teaching that class by yourself and there’s no aid in the class where does the y-
02 T: (we don’t know) the general pot
03 R: right
04 T: general account(s)
05 R: right so then you know once a year fund a trip to Victoria sort of thing or like you know i- so how does that work an- so from a teacher’s perspective
06 T: I’ll tell you let me just tell you well it’s an interesting one because this whole thing about sort of squeezing the budget um that’s been happening
07 R: not just provincially but districts yeah- schoo-
08 T: provincially and the district so you know eleven million one year seventeen the next year eleven million (cut) the next year so the school board’s getting smaller and therefore the amount of money coming to your school is getting smaller therefore class sizes tend to get bigger and we fought really hard in the sc- school
09 R: clearly that’s what the unrest is about as well right I mean
10 T: absolutely
11 R: yeah so
12 T: (with regard to the union yeah but anyway) but that being aside what it comes down to is blocks right how many blocks are out there so if you’ve got a hundred blocks and you’ve got um three for English a hundred kids um and you’ve got if you divide those up to three blocks so thirty three per-
13 R: or four
14 T: or four if they give me three where’s that fourth block going well it might go to the administrator who is doing international student work
15 R: right
16 T: right and so he takes them to Victoria once a year
17 R: yeah
18 T: or he might have a pizza meeting
19 R: right right
20 T: once a year and that is it because really he’s spending his time as an administrator right he’s not sitting there going okay it’s ten o’clock and now I must give all of my attention to
21 T: the international students it’s weird your guys are one of the first blocks that always gets tagged like technically really th- the vice principal here only has four blocks the vice principal should three of them are things like bogus things graduation something or other international students I think they have two years of international students
22 R: oh
23 T: and when it really got testy you know class sizes were going up (we) said well
24 R: what d- what do you need that for yeah yeah
25 T: what do you do there
26 R: show- s-
27 T: oh uh the um uh and they didn’t know
28 R: yeah
29 T: so there’s no way you’re ever going to be able to take that away from them but at the same time that’s where the money goes
Constructing FIS: ESL Teacher Interview Extract 1

01 R: .tch so in or out of class differences between kind of immigrant esl and international esl is that something that you would notice or would be able to kind of talk about
02 T: no in [QHS] they’re pretty much the same
03 R: the same thing
04 T: yeah I think they- their backgrounds are so similar i- I can’t see the difference
05 R: yeah that’s in fact another question I’ve been asking students has been like so you know somebody comes as a pr holder
06 T: yeah
07 R: in September
08 T: mm hrm
09 R: and doesn’t pay fees somebody comes as an international student you’re both from mainland china
10 T: yep
11 R: you know you both finished grade eight
12 T: yep
13 R: or whatever or grade nine
14 T: uh huh
15 R: what’s the difference between these two students
16 T: mm
17 R: and it’s basically an immigration category
18 T: i- it’s so you know because I work with the seventeen oh one files I- there’s a list ((laughs/hits desk)) of international students I always have beside me
19 R: right
20 T: because I’ll be sorting things out and then I oh- where’s the file for this student
21 R: who’s who’s who’s is and who’s not
22 T: oh they’re international and that’s the reason why it goes right into the- I can just recycle it
23 R: right
24 T: I don’t need to hold onto the file for the international students
25 R: for that- ah so it
26 T: i- it’s that
27 R: you need the list basically
28 T: i- i- need the list because there’s no difference
29 R: right
• Constructing FIS (Teachers):
  ➔ provide more ‘blocks’

  ➔ FIS blocks – used for admin ‘work’ (cf. principal’s account of FIS providing for ‘extra staffing’)

  ➔ 1701 narrative – used as a ‘resource’ to suggest that for *most* teachers at QHS there is no difference
Ellen (LN)

- 15 years old
- from mainland China
- 10 months in country (@ time of interview 3)
- homestay (family of mom’s friend)
- placed in ESL classes (writing; socials; English)
Constructing FIS: LN Interview Extract (PR vs. FIS)

01 R: what’s the difference between these two:
02 LN: I think the only different thing i- they have family i- in Canada
03 R: but- mm okay
04 LN: but I th:ink because also they’re new they’re new immigration
05 R: that’s why I’m asking so
06 LN: so they’re I think they’re the same
07 R: yeah like an- and even some international students have parents
08 LN: yeah yeah some
09 R: here
10 LN: yeah na- I know
11 R: [SC] as well her mom is here so
12 LN: yeah
13 R: right and so to me it’s really interesting because
14 LN: mm
15 R: i- I’m trying to understand like
16 LN: but-
17 R: do you see any difference in the classroom or
18 LN: n:-
19 R: in the school or so-
20 LN: I think because our English is the same level and also we are the come
here for about one year so I think our English wi- level or something w-
(just/that’s) not very different
21 R: so then my question to y:ou or maybe to your mom ((laugh)) or dad would
be why not immigrate
22 LN: my mom want
23 R: wants to
24 LN: want to but
25 R: yeah I remember that
26 LN: but too expensive now
27 R: ah to do that
28 LN: at- before like last year it’s okay like my mom can like consider about
it but when the new immigration laws came out
29 R: were passed yeah
30 LN: yeah and it’s too ((breathy laugh))expensive for us
31 R: that is really interesting
Zeejay (ZJ)

• 15 years old
• from mainland China
• 1 year in Canada (@ time of interview 4)
• homestay (with [real] aunt & uncle)
• in ESL classes (writing; socials; English; science)
Constructing FIS: ZJ Interview Extract

01 R: uh students and their parents they’re really smart consumers
02 ZJ: like like for example uh like the [FM]
03 R: yeah
04 ZJ: you know [FM]
05 R: yeah
06 ZJ: his English level is not good enough to move out of the esl
07 R: yeah
08 ZJ: tch but what he did is that he he signed up a- a- a s- English ten
09 R: summer course
10 ZJ: not summer course sign out it sign out uh in the private private
11 R: school
12 ZJ: not- not private school nea- it’s private organization
13 R: okay
14 ZJ: I don’t know what is it
15 R: academy
16 ZJ: yeah but this but this organiza- th- this organization was was granted
17 by the vsb by the Canada government
18 R: yeah minis- ministry of education yeah yeah yeah
19 ZJ: yeah so even though they they they cannot pass the uh they cannot pass
the esl test or some test but next year as long as he can get of get the
he can pass the grade ten English he can move out of esl
20 R: yeah
21 ZJ: what’s this
22 R: so that’s exactly what this is about
23 ZJ: yeah but you have to pay s::o much money he pay two thousand dollar for
one course
24 R: really
25 ZJ: yeah
26 R: more-
27 ZJ: just one hundred hours
28 R: more expensive than
29 ZJ: than hi- than summer school
30 R: summer school hey
31 ZJ: yeah but he he doesn’t ge- get the permission to take the summer school
cause he-
32 R: and that’s why
33 ZJ: he’s still in the esl
34 R: so here’s the question then does he have to go as part of that - does he have to go to school
35 ZJ: yeah he ha- go to that school the school in [place name]
36 R: right
37 ZJ: I don’t know what school is it
38 R: right so it- so he has to go to that school
39 ZJ: yep
40 R: and then what’s the class like is it difficult is it simple I mean is it
41 ZJ: no no the thing he told me is that uh the class is is uh exclusively set for the Chinese people
42 R: so
43 ZJ: just because their organization consider that uh (their/they’re)
44 R: mostly international students I guess
45 ZJ: yeah most in- are the international students are from china and china’s Chinese student doesn’t exactly know how to learn in English in kore- uh in Canada
46 R: yeah yeah yeah
47 ZJ: so they taught- they use the Chinese way
48 R: syste- education style
49 ZJ: uh yeah the Chinese way to tell them how to learn English in Chinese way
50 R: yeah
• Constructing FIS vs. PR (FIS students):

→ LN: no difference between me and them, except I can’t afford to immigrate

→ ZJ: story about FM who, unlike ZJ, has a family that can pay ‘so much money’ (to get out of ESL)

**salient narrative resource to construct FIS in relation to ‘immigrant’ ESL students = socioeconomic status**
Linking back to previous research
POLICY: Previous Research (Fallon & Paquette, 2008; Fallon & Poole, 2012)

Bill 34 → School Amendment Act (2002)

• creation of for-profit school-board business companies
  – K-12 public education re-conceptualized in neoliberal terms
  – schools = providers of marketable commodities (progs & creds)
  – Ss & parents = consumers of educational services & products
  – MoE = hands-off approach (school/boards are sole managers)

HERE:
• trace discursive/structural changes related to neoliberal terms
  • residency / funding → new meanings to immigration categories
  • student statistics → new program code & tracking of outcomes
  • manage brand integrity / quality → new MoE structure/policy
• contingent & contradictory nature of neoliberal ideology and processes → not necessarily a top-down project (Holborow, 2012)
PREVIOUS RESEARCH ➔ My home-stay family was a Canadian family. When I arrived at my home-stay, we spoke English because they were Canadian. They didn’t speak Japanese so I was forced to speak lots of English. I gained lots of practice in English and my English improved.

THIS STUDY ➔ C: uh I think there’s not many contrasts they are dep- up to themselves if you want to learn hh. If you want to be a good student no matter how st- what kind of student you are you have to you will study will but I think maybe the international student got to do a better job because they pay the fees everytime they don’t want to study they say ah I pay the fees such a such a expensive

FIS transition and adjustment in high school

• critical events that helped or did not help trans/adj
  – one-off interviews
  – themes as constitutive of a generalized FIS experience
  – questionable representation of student voices:

HERE:

• complementary: expanding work on FIS (longitudinal; in school)
  • situated in/by/through various sites & actors in policy & practice
  • foreground similarities & differences between FIS/immigrant ESL
  • note use of ‘class’ / ‘money’ terms to account for FIS status and as a resource for getting out of ESL
Implications?

Students
• changes to program features/accountability/funding?

ESL Teachers
• changes to curriculum /accountability?
• unsubsidized students in class?

“There is much more money for International students; they are often serviced at the expense of time for the immigrant population; they come at the front of the line; there are decreased services for the immigrant population; it is an elitist split” (CIA Helping Teacher).

“International students are getting more attention than the ESL students who were born here” (Middle Teacher).
Thank you for listening!

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