

An exploratory study of the multiple roles modelled by Teachers of English as Second
Language in multicultural classrooms in Montreal

Sam [Samir] Khoury

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Abstract

An exploratory study of the multiple roles modelled by Teachers of English as Second Language in multicultural classrooms in Montreal

Sam(Samir)Khoury

This study was designed to explore and describe the main roles that teachers of English as Second Language (ESL teachers) are called upon to model in culturally diverse adult education classrooms in Montreal. Eleven ESL teachers participated in the study. The first group consisted of experienced ESL teachers who are currently enrolled in an MA program in an English language university in Montreal. The second group was drawn from ESL teachers currently employed by an International Language School in downtown Montreal attracting mainly new immigrant students.

Through a process of journaling and focus group discussions the ESL teachers arrived at a list of seven major roles in terms of centrality to their practice and chosen from among forty roles inventoried through the process. These seven roles are: expert/teacher, motivator, animator, listener/counsellor, culture broker, curriculum designer/evaluator, and guide/facilitator. Three major concerns related to these roles were identified: a) the degree of involvement in the learners' lives, b) excessive time and energy requirements of the job and c) the question of ESL teacher's lack of choice with respect to resource materials for teaching and an imposed curriculum.

Two main recommendations emerged: a) developing a cooperative and community-based peer-support system; b) developing in-service education programs that incorporate issues of gender, age, race and sexual orientation, among others, so as to empower teachers not to fear and retreat when these issues arise in their classrooms.

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My FAMILY for all that we have shared and been through together – the best of times, the worst of times. I am forever yours. Carpe Diem...!

&

In loving memory of an angel I was blessed to know: *Patricia Debels*

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Chapter I - Introduction

In my English as Second Language (ESL) classrooms, I often have to change roles from being an expert-teacher and put on many different mantles. These frequent role shifts have sometime created challenging situations to my ESL teacher role which were especially harrowing to me. One of such experiences was that of an adult learner in one of my classes whose sole purpose for taking an ESL course was to become proficient enough to sit through a job interview, within a six months time frame, which, if successful, would have enabled her to stay and work legally in Canada. Considering the urgency of her situation, the fact that she barely knew any English at all (I had resorted to talking to her in another language), and an understanding of the nature and duration of the courses offered at the institution where I work, I realized how impractical, financially and educationally, it would have been to have her continue attending my course if she were to achieve her goals.

As a facilitator, guide, and in my own expertise, I needed to find a way to help her succeed in her objective by getting her out of my classroom and into a specific program better suited to achieve her goal. This I had to do without overstepping my bounds as a teacher and not an administrator and with the added consideration of the fact that financial aspects were involved for both the institution as well as the learner. Needless to say, this was a challenge that was time consuming and also required a lot of diplomacy and tact, but one which was thankfully resolved in a positive way. In some ways, the different roles I had to assume - expert, facilitator, administrator, learner, diplomat, counselor, etc - were very fulfilling as they allowed me to tap into the many roles in me.

Williams (2001) expresses this notion of creativity by claiming that “it’s our ability to switch roles elegantly that best illustrates our artistry as adult educators” (p. 40). This artistry in question is reflective of our inner self – or the nature of our individual identities as educators. And, it is this identity, this artistry, which emancipates and empowers the educator from being neutral to our learners’ needs and goals. Williams alludes to this lack of neutrality as the heart of Freire’s message of conscientization which upholds that “teachers can never be ‘neutral’ as we work to help people improve their lot in life” (p. 60). Parker J. Palmer (1997) also addresses this notion that teachers cannot be neutral by saying that the inner voice of the teacher “is of identity and integrity. It speaks of not what ought to be, but of what is real for us, of what is true. It says things like, ‘this is what fits you and this is what doesn’t,’” (p. 8). Teachers who face the many challenges of their calling must be ready and willing and well prepared to bear the different mantles gracefully and graciously so as to help their learners achieve their objectives.

In many small ways, I have begun to realize that there is the potential within myself, as in others, to question and confront that which hinders the learning process of the learners I am entrusted to teach. Growing up with a very conformist Middle-eastern cultural background within an expatriate community in the West African countries of Sierra Leone, Liberia, and Nigeria, I always felt that personal identity and impassioned ideals were not to be flaunted and that being neutral was simply a way to keep harmony. My education and teaching experiences, however, have afforded me the opportunity to voice my doubts and concerns – to listen to the teacher’s and learner’s voice in me!

It is here that I stake my claim: who am I in my classroom? Better yet, who are we? ESL teachers have a responsibility to the business of teaching the language and the responsibility to transmit the culture of English. Our learners come from different walks of life and choose to be in our classrooms for a reason – they need to learn the language. Their jobs, their careers, educational goals, social infrastructure within their newly adopted country/environment, and indeed their new identity depend largely on learning and mastering the English language. However, as experienced, as worldly, as traveled, as arrogant, as humble, as diverse as they are – learners in our classes are all ears to our ‘words of wisdom’. They tend to follow our language cultural maps and social guidelines - for we are the teachers – the experts.

ESL or otherwise, teachers are put in the position to make a difference: to teach, to facilitate, to guide, to broker peace, to negotiate and navigate budgets, time and classroom management, to enlighten, to share traditional values and citizenship ideals, to model trust, to exemplify respect, and, first and foremost, to teach content. We are called to wear many mantles within each session and during each class.

As teachers, we are magicians who have to constantly pull rabbits out of a hat, awe and entertain the audience, dazzle with the multilayered cloaks of our trade while all the time give the audience their money’s worth - and all this keeping true to the very essence of who we are and what our artistry is all about. With respect to ESL, that simply means to teach the language structure within multi-layered contexts for our multi-cultured learners.

As educators, primarily of ESL in Canada, it is a given that we have to constantly shift and shuffle through the mandates of the formal and informal curriculum fostered by the Ministry of Education, along with those demanded of us from the various educational institutions for whom we work. However, as teachers, the measure of success of our profession centers on our ability to shape and shore our lessons to meet the individual needs and diverse goals of our learners in order to facilitate their learning processes. Robinson and Selman illumine the verity that when “a wide variety of needs and interests is revealed, compromise may be necessary” (1996; p. 34). Further, they strongly maintain the notion that the “process of negotiating curriculum [content and context] is never without constraints, which may affect both the teacher and the learner” (p. 34).

More so, as demands of budgeting agencies and curriculum reforms are forever at extremes, the burden on the teacher, especially ESL teachers, is to constantly assume different roles so as to navigate and negotiate between mandates and expectations and to do what he or she is meant to do best – teach the English language and culture. Simply, the English language is a culture unto itself and cannot be divorced from that fact whether teaching grammar functions or communicative exercises. As such, these roles or mantles borne by educators must enable and ennoble them to walk a fine line between teaching the English language as a means of bridging the commercial (the economic benefits of learning a language) and cultural divide between peoples of the world and not as a tool by which to deny or denigrate the learners’ individual cultural identities – specifically individual language and traditional identities. Especially as “language is much more than a mean of communication; it is a reflection of culture and a major

vehicle for the transmission and, in fact, creation of culture” (Ilieva, 1997, p. 15).

Indeed, while language learners feel the need to acquire the means by which they can ensure the mobility and the fluidity necessary for scaling the rungs of the socioeconomic ladder within the new culture they find themselves in, it is crucial that (ESL) teachers reflect upon how this dependence on language literacy and the adoption of a new ‘language identity’ might positively and/or negatively impact their learners.

Maxine Green (1995) reiterates the need to “provoke critical questions around the many modes of literacy, the preferred languages, the diversity of languages, and the relationship of all of these to the greater cultural context” (p. 111) in order to look at language learning as a means to share lived experiences. She expounds on the notion that “people who lack access to the language of power, who are inarticulate even about their lived lives, are unlikely to ‘surmount the boundaries in which all customary views are confined, and to reach a more open territory’” - citing Heidegger 1968, p. 13.

Due to technological advancements and facilitated geographical border crossings, the need for coexistence and acceptance of diverse peoples is ever more so critical.

Moreover, in this era of globalization (UNESCO’s Delors Report, 1996; Gill & Howard, 1999; Burnouf, 2004), it appears that the English language is fast forging forth to become the lingua franca of the 21st century (Yano, 2001; Modiano, 2001; Seidlhofer, 2001; Durgunoglu & Verhoeven, 1998); and, as such, begs the question of how the teaching and learning of English need be modeled.

Burnaby (1998) accordingly takes up the subject of English, the language of power, or lingua franca – if you will, Second Language teaching and learning by saying:

The content of ESL learning [...] is vast, since language pervades not only all aspects of our social relations but is also critical to our thought processes.

Therefore, when people in the community do not speak the mainstream language, this fact becomes an issue in many facets of life. The major initiatives to resolve such communication problems in Canada [and indeed elsewhere] have been attempts to isolate language and teach it as a generic skill in the naïve hope that the learners will end up having enough in common with us for practical purposes. But language cannot be divorced from content and language teaching can never be other than a highly political process. Thus, many [current] ESL programs have been criticized as being both naively assimilationist and ineffective in preparing immigrants for the real challenges that they will face in the community [and the world at large]. (p.291)

Hence, the manner by which this language, this lingua franca of a globalized “world society,” (King et al, 1994; Mitchell, Grin, & Sobel, 1997) gets to be transmitted must be taken into account so as not only to reflect diversity positively but forge an affirmation of linguistic diversity. More importantly, in the teaching and learning of the language, English must not be viewed as a hegemonic force that supersedes all other languages; instead, it must be seen as the means to a socioeconomic end – as well as a tool that enables the exchanging of cultural customs and concepts. It is in this light that ESL educators must shine through. With each change of a specific mantle, with each role

switch, the educator is faced with making critical decisions so as to ensure that respect for and affirmation (McLaren, 2000; Ghosh, 2002) of cultural diversity and identity remains primary – while by the by go about with the teaching of language form and content.

Purpose

The purpose of this study is one aimed at providing a descriptive presentation of some of the more prominent roles English Second Language [ESL] teachers model, or are expected to model, in their classrooms. Throughout this research process, many of the participants involved clearly reiterated the fact that, now more than ever, they are being called to trade in the briefcase for the suitcase – metaphorically speaking, that is. Due to the low birth rates in Quebec, a need for importing a large number of immigrants within the next 20 years, and Canada's open immigration policies, educators are being called upon in light of today's rapidly evolving and diverse world to constantly change and/or put on different mantles within the frameworks of their classrooms. These mantles in question refer to the task that educators, especially, but not limited to, adult educators, are required and expected to take on different roles during each classroom session so as to facilitate the learning of the English language – and even more specifically as a second language.

This research thus looks at what eleven ESL educators perceive their roles to be in the Montreal classrooms each year. Especially, if one is to consider all the mundane and/or administrative and formative duties the ESL teacher undertakes in his or her classroom at any one time, the long history of embittered divide between English and French language

policies in Quebec and Canada, and the constant influx of immigrants with their respective cultures and ideals. Further, it attempts to shed light on what roles they see themselves in, and issues concerned with or affected by their having to assume particular roles. Specifically, the aim is to open a critical and reflective dialogue between educators with regards to certain underpinning issues within the ESL classrooms and how said issues will and/or should be dealt with – given the mantles educators bear.

The Research Questions

The main research questions I intend to answer (through individual journal responses and focus group discussions) are:

1. What roles do educators play in the ESL classroom and what do they think of these different roles?
2. What concerns and approaches do they have with regards to their being expected to have multiple roles to play in the classroom? Are these general concerns?

Organization

This thesis has five chapters. The first introduces and highlights the aims and objectives of the research. It provides personal background information – drawing from past and personal experiences, and ascertains the main research questions.

The second provides the description of the methodology and the procedure of the study, the population and sample, the rationale for the means of data collection and the grounds

and considerations for applying such techniques, the steps used in data collecting (individual and initial conversations, journaling, and focus groups), some ethical issues, and reflections of life's happenstance and personal thoughts.

The third presents the data: the demographics, confidentiality issues, distinctions, the categorizing and coding of the journals and focus groups. Emergent themes are illustrated and tabulated.

The fourth chapter focuses on the relevant body of literature and discusses the different conceptual frameworks from which it draws its inspiration and designs. In this chapter, the emphasis is on Identity and Transformational Theories and how they tie into and reflect the data and emergent themes from the study. Furthermore, approaches to teaching from various standpoints such as the "executive," the "facilitator," the "liberationist," – but to name a few – are illustrated.

The final chapter provides the implications of the study as well as proposes certain best practice recommendations for the ESL teacher. Finally, it concludes with certain perspectives and reflections that came up during this research project.

Chapter II - Methodology

This chapter provides an account of the initial interactions with participants, the journaling, the focus groups, and the grounds and considerations for applying such techniques. Furthermore, it gives a description and breakdown of the population and sample, the rationale for taking such a small sample, the ethical concerns involved in this study, as well as reflections and thoughts about life's happenstances that affected and impacted this study throughout.

Procedure

This process began simply enough by asking as many ESL teachers as I could find to take part in my study. I sought out teachers who were enrolled in the same program where I was studying towards my MA degree. I also aimed at getting participants from a downtown international school where I worked to be involved. And finally, I had originally wanted to get participants from a university's TESL program, but later opted not to pursue this group simply because of time and personal problems at the time this study was undertaken. Then, those that participated were asked to keep a journal of comments and reflections; and, those who were willing were informed that they were going to be invited to take part in a focus group discussion.

After having found eleven willing participants and going through the relevant and ethical process involved with research undertakings, my first task was to engage each participant individually and to outline and explain what the study was about specifically to start them on the journaling process. I encouraged them to contact me at any time if need be and

explained the relevance of the journaling process. A few of the participants had concerns with regards to the time needed to complete the journaling process as some studied or worked full time, had families and children they take care of, in addition to other commitments that were already too time consuming for them. A few others had had very little experience with journaling, which I found surprising because journaling is a highly emphasized component of TESL programs.

Giving my participants a chance to reflect on and understand their own realities, written reflective journals were used in order to collect a first set of data about the roles and concerns of ESL teachers. Thus, participants were asked to complete a 'demographics' form and respond to non-specific and open-ended questions (*Appendices A & B*) which aimed at answering the major research questions outlined earlier with regards to the roles ESL educators assume or are called to assume in a culturally diverse world. Then, after about a couple of weeks, all participants were invited to take part in focus group discussions to critically engage in the issues emerging from their journals. These discussions were recorded. At the end of the focus groups, the participants were asked to add final thoughts to their journals. These focus groups, two separately scheduled ones, were held in one of the conference rooms at the graduate department in the university where I was studying.

Rationale for Journaling

The use of journal narratives was the preferred choice for the first step of my data collection for many reasons. To begin with, I have always in my classes used journaling

and relied upon journal writing as a means by which to connect with my students at inter and intra- personal levels; and, as a tool by which to connect them to the course and its content.

Therefore, it was very natural and appropriate to use this means of interaction to establish and intimate a necessary level of trust and discourse; and, more specifically, to provide a means wherein my participants would have some 'personal space' to record their voices. Bogdan and Biklen (2003) allude to this mode of research as one "concerned with understanding the point of view of the subjects." And, citing Blumer (1969) they also refer to 'symbolic interaction', which "is the assumption that human experience is mediated by interpretations" (p. 261). The use of journaling gave my participants time and personal space to reflect, mediate, and negotiate their interpretations of the roles they see themselves modeling as ESL teachers; and, in turn, acknowledge those roles as crucial to their teaching identities. Here, human interaction and meaning-making are central to negotiating and maintaining a dialogue with self and with the reader.

Roger Hiemstra (2001) best sums up the practical implications behind journal writing by citing that this "process often evokes conversations with self, another person, or even an imagined other person. When we add to this list the advantage available in most journaling formats of being able to review or reread earlier reflections, a progressive clarification of insights is possible" (pp. 19-20). This captures the essence of journaling as a technique that breathes life into our everyday learning and living experiences.

Teller (1998), Janesick (1999), Parker (1999), Heimstra (2002, citing Knowles, (1975); Brookfield, 1987, 1995; & Christensen, 1981), and Orem (2001) are but a few authors who wholeheartedly and steadfastly recommend and validate the uses and benefits of journal writing. They, as I, hold that journaling is an effective tool that is useful not only for language teaching and communication but also as a means to enhance meaning-making as well as foster critical thinking and reflective dialog in, but not limited to, adult learners. Teller (1998) reaffirms this in saying “I never questioned it. [...] The journal was where I argued with myself, for or against a particular action” (p. 23).

Richard A. Orem (2003) eloquently illustrates the critical implications of journal writing for language teaching and learning as follows:

For second-language learners, interpersonal journals, such as dialogue journals, can provide the opportunity to practice authentic language through the interactions of writer and reader. Pressure to be correct is reduced by stressing the goal of communication, not grammatical accuracy. Fluency can be gained more readily through the simple act of writing for personal communication on topics of meaning to the writer. Journal writing can also be a powerful political tool in the emancipatory or participatory classroom. Journals can provide learners with the opportunities to reflect on practice and its implications for social change and personal empowerment. (p. 76)

The aforementioned excerpt simply packages the benefits of journal writing.

Rationale for Focus Group

At the journaling stage, the participants were given about a couple of weeks to pen their views and thoughts, and to constantly reflect on and modify what they had written down on some of the questions regarding teaching roles and responsibilities. Then, after collecting their journals, I wanted to bring them into an open forum where they could exchange ideas and negotiate viewpoints on what these roles and responsibilities mean to them and to ESL education at large. More, at the beginning of this second stage, the group discussion stage, I presented those who were able to make it with a typed list of all roles mentioned by all eleven participants as well as typed data from the collective journals (with the participants' names withheld, of course) which categorized concerns, approaches to teaching, factors that affect teachers' roles and responsibilities among others. From such start, I wanted to narrow down what they, as a group, thought the most relevant roles and responsibilities of ESL teachers are.

Due to timing and personal choice, some of the participants chose (and comfortably so) not to or were unable to take part in the focus group discussions – even though two separate days and times were allocated for group discussion. Moreover, in the first session, only three were able to show up. And in the second, two more were able to make it. Needless to say, time, which came up as a factor that helped and hindered teaching roles by most, was also the factor that prevented most from being present in the groups.

As this study is qualitative in nature, participants were informed that they were to make any comment and or change to the information presented at any point if they so desired –

from start to finish. Simply, this was an ongoing analytical and dialogical process and was open to reflection and critique by all involved; this last was to account for misinformation on my part and to allow the participants involved to modify any and all aspects of the data before its final submission.

The raw data collected from the journal entries were analyzed in terms of their relevance and correlation to my research questions. Thus, I was able to outline some common themes in a list which provided a distinctive view of what ESL educators see their roles to be in the classrooms.

The analysis and themes emerged from the study itself. The reflection on teaching roles and personal identity, concerns and approaches, factors that help and hinder the main roles outlined by the majority of participants were put forth by the candid reflections and discussions made by all who took part in the study. The qualitative approach adopted sought to allow meaning to flow out of the journal pages, and the reflective dialogues were then categorized with regards to their relevance to the research questions.

Setting/Population

The participants of this study come from different walks of life academically, professionally, and individually. There are 11 participants in all. Some are ESL experienced educators pursuing further academic studies in a Master's program. The others were currently employed ESL practitioners from a downtown International Language School in Montreal, Quebec, Canada. The ages of the eleven participants

range from 27 – 46. Three men and eight women took part in the first phase of journaling. The individual professional experiences of these participants ranged from a minimum of three years to a maximum of nineteen. All but two participants were multilingual and eight out of the eleven had had teaching experiences in various cities and countries other than Montreal, Canada. A complete demographic breakdown of the participants (first names only used and with their permission) is provided at the end {*see Appendix D*} of this thesis.

The reason for sampling from the aforementioned groups was to see whether continued higher education, at the graduate level, offered a different perspective on ESL teaching roles as compared to the views of field practitioners without graduate degrees.

Consequently, I wanted to see if the practitioners in the field held different viewpoints on what academia offers vis-à-vis the different roles that ESL teachers were expected to model. Simply, will there be a difference in perceived roles?

Ethics

There were indeed some ethical issues involved in this study. The participants, their ages ranging from 27 - 46, were informed as to the nature and process of the study and asked to sign a consent form allowing the use and reproduction of all or part of their journal entries and transcribed voices. Confidentiality was granted to whomever so required, but none requested it. Indeed some went so far as to indicate that they appreciated having their voices heard – which reinforced the intention I had when I started this research process. Further, the participants were informed as to the two stages, the journaling and

focus groups, of the study and asked to sign consent forms allowing for the use of audio recording during the focus group discussion segments. Finally, participants were encouraged to engage in both stages of the study, but were informed beforehand that they had the right and freedom to discontinue the process at their convenience. Here, six out of the eleven participants did not make it through to the second stage – the focus groups – either because of scheduling problems or because they chose not to.

With regards to the physical and/or psychological welfare of the participants, this study neither anticipated nor perceived any major dilemmas or problems for the parties involved. However, two issues needed to be considered. The first was on the journaling process itself which encouraged the participants to freely discuss what roles they believe they are expected to model in today's diverse classrooms with focused attention to certain issues such as difference, racism, prejudice, etc, and how they had dealt, currently deal, or will deal with such issues. Here, participants were reassured that their journals will be confidential and could be kept anonymous (if so desired). Further, it was mentioned from the onset to all involved that the goal of this research is to get an understanding of the participants' views about their past, present, and perceived future roles as ESL teachers.

Another issue with this study relates to the second stage of the process. After writing and reflecting on certain issues and ideas during the journaling phase of this study, participants were then invited to an open forum to discuss the emergent themes from their collective journals. In those instances, some of the participants were a bit apprehensive with regards to the following: the time, timing, and location of the discussion, audio

recording, being in a group with known and unknown peers, vocalizing personal beliefs and attitudes, and to opening up and being vulnerable to critique and others' points of view.

In the case of the time, timing, and location, the entire dialogue process took a maximum of 2 hours with each group - held at the convenience of the majority of participants. I used a seminar room in the education department at the university which allowed for a certain authenticity to the study. As for audio recording, the participants had been made aware of this from the first day when they were asked to participate and had granted consent – in writing. With regards to being nervous amongst a group of peers and to alleviate apprehension, I related my experiences of being in a classroom for the first time and having to deal with a sea of unknown faces as a teacher. Finally, as for opening up and being vulnerable to comments and advice, I led by example and discussed issues I have faced in my years of teaching and how I dealt with them and grew both as an educator and as a person.

Life's Happenstances

The bulk of this research took place in late spring of 2005. After having completed the data collecting process, I had to put aside work on the research for personal reasons. Needless to say, the lesson learned from such undertakings was simply that once out of the academic milieu, especially where life and responsibilities are concerned, it is hard to find one's way back easily. However, as luck would have it, and as long as there are people who believe in you, the journey back became a reality.

Thankfully, the data I had collected was recorded in print (as in the journals) and in tapes (as with the focus groups) and this made the transitioning back into researcher mode much easier, for it allowed me to review and revisit the acquired information albeit with a fresh perspective.

However, the fact that I had been away for a while and that I felt isolated from the peer structure that was very supportive throughout my time in the graduate program brought me to the realization that being a lifelong and continuing learner was very much relevant to being a teacher. Incredibly enough, while revisiting the tape scripts and journals of my participants, the notion of peer support came out as one surefire means by which teachers could more easily transition from one role to the other. This became an eye opener for me in terms of how I view education and academia.

Reflections

Underpinning this study throughout was the need to give a voice to ESL teachers – including my own. In choosing this subject, I had hoped to grow from the research within academia, professionally as an ESL teacher, and as a person. In simply discussing, reflecting on, and understanding what the different mantles or roles of ESL educators are, as seen from the participants' points of view, as they face the diverse classrooms of today, I had hoped to bring out some of the concerns and issues we as ESL teachers face. But, more importantly, I hoped that the passion evoked during this study by teachers of a language lifestyle, a language identity, would inspire me, my

participants, and readers at large to appreciate more the duty and responsibility we have towards ourselves and our learners.

From this premise, this research opens a dialogue as to the responsibilities of these roles, and allows for the participants' individual identities to shine forth and their voices and concerns to be raised. The basic implication of all this is to underscore the relevance of the different mantles educators are called upon to bear – and to address the critical and essential ideal of the ESL educator as a role-modeler for the affirmation of cultural diversity.

Chapter III - Data Analysis

Distinctions

There were two parts to the data collection process in this research. The first of which involved the recruitment aspect. At that point, after getting each ESL teacher's acceptance to participate, I had to discuss the journaling process, especially since some of the participants hadn't been exposed to this dialogic aspect of journaling before. This phase was relevant to the information gathering process. It allowed the participants to question the journaling method, negotiate the time they were to spend on each question, and afford them the right to change their answers as often as they wanted until satisfied with their responses.

As was observed initially from this step, and something which became the bane of this study's progress, timing was everything. Getting the participants to accept, to complete and hand in their journals on time, and to keep the momentum from this first stage to the next was time consuming and constraining. Time, I learned throughout this study was something ESL teachers, myself included, could least afford – however, this comes up much later on.

The second part of this stage involved waiting patiently for the participants to respond, revisit, reflect, and reformulate their thoughts about the questions posed to them. As mentioned, the time allocated for the journaling process was one week, but this was later (by demand) extended to two. At the end of the two weeks, I was able to collect all the reflective journals and began to code them in categories and themes.

The second stage, after the journaling, was to invite the eleven participants into open focus group discussions where they would revisit and refine (if they so choose) their ideas, perceptions, concerns, and approaches to the roles ESL teachers were expected or should model in today's multicultural classrooms. These are classrooms which reflect national and international cultures and traditions, as well as diversity through multilingual learners, socioeconomic status, learning dis/abilities, sexual orientation, gender, learning styles, race, religion, and other specificities.

Moreover, for the focus group discussions, the information and responses given by all the participants through their journaling were neatly typed and without names and personal identifiers. The roles outlined by the eleven participants, a total of about 40 different ones, were listed alphabetically and the five members of the two focus group were told that the list was alphabetized and in no order particular order of relevance.

In order to facilitate participation, and due to the fact that timing, as stated earlier, was a major factor that helped and hindered in this process, I provided participants with two separate time frames to attend a focus group. The logic being that with eleven people, those who won't be able to make the first group would be able to make it to the second one. However, in the first group session, only three participants showed up. And, in the second, there were only two participants. I learned from speaking later to the rest that a few were uncomfortable and decided not to come at all which was perfectly understandable and respected; and, a few others simply could not make either of the two sessions either because of time conflict with their work or personal happenstances.

Needless to say, the overall discussion and relevant insights that came about through the five voices of the participants resonated strongly because of the small group context. This allowed for a more relaxed atmosphere between the participants and made for a more emphatic and lively discussion.

In the following pages, the data I collected through the journaling and the focus groups are divided into two sections. The first focuses on the journaling by the eleven participants. Here, each question would be discussed and responses would be noted. Further, commonalities and themes identified are stated clearly and defined.

In the second part, the same questions are revisited once again, but with more focus and with the typed responses from the journaling that were to be used as guides. The aim of these group discussions was to narrow and identify the major roles the participants viewed as being expected roles of ESL teachers or ones which they thought should be the roles of ESL teachers in today's classrooms. Data showed that there were four common roles between the five participants from the start, and subsequent review showed that these five people held similar views as the six who did not show up for the group discussions but did participate in the journaling.

Although the five had those four common roles from the onset, the manner through which they arrived at it, discussed fully under the appropriate section later on in these pages, allowed for each to have chosen seven roles from the list of forty that was provided (*see Appendix E*). And, after having identified four common roles between the seven that each had chosen separately, they were encouraged to then negotiate between themselves and, in group consensus, choose two or three others from the seven they had

each listed originally to make up a newer total of seven roles. These extra two or three became secondary to the first four common ones chosen independently, but were nonetheless equally valid in terms of their relevance.

From this point, the discussions then went into issues and concerns ESL teachers face and their approaches to teaching that incorporate the seven roles outlined. Furthermore, factors that helped and/or hindered these roles were mentioned and examined. Towards the end of the group discussions, the talks focused on the relevance of the participants' educational and work experiences and how these impacted their abilities to change into different mantles. The information collected and processed from the five participants outlined specific issues that the eleven ESL teachers who participated in one form or another faced and detailed the main concerns and apprehensions that almost all the participants had with regards to changing the different mantles that their roles demand of them.

What became evident however, throughout the entire process, was that each participant was somewhat aware of how diverse the roles of a language teacher – especially ESL – were, but more so that what connects and allows them to negotiate these different roles was a question of individuality.

It is this individuality that made the journaling process to be insightful and the discussions lively. The diversity between the participants and their uniqueness showed that teaching identities are forged by a combination of factors and are as fluid as they are firmly grounded. Faced with cultural concerns, cutbacks, time constraints, rigid objectives, meager resources and educational materials, English Second Language

teachers are constantly negotiating and renegotiating their teaching roles and identities.

As Sean, one of the participants wrote in his journal, “if you have major concerns about the roles from the onset [i.e., before entering a classroom], it is a question on whether you are a teacher or not.”

The Journals

Roles of ESL Teachers

Acclimatizer to the New Country	Facilitator
Acquaintance	Friend
Advocate	Guide
Acquaintance	Listener
Ambassador	Manager
Animator	Mentor
Arbitrator	Motivator
Baby Sitter	Nurturer
Captivator	Prison Guard
Cheerleader	Psychologist
Coach	Psychiatrist
Counselor	Representative
Country Representative	Resource Person
Cultural Broker	Social Activist
Curriculum Designer	Sounding Board
Disciplinarian	Student
Educator	Teacher
Entertainer	Technician
Evaluator	Time Keeper
Expert	Translator

When the journals were handed back to me, I alphabetically listed (see above and also included as Appendix C) all the roles mentioned by the eleven participants, which totaled forty. Some examples noted from the collective roles mentioned included such common and anticipated ones as ‘facilitator,’ ‘guide,’ ‘educator,’ ‘animator,’ and ‘entertainer.’

Other, roles such as ‘friend,’ ‘babysitter,’ ‘manager,’ ‘psychiatrist,’ and, surprisingly, ‘prison guard’ were also listed.

Going over the journals again, I tabled the list of participants as well as the roles each listed (see Appendix F). In doing so, I was able to categorize common roles that the group of eleven had indicated in their respective journals. The relevance here was twofold: first to see what themes, if any, were to be found from the collective journals and second to have some basis on which to prepare questions and comments for the focus group discussions.

The first role that stood out and was cited by all eleven participants was that of ‘teacher.’ In their brief definitions and explanations of this role, the majority saw the role of a teacher as an ‘expert’ – someone who has knowledge of the forms and functions of the English language. The ‘expert’ or ‘teacher’ was looked upon to possess the necessary skills and tools by which to transmit or pass on the language. As Deborah wrote, “when teaching ESL, I believe that it is necessary to be an expert in the language as well as having some form of teacher training [...] to be able to explain how language works.”

The second most common role that came forth was that of ‘motivator/entertainer.’ The combining of motivator and entertainer under one category stems from the descriptions and definitions provided through the journaling with regards to both roles. Both were described as roles that were energized and creative so as to hold the learners’ attentions as well as encourage and make interesting the learning process. Eight out of the eleven discussed how crucial being a motivator/entertainer is for language teaching. Andrew explains this clearly when he wrote that “as far as entertaining goes, I think it has an

important place in the class [to] make sure that the students feel comfortable in asking questions and participating in class, that they let their affective filter down and are comfortable with their mistakes and pronunciation.”

The third and fourth roles that seven of the eleven had in common were those of ‘counselor’ (referred and described similarly to roles of a listener, psychologist, and friend) and ‘cultural broker.’ With regard to the role of counselor, many wrote that it is a pleasure for them to help and to listen to their student, but find that sometimes it is, as Allison writes, “draining and can prevent me from doing my job which is to teach English.” As for ‘cultural broker’ (likened to culture guide and ambassador), seven of the eleven felt that whether teaching new immigrants in Montreal or teaching abroad, an ESL teacher has the responsibility to teach the culture of the language through the culture of the country they are teaching in. Caroline expressed this concisely when she wrote that as language teachers “we help reconcile differences and misinterpretations and also encourage respect and communication among the different students.” Some comments reflected on the fact that, citing Montreal as an example, in a city where immigrants and international students abound, the role of cultural broker or ambassador/guide is necessary to encourage learners to appreciate and value the new language and culture they are learning.

Concerns Regarding the Different Roles

Although there were several concerns listed by the participants, two common ones came about from the journaling. Some of the more general concerns that were mentioned were those of finding enough resources, having to develop activities and materials on their

own, having to adjust to constant reform and contracting demands without adequate training, managing and combining different learning skills, generating and maintaining learners' interest in the language, and so on. One of the more interesting concepts that came about by at least 2-3 participants was the fact that ESL was not respected as much within the French schooling systems in Montreal.

Having noted the general concerns above, the first main concern was the constantly shifting roles (mantles) from that of 'disciplinarian' to that of 'friend' and then an 'evaluator' and so on that they endure during the span of one classroom session. Seven out of the eleven participants reflected on how exhausting it is to balance and negotiate between all the roles they are called to play/model; especially if students, through some points when a teacher had assumed a certain role or the other, became dependent on them (the teachers) to be friendly, or 'understanding' to why they had failed an exam as well as to be entertaining. Maria wrote:

It is a bit tiresome and annoying having to animate for grown-ups. I feel pressured that if my students aren't smiling or having a good time I will be reprimanded for it. It is as though the final result of learning English is being overlooked for having a good time, which is seen as the primary way of ensuring repeat business.

The second most common concern was that of 'time.' Six participants wrote that timing affected how they are effectively able to shift from one role to the other. Moreover, finding time to assume different roles so as to meet the challenges of the classroom takes an exhaustive toll on teachers. Simply there doesn't seem to be enough time to manage

the class, creatively design lesson plans, teach content, entertain with the language, motivate and encourage learning, guide through cultural aspects, counsel students, evaluate learner needs and progress, discipline when necessary, baby sit and befriend, and much more in one class, one day.

Approaches to Teaching

In responding to what approaches they take when modeling these different roles, the answers varied from one participant to the other. Yet, a common thread that runs through most teachers' approaches was that of putting the learners' needs at the forefront of their teaching objectives. Most teachers conceded that they incorporated multiple approaches and designs which build on the learners' prior knowledge and ones which created meaningful and authentic situations and activities for learning the language.

Factors That Help and/or Hinder the Different Teaching Roles

The eleven participants echoed similar factors that both helped and hindered how they shift through their different roles and teach ESL. These factors can be divided into two categories. The first two related mostly to 'choice.' The first factor in this case was choice of materials and text. Almost all the participants were dissatisfied with textbook materials and meager resources and found that they had to constantly supplement the assigned textbooks with activities and materials of their own. Here, one complaint that came about also referred back to the issue of 'time.' A few voiced the fact that they simply do not have the time to "go find or create" new materials for their classrooms while others complained that they were not happy by being constantly limited and

constrained by the materials that some schools and institutions imposed on them. Almost all the teachers wanted the choice whether to use textbooks and materials suggested by the institutions they work for and creating and bringing materials of their own. Andrew writes:

In choosing course content, I make sure that the material is challenging and interesting, that it does not insult the students' intelligence. Unfortunately most ESL texts are trite and written by incompetent authors who found an easy way to make money.

The second factor categorized by almost, if not, all participants was diversity in the classroom. The diversity expressed in the journals reflected gender, age, 'different abilities,' race, religion, culture, sexual orientation, learning styles, and proficiencies. The journals concur that diversity is the driving force that motivates their lesson planning and their dealings with the learners in the class. Simply, diverse classrooms make the shifting from one role to another even harder as the teacher finds him/her-self having to manage many different roles for many different learners and learner needs.

Importance of Education and Experience

Most of the participants held positive and negative views on some parts of their educational backgrounds. In certain cases, the negative aspects reflected courses that were deemed useless or far removed from reality of the classrooms. In others, especially in the case of the older participants, the negative aspect identified was that their

educational experiences were very teacher centered and left no room for communicative learning.

Positively, they commented on how certain courses provided them with necessary tools useful to teaching and learning a language. Here, emphasis was given to those classes and courses that allowed for a more hands-on approach to teaching. Fond memories were recalled of courses that illustrated how to create and design lesson plans and how to incorporate content with context.

As for their teaching experiences, the participants almost unanimously narrated how, with experience in the field, they became more flexible, adaptable, and patient. Most importantly, and this also held true for both educational as well as teaching experience, peer support was ranked as one of the main ways teachers can get help with shifting roles. The notion reiterated by most was that peer support, such as classmates in training programs or colleagues at work, was a key element in avoiding burn-outs and frustrations.

In Sum

The data collected from the journaling was useful in three ways. The first of which was to allow the voices of eleven ESL participants to be heard with regards to the roles they are expected or thought they should model and related concerns with regards to teaching approaches, influencing factors, educational backgrounds, and work experiences.

The second aspect was that it outlined common elements and perspectives held by most of the ESL teachers and practitioners who took part in this study. This process and the information collected served as an eye opener as to key issues that hold true and remain at the forefront of language teaching.

The last phase of this process allowed me to formulate some general guidelines and questions which were then used for the focus group discussions. These questions served as the premise for the focus groups and offered the possibility of a more in depth review of ESL teacher roles and the concerns that go with that.

The Focus Group

Discussion Protocol

Upon meeting each group, I gave each participant a list of all the roles noted in all the journal responses (*see Appendix C*) and asked them to first select which ones they individually think were the main six or seven roles ESL teachers are expected to or should model in today's classrooms. Having completed that, I asked them to list the ones they had in common, if any. Finally, and most importantly, I asked them to discuss these roles as a group and come up with a consensus as to what they believe were the top six or seven roles ESL teachers modeled in their classrooms at any given time. Moreover, I asked them to define what these roles meant to them in order to see if one role implies another. For example, one or two of the participants mentioned "listener" as one of the main roles of an ESL teacher and when asked to define or clarify what "listener" meant to them, it was then referred to as "counselor" by the third participant. Similarly, when in

one group participants wrote down “guide” but upon elaboration and clarification, I realized this was akin to “facilitator”, which was the choice of the second group.

Afterwards, I proceeded to the next page of the handout I had prepared for the participants which listed all the ‘concerns’ mentioned (*see Appendix G*). In similar fashion, I asked the group to mull over the list of concerns and choose any and all they believed were relevant to the six or seven roles they had just outlined in step one. This became the designed pattern for the discussion regarding factors and approaches as well. Finally, I asked each participant to discuss their educational and work experiences and how they apply to or factor into the roles they had chosen. Here, my focus was to find out how prepared, ready, competent, they felt vis-à-vis these different roles. I also asked if they felt their educational training provided the necessary skills and competence to model and assume these expected roles. Finally, I probed them to see whether they were aware of programs or services to acquire these competencies especially with regards to the diversity factor that resulted in the selection of “cultural broker” as one of the main roles to be modeled in ESL classrooms.

The resulting data from the aforementioned discussions provided a very descriptive and clear cut list of the roles and mantles that ESL teachers find they change into in each classroom session.

In the following pages, I have broken down the data into five sections. The first lists and defines the common roles mentioned by the participants. Incredibly enough, the five

participants (even though in two different sessions) agreed on the same seven roles. In no specific order of importance, the first five common ones amongst all were “motivator, listener, cultural broker, expert, and animator.’ As for the final two roles, upon listening to the tape scripts again, I realized that definitions given to guide and curriculum designer were akin to facilitator and evaluator respectively. The subsequent sections reflect the ‘concerns,’ ‘approaches to teaching,’ ‘factors that help/hinder the chosen roles,’ and perspectives on ‘education and work experiences.’

The Roles: Narrowed List

One of the roles mentioned by the five participants is that of ‘motivator.’ A ‘motivator’ was defined as a captivator or, as Deborah puts it, a “cheerleader.” Undertaking this role is important for an ESL teacher who has the task of keeping both the contractor and the students happy. After all, language teaching is a lucrative business, especially in Montreal, and happy students mean repeat business. So the onus is on the teachers to motivate the students and keep their interest in order to stay with the program.

Another role discussed was that of ‘listener/counselor.’ Assuming this role, Caroline quipped that “sometimes it is hard to come home and disconnect from it all.” This brought up the notion that certain students, depending on the culture they are from, tend to “put it all out there” and force the teacher to have to deal with certain issues and problems they may not have bargained or signed up for. In the discussions, issues of abuse, work related problems, loss of job, religion, sexual orientation, politics, socioeconomic status, personal relationships, welfare and immigration questions were

some of the topics that the participants had faced at some point or another within their classrooms.

Beverly described how in one of her class activities, she had the students work on role playing exercises but was confounded when one of the learners in her class felt uncomfortable role-playing a waiter because, according to him, “they were all faggots.” This caused the others to react to that and diverted class attention from the lesson at hand to dealing with issues of sexual diversity. And, funnily enough, when probed about where he learned such a word and why use it, the student in question, a new immigrant, explained that he thought this was the word to use for homosexuals. Apparently, he didn’t even know it was a derogatory term. This led my participants to concur with such happenstances as each in that group session reflected on the fact that sometimes new immigrants do not know what is and is not appropriate language.

The above example ties in nicely with another role mentioned by the focus groups: ‘cultural broker.’ Everyone in both panels agreed that teaching language is teaching culture. One participant, Caroline, explained that her “anthropological background helped a lot in dealing with cultural differences.” She goes on to say that sometimes it is “the culture of the teacher” that comes into play. In both panels, this notion of teacher culture comes across as being comfortable in one’s own skin. ESL teachers, according to the five participants, need be comfortable enough to confront taboo subjects and personal issues presented in their classrooms. As Christine remarked, “I never expected to assume

this role at all.” She further elaborates on the idea that in her Asian culture, people generally do not “talk about these things – especially sexual stuff and emotions.”

Deborah talked about this at length within her group. She said:

I avoid and hesitate to get into any ‘political’ discussion because of the demographics I work with. [...] I was afraid of getting into ‘uncomfortable space’ and then realized ‘I’ was uncomfortable. [So,] by opening up to other cultures, I could open up to the students I work with and this ‘changed my comfort level’ and by extension my whole classroom.

The role of ‘expert/teacher’ was discussed briefly simply because there was a general understanding and acknowledgement that an ESL teacher needs to know how the language works. In order to contextualize and create communicative exercise and enhance language learning there need be a degree of expertise. And, as most concurred, it should not be necessary to be “an Anglophone” to teach in Quebec, but the ESL teacher should at least be perfectly bilingual. The common argument here was that due to French tests and exams that make it harder for Anglophone ESL teachers to work in the French sectors as well as the fact that there is a shortage of ESL teachers nowadays, schools within the French sector tend to hire native French teachers whose level of proficiency is not at par with bilingual or Anglophone ESL teachers. This issue again comes up ahead under the ‘concern’ section of this chapter.

The ‘animator’ role works in tandem with that of ‘motivator’ mentioned earlier. Here, the participants reflected and illustrated that there is a need for humor in language classrooms. The reason both work well together is that the animator needs to keep the interest level high and make the class interesting and fun/funny. This assures that the learners are motivated to learn and keeps them coming back for more lessons, which makes the contractors happy yet again. Further, being an entertainer was discussed as a part of being an animator. This aspect allows the ESL teacher to draw upon any means such as games (even a-la-game-show fashion), skits and sketches, and more, to communicate and transmit the language, especially with people who are beginners. The animator is in constant search for authentic materials and meaningful exercises.

In one of the group panels, the role of ‘guide’ came up as one of the top seven roles; whereas in the other group, the word used was ‘facilitator.’ Similarly, the role of ‘curriculum designer’ was specified by one group while the other opted to go with ‘evaluator.’ However, in reviewing the notes and tape-scripts, I realized that the definition and explanations given for these roles allowed for them to be combined. The descriptions of these roles made it possible to group them together and to finalize the sixth and seventh roles chosen by all.

The role of ‘guide/facilitator’ was described as one that incorporates being a manager, an advocate, an activist, a diplomat and a service person all tied into one. Christine referred to this when she claimed that “today’s ESL teachers need to have people skills.” She elaborated on this by describing how the Quebec’s Ministry of Education’s objectives,

influx of immigration and diverse classrooms, education reforms, and the focus on communicative teaching all combine together to make the role of a facilitator/guide crucial. Allison related to this saying that, especially here in Montreal, “she always has to explain ‘how things work/are’ to kids that come from homogenous countries.”

Last but certainly not the least, the role of ‘curriculum designer/evaluator’ was discussed. The main focus by all participants was that they felt the need to “constantly reinvent the wheel” with regards to their learners, classroom materials and lesson plans. Being able to assess the student’s weakness in the language is one thing, but being able to find and create materials and lesson plans to help correct these errors is quite another.

Specific Concerns

Three major concerns came about through the discussions that related to the seven roles listed above. Having said that, it must be noted that there were more listed through the journaling and the focus group discussions (*see Appendix G*); however three came up as being the main concerns that impacted the seven common roles.

The ‘degree of involvement’ in the learners’ lives was one of the three concerns.

Regardless of the role the language teacher plays at any one time, there is never enough training to help teachers know where to draw the line – it is mostly trial and error.

Deborah picked up on that by saying “we are not trained as listeners.” She, as did the others who were in her group, felt that this aspect specifically should be included in training programs. Keeping in mind that the role of listener was likened at some point to

that of counselor, Beverly reflected on a past incident where, feeling at loss as to how to handle a situation regarding one of the adult learners in her class, she felt drawn to involve the social counselors in the school she worked at.

The adult student in question had the habit of ‘constantly picking his nose’ in class which made everyone feel uncomfortable. Listening to the complaints from the other students in the class and not knowing how to handle this matter delicately and appropriately, and without offending the ‘nose-picking’ student, she sought out the help of the school counselors. In hindsight, she said the lack of experience and training made her very uncomfortable with dealing with such “disruptive behavior” that interrupted her teaching.

‘Time and energy’ was a second concern that was vehemently lamented as the bane of a language teacher’s existence. Again, applicable to all the roles mentioned, this aspect did not need to be explained much. Suffice it to say that all teachers, including ESL ones, are deeply impacted by this issue; however, relative to language teaching and learning, the main focus related how incredibly draining it was to constantly keep changing the varied mantles that ESL teachers are called to bear.

In one group, all three participants agreed that this concern holds true mostly within the French school systems they had found themselves in at one time or another. Allison intimated that “teaching programs do not prepare ESL teachers for the politics in Quebec schools.” Beverly added to this by recounting how she, in speaking English with a colleague during the break, was told “this is a French school, speak French.”

From personal experience, I had also been in a similar situation during the break period at one of the schools I was hired to teach in. In my case, after refusing to answer one of my students' questions because she had spoken to me in French, I was curtly and rudely told by other students that "this is a French school, this is Quebec, and the rule is to speak French always outside of the classroom." My automatic response at the time was that the school had hired me to teach English and if speaking English with my students in and out of my classroom was a problem, the school should very well go ahead and fire me. Unbeknownst to me during that short speech of mine, the principal was standing behind me at that exact moment. Luckily she seemed amused by my response, and needless to say I wasn't reprimanded or let go after all.

All five participants however agreed that one of the main elements that help with assuaging frustrations and eliminating stress caused by time and energy spent in language classrooms is peer/colleague involvement and cooperation. In reference to working in French schools, however, the general view is that this is not often forthcoming from the homeroom teachers or colleagues.

Finally, 'lack of choice' with respect to resource materials and restricting curriculum was a third concern that ran through all the roles alike and then some. Participants argued how training programs aim at communicative teaching and preach against 'teaching grammar' even though most language schools focus on grammar. All concurred that being taught and told to assess the learners' needs and to provide applicable lesson plans to help

learners reach their objectives does not reflect the reality that ESL teachers face in most schools and language institutions.

Beverly reiterated this when she claimed that one of the biggest concerns with being the ‘expert’ was “in terms of expectations and simply the fact that the work involved [with assessing learner needs, preparing materials, and organizing activities, among other] is undervalued.” Further, she elaborated on the fact that in most cases, adult language teachers are not considered as “full time” teachers and tend to lose out on benefits, unionized jobs, and pay scales – not to mention public perceptions that undermine and undervalue ESL teaching jobs.

Plan B: Appropriated Approaches

‘Plan B’ is the best way to illustrate the varied approaches participants use in their classrooms to model the many roles they are called to play. From personal experiences, mine included, everyone talked about how necessary and crucial it was for language teachers ‘to be flexible and able to adapt’ their lessons on the spot. Issues such as time of day, energy of the learners mostly, but also that of the teacher, world events, real life situations and a myriad of other such factors tend to make for a very interesting, yet at times harrowing, class. In such happenstances, a language teacher must be fluid and adaptive to the reality and interest of the learner. Trying to enforce and meet a desired ‘objective’ and grammar point becomes moot.

The participants discussed a range of approaches (*see Appendix H*) used in their classrooms. In applying any and all approaches to teaching, the main facts expressed by the group were that ESL teaching need reflect and ‘incorporate cooperative and collaborative learning practices’ (necessary to get students learning “to know, to do, to be, and to live together” – outlined by the Delors Report, 1996). These practices bring forth a wealth of resources from the learners themselves which is useful in creating positive classroom environments and foster a zone of goodwill and active learning.

Approaches that evoke ‘meaningful’ and ‘authentic’ language teaching exercises were deemed by all to be those which most frequently ensure successful language learning. Caroline noted that “personalizing each lesson” and “getting to know your learners” are meaningful methods to keep learners motivated and interested. Beverly added that the first step is to get learners at ease with the language by drawing on their prior knowledge and experiences, “and go from there,” she said. Deborah, referring to being authentic with lesson planning and materials development, exclaimed, “you are forever the teacher (at home, in class, on the street, at the supermarket, while watching television, shopping) everything is used to design lessons.”

From my ESL teaching experience, I have come to realize that using meaningful and authentic approaches in my classes meant encouraging my learners to consider having a change in their ‘language lifestyles.’ I explain how first language is learned as part of life from birth, and emphasize how daily life experiences must constantly be reflected within the new target language, in this case English, if fluency is their desired objective.

I have often encouraged my adult learners (most of whom are professionals and experts in their own right) to use stickers and post-its everywhere they can in order to remind themselves to ‘think’ English. Alluding to most things in life, I explain to my learners that thinking and living English is a necessary habit forming exercise and, as such, it must be in constant workout and practice.

Factors That Help/Hinder

The key factors (*see Appendix H for all mentioned*) agreed upon as ones that help and/or hinder the ease of changing roles within the ESL classrooms were ‘pleasing the contractor and students at the same time,’ the very diverse clientele that ESL teachers face in today’s classrooms,’ and the ‘lack of choice’ with respect to resource materials, approaches and curriculum used in the classrooms. At this point, many of these factors were also listed under concerns and so only briefly mentioned again. The one aspect that was reiterated and reemphasized was the lack of choice or control ESL teachers have within their classrooms. Having to deal with all manner of happenstances and diverse students, incorporate ideals of respect and acknowledgement amongst students, and teach the business of the English language at hand, there was a general consensus that it was insult upon injury not to have control and choice to direct the class as to best serve the interests of their learners. Moreover, for the participants of the focus groups as well as those who participated in the journaling process alone, the choice of text and course material is not only relevant to reflect the diversity of the learners, but also that of the ESL teachers as well.

Education vs. Experience

Towards the end of the group discussion on ESL roles and the concerns, approaches, and factors that impact on these roles, I asked the participants to reflect on whether they feel their education (especially since some were in graduate levels and others were not) or their experience had more impact on how they perceive their roles to be. From their responses, I discerned that pursuing higher education did not impact much the roles per se; however, continued higher learning did allow for more of an open mind with regards to cultural diversity, learning styles, and overall exposure to resources and peer support. Christine succinctly vocalized that “the part of education that continues is your work experience.”

Chapter IV - Literature Review

This section delves into the body of literature and conceptual frameworks upon which this thesis builds. It is grounded in social education theories such as “Identity Theory” and “Transformation theory” as befitting the nature of the study. It further elaborates on approaches and models to teaching – with focus on ESL.

This research relied on the personal viewpoints of eleven ESL teachers of linguistically and culturally diverse individuals, with a wide range of personal and professional experiences and educational expertise. And so, given that this study focuses on teachers of English as a Second Language, and that the learning of language can neither be disconnected nor particularly delineated from the learning and living of culture, it is thus a propos that the concepts of Identity and Transformation underpin the scope of the theoretical foundation.

Defined and discussed separately, Identity and Transformation Theories are nonetheless linked together as they each reflect on the individual’s intrinsic ability to search within him/her-self and to undergo change. With regards to Identity Theory, the search is for assertion of individuality, autonomy, and intrapersonal capabilities; while Transformation Theory attempts to remodel and reform that inherent identity to newer planes and on to a more complete whole. Further, the different viewpoints raised and discussed through the journaling and focus groups will be woven into certain aspects of the aforementioned theories as they highlight and illustrate the connection between teaching identities and transformation.

Identity & Transformation: An Overview

In order for identity transformation to occur, teachers must be willing to negotiate their identity reconstruction without feeling like they have to compromise their personal mores and ideals. It is in this sense that Identity Theory underpins the crux of this study. The personal and professional identities of the participants came into play at all times during the discussions – especially when discussing some of these anticipated, esteemed, imposed, obscure, unique teacher roles. Thus, this research draws on and adds to the tenets of Social Education Theory, although it will be practical to pull at the strands of Identity Theories attached to the tresses of philosophy, psychology, anthropology, and others, once in a while.

At this point, it is necessary to provide a brief précis on a few of the more prominent schools of thought on identity theories. From a philosophic stance, (Ansel-Pearson, 1991; Ancelovici & Dupuis-Deri, 1998; Golmohamad, 2004; McLean, 2005; Tubbs, 2005) identity is noted under the guise of morality; that is, a person's identity is trans/formed through the pursuit of the 'good' brought about by the family – and by extension the society into which one is born and then the world at large. Citing the likes of Charles Taylor (1989) and Alasdair Macintyre (1985), Golmohamad (2004) infers that what matters in moral identity formation is for "personal identity to have a narrative, intelligibility (of actions through interlocutions) and accountability (to be able to justify one's actions to oneself and for others to justify actions in terms of the virtues of character and narrative life)" (p. 138). Golmohamad, alluding to citizenry, asserts that this aim for 'good' is certainly relevant to instil communitarian values and societal mores.

This same ideal is true for teachers who are charged with the ‘world citizens’ of tomorrow. McLean (2006) in his book review of Kwame Anthony Appiah’s (2005) “Ethics of Identity” concludes this idealism by noting how

we may say that even a citizen of the world has a home—a place she learns to love more than other places, and a people who nurture her journey through life better than she has warrant to expect of those who have no knowledge of her ways, her habits, and her particular dreams. [...] The trick is to make that recognition *mutual*. (pp.138-139)

And, who is better suited to broker this mutual respect and ethos unto the current and future citizens of this global world than teachers – all teachers.

The psychological aspect of identity theory is very much a hatter’s delight – as it also comes in various forms and fashions. However, the essential tenets here revolve around the principles of the individual versus the society (Anderson & Morch, 2005; Kraus, 2006). In this school of thought, identity is seen as a process that constantly seeks to reinvent and re-establish itself in order to maintain a balance between the individual and the individual’s psyche and that of the society it inhabits. Martha Pennington (2002) writes:

Teaching reflects its context (Pennington, 1992, 1995a, b) and is context-adaptive at the level of individual events and classrooms, as well as at the level of the school, the society, the individual teaching field, and the teaching profession. Teaching identity is not only multiple or hyphenated, but also layered. It is *dialogic* in

Bakhtin's (1935/1981) sense of invoking and overlaying multiple voices, roles, or discourses, including the teacher's past voice as a student, the teacher's current voice as an institutional representative, and the teacher's separate voices as a member of the community of peers within the school and the larger professional community to which the teacher belongs. We can also describe teachers as having a *situated identity* (Clement and Noels, 1992), such that different aspects of identity are switched on or off in response to context and circumstances. (p. 3)

Hence, it is not a mad dash to ascertain that the role of teachers in any given society is one that "must also allow for the conceptual possibility of multivoicedness. Such a self in fact presupposes many selves and is not to be understood as a single closed unity"

(Kraus, 2006, p.104) – as purported by Identity Theory. Pennington (2002) explicates:

The identity of *Teacher-as-professional* can be seen as a "middle way"—a tension or a balance point—between an entirely idiosyncratic teacher identity and an entirely generic one, or, from a different perspective, between a performance-based view and a competence-based view of teacher identity. *Teaching-as-profession* can be seen as maintaining a dialectic between teacher-as-magician or creative performer, on the one hand, and teacher-as-scientist or scholar, on the other. (p. 5)

With respect to teaching, the psyche relies on strength of character and confidence in oneself, as well as commitment to and expertise in ones ability to teach in order to deal with the constant hat changes – a Pygmalion effect to say the least.

In sociology, the fabric of social change and identity is symbolic to identity commitment, categorization and continuity within a group or society at large (Dunkel, 2005; Niens, Cairns, Finchilscu, Foster, & Tredoux, 2003). Citing Tajfel and Turner (Tajfel & Turner, 1979, p. 16), Van Dick, Wagner, Stellmacher, Christ, & Tissington (2006) position three assumptions with this respect:

1. People strive for the establishment or enhancement of positive self-esteem.
2. A part of the person's self-concept—his or her social identity—is based on the person's group memberships.
3. To maintain a positive social identity, the person strives for positive differentiation between his or her ingroup and relevant outgroups.

Premised on philosophical and psychosocial tenets, this school of thought argues “that there is a fundamental propensity in humans to categorise the world about them for ease of information processing” (Sullivan & Johns, 2002). Niens et al (2003) write that “according to social identity theory, individuals use social categories not only to simplify their environment, but also to identify and to define themselves. By identifying with a specific social category, individuals identify themselves as group members” (p. 109). With regards to teaching, it is clear how such categorization of the self may bias classroom instruction – depending on which way the proverbial hat is tipped.

Now, inasmuch as there are varied perspectives and schools of thought on Identity Theory, this study on [ESL] teacher-roles aims to draw more upon and is contextualized within those of social theories. Here, Identity Theory “which links self attitudes, or

identities, to the role relationships and role-related behavior of individuals” (Desrochers, Andreassi, & Thompson, - cited online) is the theoretical foundation of this study. This conceptual framework is interdisciplinary as it draws on social (Stryker & Burke, 2000; Burke & Reitzes, 1981) and transformational theories, among others. The core of identity theory as professed by Stryker & Burke (2000) is based on the following notion:

In identity theory usage, social roles are expectations attached to positions occupied in networks of relationships; identities are internalized role expectations. The theory asserts that role choices are a function of identities so conceptualized, and that identities within are self organized in a salience hierarchy as an organizational principle in society.

Identity salience is defined as the probability that an identity will be invoked across a variety of situations, or alternatively cross persons in a given situation. (p.4)

Simply, this expounds on the idea that the expectations on educators to fulfill certain social roles within the classroom are intricately linked to each one’s personal identity and the extent to which each is empowered to undertake and to transform those social roles. Here, the expectations by governmental and ministerial objectives, administrative members of schools/boards, parents, students, and many other members of a community may take a toll on the ESL teacher who enters a classroom with the goal to teach a language but becomes faced with having to bear many diverse mantles over the course of the session. Simply, the teacher whose identity is not steadfast and well grounded may face tremendous discomfort and hardships which will be reflected in their classrooms.

Thus, an ESL teacher's teaching identity is crucial to the success or failure of the students. Moreover, inasmuch as such identity transformation is concerned, teachers then face the challenge of not only having to transform from one into different 'expected' roles within the class but also to assert and affirm a myriad of actualized roles and individual identities to meet the needs of the diverse learners encountered in their classrooms – and none more so diverse than those of adult learners.

This link between social identity and personal [re]cognition, especially in the case of adult education, is reflective of social "transformation theory" which Sue Scott (Scott et al, 1998) defines as "something that individuals and people do to bring about the process of change" (p. 178). Patricia Cranton (Scott et al, 1998) claims that, stemming from renowned educational thinkers and scholars, the likes of Mezirow, Freire, Dewey, Habermas, Transformation Theory alludes to the notion that "our practical interest in understanding each other leads us to acquire practical knowledge through the use of language [...] through conversation and discussion, listening to others, watching television and reading books [thereby gaining] a knowledge of social norms, values, beliefs, political issues and philosophical concepts" (p. 191) – thus bringing about personal and social change.

Thus, with regards to ESL, it is clear that, in order to positively reinforce and guide people's learning of the language, educators need tap deep into that part of their own individual identities and psyches in order to create meaningful links for their learners.

This concept then of ‘meaning making,’ especially in, but not limited to, ESL classrooms, is indicative of the affective manifestations that come into play throughout the teaching and learning process (Rahilly, 2004; Lind, 2002; Ilieva, 2000). It is what affirms cultural diversity; that is, it allows for accommodation and not assimilation of the learners’ respective cultural identities. This was evidenced more clearly in an ethnographic study on ‘Irish Settlers,’ by Andereck (1992) who expounded on the need for educators and researchers to “change educational values and practices” (p.126) in order to build trusting environments for learning; especially since, in said study, the main concern voiced by the Irish “travelers” involved was that the policymaking agencies behind the schools had “underlying plans for assimilating their children” (p. 126).

Hence, it is vital that educators and educational institutions alleviate fears and concerns over assimilation or denigration of cultural diversity from the onset. Indeed, not only must these concerns be addressed, but learners, especially language learners, must be validated, affirmed, and most of all encouraged to ‘dress-up’ in the very fabric of their cultural and linguistic identities. They must be made to feel safe and respected within the new learning environments they find themselves in - especially those who find themselves stifled in an ESL classroom after years of educational and experiential undertakings by the need to acquire a new language which is in-advertently the lingua franca of the 21st century. For, in learning a new language, all manners of apprehension, attitudes, and/or motivation between the learners’ own language and culture and that of the target language are called into being. It is imperative, then, that this phenomenon of learning across cultures or ‘cultural border crossing’ - as it were - (Temple & Edwards,

2002; Jegede & Aikenhead, 1999; McGroarty, 1993; Giroux, 1988) must occur in a manner that is least likely, if at all, to adversely affect the learners. Thus, in anticipating diverse needs and learner goals and expectations, educators are called upon to and must shape-shift into many different roles in order to facilitate the learning process and respond to the needs of their learners.

Identity Theory

“Identities can be fluid” writes Vandrick (2001, p. 3) as she reflects on how many exacting identities such as ethnic, gender, sexuality, and language, among others, make up part of the individual’s and/or societal group’s ‘whole’ identities; and as such, these identities require that we negotiate between them as we traverse the highways of our lives. It is this fluidity that underpins the very foundation of Identity theory. Parker Palmer (1997, p. 6), also echoes this notion of fluidity in his reflection of a teacher he once had and esteems how said teacher “would pause, step to one side, turn and look back at the space he had just exited—and argue with his own statement” - in genuine crossroads with himself and his many ideologies and experiences. He further characterizes this by affirming that a “a good teacher must stand where personal and public meet, dealing with the thundering flow of traffic at an intersection where ‘weaving a web of connectedness’ feels more like crossing a freeway on foot” (ibid).

Sheila Jacobs (2004, p.46), in her reflection on how identity is ever in constant motion, cites Clandinin and Connelly (2002, pp. 2-3) who, using Dewey’s criteria of experience, namely continuity and interaction, to set up a three dimensional narrative inquiry space,

illustrate that narrative inquirers learn “to move back and forth between the personal and the social space, simultaneously thinking about the past, present, and future, and to do so in every-expanding social milieus.” The focus of Narrative Inquiry is akin to that of Identity Theory and also illuminates the notion of fluidity of identities. In both, the concept of (personal/individual/identified) “space” is forever being (re)negotiated and transformed.

J. K. W. Hicks (2006) enforces this view - that teachers’ identities are in a constant flux of development - in her research on how identity shapes teaching of content matter. In her study of how teachers of grammar and writing puzzle over what hat to wear at any given time, she writes that:

Our identities are shaped by our life experiences. They involve continuing growth or becoming. They are recognizable, yet fluid. We are who we are, yet all of our experiences create some mark on the person we are becoming. The confirming experiences we encounter help us formulate and confirm a sense of personal identity within the community in which we live and work. The negative experiences we are party to also mark us and engender change.

Our identity as teachers includes the totality of who we understand ourselves to be and the manner by which we define ourselves as educators. Our identities are influenced by our reasons for becoming teachers, our understanding of our personal roles as teachers, our confidence in our content knowledge and pedagogy as teachers, and the experiences through which we pass. (2006, pp. 15-16)

This is evidenced by one of the participants of my focus groups, Deborah, who had expressed the degree of discomfort she felt with negotiating any form of ‘political discussions’ within some of her earlier classes. And in coming to terms with her own biases and “opening up to other cultures” she was able to change the dynamics and dimensions of her classroom.

Hence, as teachers, we learn and enhance the tools of our trade by constantly seeking to reinvent and refine not only our craft but ourselves. And, since our craft is tied in to something more than teaching grammar functions, there is need to constantly shape and shore our teaching styles and roles in order to meet the needs and demands of the diverse world in which we live. And, keeping in mind that language cannot be separated from culture, the teaching of language thus differs entirely from teaching other subject/content courses, say Math, in that the interaction between all participants is equally relevant and crucial to the learning process as is the final result of mastery and fluency. Thus, as ESL teachers navigate within the confines of their classrooms, confidence in their expertise and their judgments ensures that they maintain a level of fluidity by which to be true to themselves and to their craft. It is this very degree of confidence which allows them to pull the proverbial rabbit out of their multilayered and many splendoured magical hats!

And yes, hubris aside, the art of a true teacher is simply magic – for nothing is more inspiring to see than when s/he captures the mind of a learner and ensures that learning is enthused; simply, as a magician must, a teacher assumes many roles and hats that

enchant, entertain, and enlighten. Yet, while teaching is truly magic, magic is not truly teaching.

Indeed, as with all things, there are some illusionists who would use sleight-of-hands to deceive or delude, just as some teachers would use their teaching authority and expertise to assimilate or marginalize non-conforming language and cultural identities. It is this that casts a shadow on the noble profession and service of teaching. And, when teaching and learning involve a degree of vulnerability for both teachers and learners, there must be a clear line of trust and respect, especially for learners – given that they have a lot at stake in their teachers’ professionalism, genuineness and mainly authority.

Tsukamoto (2001) and Curdt-Christiansen (1999) reflect on the effect of how learners [and teachers - I must add] are constantly in power negotiations between their cultural and language identities, as well as the new target language, English. Further, they note how English language teachers, with the authority they wield and expertise they hold, play a significant role in whether learners deny or affirm the validity of their respective language identities. Citing Johnson (1995), Curdt-Christiansen writes that “Teachers’ beliefs, knowledge, experiences, and cultural backgrounds influence how they use language in their classrooms. What they bring to their classrooms has an impact on how they teach and what they teach” (1999, p. 13). This idea was touched upon at one point during the focus group discussions by Caroline who explained that her educational background in anthropology impacted her dealing with cultural diversity.

Tsukamoto (2001) reiterates this fact in saying that English language teachers can positively and/or negatively impact their learners by the means and approaches they make use of in their classrooms. He addresses the sociocultural dynamics that play a major role in identity and language trans/formation and intimated how language classrooms are unique cultures unto themselves.

This concept of the classroom as a culture (Temple & Edwards, 2002; McGroarty, 1993; Jacobs, 2004; Palmer, 1997) or, more specifically, a 'cultural space' is alluded to and further developed by Almaci (1999). In referring to the risks undertaken in negotiating classroom cultures, Almaci asserts that "the flip side of risk in [language/cultural] border crossing is trust" (p. 318). Key to assuring language learners that their linguistic voices are not going to be silenced and that their cultural identities are not to be marginalized is the confirmation and reaffirmation of trust with each tipping of the proverbial teachers' hat. For each time we try to negotiate and cross borders:

We are also faced with the dilemma of cultural conflict. That is, as we move from one culture to another, these cultures may be quite distinct or even at odds with one another. The 'identity kit,' or Discourse, as Gee (1992) would call it, required to understand the culture or to be an insider within the culture may vary to such an extent that it creates a conflict for the border crosser and the members of the native culture to which the border crosser enters. Such crossings alter the ecological balance of the culture, forcing both the native members and the border crosser to adapt to one another's presence [...] This can create a cultural conflict for those members who are less verbal or those who are quiet. (ibid; pp. 320-321)

Beverly expounded on this by revisiting a situation in one of her classes where a student's tactlessness in referring to all waiters as "faggots" challenged her to broach the subject of sexual identity and orientation. In her case, the perceived view of the student was based on ignorance and not on malice. That however does not belie the fact that it might have offended or hurt another student in the class who may have been homosexual.

Giroux (1988) elaborated on this view of border crossing, termed 'border pedagogy,' by explicating how it allows teachers to reflect on their own practices, personal investments and politics. He categorized this by saying that "border pedagogy presupposes not merely an acknowledgement of the shifting borders that both undermine and reterritorialize different configurations of power and knowledge, it also links the notion of pedagogy to a more substantive struggle for a democratic society" (p. 165). He further highlights the ideal that "border pedagogy emphasizes the primacy of a politics in which teachers assert rather than retreat from the pedagogies they utilize in dealing with the various differences represented by the students who come to their classes" (p. 176). This continued and exhaustive struggle to balance teaching pedagogies and identities was often brought up within my focus group discussions and one, as Caroline aptly noted, that is "hard to disconnect from."

Thus, in this globalized or transnational (Sadowski-Smith, 1998; Carleson, 2005) era when English is seen as *lingua franca*, or world language (Rausch, 2000) language teachers must find ways so as neither to impose any one particular ethnocentricity within the cultural space of their classroom nor to abuse the confidence entrusted them by their

learners. And, inasmuch as the ideal is noble, the fact remains that this is no mean feat at all. It takes a great deal of character and integrity to constantly re/examine our biases and shortcomings when it comes to our cultural borders; however, it is in doing so that we are transformed.

This “culture of the teacher” comes into question as was cited by Caroline and echoed by the others in the group. The belief expressed was that teachers, especially of ESL, are a culture unto themselves and that, as role models, as ambassadors, as country acclimatizers, they represent the language and the culture of the language they teach. And with such roles and responsibilities come the ethical and moral obligations to check biases at the door and embrace the changes of the mantles they are to bear.

In order for transformation to occur, the individual must be ready to give up that part of her/his identity that least serves a purpose in order to make space for the newly created one to take its place/space. This internal struggle for assertion and independence between the ‘selves’ is likely to create discord and fear rankling alike in the hearts of the learner and the teacher. Teachers need to be cognizant of the fact that a learner who has to give up a part of her/his cultural or linguistic identity in order to fortify the new culture of English might lose much more in the long run when looking at future generations. In many cultures and traditions, the ties that bind simply cannot be broken without the risks of being ostracised and/or alienated by members of ones native culture. Cornberg (1999) discusses how this risk is taken by learners in their drive to learn the new target culture of English.

He posits that:

The power of the student meets the power of the teacher. The power of students flows through their freedom and responsibility to accept or reject the teacher's content, style and person. The more the student accepts the more the student learns. The more the student learns the more the student consents to die in transformations mediated by the teacher. The power of the teacher flows through the teacher's ability to kill the illusory person composed of ignorance, bad habits, inattention, lack of self-control and lack of discipline constituted by the student's prior experience (p. 2)

Transformation Theory

As the word implies, the foci of "Transformation theory, developed by the likes of Habermas, Freire, Dewey, Mezirow, lies at the heart of mental and emotional self-growth and change (Cornberg, 1999; Morgan, 2004; Carlson, 2005; Davis, 2005; Glisczinski, 2005; Shi, 2006). And, in language teaching, this change comes with the duty to respect and recognize ones own shortcomings/biases as well as strengths/authority (Cook, 2003; Morgan, 2004; Carlson, 2005; Shi, 2006). More so, it comes with the obligation to ensure that learners and teachers alike are made aware that the risks they take in learning/teaching this world language – this lingua franca – will in no way extinguish their individual ideals, values, cultures, and languages.

Citing Mezirow, 1991, p.167, Magro (1999) discusses this Perspective Transformation and, provides a definition of this as follows:

Perspective transformation is the process of becoming critically aware of how and why our assumptions have come to constrain the way we perceive, understand, and feel about the world; changing these structures of habitual expectation to make possible a more inclusive, discriminating, and integrative perspective; and finally making choices or otherwise acting upon these new understandings. (p. 16)

Corley's (1998) study "First year teachers: Strangers in a strange land" examined what factors contributed to the success or failure of first year teachers and describes the process of identity trans/formation. In his study, Corley breaks down five factors that contribute to such 'perceived transformation'; relevant to my study however is that which he termed "differing expectations." Here, Corley surmises that "first year teachers have to realize that there are differing expectations for their students, depending on their academic level, the degree of involvement by their parent's [or peers – my input], and the socioeconomic strata to which they belong" (p. 27). Indeed, a teacher who is seen as an authority figure and who is expected to play a certain role by a learner may soon come to realize that s/he can in/advertently transform said learner's cultural ideals and beliefs.

Corley closes by articulating that "first year teachers come into their new school thinking they know what it means to be "the teacher." [...] But when they arrive, they find themselves strangers among strangers" (p. 36). And that feeling of aloneness tends to allow for the new teachers retreating into roles of authority and power rather than (cultural) language brokers.

This feeling of isolation and loss was experienced by several of my participants who recalled their earlier experiences as new teachers and/or teaching in a new school. Especially those who had gotten ESL training from short term teacher training programs and distance education reflected on how ill prepared to deal with their diverse class demographics and so relied mostly on the ‘teacher’ role to navigate through. The ‘degree of involvement’ in the learners’ lives and the need to keep both contractors and students happy brought about that feeling of what Corley described as being ‘strangers in a strange land.’

In Canada, Cook (2003) and Morgan (2004) look at how the transition from student teacher to teacher takes place as well as how they negotiate their varying roles in language classrooms. In both cases, identity trans/formation is in constant flux – always changing and adapting with the new spaces created when teacher meets learners. Dealing with children or adults alike, a teacher must be willing to re/negotiate the many cultural and linguistic spaces found within the confines of the classroom. Further, even though age difference, maturity, and motivational factors come into play when dealing with children as opposed to adults, the fact remains that teaching/learning a language involves similar negotiation of cultural space, respect, and cooperation.

In chapter one of this study, I had mentioned how Williams (1996) alluded to Freire’s notion that teachers can never really be ‘neutral.’ Morgan (2004) emphasizes that:

There are no neutral spaces in schooling, no ways to insulate oneself from the social consequences of one's activities. Standardised tests, psychometric models, reading methodologies, constructs of language proficiency, 'scientific' research on bilingualism – all are interconnected, in some key way, with power relations. To apply these technologies or instruments uncritically or without regard to the prior learning experiences of a particular group of students is to hasten the likelihood of academic underachievement and social marginalisation for minority students.

(p.176)

Thus, with the concept of neutrality elusive, teachers and teachers-to-be are faced with a lot more than mastering content, implementing program objectives, devising classroom management strategies, creating and supplementing the meagre resources some find within certain schools, and finding diplomatic solutions between administrative duties, disgruntled parents/peers, their learners and themselves. ABRACADABRA - no wonder it takes a certain magical art and gumption to endure in this service /slash/ profession.

We ask our doctors to heal, we ask our lawyers to defend, we ask our architects to build, we ask our farmers to produce and we ask our citizens to be patriots – yet we demand that our teachers do it all while teaching subject matter, especially when it comes to the business (as what most learning institutions are) of the English language. And believe you me, it is more so a business in some cases than the lifestyle it should be.

And, as with all in the business world, those who hold the most chips are in better bargaining positions. Cornberg (1999), in his discussion of Taiwanese residents who strive in learning English for internationalization, illustrates:

[L]earning English is a path of power for contemporary residents of Taiwan, young and old alike. Learning English is a path of power because English is the dominant power language of our time. Whether it comes from Singapore, Australia, New Zealand, Guam, the United States, Canada, England, Scotland, South Africa, or any other country whose official language is English, beyond those borders English is the common tongue of international discourse. (pp. 1-2)

Seen as a path of power, the English language thus insinuates itself upon existing sociocultural and linguistic identities to form hybrid selves and/or new border identities. In so doing, it is political and not in the least neutral - as Freire pointed out. Citing Peim (1993), Magro (1999) writes:

On the surface, English taught as a subject is supposed to represent an integration of traditional, liberal, and progressive values. English is seen to be a vehicle for promoting a humane and enlightening experience of language and literature. [...]
Yet, the English classroom does not exist in isolation to other classes, the school environment, and so on. No text is value free, and student and writing, however much it may be a measure of self-expression, may be subject to evaluation by a set of specific criteria. (p. 57)

This is where teachers must take issue. Whose criteria? And what are they? How should these mandates be handled? And at what cost to personal and professional self-ideals and identity – as well as those of the learners? These questions need significant and critical reflection when the teacher is negotiating borders with her/his learners in order to diffuse resistance to learning the language as well as avoid assimilistic teachings. Magro (1999) states: “The adult learners’ awareness of incongruity between their own cultural values and the “middle class” values that may be reflected in the curriculum may lead to resistance and nonparticipation” (p. 60). She writes:

The research on English teaching concludes that it is very much interwoven with political, cultural, and social movements of the time. The critical theorists assert that all literature is embedded in a historical and sociological context that must be analyzed more carefully by classroom teachers and education theorists. The contradictions and complexities that impact teaching English – whether it be basic literacy, ESL or college level – seem to increase as we move closer toward the 21st century. If teaching English is to be more transformational, teachers need to be engaged in a dialog that addresses [the aforementioned – my words] questions. (ibid, p. 60)

Indeed, dialogue is key. No matter how well intentioned the teacher is, no matter how magical the art of teaching, dialogue is key to ensuring that the cultural borders are not only paved with good intentions but also with respect of diversity. Needless to say, ‘good intentions’ alone have been cited as having paved the streets of hell.

Pressured to compete
I entered through the gates of Hell
Books slung over one shoulder
Classes to take, the devil's tongue
Research meticulously carried out
Credits to earn, spirits to burn – I must know.

Pressured to compete
I battled my way into the devil's lair
Battered briefcase gripped in fear
Deals to make, hell to own
Research meticulously carried out
Dreams to crash, hopes to trash – I must know. (by sam khoury)

Herein transformation begins. I wrote the above poem in 1996 when I was hell-bent (pardon the pun) on 'getting an education'. Coming to Canada in 1991 and after several years of working thankless, listless jobs and feeling unappreciated seven ways from Sunday school, I applied and began my studies in the Languages and Literature program at Dawson College. It was then that I first started questioning my identity and my personal views of life. It was then that I learned that the English Creole I spoke from Sierra Leone, West Africa, was as much a part of who I am as being from a Lebanese heritage. It was then that I started negotiating the English, Arabic, and Creole languages I spoke with the new ones (French and Spanish) that I was learning.

Then, in a course during my first year at the university, I was pithily informed that my 25 years of mixed British, American, and Canadian schooling has affected my accent and which will be problematic for my ESL learners. I was ‘pressured to compete’ – I was left reconsidering my career choice – I was insulted – I was transformed.

That teacher’s words still echo in my ear to this day, along with those others of similar tact (less-ness). This is the reason why teachers should ensure that they check their biases at the door of the classrooms. In the words of King et al (1994): “when the teacher actually closes the classroom door, frequently it is *intent* rather than *content* that truly impacts the curriculum; therefore, it should be the *intention* of every teacher to infuse the classroom with an appreciation of diversity” (p.51).

The approaches teachers take within the confines of their class greatly impacts the learning process and by extension the learners. There is a management involved in teaching, especially languages, and proper management leads to ideal transformation. This transformation leads to an enhanced sense of empowerment or ‘liberation’ and competence. The role of a transformative educator (Magro 1999) is one that applies approaches which facilitate, provoke, empower, as well as educate. She quotes ‘Suzanne,’ an ESL teacher who participated in her study:

My approach is based on the belief that success breeds success. [...] A good ESL teacher is one who gets into the skin of that student. The teacher should be connecting with that human being first and foremost. The content is secondary.

What they leave the classroom with is not so much content; students can get so much from computers today. What students cannot get from the computer is self-image and self-concept. [...] Every human being brings some gift to the world, and if I can help them find this gift, that is my primary job as a teacher. I am not there just to teach them lessons in reading comprehension and grammar. (p. 156)

Indeed, this approach to teaching highlights the very core of transformative education. The approaches taken towards language teaching must be seen as more than a function of grammar and structure - it must be envisioned as a lifestyle. For indeed, language is a lifestyle that needs to be celebrated, discovered, bantered and flirted with, mourned, and forevermore: lived. And it is teachers, the language philosophers, who are the gatekeepers to the cultural lifestyle of language. Gibran Khalil eloquently states: “when Life does not find a singer to sing her heart, she produces a philosopher to speak her mind.” It is these philosopher-teachers that open the minds and hearts of people - their approaches and models of teaching lie at the very core of humanity.

Approaches to Teaching

Though the fields of psychology, sociology, and philosophy look at approaches to education, especially that of adults, differently, one common bond they all share with regard to identity and transformation is through the focus on self-directed pedagogy and lifelong learning ideals through learner centered approaches. In psychology, Arthur W. Combs reflects on humanistic education as one that “accepts the learner’s needs and purposes and develops experiences and programs around the unique potential of the

learner” by means of “personalizing educational decisions and practices” (Hamachek, 1990, p. 17). In Philosophy, Eduard Lindeman (1926) claims that “the resource of highest value in adult education is the *learner's experience*” and goes on to say that “If education is life, then life is also education” (p. 4). In both these fields of study, education is supposed to be designed in the manner that best serves the need of the learner – drawing from their experiences and potential. From a sociological vantage point, Patricia Mew (2002) reflects on the theories and approaches mentioned above using a unique perspective in adult education through creative expression.

The philosophy (Cross, 1981; Maslow, 1970; Mezirow, 1991) behind the ‘humanistic’ ideal emphasizes the individual and provides for personal growth and enrichment. Cross (1981) stated that this ideal “assumes that there is a natural tendency for people to learn and that learning will flourish if nourishing, encouraging environments are provided” (p. 228). John F. Kennedy reiterates this ethos concisely when he said: “Let us instead think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation” (online: tcnj.org).

The humanistic approach to teaching and learning (Combs, 1981; Selman, Cooke, Selman & Dampier, 1998; Cummings, 2003) spans wide and covers a broad range of ideals and ideas that are unique to different class settings, time and place. In the context of teaching English as a lifestyle, it is necessary to draw upon the specific models of

teaching that reflect transformative education. And true to the nature of a lifestyle, most, if not all, aspects must be meaningful and authentic.

With respect to ESL education, the teachers who took part in this study emphasized the value of creating meaningful context for language teaching. Almost everyone involved talked about how successful were the lessons that were authentic and relevant to the learners' prior experiences and lives. And, in the true fashion of English second language teaching, 'Plan B' became the code for the approaches used to break down discomfort levels, create lessons and alternate lesson plans, and pull the proverbial rabbit out of the multicultural hat.

Fenstermacher and Soltis (2004) detail three main approaches to teaching which touch upon transformative education: the "executive," the "facilitator," and the "liberationist." In the first approach, the teacher is a manager of knowledge, skills and competencies. Her/his duty is to provide the necessary tool and tricks to enable the apprenticing of a new body of knowledge. As a facilitator, this second approach entails a more focused schema that nurtures each learner's unique capabilities and identities to attain self-actualization. This second is aimed at allowing the learner to pursue and achieve certain goals and objectives crucial to their autonomy. In the last approach, the liberationist, the teacher is seen as emancipator, one who instills the self-worth necessary to strengthen the learners' individual mores and ideals. The liberationist aims at freeing the learners' minds from preconceived notions of race, class, gender, sexuality, and most forms of societal oppression. Herein, even though the language itself may be sexist in its structure

for example, the liberationist approach calls on these limitations and biases and opens up a dialog for change.

The aforementioned approaches are some that are enfolded within the larger scope of humanistic education. Others such as the Cooperative Learning model (Brown, 1994), the communicative approach (Berlin 2000), the learner-centered approach (Robinson & Selman, 2001; Williams, 2001), also appear under the humanistic approach. Regardless of the term and theme, the teachers of today must be able to wield their teaching wand effectively in order to reach the learners of tomorrow – the magic is simply in their humanity, their philosophy, their art. Cited in Smyth, Dow, Hattam, Reid, and Shacklock (2000), Foucault (1984), asserts this simply:

[I]t has to be considered as an attitude, an ethos, a philosophical life in which critique of what we are is at one and the same time the historical analysis of the limits that are imposed on us and the experiment with the possibility of going beyond them. (p. 175)

Chapter V - Conclusions

This study has been a personal journey in more ways than one. I have had to endure being away from it for a while due to life's happenstance. I am elated and relieved that this journey has come to its end. One notion that came forth from the participants of my study and holds true for me with respect to my research journey is that support from peers and colleagues, as well as caring and encouraging advisors and teachers do indeed play a major role in one's professional, academic, and personal life. In this I am blessed.

Furthermore, in my ESL teaching experience, I have borne many different mantles and modeled diverse roles, including but not limited to the seven main ones that emerged from my study. In many instances, I could relate to the concerns and issues raised by the select group of English language teachers who graciously partook in the process. This afforded me the opportunity to listen to the different voices and identities of the people who helped make this research possible. In so doing, my participants and I were able to draw upon many experiences and share anecdotes that connected us to one another.

Truly, this was both a teaching and a learning experience.

I have also come to realize a significant aspect of my study. In trying to create a venue wherein ESL teachers could voice their beliefs and perceptions as to what they are expected to role-model in today's classrooms, it dawned on me recently that we, ESL teachers, help give voice – language – to literally millions of people from the four ends of the globe. It is amazing how humbling this feels in light of the many mantles we are called upon to bear.

Implications

Peer Support

A key element that was emphasized repeatedly through this study was the notion of peer support. My participants, as do I, strongly believe that the onus put on us as language teachers and the constant changing of the mantles we are called upon to bear within each classroom is made easy to a great deal by the support structure from, but not limited to, our peers.

As was articulated by my participants, English language teachers are asked and expected to teach language functions as well as culture so students can verily improve their lots in life. They are also expected to initiate and maintain an atmosphere of cooperative learning and living, especially in a community as diverse as Canada, a microcosmic reflection of a globalized world. Finally, English language teachers are in many cases given stringent rules and at times meager resources by which to meet the needs and ideals of both their contractors and students. Ironically, what is least available, albeit crucial to assume the necessary roles to meet the aforementioned challenges, is a cooperative and community-based peer-support system.

Moreover, as had been intimated, the politics in the French school systems in Quebec, obviously not indicative of or generalized to all the schools within the system, require that a stronger peer support structure be in place for ESL teachers especially. Also, taking into account the reality of the new MEQ school reforms and the verity that almost everyone in the study found the textbooks and resource materials available for ESL

teaching to be lacking with respect to diversity, peer support would indeed provide the means to tackle such obstacles that hinder language teaching.

It is no stretch of the imagination that having a solid support structure goes a long way in facilitating language teaching. Imagine having access to other ESL teachers from different schools and communities, sharing lesson plans, brainstorming and creating original, authentic and meaningful activities, games, and negotiating through vicarious experiences the different roles modeled in our classes. Imagine the abundance of culturally and socially diverse materials at our fingertips. Imagine the possibilities.

Choice

ESL teachers need to be afforded the choice in their teaching approaches and course materials. Learner needs, learning styles, lacking resources, authentic and meaningful lesson plans, and the need for peer (and community) support are but some of the claims that demanded the need for ‘choice.’ Added to the resonated concern that ESL teachers are underappreciated by the system and overburdened by the demand to runway through multiple roles within the classrooms of today, this study implies that restrictive and rigid rules with regards to teaching approaches only serve to hinder language learning. After all, allowing ESL teachers to choose appropriate materials and individual approaches to meet the demands and needs of their students means keeping both students and contractors happy – which in turn fosters a positive attitude towards the language and culture.

The fluid nature of ESL teachers

Beverly, one of the participants, likened the roles ESL teachers are called to model within their classrooms to parenting. She explained that new parents tend to go through varied self-help books and recommendations in order to be prepared for the caring of their children. Yet, the fact that each child is unique requires a constant readjustment to the techniques and modes of parenting. As such, ESL teachers must also be prepared to adjust to each learner, 'to parent' children and adult language learners alike.

This is a testament to the true nature of an ESL teacher. The literature reviewed and the data from this study showed how the ability to switch back and forth between the roles is one that is 'fluid.' Indeed, the more fluid the teaching identity, the easier the change of the mantles.

Best Practice Recommendations

Education programs and workshops

The diverse nature of ESL teacher roles modeled in today's classrooms and the many teaching identities that come into play within those classes recommend readily available and accessible training programs and workshops. As time was mentioned throughout this study to be the bane of an ESL teacher's existence, it is necessary to ensure that these programs, some of which are already available, are easily accessible with respect to time, distance, and cost. Theoretical workshops and programs, intermittent conferences, and internet based resources are useful to say the least. But, for a profession and service that highlights communication, cooperation and contact between the teachers and learners,

smaller community workshops and training sessions would be more effective. Bringing together small groups of ESL teachers to learn through shared experiences and celebrate one another, especially as feelings of being underappreciated were raised in this study, would be motivating, productive, educational, collaborative, and fun. All of which is akin to the roles they bring back into their respective classrooms. It would also set an infrastructure for peer support that can easily be maintained and the collaborative efforts and creative energies would be cost effective for the schools as teachers would be better prepared to keep their students motivated and content in their classes.

Policies of fairness and equity

The feeling of being undervalued is indeed limiting. It at times stifles the very creative natures of the ESL teacher. The time and energy it takes to assume the varied roles explored in this study and to keep both the contractor and the learner happy exact a heavy toll on the ESL teacher's identity. Therefore, programs and institutions that allow no flexibility and movement for the teachers' teaching styles and needs make it hard to assume the necessary roles with ease.

Considering the tasks and duties that come attached to the seven main roles discussed in this study, not to mention the list of forty, it is evident that financial and worthwhile compensations are remiss. And, adding insult to injury, the teaching of English as a second language is oft considered and regarded as 'secondary' here in Quebec. And, with due respect to the identity and integrity of the French language, being 'secondary' also means getting less funding, less access, less value and less respect.

Sensitivity training for ESL teachers

Now, the fact that Quebec has a distinct French language and culture within the Canadian infrastructure plus the influx of immigrants that grace our classrooms each year require that ESL teachers be open and affirming of cultural diversity. I balk at use the word 'tolerance' as it connotes, certainly to me, a measure of 'putting up with' diversity. The aim of learning to "to know, to do, to be, and to live together" (Delors, 1996) does not imply 'putting up with' as like a headache, sore thumb, or allergies which with treatment and patience might eventually 'go away.' The ideal aimed for by most agencies of education is one that would inspire and sustain a healthy, productive society whereby "a skilled and knowledgeable work force capable of creating wealth" (Selman et al, 1998, p. 239) is the desired goal.

Researching the body of literature on workplace diversity done for the Canadian Society for Training and Development (CSTD), I learned that sensitivity programs allow for openness to attitudes and ideals and foster a healthy environment between trainers and trainees (Carliner, Ally, Zhao, Bairstow, Khoury, & Johnston, 2006). This being said, it is not a far stretch of the imagination that ESL teachers would also benefit from similar workshops that would enable them to learn how to check their biases at the doorways of their classrooms. Programs and workshops that incorporate issues of gender, age, race, and sexual orientation, among others, would empower teachers not to fear and retreat when, and certainly not if, these issues arise in their classrooms.

Future Research

Given the ideals of education in the 21st century as outlined by the Delors report (1996), the aforementioned implications encourage that future research should aim at examining (ESL) teacher training programs in Canada/Quebec. Indeed, at this point, teacher education programs, specifically, but not limited to, TESL (Teaching English as a Second Language), should be geared to meet the needs of a diverse Canada: a globalized nation.

On March 14, 2007, the bolded headline on the front page of one of the prominent Canadian newspapers, The Globe and Mail, proclaimed: “All immigration by 2030.” In the article (*see Appendix I*), Social trends reporter, Jill Mahoney quoted Rosemary Bender, Statscan’s director-general responsible for census content, as having said that: “immigration is the real driver for the population growth in Canada. This is an increasing trend.” Mahoney further writes:

More immigrants would further translate into increased political clout for ethnic minorities.

But social tensions could also rise, with strains on schools and workplaces as newcomers struggle to adjust to a country that most believe does a poor job of helping them.

Therefore, with the influx of new immigrants and the added mix of the multicultural policies in Canada (especially in tandem with Quebec’s Intercultural policies), future research would serve as an eye opener as to whether teacher training programs meet with and/or reflect the ideals of cultural diversity - and, if not, why?

The particular **research questions**, among others, that research could aim to answer are:

1. What inherent values do current teacher training programs try to instill?
2. Do courses and subject matter within the program adequately and effectively prepare the teachers of tomorrow to meet the diverse peoples and issues (gender/language identity/sexuality/age/race/etc) encountered in Quebec/Canadian learning institutions?
3. How prepared for a diverse world do new graduates feel upon completion of their degrees?

Identity and Transformation: Fluid perspectives

Literature on Identity and Transformation theories is as diverse as it is ever-growing. The core of both theories reflects individual maturity and self-direction. There is need to dig deeper into these areas of study in order to understand and relate to the realities of our identities as ESL teachers, indeed as humans. Addressing the research questions outlined above would hopefully help to learning from and adding to the body of literature.

Inspirational words

There are many ways to end this process. One of which is to tell you, the reader, something that would inspire you to listen to the voice within you and to embrace your uniqueness and teaching identities. And, when such words of inspiration have already been voiced by another of our fellow teachers, using it is by extension recreating it.

I have shared the following excerpt with many of the teachers I know within the last year. Reflective of all teachers, the words below move me. I hope they inspire you to appreciate the artistry in you, the teachers, and let you bear the many mantles with grace.

I am a teacher at heart, and there are moments in the classroom when I can hardly hold the joy. When my students and I discover uncharted territory to explore, when the pathway out of a thicket opens up before us, when our experience is illuminated by the lightning-life of the mind then teaching is the finest work I know.

But at other moments, the classroom is so lifeless or painful or confused and I am so powerless to do anything about it that my claim to be a teacher seems a transparent sham. Then the enemy is everywhere: in those students from some alien planet, in that subject I thought I knew, and in the personal pathology that keeps me earning my living this way. What a fool I was to imagine that I had mastered this occult art - harder to divine than tea leaves and impossible for mortals to do even passably well!

The tangles of teaching have three important sources. The first two are commonplace, but the third, and most fundamental, is rarely given its due. First, the subjects we teach are as large and complex as life, so our knowledge of them is always flawed and partial. No matter how we devote ourselves to reading and research, teaching requires a command of content that always eludes our grasp. Second, the students we teach are larger than life and even more complex. To see them clearly and see them whole, and respond to them wisely in the moment, requires a fusion of Freud and Solomon that few of us achieve.

If students and subjects accounted for all the complexities of teaching, our standard ways of coping would do - keep up with our fields as best we can, and learn enough techniques to stay ahead of the student psyche. But there is another reason for these complexities: we teach who we are.

(Palmer, 1997, p. 1)

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Appendix A

***** STRICTLY CONFIDENTIAL!!!**

Please complete the following information sheet:

Name: _____ **Gender:** _____

Date of Birth: _____ **Age:** _____

Civil Status: _____

Children (if yes, how many boys/girls): _____

Place of Birth: _____

Nationality (ies)/Citizenship: _____

Cultural Identity (ies): _____

Religion: _____

Sexual Orientation: _____

Languages:

Current Occupation(s):

Years of Experience as an ESL educator: _____
(location/length of time) [e.g.: 3 years in Japan, 1 year in Mexico, etc...] _____

Education:

Other (feel free to include any demographic information you feel was overlooked):

Appendix B

Journaling...

Please answer the following questions as *thoroughly* as possible. You may revisit these questions as many times as you want and make any changes you feel necessary before returning the completed journal to me. You have a week to complete and hand in your journal entries. If you prefer, you may also email me your responses to:

<< sssamk@hotmail.com >>

Trading in the briefcase for the suitcase: A study of ESL role-Modelers

Questions:

3. What roles do educators play in the ESL classroom and what do you think of these different roles?
4. What concerns, if any, do you have with regards to your being expected to have multiple roles to play in the classroom? Are these general concerns?
5. How do you approach the teaching of English as a Second Language?
6. What factors come into play with regards to choice of course content and context in ESL classes? What concerns are brought up by these factors?
7. What meaning do you give to your educational experiences and how have these experiences transformed your thinking? (theory)
8. What meaning do you give to your professional experiences, if any, and how have these experiences shaped your beliefs and perceptions? (practice)

Note:

Some of these are broad questions; however, feel free to respond not only with regards to ESL educators in general but also with regards to your personal beliefs and experiences.

APPENDIX C

Alphabetical Listing of ESL Teacher Roles

Acclimatizer to the New Country	Facilitator
Acquaintance	Friend
Advocate	Guide
Acquaintance	Listener
Ambassador	Manager
Animator	Mentor
Arbitrator	Motivator
Baby Sitter	Nurturer
Captivator	Prison Guard
Cheerleader	Psychologist
Coach	Psychiatrist
Counselor	Representative
Country Representative	Resource Person
Cultural Broker	Social Activist
Curriculum Designer	Sounding Board
Disciplinarian	Student
Educator	Teacher
Entertainer	Technician
Evaluator	Time Keeper
Expert	Translator

APPENDIX D

Name	Age	Civil Stat.	# of Kids	Sex Orient.	Religion	Nationality / Cult. Identity	Sex	Lang.	Work Experien.	# of Yrs.
Andrew	41	married	0	Hetero	none	Canadian Armenian	M	English French Armenian Russian	Korea Germany Montreal	10
Frank	34	single	0	Hetero	Catholic	Canadian Italian	M	English French Italian	Montreal	5
Sean	29	single	0	Hetero	Protestant	Canadian Irish German	M	English French	Montreal	3
Nancy	30	single	0	Hetero	Catholic	Canadian Italian	F	English French Italian	Italy Montreal	3.5
Christine	27	single	0	Hetero	Evangelist Protestant	Canadian Chinese	F	English Taiwanese/ French Chinese	France Montreal	3
Caroline	27	single	0	Hetero	Atheist	Quebecer Canadian Polish	F	English Polish French Spanish	Mexico Montreal	4
Maria	30	single	0	<u>WHY??</u>	none	Canadian Finnish	F	English Finnish French Spanish	Italy France Montreal	4
Beverly	41	married	2	Hetero	none	Canadian	F	English	Montreal	16
Allison	33	divorced	0	Hetero	Protestant Non- practic.	Canadian	F	English French Spanish	Honduras Montreal Korea Quebec	7.5
Koomarie	46	married	2	Did not reply	Hindu	Mauritian	F	English French Creole	Mauritius Montreal	19
Deborah	48	married	2	Hetero	Anglican	Canadian Irish	F	English	Montreal	7

APPENDIX E

Alphabetical Listing of ESL Teacher Roles

Acclimatizer to the New Country	Facilitator
Acquaintance	Friend
Advocate	Guide
Acquaintance	Listener
Ambassador	Manager
Animator	Mentor
Arbitrator	Motivator
Baby Sitter	Nurturer
Captivator	Prison Guard
Cheerleader	Psychologist
Coach	Psychiatrist
Counselor	Representative
Country Representative	Resource Person
Cultural Broker	Social Activist
Curriculum Designer	Sounding Board
Disciplinarian	Student
Educator	Teacher
Entertainer	Technician
Evaluator	Time Keeper
Expert	Translator

Top Seven Roles

Personal Choice

Common Choices

Group Choice

- | | | |
|----------|-------|-------|
| 1. _____ | _____ | _____ |
| 2. _____ | _____ | _____ |
| 3. _____ | _____ | _____ |
| 4. _____ | _____ | _____ |
| 5. _____ | _____ | _____ |
| 6. _____ | _____ | _____ |
| 7. _____ | _____ | _____ |

Final Comments:

APPENDIX F

Roles

Participant Roles Outlined

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Sean	Teacher	Entertainer	Social Activist			
Andrew	Provider (Teacher) of ESL Guide	Entertainer/ Motivator		Evaluator		
Nancy	Teacher	Entertainer	Country Representative		Friend	Acquaintance/ Disciplinarian
Frank	Teacher	Motivator/ Captivator				Educator
Christine	Teacher	Facilitator	Guide	Evaluator	Friend/ Counselor	
Beverly	Teacher	Motivator/ Facilitator	Ambassador/ Advocate	Evaluator	Counselor/ Listener	Manager
Caroline	Teacher		Cultural Broker/ Guide/ Representative		Counselor	
Maria	Teacher	Animator			Listeners (Akin To Counselor)	
Deborah	Teacher	Facilitator/ Entertainer		Evaluator	Coach	
Allison	Teacher		Acclimator To Country		Friend/ Psychiatrist	Mentor/ BabySitter/ Prison Guard
Koomarie	Teacher	Facilitator	Guide/ Arbitrator		Counselor/ Psychologist	Translator

APPENDIX G

List of Concerns:

Comfort with space, time and self
Dependence (students on teacher)
Balance between the switching of roles
Support structure (peer/colleagues)
Management (discipline)
Class size
Entertaining/animating
Time & Energy
Lack of choice – constricting curriculum, movement, resources
Being Undervalued/Underestimated
Pressure to entertain versus facilitating language learning and getting final results
Problematic issues to “bring the lessons home” - motivate learners to work on their own
Degree of involvement in the learners’ lives

Other:

APPENDIX H

Approaches to Teaching:

Personalizing the lessons
Communicative techniques/Some Focus on Form
Applicability/authenticity
Mimic real world situations
Teaching culture
Non-judgmental
Role-playing/Games/Fun
Meaningful
Language formal teaching
Collaborative/Cooperative Learning
Creating comfortable Learning Environment
Adaptability/Flexibility
Professionalism
Constantly 'reinventing the wheel' of teaching

List of Factors affecting Roles:

Providing Entertainment
Meeting Government objectives/performance level of learners
Imposed curriculum (not reflective of learners' diversity)
Having Necessary Resources (material & class size)
Overcoming Hidden agenda (in businesses) (in learning institutions)
Balancing what the administration thinks should be taught/covered in the classrooms with what the teachers feel/believe should be taught/covered
Providing Comfort level (of the students and the teacher)
Offering a Challenging/interesting course
Incorporating "real world" issues (content & context)(diversity)
Respecting diversity of learners (age/sex/nationality/language/etc)
Affirming diversity of learners (choice of materials/curriculum content)
Affirming cultural ideals without bias/prejudices (feministic/ non-sexist/etc) (à la Americana)
Pleasing both the contractor and the student
Contextualizing lessons according to life experiences
Constrictions and restrictions imposed on teachers
Cost (especially when needing to create "authentic scenarios/lessons" for learning)

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THE CENSUS Canada is growing fastest among G8 countries, adding 5.4% since 2001 to 31.6 million people. With domestic births fuelling just a third of that, Statscan predicts future population increases will be...

All immigration by 2050

APPENDIX I

BY JILL MAHONEY
SOCIAL TRENDS REPORTER

Immigration is fuelling two-thirds of Canada's population growth and will likely become the only source of gains by 2030, according to a national census snapshot released yesterday.

Statistics Canada also found the country's population increase was the highest of the G8 industrialized nations between 2001 and 2006. At 31.6 million, the number of Canadians grew by 1.6 million, or 5.4 per cent.

The expansion, however, is largely concentrated in a handful of urban areas that attract most of the country's newcomers.

"Immigration is the real driver for the population growth in Canada," said Rosemary Bender, Statscan's director-general responsible for census content. "This is an increasing trend."

If Statscan's projections prove accurate, having a higher proportion of immigrants would spark increasing urbanization, especially in Greater Toronto, Montreal and Vancouver, which could lead to more traffic congestion, higher pollution levels and overburdened public transit systems.

And the face of the country would change, with visible minorities, who now comprise most newcomers, becoming the majority in big cities. More immigrants would also translate into increased political clout for ethnic communities.

But social tensions could also rise, with strains on schools and workplaces as newcomers struggle to adjust to a country that most believe does a poor job of helping them.

"Just bringing in immigrants and dropping them down in Canada is not sufficient," said David Foot, a University of Toronto economist



Marta and Tan Huynh, shown yesterday with children Emily and Ethan, moved to Milton, Ont., for its small-town feel. But with 71.4-per-cent growth, it's starting to sway away from that.

The big three

Nearly half of all Canadians live in the three largest urban areas.

8,052,348

Greater Golden Horseshoe

Fastest growing

A census metropolitan area is an area with a population of at least 100,000, including an urban core of at least 50,000. Canada now has 33, up from 27 in 2001. The five fastest-growing are:

Families flock ever faster to vital cities on the edge