

Escaping ESL: Fee-paying international students' socialization in a British Columbia high school.

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Alongside efforts by federal and provincial governments to frame international education as a key contributor to strong economies (e.g., Foreign Affairs, Development, and Trade Canada, 2014; Kunin & Associates, 2013), K-12 public schools in Canada have increasingly come to rely on fee-paying international students (FIS) as means for offsetting decreases in both government funding and domestic student enrolment (e.g., Findlay, 2013; Mitchell, 2004). In British Columbia (BC) specifically, the ~11,000 FIS enrolled in K-12 public schools in the 2012/13 school year were the source of over \$145 million in revenues for school districts (Kuehn, 2014). Despite the fact that 88% of all FISs in BC attend secondary schools (BC Ministry of Education, 2014), the limited amount of research investigating this population of students (e.g., Popadiuk, 2010; Popadiuk & Marshall, 2011) has yet to consider their (language) learning experiences and participation trajectories of FISs *in actual school contexts*.

In this presentation I broaden this research base by describing a cultural process central to the school-based experiences of FIS students: *getting out of ESL* (i.e., conference topic area #2). Part of a year-long ethnographic case study of FIS students at a public high school in BC, the description draws on a language socialization paradigm (e.g., Duff & Talmy, 2011) and a discourse analytic orientation (e.g., Potter & Hepburn, 2008; Talmy & Richards, 2011) to multiple sources of data. In addition to briefly illustrating the complex configuration of this cultural process at the intersection of school- and classroom-based practices, I sketch two focal students' negotiations of the process and discuss its varying import in/for each student's "trajectory of socialization" (Wortham, 2005). I conclude by situating the process within the larger context of neoliberal educational policy and practice, and describe the impacts it has for (language) learning and teaching in public schools.

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