

Set of three contributions for the proposed Panel on "Subverting Storylines" proposal for **Narrative Matters 2012** hosted by the American University of Paris, 29th May - 1st June 2012

Female roles in Uruguay: Whose storyline am I subverting?

Magdalena de Stefani (doctoral researcher, The University of Manchester)

My grandmother subverted the storylines available to her and qualified as a neuro-psychiatrist in Uruguay in the early 1940s, making the academic, professional worlds almost obvious paths for other women in the family. Despite this and the strength of her character, her daughter (my mother) put aside a brilliant academic career and devoted her life to her family. In this paper I reflect on the influence of these two storylines on the construction of my identity as a mother, wife and professional, and the ways in which I have subverted them.

"I do speak English!": Subverting the native speaker storyline using narratives from ex-colonial teachers

Eljee Javier (doctoral researcher, The University of Manchester)

In the professional world of TESOL the native speaker (NS) / non-native speaker (NNS) dichotomy is a firmly entrenched hierarchy that affects how teachers are perceived and valued. The view that native speakers are preferred English language teachers remains the dominant storyline which is made available to those that fit the racial and linguistic criteria. The stories of two English language teachers present how they have storied, de-storied and re-storied their native speaker identity as they emigrated from former British colonies to work and reside in England. Their stories reveal how they have subverted the dominant native speaker storyline by reconstructing their racial and linguistic identity in response to the resistance they have encountered when striving to be recognised as a 'legitimate' English language professional.

'Quiet' learners? – Subverting stories about Chinese students

Xiao Wei Zhou (Edinburgh Napier University)

In international education, a typical depiction of students from China is that they are 'reticent' and 'reluctant to engage with knowledge critically'. Depictions like this tend to be developed around Western-ethnocentric storylines regarding what 'appropriate' learning practice is. They define the experiences of these students and provide little space for their own stories to be heard. This paper presents the storied experiences of six postgraduates from China who studied in England, as an attempt to illustrate the complexities in their study-abroad lives and thus subvert the 'default' storylines about 'Chinese students'.