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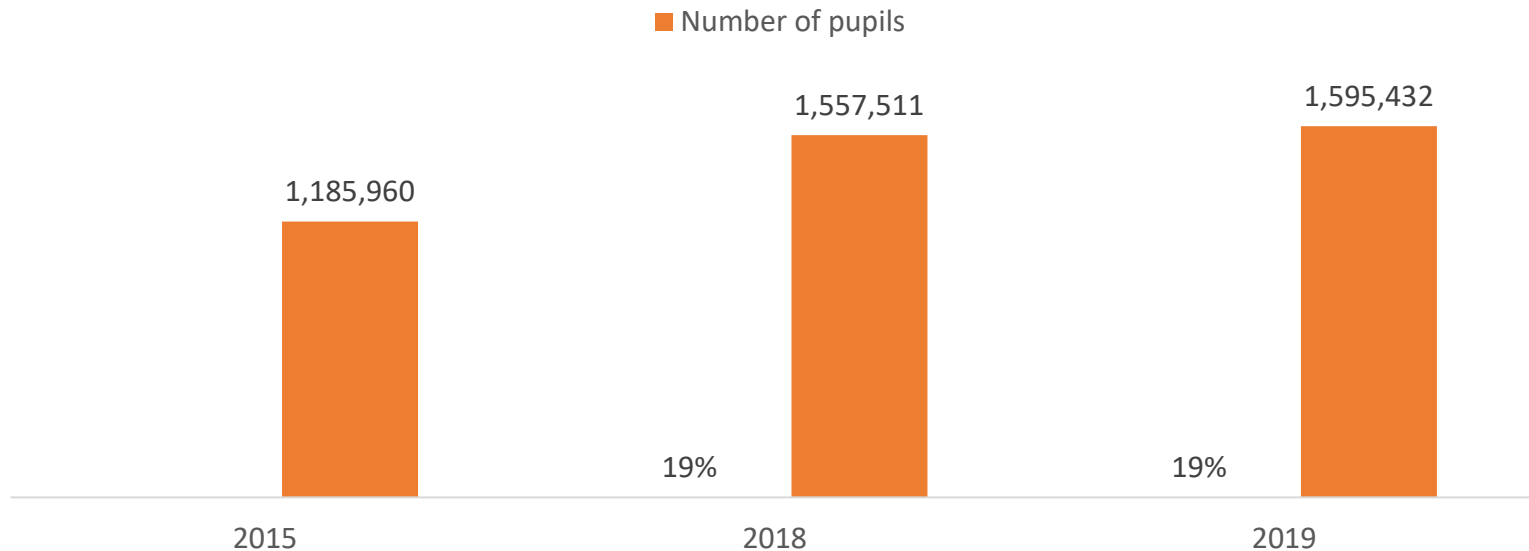


Learning of migrant pupils as a transformative experience

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EAL (English as an Additional Language) pupils in England

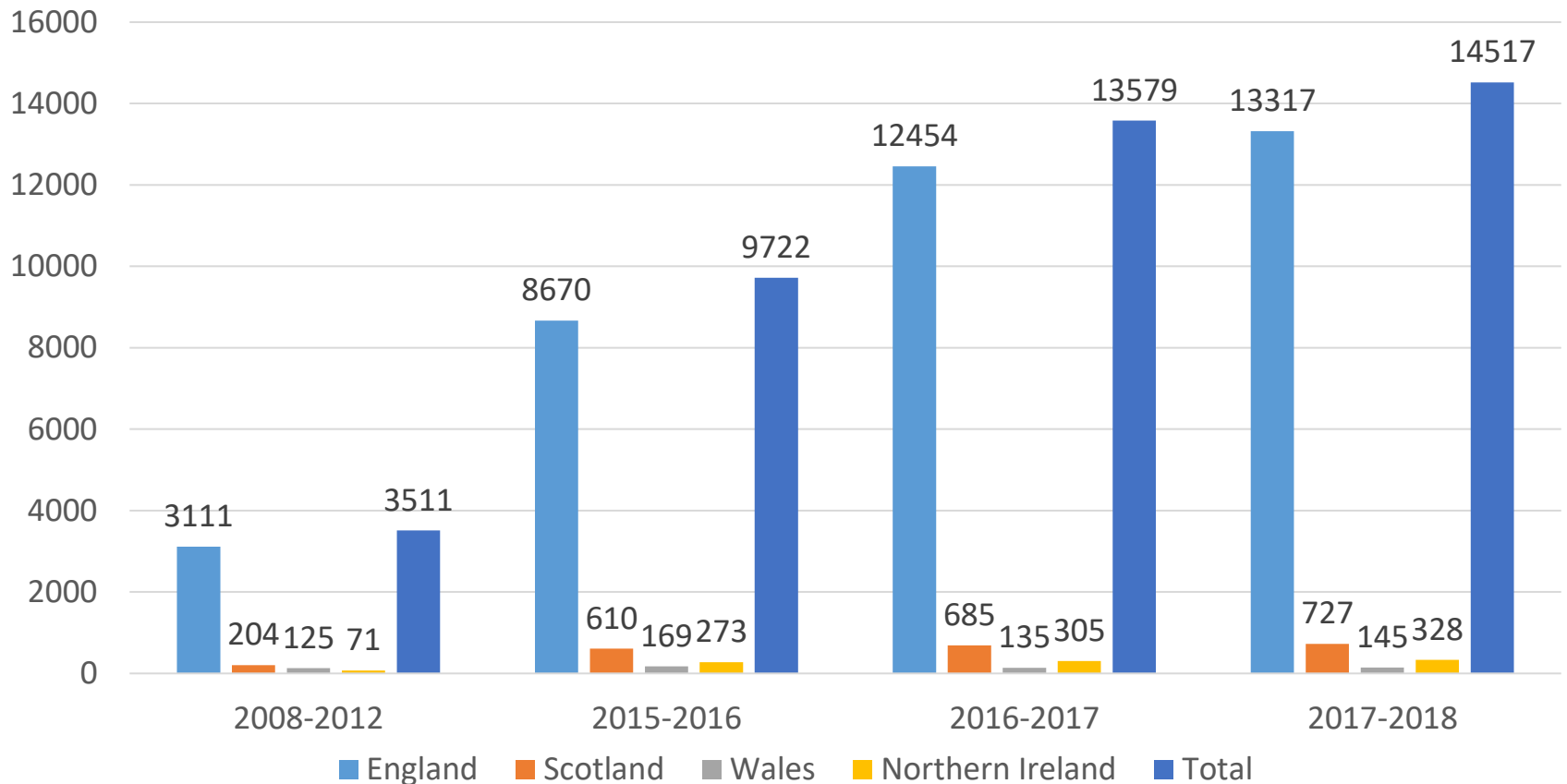


In state-funded primary schools (including academies):

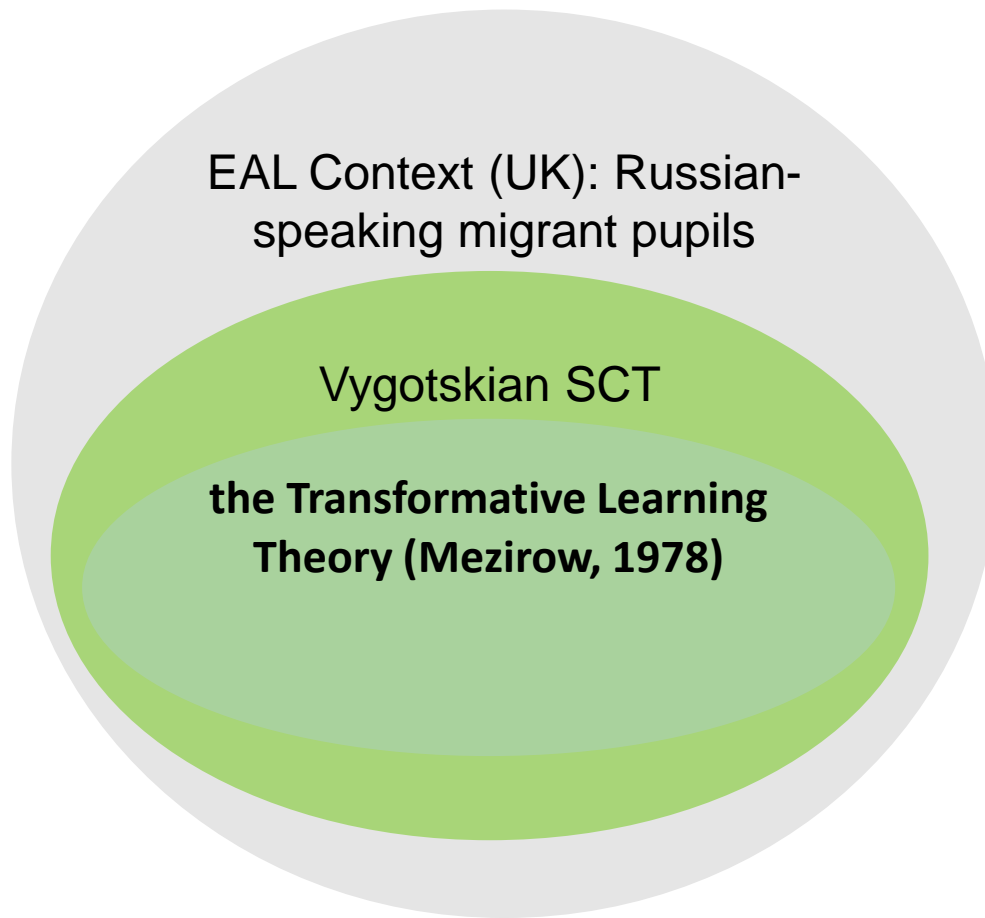
- 21.2 percent in 2018,
- 9.3 percent in 2003

(Department for Education, 2017a; 2018; 2019).

Russian-speaking pupils: primary (DfE, 2016; 2017b; 2018)

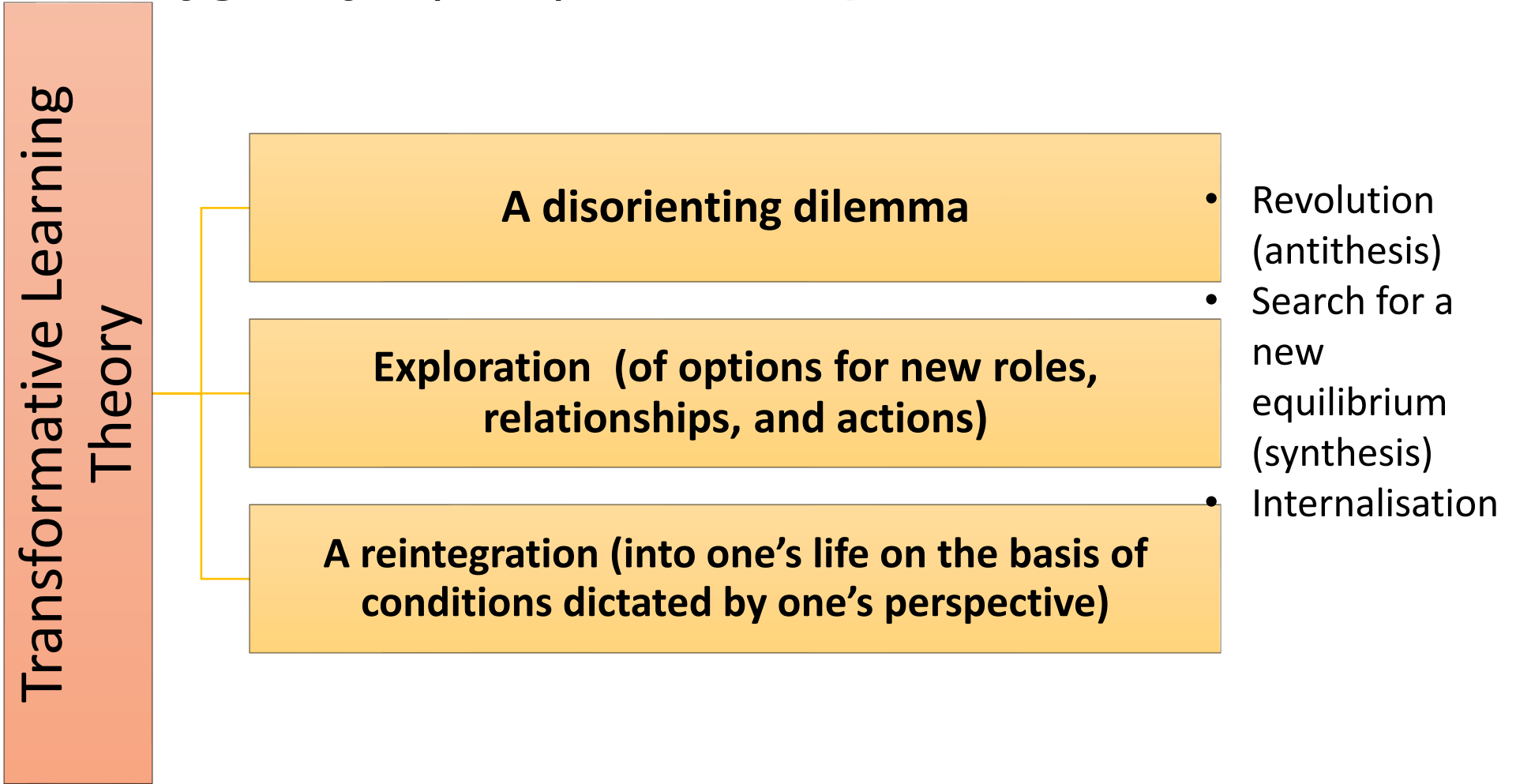


Theoretical Framework



- Learning and development as ‘social and cultural rather than individual phenomena’ (Kozulin et al., 2003, p.1).
- Change of sociocultural environment, and consequently language, influences overall psychological and personality development process (Lantolf and Poehner, 2014; Vygotsky, 2005)
- Migration as a transformative experience

[Adapted] Transformation Phases (Mezirow, 1978) and Vygotsky's (2004) dialectical process



Methods of data collection

Ethnographic participant observations during 7-month period, 'shadowing', (LeCompte and Schensul, 2010); including chance conversations, 'detached' observations (Gillham, 2000)

12 Semi-structured interviews using creative elicitation techniques with each child ('researcher-initiated stimuli' (LeCompte and Schensul, 2010, p. 177))

Open-ended and semi-structured interviews: with the participants' parents, class teachers and/or EAL TAs.

Data sample

Russian-speaking migrant pupils	Interviews with children	Observations	Parents	Class teachers, EAL coordinators
Multiple Case Study				
5 recently arrived Russian-speaking pupils at Key stage two	30 min twice a month during 7 months	7 months	5 Parents 1-hour-interviews	5 class teachers 1-hour-interviews
Total: 79 interview	63 interviews	463 photos 125 days	9	7
Duration: 42h45min	26h17 min Average 27.44min	Average 24.8 days with each pupil	14h28min Average 54.2 min	

Research question

What issues/experiences do Russian-speaking migrant pupils face in English state-funded primary schools at Key Stage two?

Language Centre

SCHOOL OF LANGUAGES, CULTURES AND SOCIETIES



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Data	Yulia	Rita	Alisa	Katerina	Ivan
Country of birth	Belarus	Russia	Russia	Russia	Ukraine
Age	9	10	8	7	9
Time period spent in the UK	2 months	1 year 2 months	1 year 4 months	3 years	5 years 10 months
Previous exposure to English	Minimal, 'Beginner'	Minimal, 'Beginner'	Minimal, 'Beginner'	No, 'Absolute Beginner'	No, 'Absolute Beginner'
Key Stage 2 year	Year 5	Year 6	Year 4	Year 3	Year 5
School	School B	School C	School C	School A	School C

Findings:

- Learning experiences in the L2 (Second/non-dominant Language) school
- Socioemotional transformation
- Transformations of motivations
- Behavioral transformation

Theme: Learning experiences in the L2 school

Initial learning experiences in the L2 (English) school

L: When you arrived at this school what was your first impression?

M: It was really scary.

(Margarita, 11 y.o., 2016)

L: Tell me about how you learn English. When you came here, was it difficult for you?

K: Very.

(Katerina, 7 y.o., 2016)

Theme: Learning experiences in the L2 school

What do you like the most about school?

English school is a 'much better place than home' (Rita, 11 y.o., 2016).
'it's interesting' (Ibid., 2017)

'No marks! Because marks show how you study' (Ibid., 2016)

'Not much homework' (Ibid., 2017)

Would you like less or more homework?

'It's fine the way it is!' (Ibid., 2017)

L: What do you like the most in school? What is the most favourite?

A: Well, when we rest...

(Alisa, 8 y.o., 2016)

L: Do you like school?

K: No!

L: Why not?

K: Sometimes only, when you come! No other time!

(Katerina, 7 y.o., 2016)

Theme: Socioemotional transformation

Loneliness, sadness, and fear in school

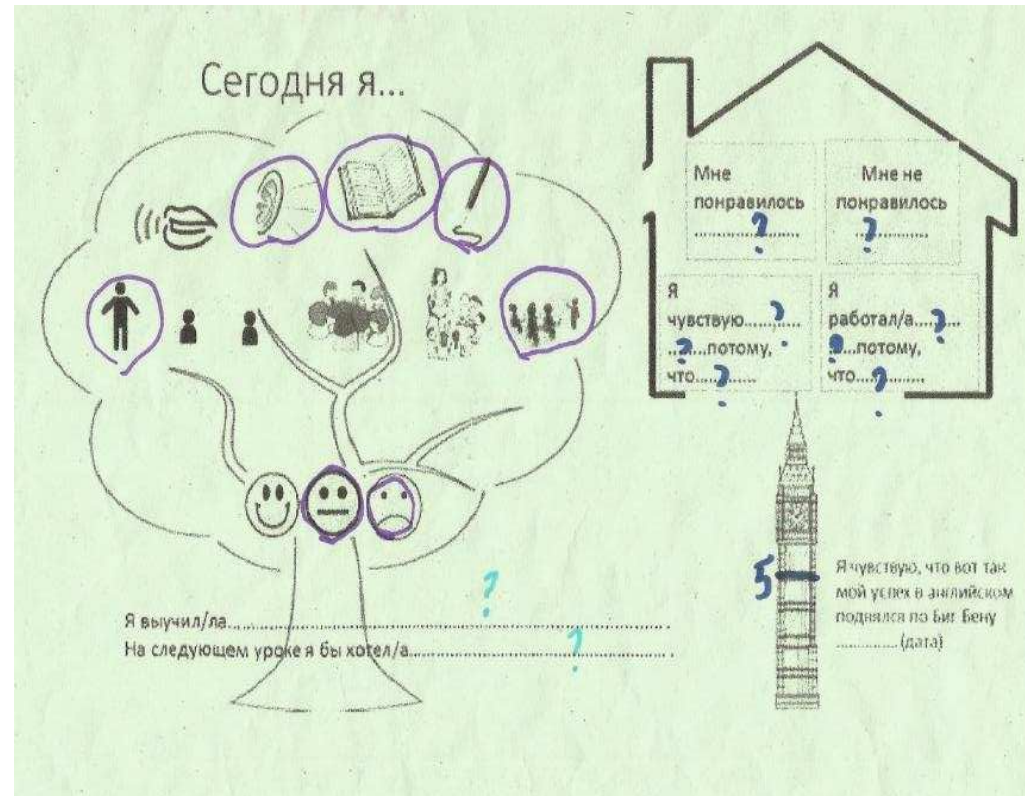
Y: I was alone. Didn't work with anyone. Was just alone. I was listening, reading, writing.

Y: It was well like... scary yesterday.

L: Why so?

Y: Well, because I was on my own...alone...I was very sad.

(Yulia, 10 y.o., 2016)



Theme: Socioemotional transformation

L2 learning/proficiency and well-being

'Much better because my English is better'

(Rita, 11 y.o., 2016)

'Well, I feel fine, because I can speak English well already'

'When I came to this school I... I was behind everyone.'

(Ivan, 9 y.o., 2016)

Theme: Socioemotional transformation

L2 learning/proficiency and well-being (Cont.)

L: What is your most favourite thing in learning English? When you think, 'Great, I am learning English!

Y: PE [Physical Education]!

L: Why?

Y: Because in PE language is not needed, but showing!

(Yulia, 10 y.o., 2017)

Submissive and shy social behaviour

The 'Silent period' or sensitivity, anxiety, and reticence?

(Bligh and Drury, 2015; Drury, 2013; Conteh and Brock, 2006; Krashen, 1985)

'I won't raise my hand. I am scared.'

(Rita, 11 y.o. 2017)

'Knew the answers but kept quiet.'

(Rita, 11 y.o., 2016).

L: What do you do, if you can't do something? Do you tell your teacher?

K: No.

L: Do you just keep quiet?

K: Yes yes yes.

(Katerina, 7 y.o, 2016)

L: When in Belarus, you also didn't want to present or perform?

Y: No, I wanted. It's just here I don't know the language so well, and I am afraid to read something incorrectly.

(Yulia, 10 y.o., 2017)

M: At the end of last year teacher also said, that she [Alisa] speaks quietly, and it is just not always audible when she wants to answer.

L: Is it the same at home?

M: No, it is not like this at home.

(Alisa's mother, 2017)

Theme: Learning experiences in the L2 school

First Language (L1, Russian) issues:

a 'deficit model of bilingualism' (Bourne, 2007, p.137) vs. a valuable resource (Baker, 2006, p.391) of pupils' well-being, cognitive, and literacy development.

'Я обожаю
говорит по-
русски!'

How do you feel being Russian in your school?

Плохо. Ругают часто, когда я говорю по-русски.

'I adore speaking
Russian!'

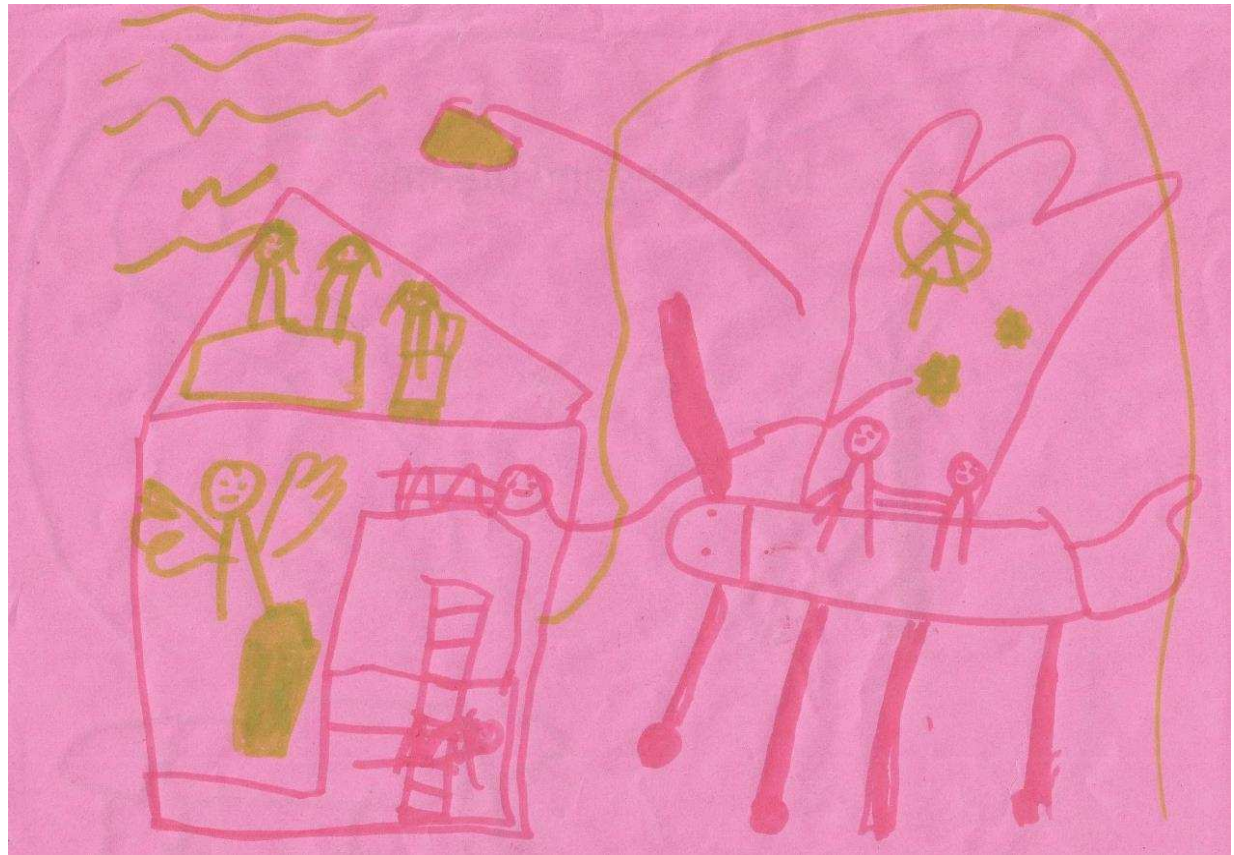
'Bad. [I] get scolded a lot, when I speak Russian.

(Katerina, 7 y.o., 2016)

Drawing 'My hopes and dreams'

'A horse that flies to school and speaks Russian'

(Katerina, 7 y.o., 2016)



Theme: Learning experiences in the L2 school

Academic expectations and generalising attitude based on L2 proficiency

- He [another boy in Katerina's class] is very intelligent, he is very able. Whereas I know she isn't.
 - (Katerina's class teacher, 2016)

'She [Yulia] is not the brightest child in the world. I'll tell you she is kind of average'

(Yulia's EAL TA, 2016)

Theme: Socioemotional transformation

Bullying: physical abuse, social exclusion, linguistic bullying

- K: (Describes the painting) This is a girl T.
[name of the boy]
L: Did he offend you?
K: Yes.
L: What did he do?
K: He spat [on me] and hit [me].
- 'We don't want to play with you'

'Shut up!'
- Telling Alisa to leave when she was with Cathy
(friend, who was a pupil with SEN)
(Alisa, 8 y.o., 2016)
- L: Tell me, does T. [name of the boy] hit you
often?
K: Yes.
L: Every day?
K: Yes.
- (Katerina, 7 y.o., 2016)
- 'I don't want to go to Art. I love to draw,
but I don't want because of K...' (a girl
Yulia is afraid of)

'That girl is there, who
offends me. It happened
two times already.'
(Yulia, 10 y.o., 2017)

Theme: Transformations of Motivations

Dreams and wishes in learning: self-worth and language

Y: I want to speak!

L: In what language?

Y: In English.

L: How do you want to speak?

Y: So that I am understood.

(Yulia, 10 y.o., 2017)

L: What would you like in school?

A: To be the most important in school.

L: Eh?

A: The most important in school.

L: The most important? Ok.

(Alisa, 8 y.o., 2017)

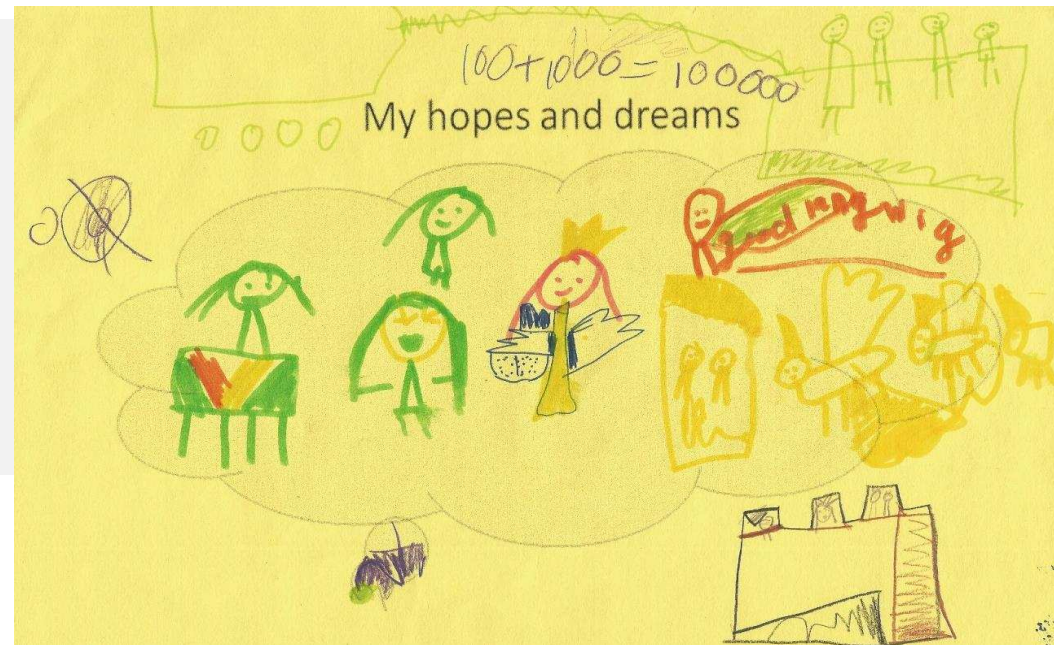
L: If you had a wish, what would you wish for?

R: I wish I was a child again.

(Rita, 11 y.o., 2017)

'I am worse than others, who... who should be worse than me.'

(Rita, 11 y.o., 2017)



Implications

- ▶ Bilingualism should be seen as pupils' unique profile.
- ▶ **The L1** should be **present and used as a resource** for pupils in the first year of arrival.
- ▶ After the first year since arrival, the L1 should be given **an unconditional right to be accessed and relied upon**.
- ▶ **The 'Silent period'** may denote reticence in learning as an adopted pattern of behaviour masking negative emotionality and sensitivity issues (anxiety, fear), which should not be seen as a 'natural' character.
- ▶ To prevent isolated strategies, low academic expectations, bullying, etc. issues, a **whole institutional awareness to deal with EAL pupils**.

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