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Methodological issues in the research with
the (im)migrant children: practical concerns
of interviews with creative techniques'
development and application

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Plan:

- Introduction: Background of the Study
- The Interviews with Creative Techniques
- The Practical Concerns of Creative Techniques' **Development**
- The Practical Concerns and Advantages of Creative Techniques' **Application**
- Conclusion

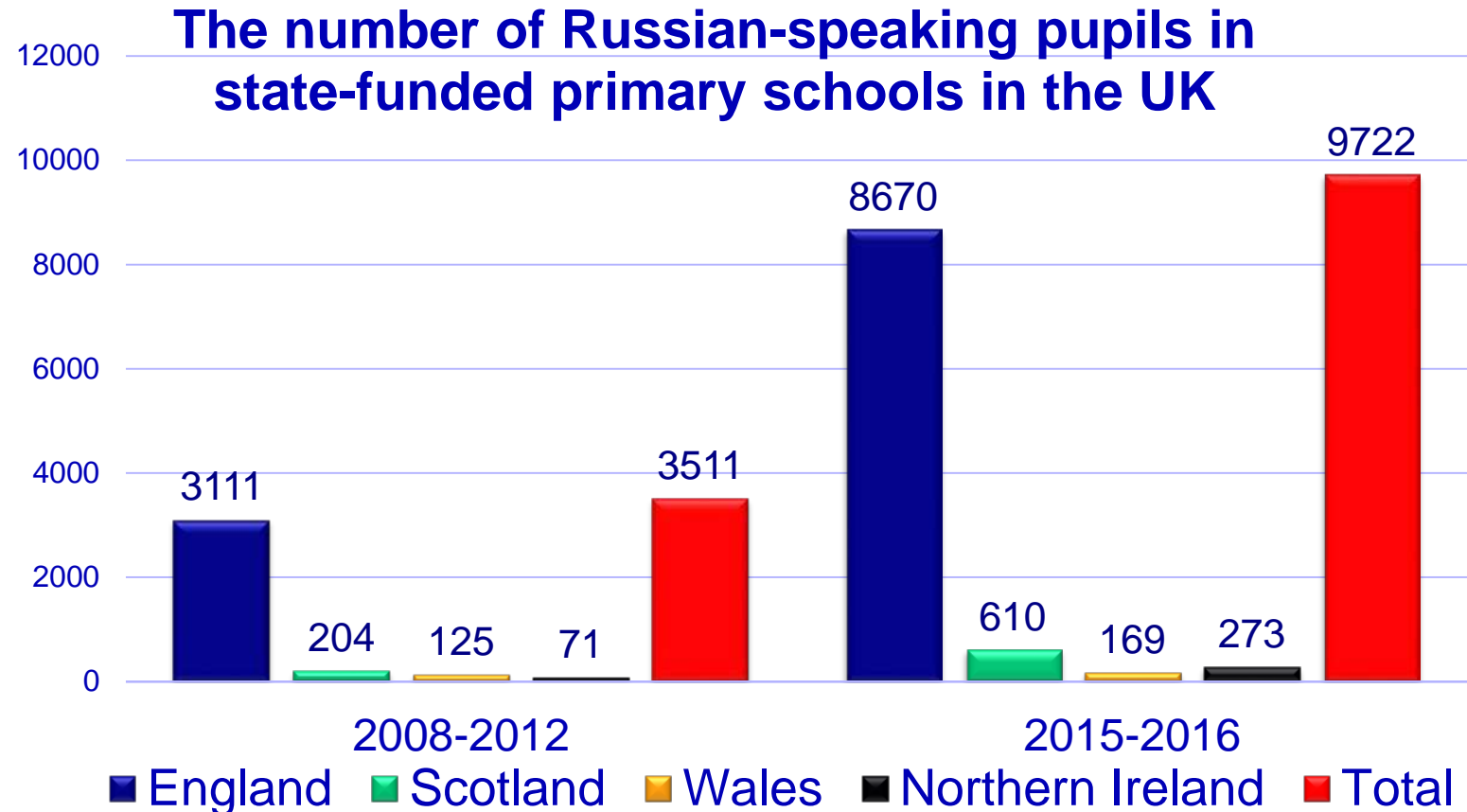
Experiences of the Russian-speaking immigrant children in English state-funded primary schools at Key Stage Two

Research Questions:

What **issues** do Russian-speaking migrant pupils face in Key Stage Two and why?

How do they express their Social Actor, Motivated Agent **levels of Personality Development?**

What are **the features of the relationships** between the issues and the personality development levels?



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 interviews: with the participants' parents, class teachers and/or EAL TAs.

Sample

Russian-speaking pupils	Interviews with children	Observations	Parents	Class teachers, EAL coordinators
Multiple Case Study				
5 recently arrived Russian-speaking pupils at Key stage two	30 minutes twice a month during 7 months	7 months	5 Parents One-two 1-hour-interviews	5 class teachers on e-two 1-hour-interviews

My role as a researcher

- The child as a subject (child-centred) research approach
- Role of a friend – to decrease ‘generational inequalities of status’ (Gabb, 2008, p. 20) and to minimize the power dimensions (Warming, 2011).

Definitions of the Creative Methods

Authentic to children research (Finlay et al., 2013)

'A methodological renaissance' (Hemming, 2008, in Robinson and Gillies, 2012, p.87)

A 'powerful tool for enabling the **active engagement**' (Kramer-Roy, 2015, p.1207)

The open-ended approaches used and **based around children** which is seen as **'an effective tool for democratically engaging [children]'** in the research (Peek et al., 2016, p.90)

Overcoming naivety of the creative techniques

- A creative method is not a ***'fool-proof technology for carrying out ethical research with children'*** (Gallacher and Gallagher, 2005, p.7)
- Understanding and accepting **the 'contradictions and instabilities'** inherent in more performative participatory approaches' (Robinson and Gillies, 2012, p.87)
- **'Assumed empowerment'** of creative methods (Gillies and Robinson, 2012, p.170)
- **'Hierarchical and unidirectional' interpretation of power relations** 'something that adults can give (or take)' distorts how the children actively create and set up their experiences (Lomax, 2012, p.107),

The Practical Concerns of Creative Techniques' Development (before the data collection)

1. Design-related

- a) Purposeful design, i.e. strictly following the theoretical framework and the research questions
- b) Fitting the age of children,
- c) Consideration as regards monthly repetition of the interviews– ways of diversifying the techniques?

2. Contextual

- a) Time Constraints (up o 30 minutes each session)
- b) Spatial Constraints (setting)
- c) Limited Resources

Creative techniques

Research Question	Creative techniques – part of the interviews
What issues do Russian-speaking migrant pupils face in Key Stage Two and why?	The ‘interview-through-game’ (Toth, 1995), Filling-in exercise (Gregory, 2001)
How do they express their Social Actor, Motivated Agent levels of Personality Development?	Concentric circles with vignettes ranking Drawings ‘My Hopes and Dreams’
What are the features of the relationships between the issues and the personality development levels?	All methods, interviews with adults, participant-observations

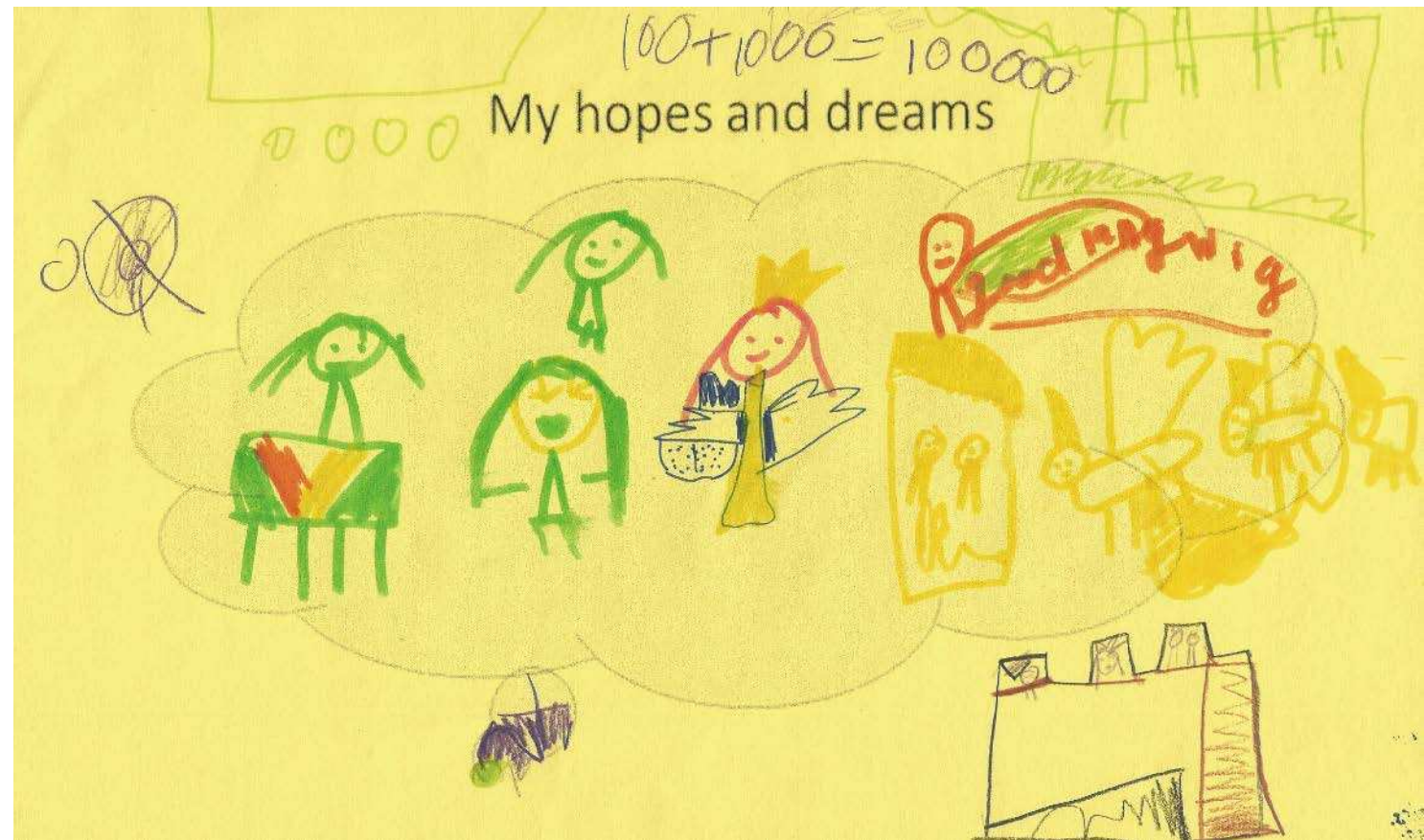
The Practical Concerns of Creative Techniques' Application (during the data collection)

- Building good relationships with the children
- Flexible designs while retaining the holistic and systematic research structure

Drawings 'My hopes and dreams'

Advantageous method:

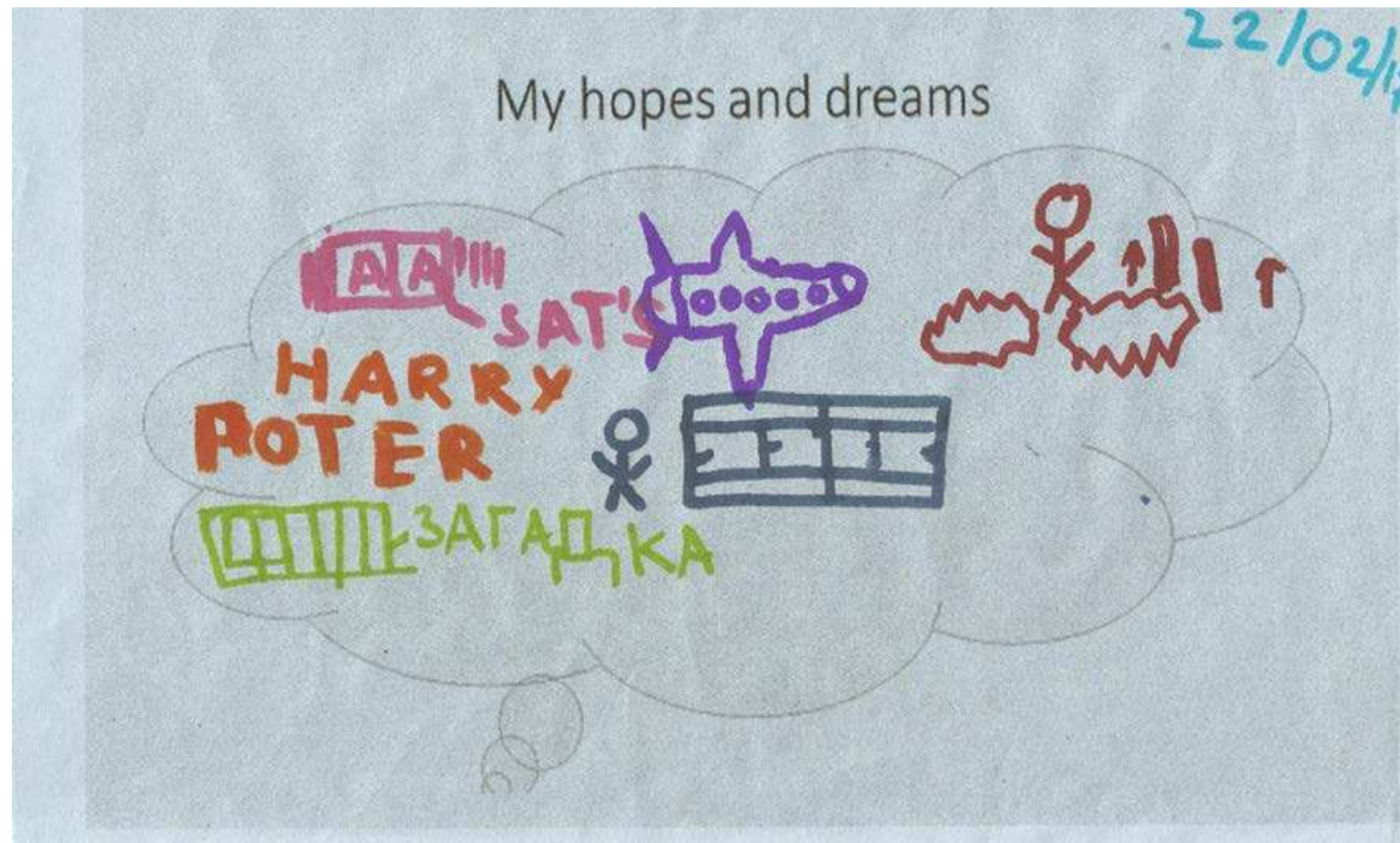
- Appreciated by children (Eldén, 2012, p.78)
- **'Create an open platform for reflections'**, while **'allowing for complexities, messiness, vulnerability and competence** as well as **unexpected relations and practices'** to appear (Ibid., p.70).



A Russian-speaking migrant pupil, female, 7 y.o.

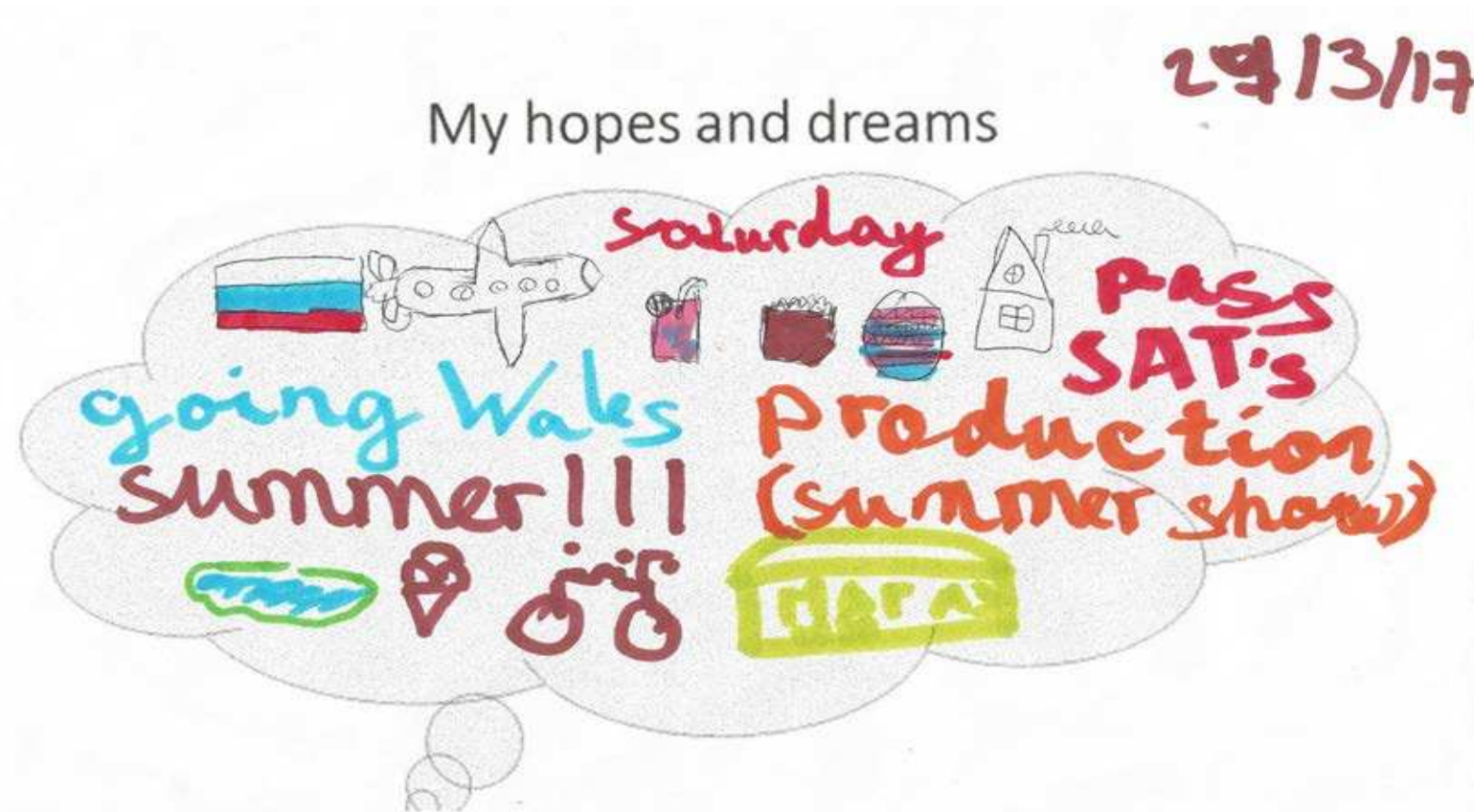
Concern: a perceived inability to draw (Punch, 2002), personal dislike of drawing

A Russian-speaking migrant pupil, female, 11 y.o.



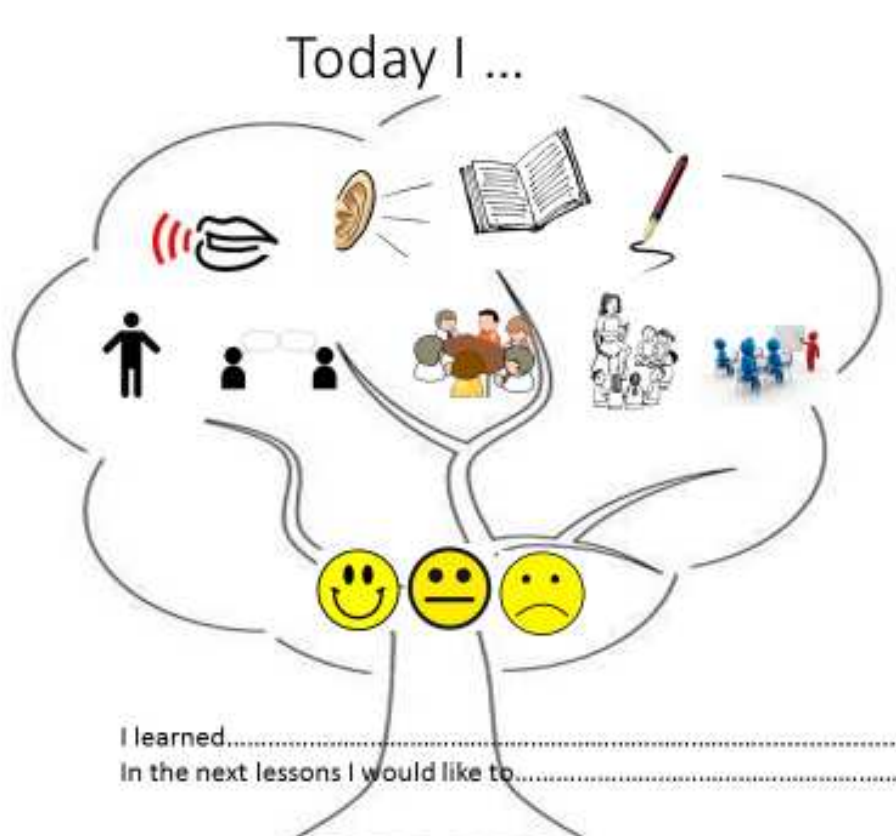
Using Abstract Symbolisms (Deacon, 2000)

A Russian-speaking migrant pupil, female, 11 y.o.

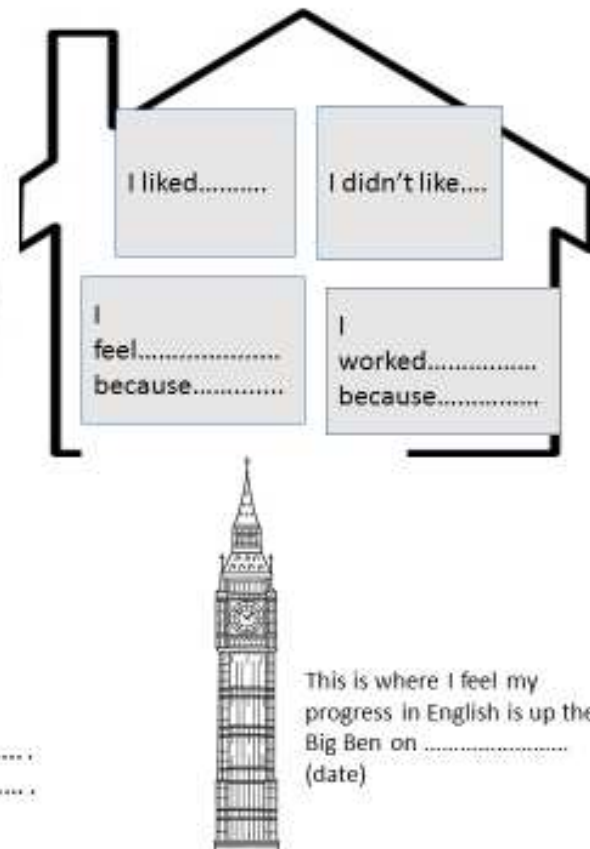


Filling-in 'Today I...' exercise

Today I ...



I learned.....
In the next lessons I would like to.....

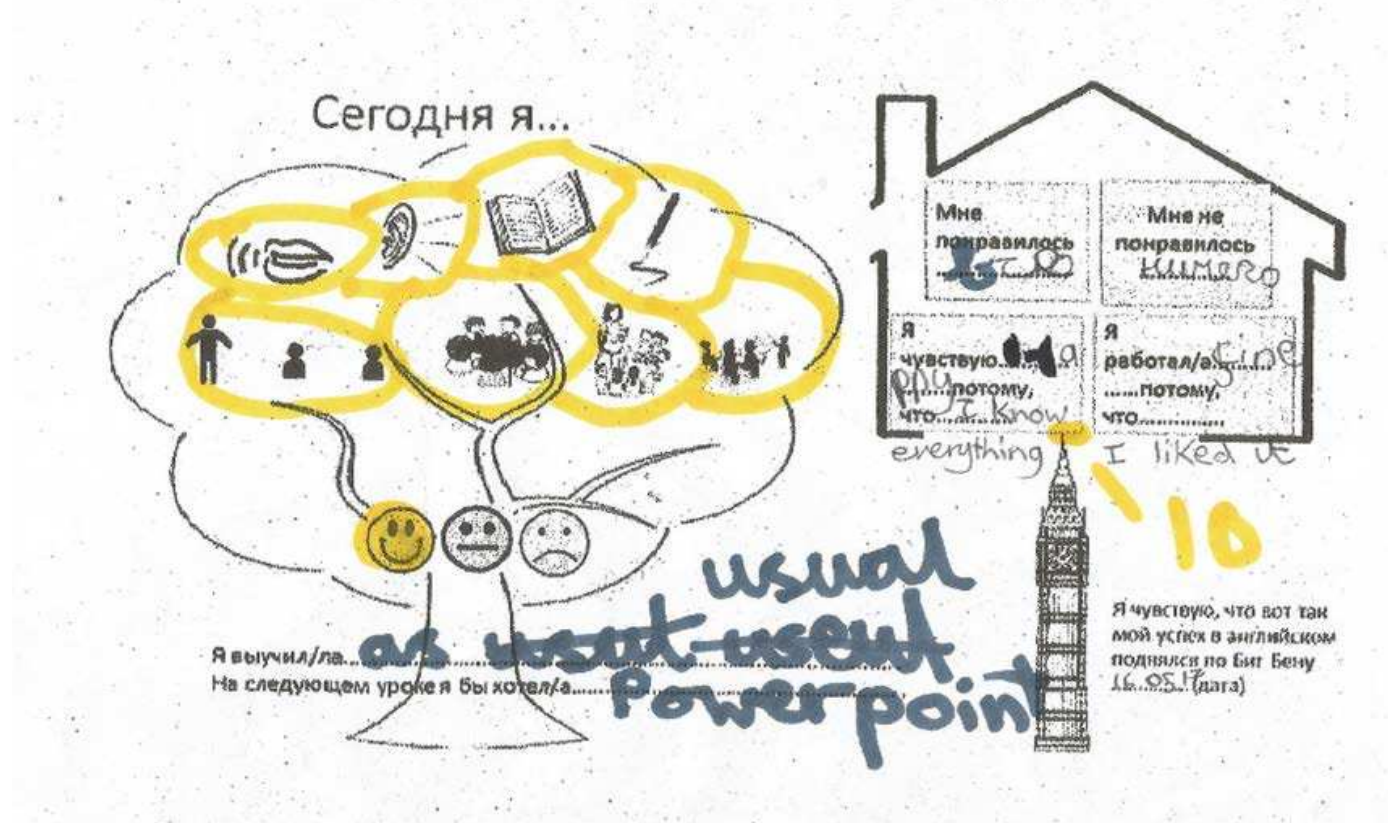


I liked..... I didn't like....
I feel..... because..... I worked..... because.....

This is where I feel my progress in English is up the Big Ben on (date)

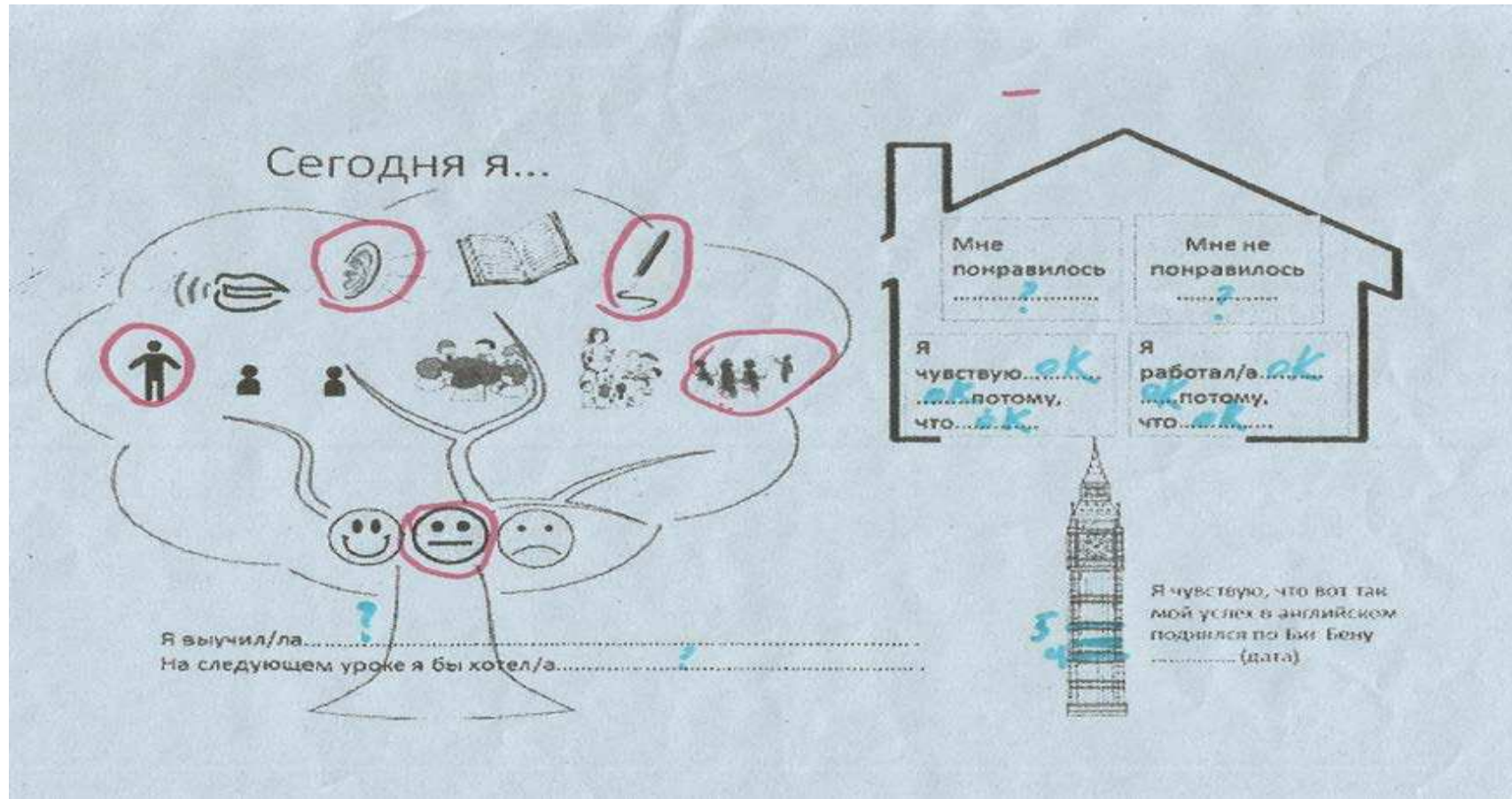
The design adopted from Gregory (2001)

Allowing to engage Russian-speaking migrant children to freely use the whole language repertoire.



A Russian-speaking migrant pupil, male, 9 y.o.

Rejection of finishing off the exercise: a sign of isolation in terms of communication in learning, sadness and even despondency



- Revealed low spirits, distress, and linguistic isolation
- Feeling free to leave any questions with no responses

A Russian-speaking migrant pupil, female, 10 y.o.

Сегодня я...



Мне понравилось?	Мне не понравилось?
Я чувствую.....потому, что.....?	Я работал/а.....потому, что.....?

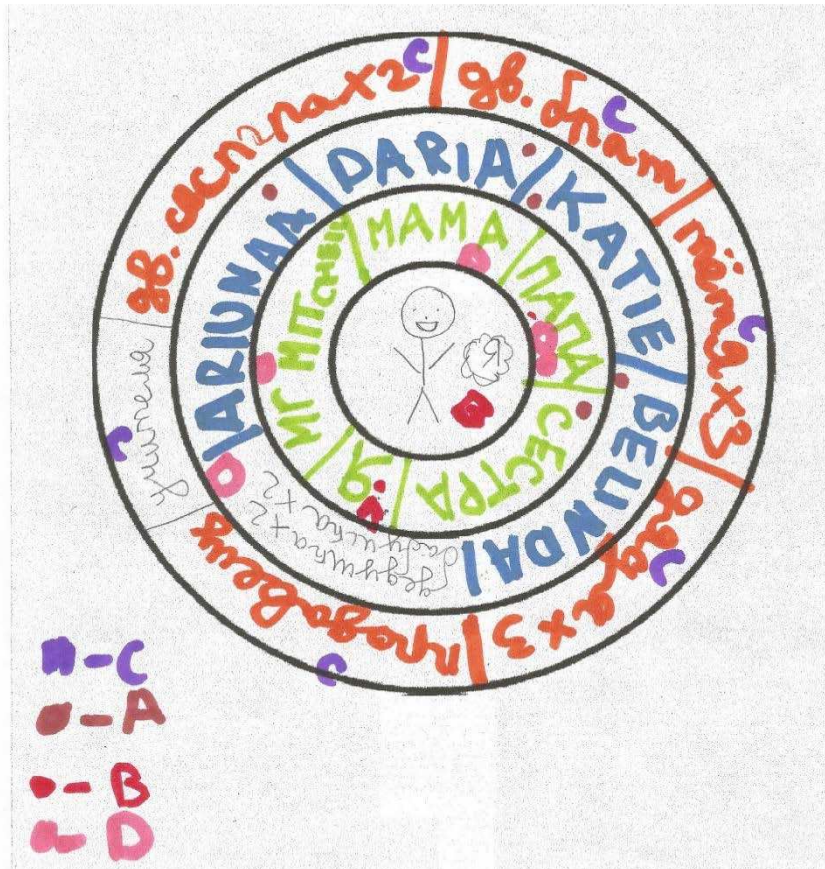


5 Я чувствую, что вот так
мой успех в английском
подвинулся по Биг Бему
..... (дата)

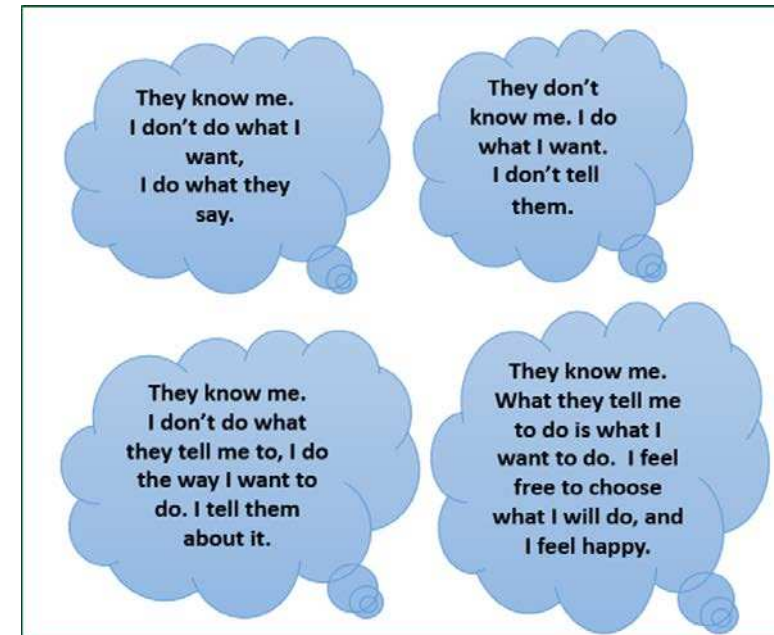
Allowing children to direct the process of interviews' structure, engage in the techniques' adjustment:

Concentric Circles (Elden, 2012; Mason and Tipper, 2008; also, Davies, 2015)

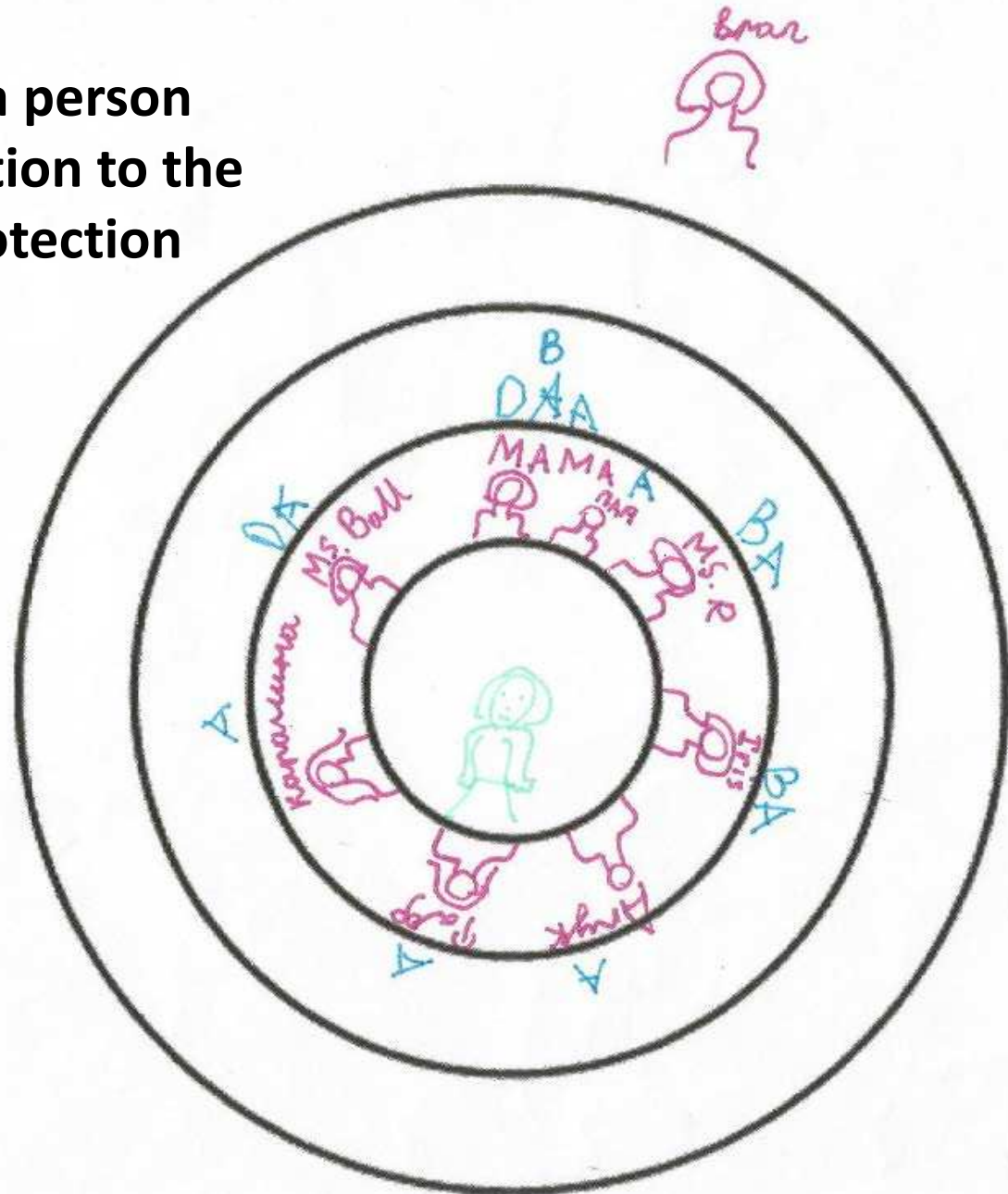
The development of her own colour system for each code



A Russian-speaking migrant pupil, female, 11 y.o.



Allowing 'to go outside the lines' (a person named 'Enemy') helps to draw attention to the girl's issues, seeking safety and protection



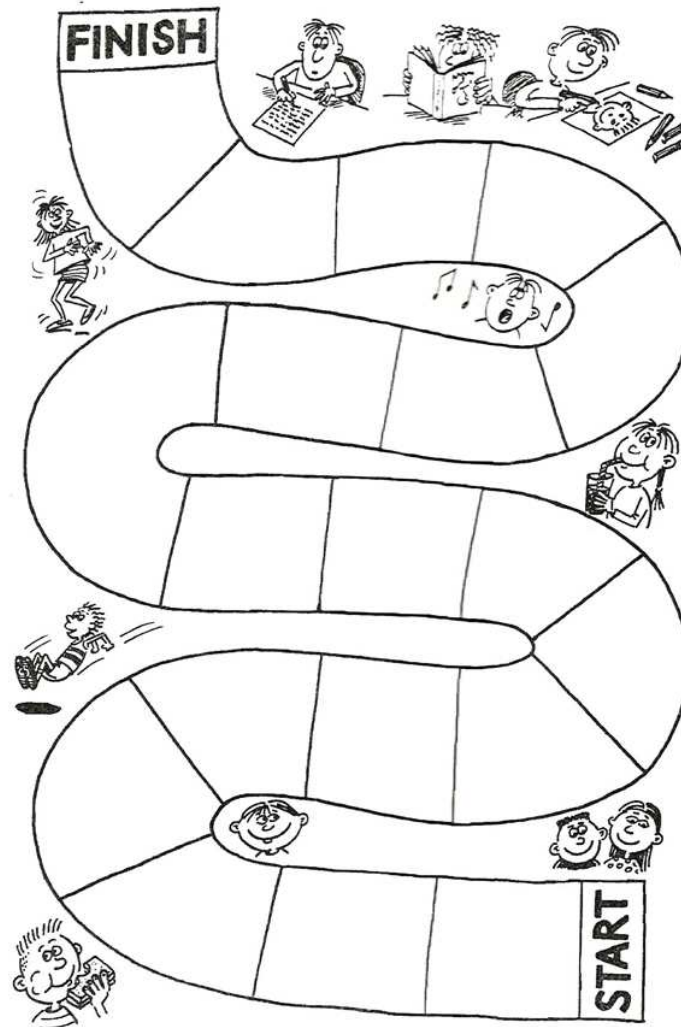
A Russian-speaking migrant pupil, female, 10 y.o.

Children's 'prolonged'
enjoyment - repeated
questions and methods

'Interview
through
game'



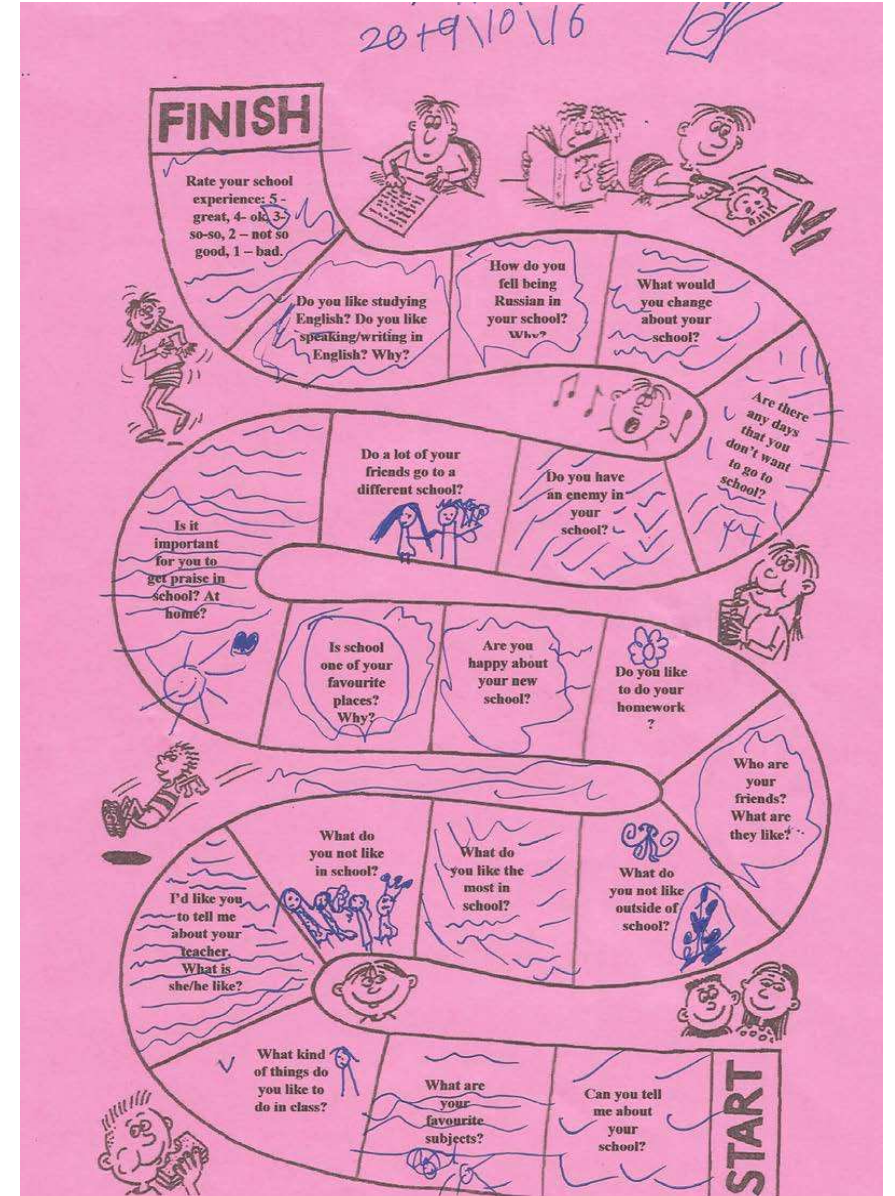
Adjustment of the technique, retaining the same focus of the interview (interview questions)



Questions added by the researcher

The pupil added drawings to the game

A Russian-speaking migrant pupil, 7 y.o.



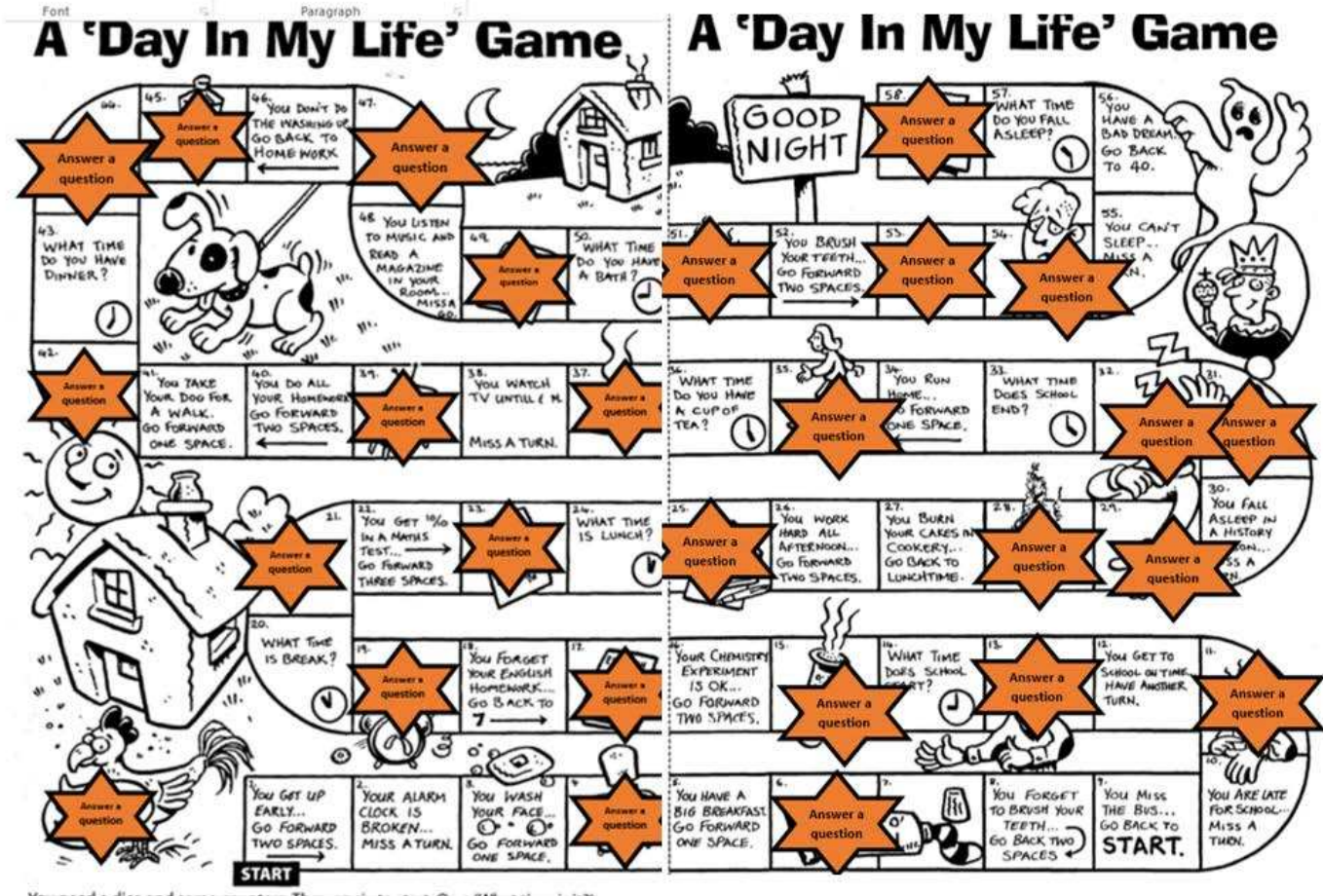
Design adopted from Toth, (1995)

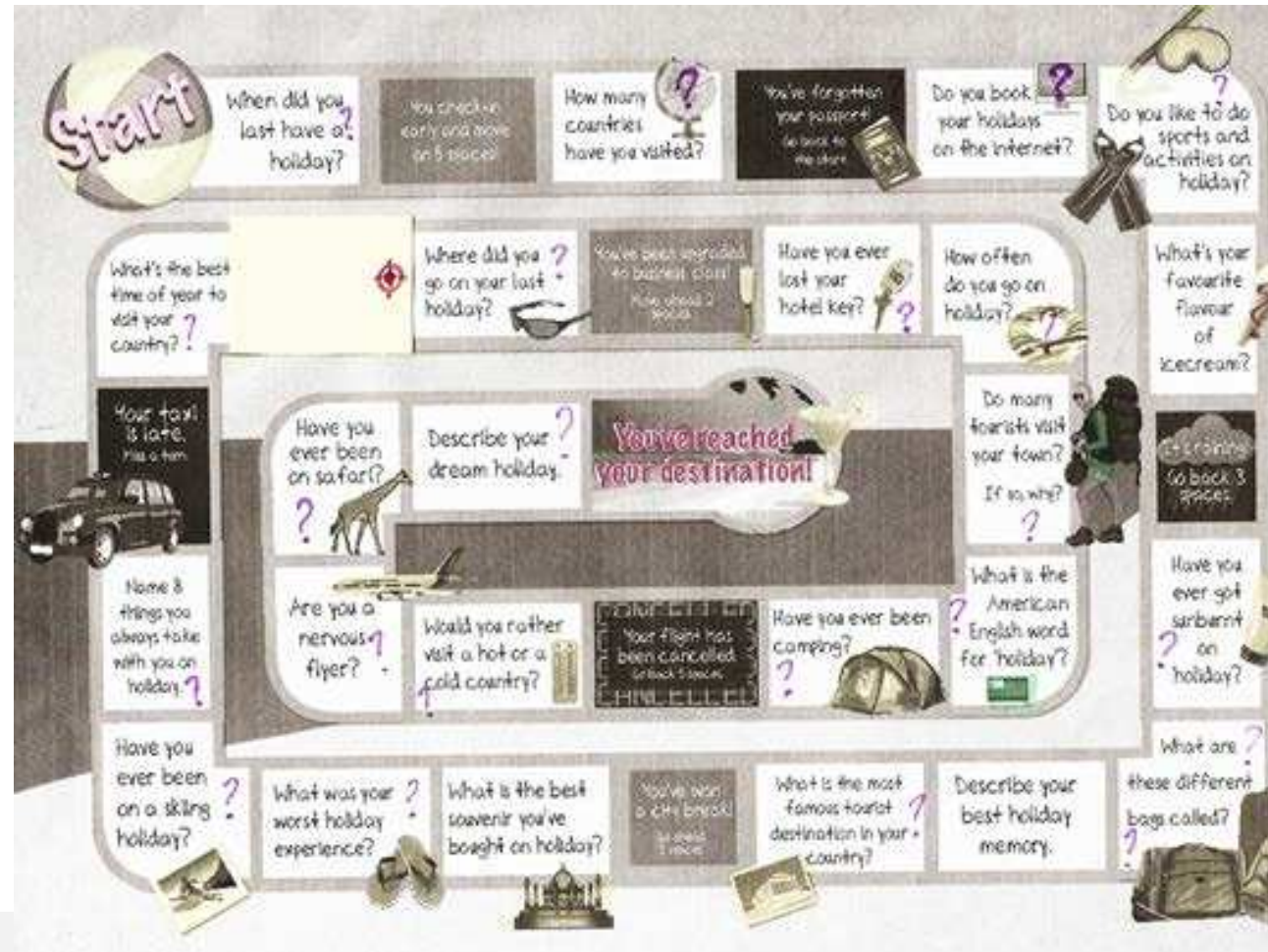


'Snakes and Ladders' with added question marks

Purposeful and flexible designs

helped to 'dissolve' the general entertaining questions with the research-specific questions





'The Perfect Holiday Board Game' (Pinigig, no date)

adjusted with added question marks

Enabling children to adjust the interview questions (and the interview times) if they felt they needed to

Changing the interview questions, and grammar in the questions

Do you like school work?
lessons

A Russian-speaking migrant pupil, 11 y.o.

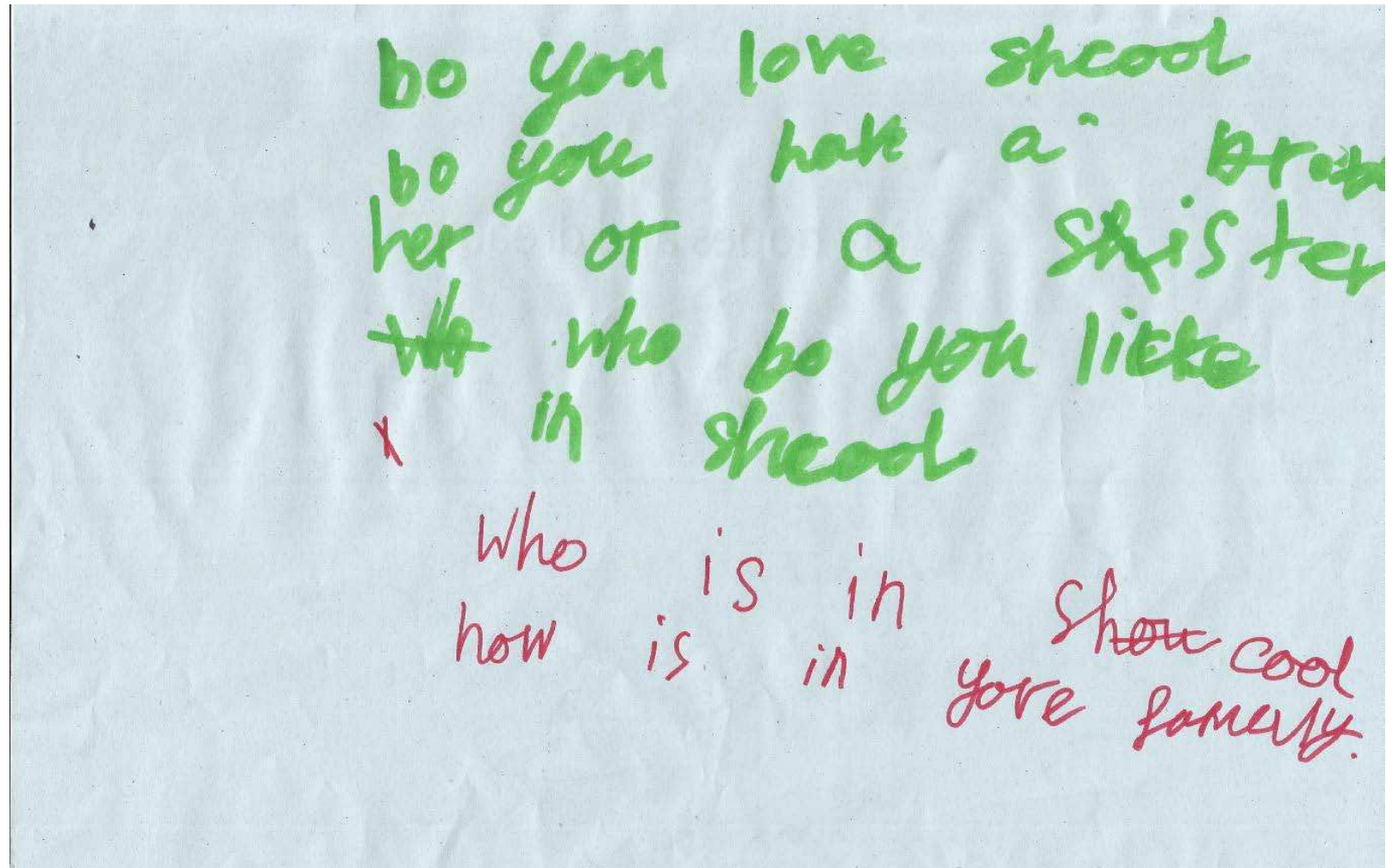
Do you like school?
why? / what is school like?

Is it important to study well in school?

Do you keep trying if hard or not? Or do something else?

**Adding own
interview
questions**

A Russian-speaking
migrant pupil, 7 y.o.



Conclusion:

- Creative techniques are imperative in research with children,
- Uniquely 'unlocking' the experiences/issues,
- Reaching beyond defenceless 'incompetent' migrant positions.

Developmental Concerns:

Developmental (Purposeful design, strictly following the theoretical framework and the research questions; Simplifying the technique which involves ranking)

Contextual (Time Constraints (up o 30 minutes each session); Spatial Constraints (setting); Limited Resources).

Application Concerns: (Developing good relationships, Flexible design, Motivational 'No incorrect answer')

Ensuring enjoyment of repetitive methods while building good relationships



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