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Issues facing Russian-speaking pupils in UK schools

Website: russianspeakingchildresearch.co.uk

Olena Gundarina

eduogu@leeds.ac.uk

Plan:

1. The aims of the study
2. The rationale of the study
3. Methodology
4. Preliminary findings
5. Initial conclusions

The aim of the study

The interrelation of the immersion into a new second language (L2) sociocultural environment of UK schools and Russian-speaking pupils' personality development (PD) and language learning motivation (LLM), i.e. responses to this environment at Key stage 2:

How do migrant Russian-speaking pupils at KS2 in the UK respond to the new L2 school environment?

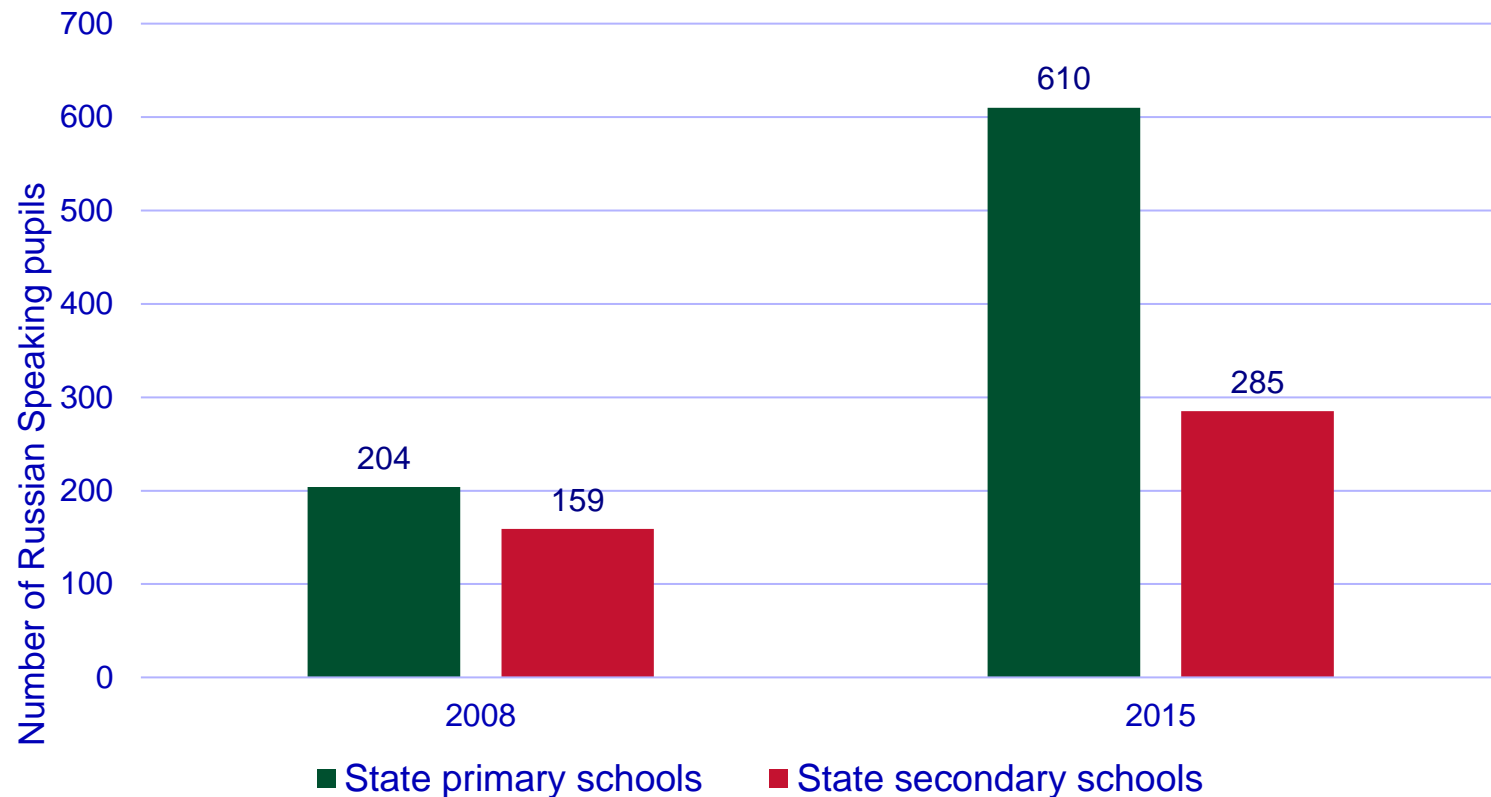
1. What issues/experiences do Russian-speaking migrant children have?
2. How do the Russian-speaking migrant children's issues/experiences co-affect their personality development and LL motivation?

Rationale of the study

1. Increasing number of Russian-speaking pupils (RSPs) in UK schools (Department for Education, 2016; Independent Schools Council, 2015; Makarova and Morgunova, 2009).
2. There is no known research into Russian-speaking children's issues/experiences, personality and motivation in a L2 environment of UK schools.

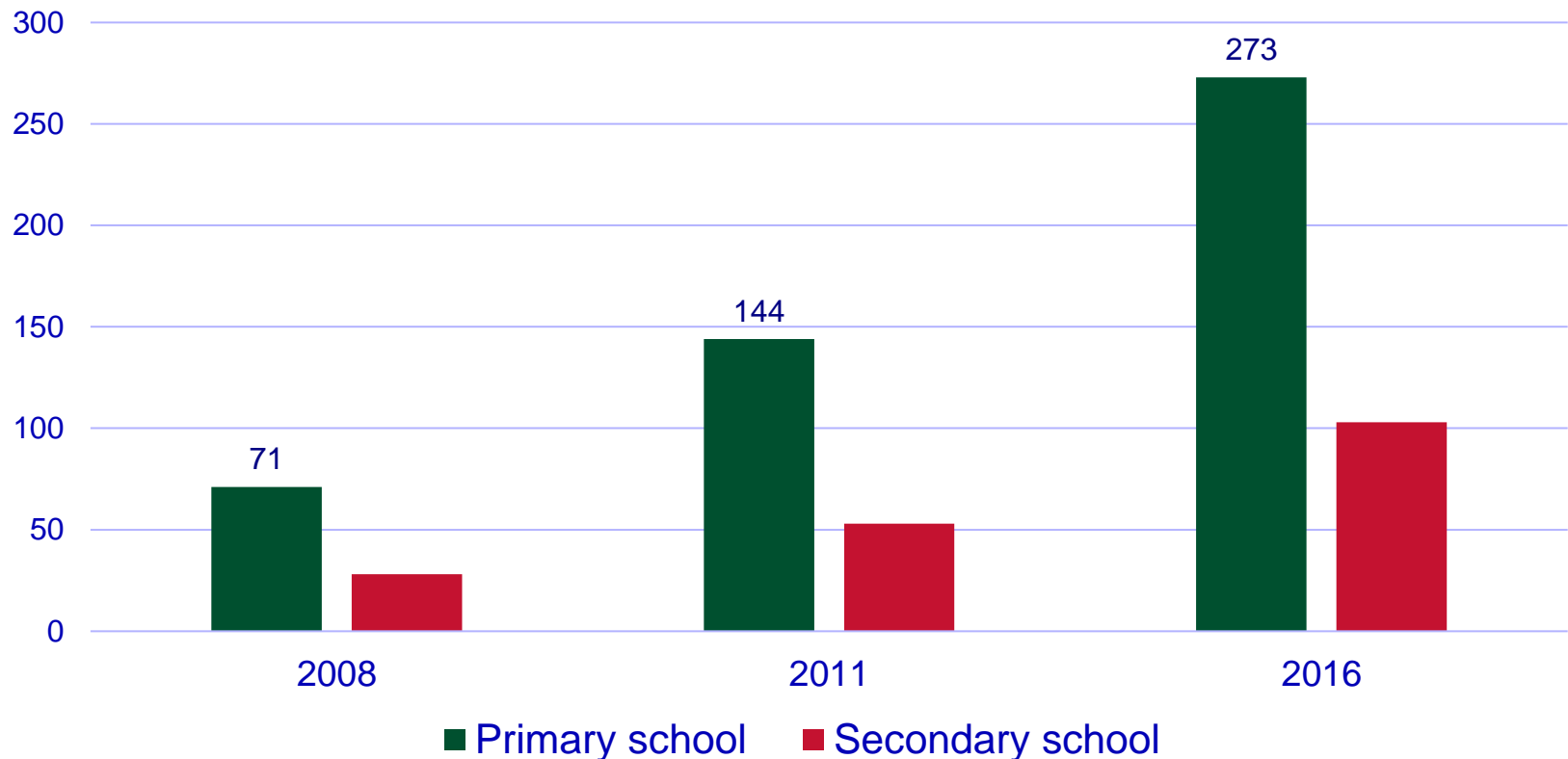
The number of RSPs in state primary schools in Scotland has increased in 3 times in the last 7 years.

Russian speaking pupils in Scotland



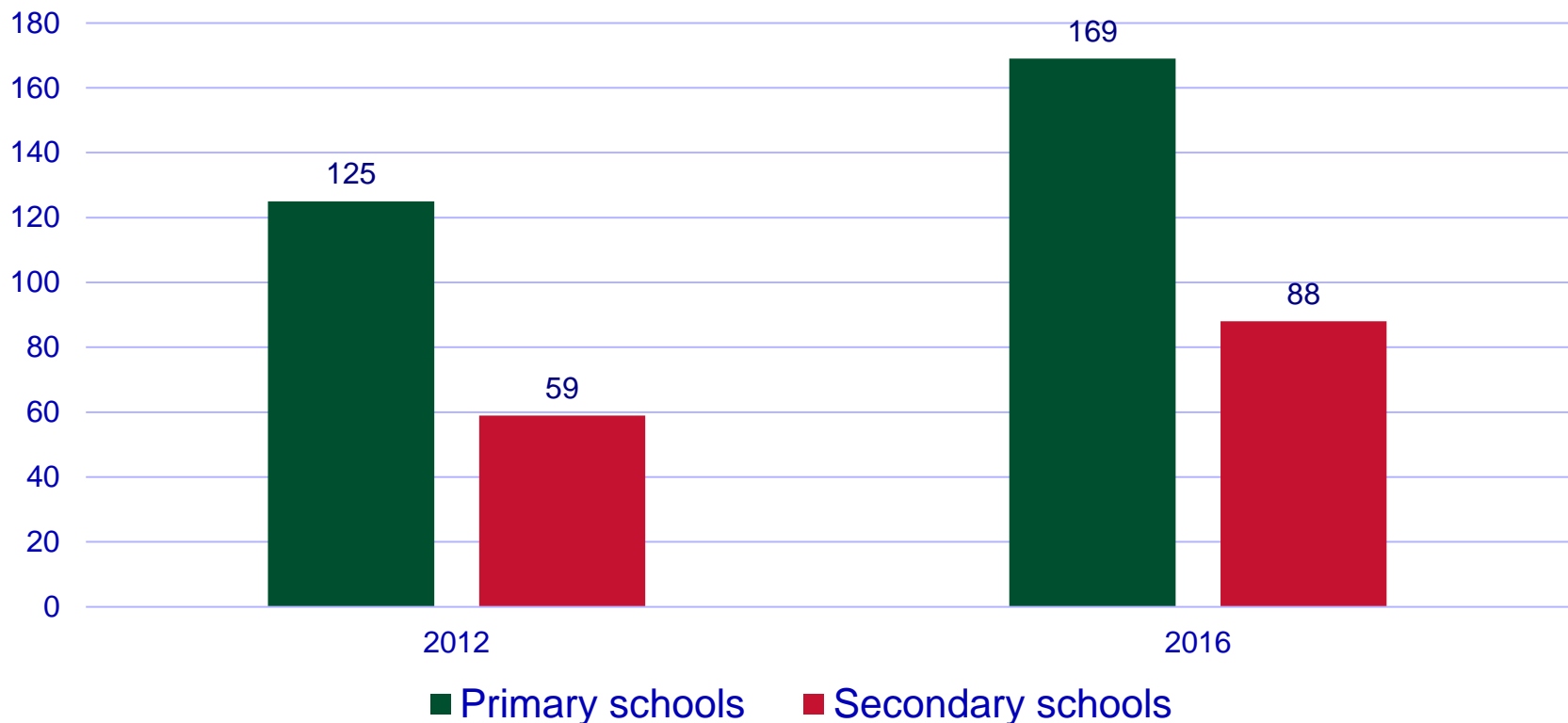
The number of RSPs in state primary schools in Northern Ireland has increased by 385% or nearly 4 times in the last 8 years.

Russian-speaking pupils in Northern Ireland

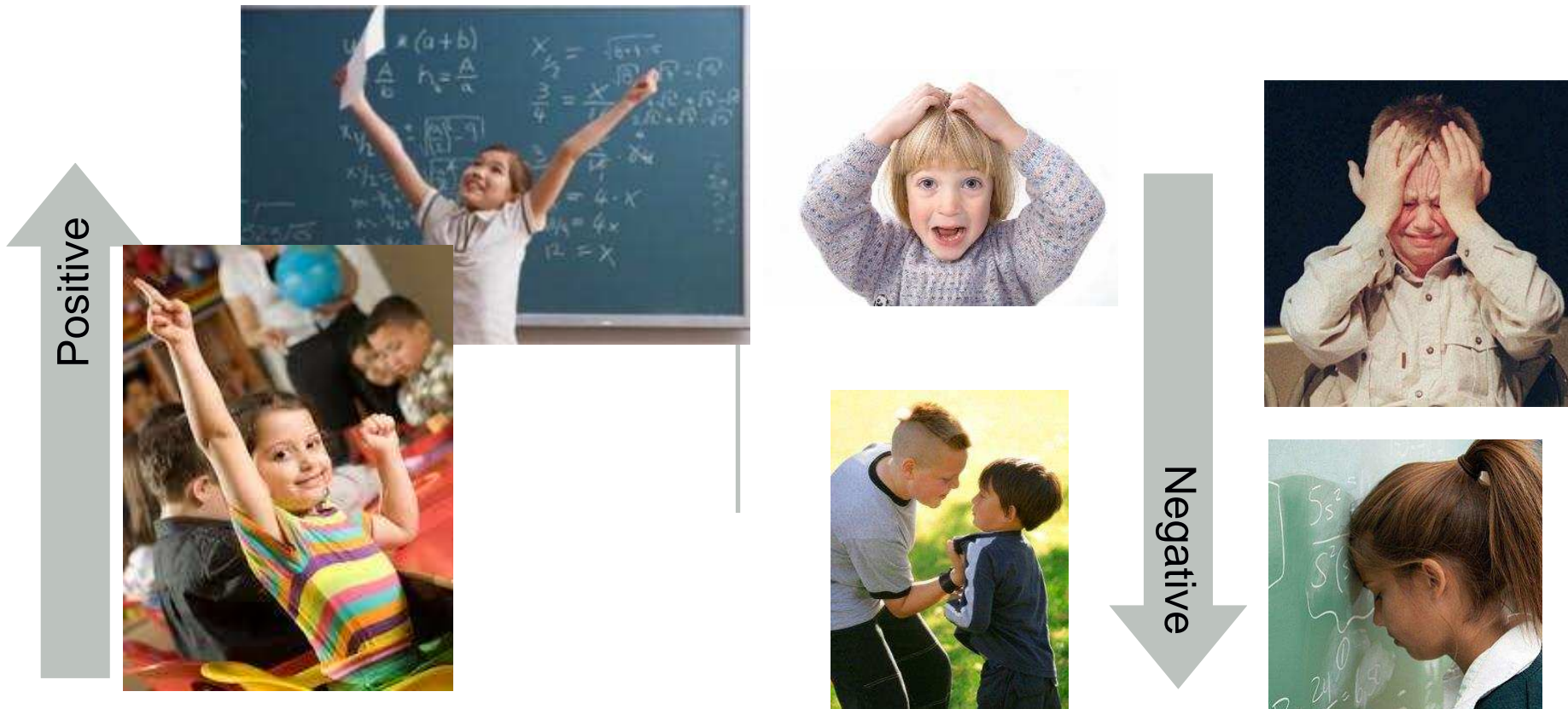


The number of RSPs in state primary schools in Wales has increased by 35% in the last 4 years.

Russian-speaking pupils in Wales



The paradox in immigrant children studies in Education



(Marginson, 2013; Motti-Stefanidi and Masten, 2013; Nasir, 2012; Chen et al., 1997; Wentzel, 1991)

(Conteh, 2012; 2003; Pim, 2012; Wu et al. 2011; Oznobishin and Kurman, 2009; Conteh, et al., 2007)

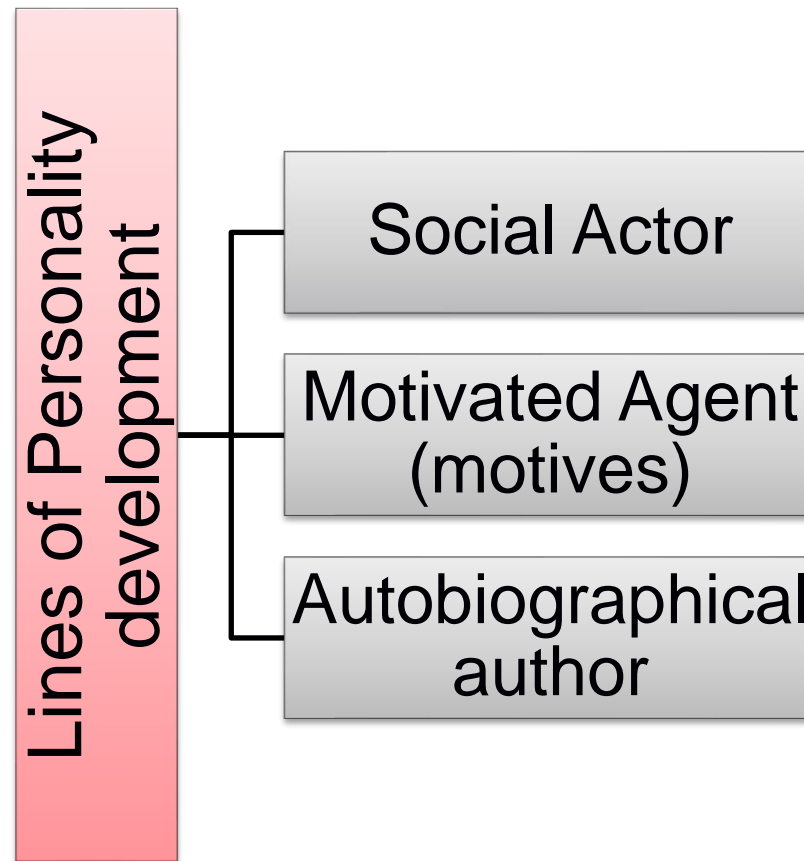
3. The rationale of focusing on personality development and LL motivation

- Views on personality development are paradoxical: personality development is said to be unimportant in L2 studies (Dörnyei, 2005); Sutton Trust (2016) report, Timchenko (2011), Bhatta (2009) show that personality development is significant in Education;
- Motivation lies behind all activity of individuals (Leontyev, 2009), and is part of their personality development (McAdams, 2015a; 2015b; 2015c).

Methodology

- Interpretive paradigm
- Qualitative ethnographic case study
- The child as a subject (child-centred) research approach
- Theoretical framework

McAdams' Lines of Personality Development, (2015a; 2015b, 2015c)



Methods of data collection

1. Participant observation,
2. Semi-structured interviews using creative elicitation techniques ('researcher-initiated stimuli' (LeCompte and Schensul, 2010, p. 177)) (approx. 30 - 40 minutes each);
3. Open-ended interviews: with the participants' mother, class teacher and an EAL TA (1 hour- 1.5 each).



**They know me.
I don't do what I
want,
I do what they
say.**

**They don't
know me. I do
what I want.
I don't tell
them.**

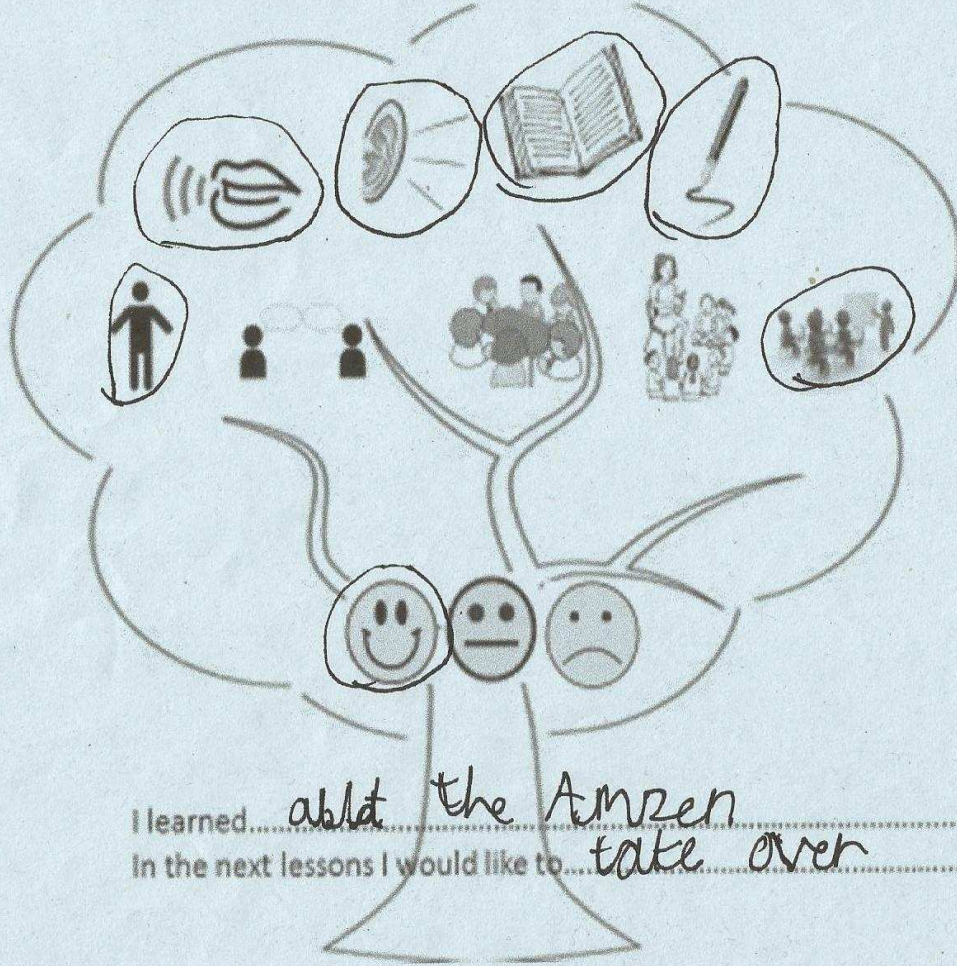
**They know me.
I don't do what
they tell me to, I do
the way I want to
do. I tell them
about it.**

**They know me.
What they tell me
to do is what I
want to do. I feel
free to choose
what I will do, and
I feel happy.**

‘Caught between languages’ - The case of Sasha

‘The whole year we’d had this that he cried, sometimes it happened... he didn’t want to get up to go to school... That was a period when his best friend left to another school, who protected him, helped him’ (Interview with the Mother of Sasha, 2016, emphasis added, my translation)

Today I ...



I learned... *about the Amzen*

In the next lessons I would like to... *take over*

I liked... <i>drawing</i>	I didn't like....
I feel... <i>Happy</i> because... <i>working</i>	I worked..... because.....



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

What would you change about your school?

S: Change the... language (Raising tone, pause)

L: Oh, really? Which language would you choose?

S: Ukraine... Russian... and English.., and Poland [sic].

L: Oh, so you would introduce four languages in the school?

S: That's about a lot! (Smiling)... (Interview with Sasha, 1, 2016)

Language-progress
issues: linguistically
confused boy, halt in
progress.

‘Within the class there are quite a lot of language barriers but the children have all found strategies of overcoming them, apart from **Sasha**’ (Interview with the class teacher, 2016, 44.43)

‘Caught between languages’. L1 and L2 issues as a cause.

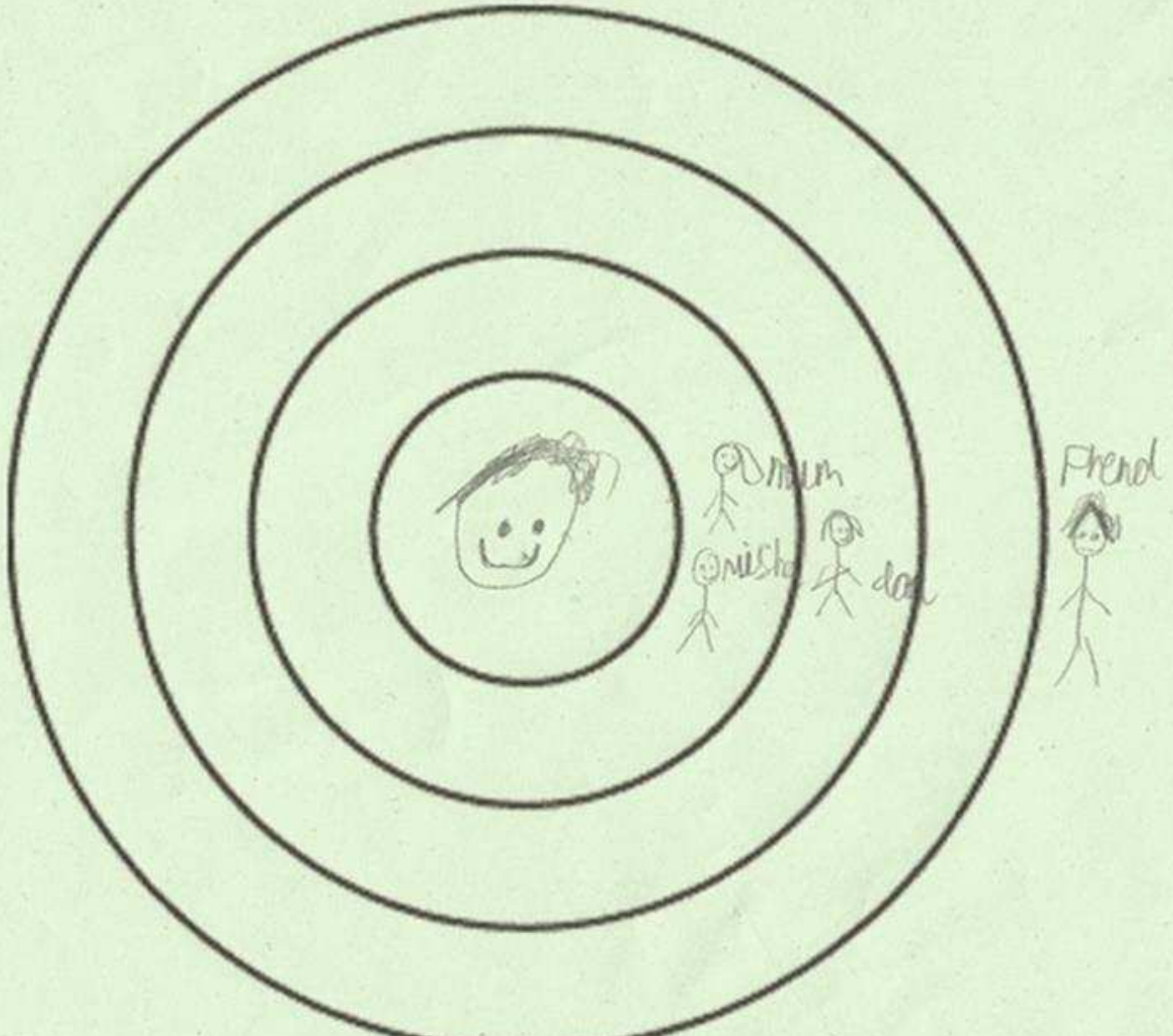
‘He kind of seems to be caught between English Language and the Russian language. And he is confused. And he kind of wants to come out of it, *but he doesn’t know how to get out of it. So he doesn’t understand why he doesn’t understand something*’

‘Caught between languages’. L1 and L2 issues as a cause.

‘At home – we speak only in Russian. If he starts speaking in English to me I just say, ‘I don’t understand you’’ (Mother, 2016, para 1, my translation).

‘I can’t help him at home’ (Mother, 2016, para 7)

4/05/16



The interrelation of language and progress issues

Teachers' expectations

Unless he is
fluent with
understand
become
is going to
(Class teacher,

He obviously
wouldn't be
able to do his
11+ (Class
teacher, 2016)

Sasha is
issue, he
behind. He is smart, I think.
There is a line, he hasn't
crossed it yet. He may not
cross it till the secondary
school, he may not! (EAL TA,
2016)

He will
always be
behind (EAL
TA, 2016)

... be an
... be ..



Progress in Literacy vs. Numeracy Sociocultural environment – language

L: What do you like
lessons?

S: Maths [rising tone]

L: Why?

S: There are many numbers
many a lot (Sasha, 5
translation).

The image shows a student's math worksheet with a grid of 50 numbered problems. The problems are arranged in 5 columns and 10 rows. The first column is labeled 'Monday'. The problems are simple arithmetic operations: addition, subtraction, multiplication, and division. The student has written answers in blue ink, and many of the answers are checked with a green checkmark. The answers are as follows:

Monday	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50																																																																							
1. 17+18=	1. 12-6=6	2. 60-13=	3. 6x6=	4. 35+3=	2. 45+5=	2. 16+17=33	4. 4x9=	5. 2x8=	5. 2x8=	3. 70+10=	5. 15+3=	6. 32-17=	6. 32-17=	7. 6+3=	4. 6x6=	3. 75-17=58	4. 4x2=	5. 15+3=	7. 6+3=	6. 8x7=	6. 8x7=	5. 24+4=	7. 5+5=	8. 48+6=	8. 48+6=	9. 52-26=	9. 52-26=	8. 9x6=	5. 21+46=	6. 8x7=	6. 8x7=	8. 9x6=	10. 10+10=	10. 10+10=	7. 5+5=	8. 48+6=	9. 48+8=	9. 48+8=	10. 10+10=	11. 9x9=	11. 9x9=	10. 10+10=	11. 9x9=	12. 32+70=	12. 32+70=	13. 5+1=	13. 5+1=	14. 19-11=	14. 19-11=	15. 0x4=	15. 0x4=	16. 50-16=	16. 50-16=	17. 21+19=	17. 21+19=	18. 8+1=	18. 8+1=	19. 24+19=	19. 24+19=	20. 2x6=	20. 2x6=	21. 41-9=	21. 41-9=	22. 100+10=	22. 100+10=	23. 56+8=	23. 56+8=	24. 27+15=	24. 27+15=	25. 8+0=	25. 8+0=	26. 36-18=	26. 36-18=	27. 3+3=	27. 3+3=	28. 6x7=	28. 6x7=	29. 42+9=	29. 42+9=	30. 36+6=	30. 36+6=	31. 90+10=	31. 90+10=	32. 17+14=	32. 17+14=	33. 6x8=	33. 6x8=	34. 40-16=	34. 40-16=	35. 12+2=	35. 12+2=	36. 7x0=	36. 7x0=	37. 50-25=	37. 50-25=	38. 14+2=	38. 14+2=	39. 3x4=	39. 3x4=	40. 26+6=	40. 26+6=	41. 10+1=	41. 10+1=	42. 95+15=	42. 95+15=	43. 87-48=	43. 87-48=	44. 85+16=	44. 85+16=	45. 12+12=	45. 12+12=	46. 23-17=	46. 23-17=	47. 66+33=	47. 66+33=	48. 45+5=	48. 45+5=	49. 3x7=	49. 3x7=	50. 10x0=	50. 10x0=

Social exclusion, bullying.

‘For him year 3, was very difficult, he was panicking, *became hysterical, screaming “I want to change the school!”*’

(Interview with the mother, 2016, my translation).

?, para 7).

‘Sometimes I can’t... take it anymore’.

Social exclusion, bullying

225 L: Does he do it often? (asking about the boy who bullies Sasha)

S: Yes, often. I remember this... I remember also I remember there I had a boy who bullied me and it was
230 T..., this class (pointing to the door), this one. Ehhh, I remember...

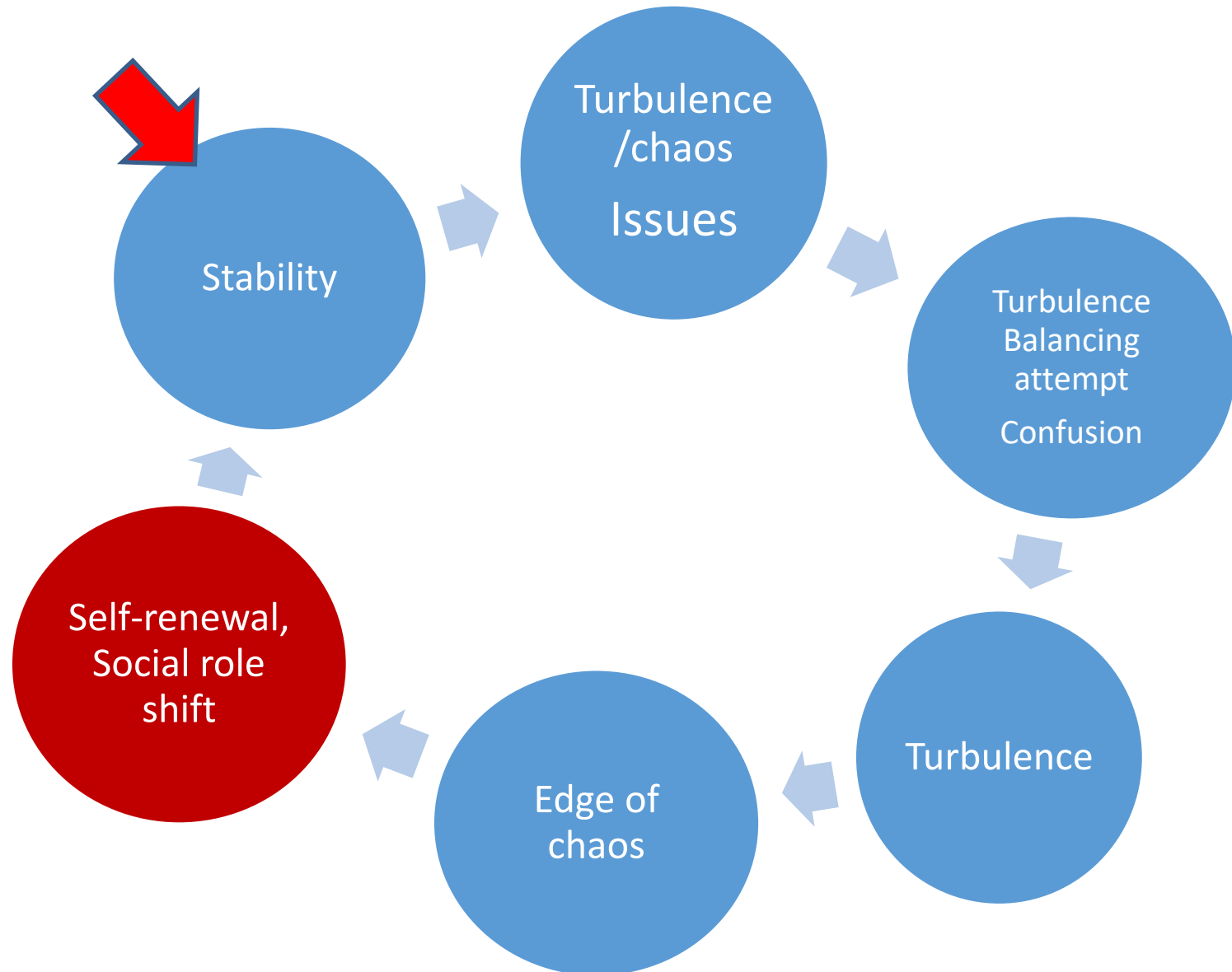
235 L: He doesn't do this way anymore?

S: Yes, but there are when he sometimes pushes.

L: Pushes? When he sees you?

S: No, there are when he... I don't remember this

The 'response' system of a Russian-speaking pupil in UK state primary school at KS2.



Examples of the reciprocal relations of the issues and PD

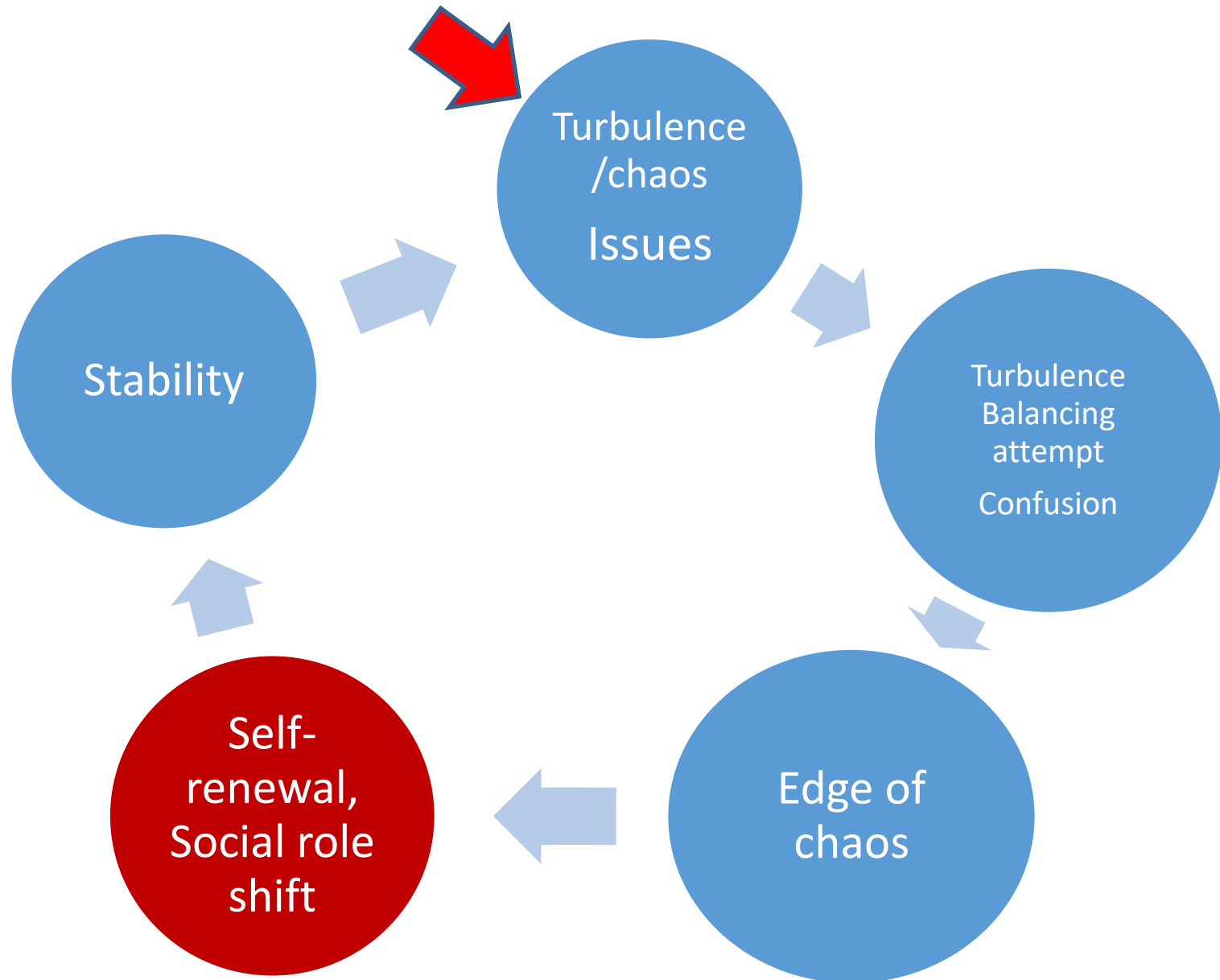
Initial conditions, stability – Year 1, growing interactions.

Social self – harmonious and rebellious

Communicative, kind, popular among friends

‘When he started he would push things and do what he wasn't supposed to do. Oh no, it is Sasha...! he has done this... he has done this again, he is not supposed to do this. Whereas now in a playground he is definitely not... Sasha would not be picked up on’ (EAL TA, para 22).

- The 'response' system of a Russian-speaking pupil in UK state primary school at KS2.

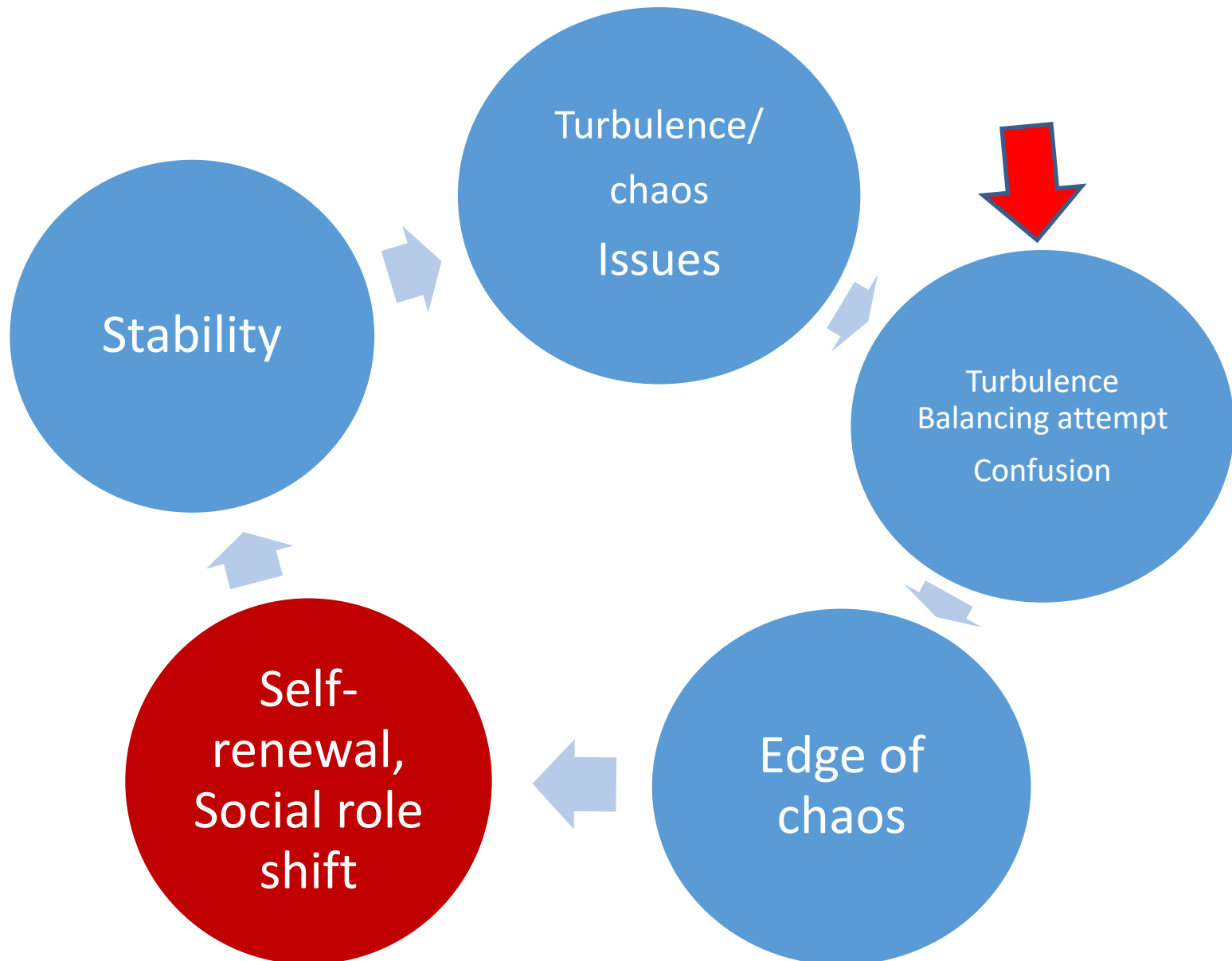


Turbulence/chaos – Year 3 – response to L1 and L2 contradiction

‘Something is just not there and he is not picking up the words, and repeating them the way other children who speak English do’ (Interview with EAL TA)

He kind of seems to be caught between English Language and the Russian language. And he is confused. And he kind of wants *to come out of it, but he doesn't know how to get out of it. So he doesn't understand why he doesn't understand something.* (Class teacher, 2016)

- The 'response' system of a Russian-speaking pupil in UK state primary school at KS2.

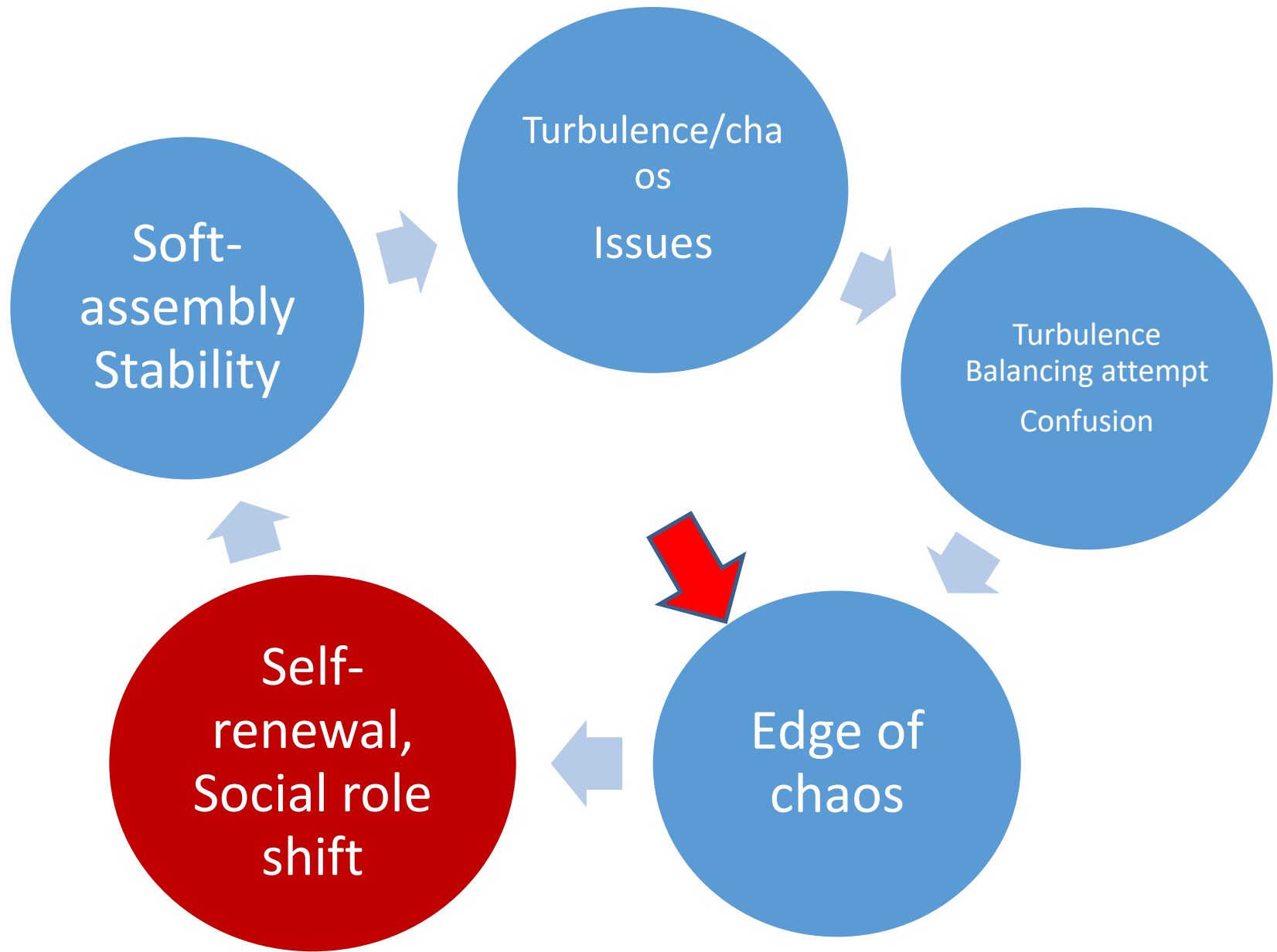


Turbulence/chaos, confusion, balancing attempt - Year 2 - 3 – response to the L1 and L2 contradiction

‘...testing hearing, attention, tested everything, that was possible to test’
(Interview with the mother, 2016, 5, my translation)

‘He had problems with his English, he couldn’t adapt’
(Mother, 2016, my translation)

- The 'response' system of a Russian-speaking pupil in UK state primary school at KS2.

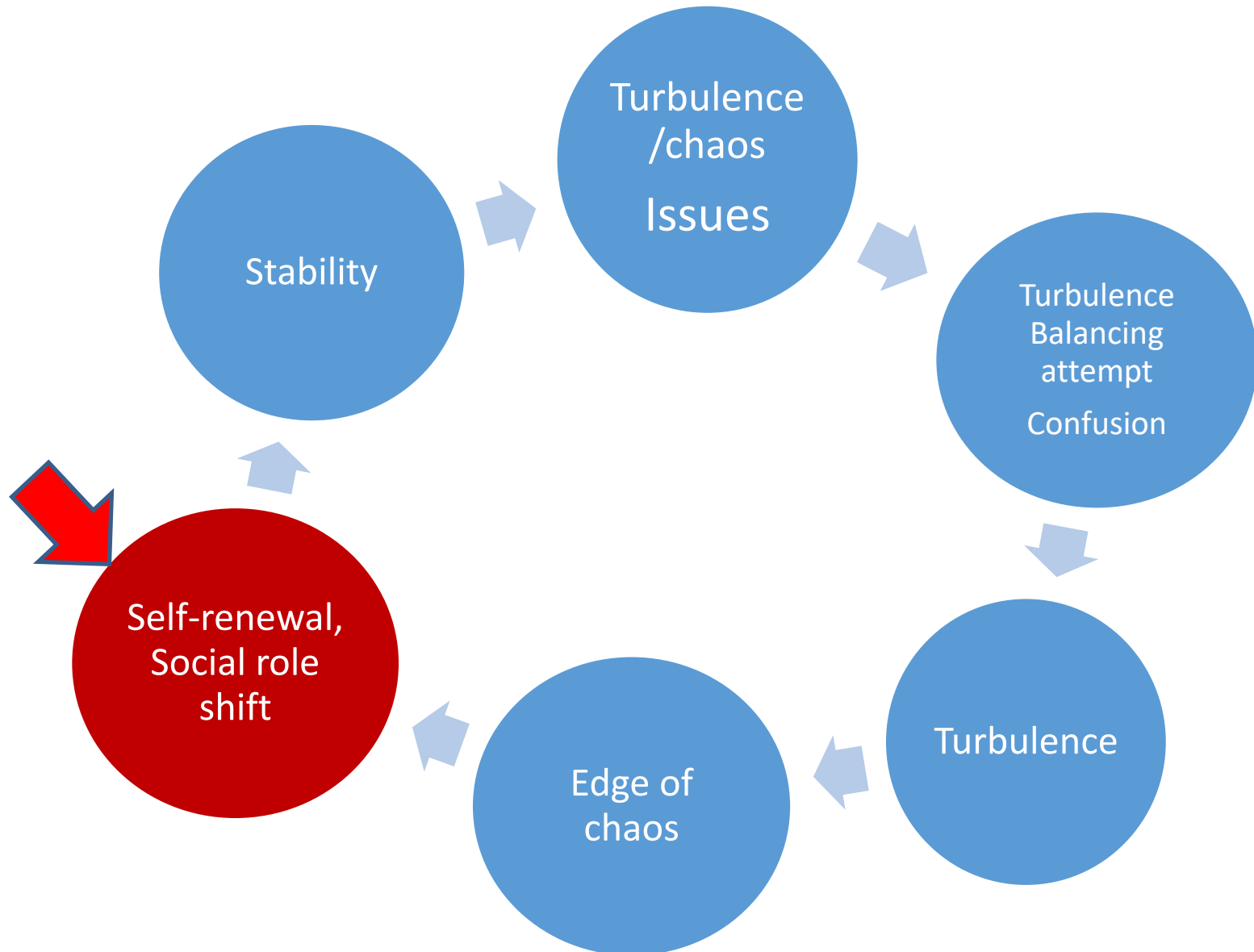


Edge of Chaos – Year 3 – response to the bullying

‘It has
knocked him’
(Interview
with the class
teacher,
2016)

‘... In year two three we had his best friend..., who protected him and was helping him, but he was.. English (...), he went to another school... For him the year,.. year 3, was very difficult, he was panicking, became hysterical, screaming “I want to change the school!”. (...). The whole year we had had this, that he cried, sometimes it happened, he didn’t want to get up to go to school... That was a period when his best friend left to another school, who protected him, helped him, who helped him from the reception’ (Interview with the mother, 2016, my translation).

The 'response' system of a Russian-speaking pupil in UK state primary school at KS2.



Motivated agent level: LL motivation

Strong extrinsic reasons (Ought-to/feared self)

Strong affiliation/approval motivation (Ideal LL self)

Weak intrinsic reasons (Learning experiences LL motivation)

He is a child who is enthusiastic, he does want to learn. If he did not then he wouldn't have advanced in Maths (Interview with EAL TA, 2016, para 6).

Social actor level

Interviewee	Social actor level Self system
In school at the time of the research (Year 5)	<u>Submissive</u> type, and <u>Duplicitous</u> behaviour
The class teacher (Year 5)	<u>Submissive</u> (71%) with some <u>Harmonious</u> (33%) traits
Mother (All years)	<u>Harmonious</u> (83%), and <u>Submissive</u> (67%), <u>Duplicitous</u> (67%) and <u>Rebellious</u> (67%)
EAL TA (Year 1-3)	<u>Harmonious</u> (90%) and slightly <u>Submissive</u> , <u>Duplicitous</u>
Sasha (Year 5)	With his mother – <u>Submissive</u> , with his father – <u>Duplicitous</u> , with his brother – <u>Harmonious</u>

In conclusion

- ‘Caught between languages’;
- Signs of recurring anxiety, stress, emotional instability;
- Avoidance, low intrinsic motivation and strong feared self;
- Linguistic and personal incongruity between L1 and L2;
- Destructive and undetermined personality development;
- Low progress and achievement issues.