Tia's acculturation: a case study exploring perceptions and experiences of one child's migration from Eastern Europe to the United Kingdom.

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Declaration

I confirm that the information contained within this thesis has not been submitted for any other degree, or to any other institution and the work contained in this thesis is my own.

Abstract

Acculturation explores the consideration an individual places on a new cultural identity and the amount of involvement they wish to have within their new society (Berry, 1980; Padilla & Perez, 2003).

Since the introduction of free movement of workers within the European Union, numbers of Eastern European migrant families moving to the United Kingdom has risen (Equality & Human Rights Commission, 2009). This research examines the experience of Tia whose family voluntarily migrated from Eastern Europe to the United Kingdom in 2008.

The literature search revealed examples of studies exploring how experiencing migration may affect children of forced migrants i.e. asylum seekers or refugees. Very little research was evident on the experience of migration and acculturation on children from voluntary migrant families.

The purpose of this research is to explore the features that contribute to the development of Tia's acculturation. The research is based upon a constructivist paradigm and as such acknowledges that reality is socially constructed by those individuals who are involved in the research (Schwandt, 2000).

Data collected from semi-structured interviews with Tia, her parents and head teacher considered their perceptions, points of view and experiences in relation to Tia's acculturation through the application of constructivist grounded theory.

The findings of this study illustrated how interconnecting factors (hope, belonging, respect, values) and key influences (education, identity, family relationships, peer relationships, friendships) collectively shaped Tia's acculturation.

Based upon these findings the study concludes that further research is needed to look at how we can best support the development of a migrant child's acculturation into a new society. One aspect of this may be to further consider the psychological impact that acculturation may have on a child's social and emotional well being, developing identity and academic achievement. It is suggested that the Educational Psychologist may be well placed to develop this research and to offer support to schools and families.

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Chapter 1 - Introduction

Tia's acculturation: a case study exploring perceptions and experiences of one child's migration from Eastern Europe to the United Kingdom.

The process of migration has been described by Bhugra and Becker (2005) as taking place in three stages; pre-migration, migration and post-migration. Pre-migration, involves making the decision and preparation to move. Migration is the physical relocation of individuals from one place to another and post-migration, is defined as the 'absorption of the immigrant within the social and cultural framework of the new society' (p18).

When people migrate it is important for them to feel part of their new society. This takes place through acculturation (see page 10). Acculturation is defined as the process of psychological change in values, beliefs and behaviours when adapting to a new country (Takushi & Umoto, 2001). Acculturation is viewed as a dynamic and fluid process where the migrant individual is in an ongoing state of cultural negotiation within their new environment, and must frequently change their behaviour and/or language to fit their new social setting (Sam, 2000; Yeh & Hwang, 2000; Yeh et al., 2005).

1.1 Aims

The primary aim of this research was to explore the acculturation of Tia Nastase, a 12 year old girl from Eastern Europe who arrived in the North East of England just before her 11th birthday, speaking no English, having no friends but excited about her new life (Tia Nastase, personal communication, April 30th 2009). Furthermore I wanted to consider what contributed to the process of acculturation i.e. Tia feeling a part of her new society (fitting in).

To ensure confidentiality for the family referred to in this research, I have given each of them a pseudonym. Any place names have also been changed.

Of the numbers of Eastern European citizens who have settled in the United Kingdom, many are families with children who require access to education (Palmer, 2009). Moving to a different country and embracing different cultures and social rules might be considered a daunting prospect for most people; both adults and children alike.

Research into the experiences of groups of immigrant children and their families has been developing over the past thirty years or so (Tizard, Blatchford, Burke, Farquhar & Plewis 1988; Crozier, 1996, 1999, 2000; Ackers & Stalford, 2004; Andrews & Yee, 2006). Hareven (2000) as summarised by Nesteruk (2007) emphasized the need to study, 'the family and individuals in time and place' (p.8). By this, Nesteruk highlighted how some migrant families initiate and adapt to change. With the increased accessibility of migration within the European Union member states, many families choose to leave behind the country they live and work in, with the United Kingdom, most notably England and Scotland, a popular choice to settle (Geddes, 2001; Griffiths & Sigona, 2006).

Research into a child's experience, of moving to the United Kingdom from another country, and of any subsequent challenges that take place, is mainly from the perspective of an Asian or African Caribbean child (Adi, 1995; Penn & Lambert, 2009). Research from an Eastern European child's perspective has been mainly from war torn countries such as Bosnia or Croatia (Rutter, 1999; Watters, 2007). The child in this research, Tia, is not from Bosnia or Croatia, but from an Eastern European country that borders the Black Sea.

1.2 Epistemological position

Although covered in more detail in Chapter 2, the following is a brief outline of the factors that need to be taken into account when considering the processes for this research study; epistemology,

ontology and methodology. Epistemology is often seen as the central field of enquiry in philosophy (Cardinal, Hayward & Jones, 2004) and discusses the nature of knowledge. Epistemology looks for a greater understanding of what can be defined as truth and through a chosen theoretical paradigm, (a set of beliefs which help to form a 'worldview', Guba & Lincoln, 1994, p.105), the nature of reality, (the ontology), is questioned and explored (Krauss, 2005).

Research supports the development of knowledge through approaches that help to adopt a particular epistemological position (Willig, 2008). Epistemological position describes the way I, as a researcher, view the world. Furthermore, it looks at how I think knowledge is created and shared and how I believe truth is defined (Bukvova, 2010).

Ontological assumptions are the driving force in the theoretical ideas that guide the research and determine what methods are adopted (Blaikie 2007). Ontological assumptions question whether the relationships and/or experiences between an individual and their reality can be measured objectively, subjectively or not at all.

I adopt the viewpoint that if we are to consider realities, we should acknowledge that each individual mentally constructs their world and that experience as well as their culture, language and history is an important part of this. This is considered constructivism and emphasizes the importance of culture and context in understanding what occurs in society, and constructing knowledge based on this understanding (Derry, 1999; McMahon, 1997).

Relativist ontology fits within a constructivist epistemology and considers the influence that individuals have on the research process by taking into account their perceptions and interpretations. Individuals create meaning through their interactions with each other and with the environment they live in and as Burr (2003) suggests the world is a different place for all of us.

Qualitative methodology derives from the epistemological standpoint of social constructionism (Burr, 1995, 2003). Social constructionism is a variation on constructivism and emphasises the importance of language and discourse in the constructions we make (Crotty, 1998).

Therefore, the relativistic ontological approach of this research will be influenced by constructivism and as such, will not consider a quantitative methodology, but will adopt a qualitative methodology. It is my belief that how we view the world is constructed by our experiences within our environments. These experiences are cognitively constructed. Our environments are not fixed and as autonomous human beings we watch, we learn, we think, we experience and we adapt. We may not all agree on the correct way to adapt, as how we perceive, how we interpret and how we then proceed, are linked to our societal and/or cultural expectations and norms, as well as our personal expectations.

1.3 Rationale

The focus of this thesis arose as a result of an interest I have had, for a number of years, concerning the experience of families migrating to the United Kingdom. I am interested in exploring how Tia adjusts to her new life, from her own viewpoint as well as those of her parents and the head teacher of her secondary school. It is anticipated that through the social constructivist approach of this research, a greater understanding of how Tia's acculturation has developed, from a range of perspectives, will take place.

The primary research question, 'What features contribute to the development of Tia's acculturation?' originated from a number of personal assumptions I hold about migration:

- Migration is a stressful time for a child (and their family).
- Learning the rules of a new culture i.e. British and making new friends is difficult for a migrant child.

- The attitude of teaching staff in the migrant child's new school can make the educational transition for the migrant child either a positive or negative experience for them.
- It is important that teaching staff in the child's new school have knowledge of teaching children whose English is an additional language.

These assumptions stemmed from my own experiences and observations not only as a teacher in the West Midlands at a school where over a third of each class of twenty four pupils was from an Asian, Eastern European and/or African Caribbean country but from listening to a secondary school teacher state, 'just what do we do with these children?' when on the first day back of the new school year, seven children, from Eastern Europe, joined her Y7 class. None of the children spoke English.

I observed how that teacher used numerous resources to communicate with the children and found ways to ensure that they were progressing. Extra lessons in English took place after school in order for the children (their parents were also invited) to practice their new language skills. The school adopted a peer support befriending programme to encourage pupils to get to know one another. I wanted to know if this happened in all schools with migrant children on roll. Furthermore I wanted to know how a child adapted to their new environment.

The assumptions formed the basis for selecting the area of research and the particular focus. In keeping with the process of grounded theory the primary research question and secondary research questions were not literature based but were developed by me, based on my assumptions. Therefore the secondary research questions:
- How does Tia 'fit in' to her new culture?
- How do Tia's new teachers and friends help in the development of her English language skills?

- How does Tia's family support her?
- How does Tia's new identity develop?

aims to explore the development of Tia's acculturation through semi structured interviews and consideration of the McAdams (1993) semi structured interview protocol (see page 30).

I developed a number of questions (Appendix 1) that in my view I would like to ask the family during an initial interview with them. Whilst only seven questions were initially chosen (Appendix 2), further questions were developed from the responses given or if considered relevant were chosen from the original list. The questions asked during the interviews were structured to take into account the primary and secondary research questions to elicit information about the family's migration from Eastern Europe and the development of Tia's acculturation.

Therefore, within this qualitative research study it is anticipated that the participant's responses to the questions asked during the semi-structured interviews will highlight Tia's experience, not only from the perspective of a child from Eastern Europe, but as a child who now lives in the United Kingdom.

I aim to explore Tia's new life in the North East of England and would like to find out if Tia has encountered any challenges with learning a new language or whether or not she has experienced difficulties making new friends. I am interested in how Tia's life is different now and would like to consider whether it compares favourably with her life in Eastern Europe.

I will use a case study approach in my research and I am aware I cannot make generalisations from case study research (Willig, 2008). Case studies look to inform theory and practice development. This case study will adopt an idiographic perspective as it is my aim to

understand Tia's individual viewpoint in its 'particularity' (Willig, 2008 p.74).

The findings from the research are based on my own personal interpretations of what was said during the interviews that took place with the participants. The recorded interviews were transcribed and analysed using constructivist grounded theory. Grounded theory is a 'method to study process' (Charmaz, 2009 p.136) and was developed by Strauss and Corbin, (1990) to explore an area of study rather than validate an existing theory or standpoint. Through a number of procedures (covered in more detail in the Methodology chapter), it is considered that 'what is relevant to that area is allowed to emerge' (p. 23).

I chose constructivist grounded theory to analyse the data because this approach reflects my relativist epistemology and acknowledges the social constructions of both the researcher and participant. By exploring implicit meanings within the transcripts I hope to gain a greater understanding of Tia's experience and to consider how this impacts on the sense making of a situation, constructed world or reality (Burr, 2003; Guba & Lincoln, 2000). Charmaz (2000) argues that through the process of grounded theory analysis the researcher constructs a story that encompasses the context of the participant. The story 'reflects the viewer as well as the viewed' (p.522).

It is anticipated this research will extend my knowledge and broaden my perspective on the life, experiences and acculturation of a migrant child, especially in my role as an educational psychologist. Educational psychologists are involved in enhancing children's learning and view all children as 'valued members of their community' (Beaver, 1996 p.1).

The aim of the educational psychologist is to promote the learning and development of children and young people by applying psychology (Frederickson, Miller & Cline, 2008). Therefore in order

to do this, I believe that it is also important for an educational psychologist to understand, not only the various abilities and achievements the child may have or potentially have, but to acknowledge the part that the child's culture and social environment may have on their subsequent development. Furthermore, by listening to what the child has to say and exploring their viewpoints, as in this research, on the experience of acculturation following migration, it is anticipated that further understanding on this greatly under researched area will take place.

Every child deserves the best opportunity to fulfill their physical, emotional, intellectual and social potential to develop and become the best that they can be. Children need to feel safe and confident that the adult world understands their needs and recognises their vulnerability. Educational psychologists provide a service that acknowledges and works towards supporting a child or young person (via school, parents or individually) to achieve the outcomes of; staying safe, being healthy, enjoy and achieve, make a positive contribution and achieve economic well-being, as set out in the 2004 Every Child Matters – Change for Children green paper.

How a child relates to their environment is often dependent on the interactions that take place within it. For a migrant child whose environments change once they have moved to their new country, they may need to take on many challenges and adjustments within their new culture, their identity and sense of self (Suarez-Orozco & Suarez-Orozco, 2001; Schwartz, 2008).

Bronfenbrenner's 'Ecological Systems Theory' of human development (1979), now known as Bioecological Systems Theory (Bronfenbrenner, 1989) is based upon a constructivist epistemology that explains how the influence of both the immediate and larger environment and the child's maturing biology, shapes how a child grows and develops.
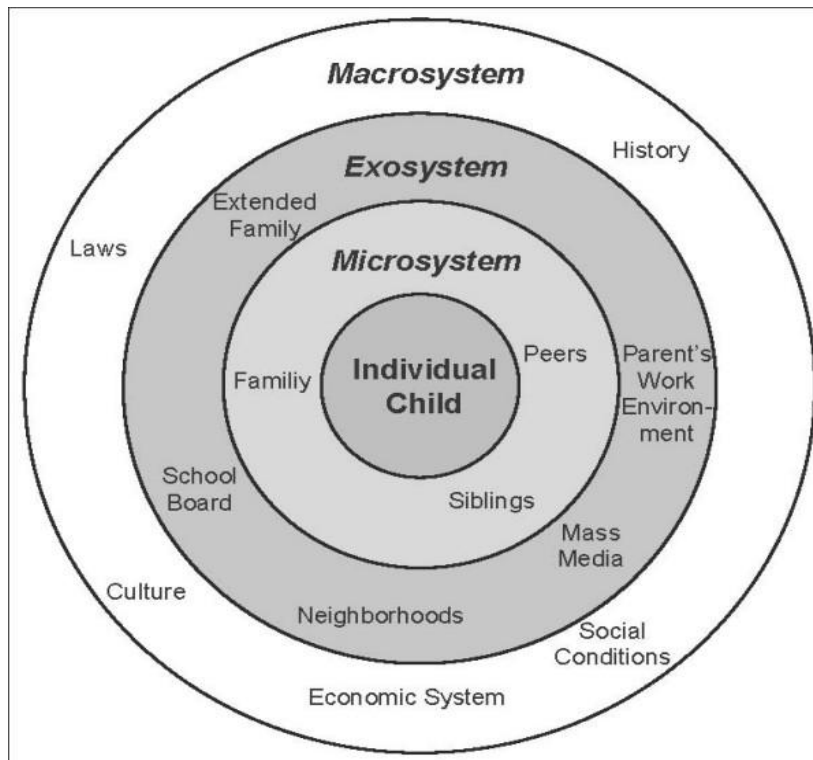
Fig 1. Bronfenbrenner's (1979, 1986) Bio-Ecological Systems Theory

Bronfenbrenner's model (Fig.1) looks at the various levels of influence, 'moving from and including a child's individual characteristics, to the characteristics, processes, values and beliefs associated with the home school and community' (Kelly, Wolferson & Boyle, 2008 p. 26) and focuses on the quality and context of the child's environment. It acknowledges that as the child develops, the interactions within their environment become more complex.

Bronfenbrenner considered four aspects of the ecology in which a child grows up; the microsystem, mesosystem, exosystem and macrosystem. When applying this model to Tia, her microsystem consists of those people or contexts she most interacts with such as family, peers, school and teachers.

How Tia acts or reacts within the microsystem will affect how she is treated in return. Furthermore, what is known as bi-directional influences occur within and between the systems. This suggests that for a school age migrant child such as Tia, their cultural experiences and expectations of school change somewhat when the child

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migrates and they have to quickly adjust to meet the new demands of a different educational environment.

The mesosystem describes how the different parts of Tia's microsystem work together. It includes interactions within the different aspects of this system such as those between home and school. At the microsystem level, bi-directional influences are strongest and are considered to have the greatest impact on her. The exosystem includes other people and places that Tia may not interact with, but that may still largely affect her. The macrosystem describes the culture in which she lives in and includes her behaviour patterns, beliefs and traditions.

Critics of Bronfenbrenner's theory (Darling, 2007; Benoit, 2008) say that it gives too little attention to the biological and cognitive factors in children's development. Furthermore it does not take into account those individuals born in difficult and trying circumstances who later become well adjusted individuals. What Bronfenbrenner's model does highlight is the complex interactions that take place within the child's environment. It considers the child's environment as one where they can test out their theory of self in knowledge, understanding, trial and error, and other aspects of learning while building or evolving a personality, character identity, conscience, and social role.

Bronfenbrenner's model may help researchers explore the changes experienced by a child who migrates from one culture to another. Therefore, consideration of Bronfenbrenner's ecological systems theory is relevant in this research as I will be exploring Tia's experiences and perceptions as a migrant child as well as the perspectives of her parents and head teacher to gain an in depth understanding of Tia's acculturation in her new society.

1.4. Acculturation

Acculturation is defined by the Oxford English Dictionary as to assimilate (to absorb and integrate) into a different culture. (Oxford

English Dictionary, 2009). According to Padilla and Perez (2003), acculturation was first suggested by Park in 1914 (cited in Persons, 1987). Park studied the outcomes of people from diverse cultures and languages when they come into contact with one another. Park drew on an ecological framework and suggested a three stage model of contact, assimilation and accommodation. What this model suggests is that to minimise or avoid conflict between cultures, people will find ways to communicate and accommodate each other that is conducive to both sides, thus promoting good relations.

In 1954, The American Social Science Research Council added a psychological element to the process of acculturation by including 'value' systems, developmental sequences, roles, and personality factors as contributing to how individuals accommodate' (p.37), when they come into contact with each other. This suggested that individuals had a choice when deciding which particular aspects of their culture they wanted to keep and which elements they may wish to adopt from the new culture.

Berry's (1980) model of acculturation (see page 96) acknowledged the role of the individual's choice as to what extent they wish the acculturation process to proceed. Berry suggested that within this model the individual could reverse the process back to their original heritage if they so wished.

Keefe and Padilla (1987) based their model of acculturation on an individual's knowledge and awareness of, and loyalty to their new culture. The extent of this would indicate how far the individual's acculturation would have progressed.

When people migrate it is important for them to feel part of their new society, Padilla and Perez (2003) considered acculturation would highlight the individual's ability to have an awareness of their new society's social norms and to subsequently adjust to the dominant culture. For instance, an individual who is considered more acculturated is one who is able to show more knowledge of their new culture than their heritage culture. On the other hand, ethnic loyalty

is seen as pertaining to 'self-ascribed ethnicity of the individuals, the ethnic group membership of their friends, and preferences for such things as recreational activities' (p.39).

Berry (1980, 1998), Bochner (1986), Brislin, Landis and Brandt (1983) have all suggested acculturation may be considered a learning experience as the individual learns about their new environment and accommodates their behaviour accordingly. However, I consider this is too simplistic an explanation of acculturation as it does not take into account any difficulties the individual may experience such as difficulty acquiring a new language.

Phinney (1990) viewed acculturation as 'a two-dimensional process, in which both the relationship with the traditional or ethnic culture and the relationship with the new or dominant culture must be considered, and these two relationships may be independent' (p.501). Phinney called this biculturalism whereby the individual has an interest in both maintaining their original culture and interacting with the host culture. It will be interesting to note whether Tia holds on to her Eastern European roots, adapts to the English way of life or is able to combine both cultures.

What research (Berry, 1980, 1998; Phinney, 1990) has told us is that individuals vary in their experience of acculturation. For some, acculturation is seen as a positive experience and bringing with it many opportunities (Berry & Kalin, 1995). For others, acculturation is a stressful experience When serious conflicts exist, acculturative stress may be experienced and may be viewed as 'a stress reaction in response to life events that are rooted in the experience of acculturation' (Berry, 1997 p.19).

Acculturative stress is considered different from the general life stress and hassles an individual may experience, as it impacts on the psychological, physiological and social aspects of the experience of acculturation (Berry, Kim, Monde & Mok, 1987). According to Berry et

al. (1987), an optimal level of acculturative stress may be adaptive, serving to motivate and facilitate an individual's adjustment to their new environment.

However, high levels of acculturation stress, which exceed the individual's coping capacity, is considered detrimental and thought to be the main mechanism for psychological distress amongst migrants. However, it is important to note that not all migrants will experience acculturative stress and subsequent psychological problems.

1.5 Key Concepts

The following section explains some of the key concepts used in this research:

1.5.1 'Fit in'

To 'fit in' is defined by the Oxford English Dictionary (2009), as being compatible or in harmony. In this research the term to 'fit in' is a colloquialism applied to the social relationships, mainly from the peer relationships and friendships Tia develops within school and outside of school, that allow her to feel accepted and a part of her environment.

1.5.2 Identity

What constitutes identity has long been an area of great interest to psychologists. The development of identity within psychology is generally associated with the work of Erikson (1968), whose theory of psychosocial development was influenced by Freud's psychodynamic theory. Erikson acknowledged that the quality of a person's identity differs from culture to culture and the establishment of a true sense of a personal identity is the psychological connection between childhood and adulthood.

Social identity looks at how we perceive and make sense of each other and also considers how we view ourselves. It argues that individuals will define and evaluate themselves in terms of the groups in which they belong. Social identity is fundamental to all social

interaction and to the construction of our society and culture (Gardner, 2003). For children and adolescents the peer group is seen as a very important part of the development of their social identity. More specifically forming positive peer relationships are associated with self-esteem, contributing to forming self-image (Azmitia, 2002) and is related to social competence (Newcomb & Bagwell, 1995).

For many social and developmental psychologists, ethnic identity is considered one of the many facets of social identity (Sellers, Smith, Shelton, Rowley & Chavous, 1998). Ethnic identity looks at the extent an individual identifies with a particular ethnic group and explores their sense of belongingness to that group.

Tia is approaching adolescence and this is considered a significant time within identity development (Erikson, 1968; Phinney, 1996). Tia's cultural roots are in an Eastern European society and one that is different to the society of the UK. I am interested in exploring how Tia develops her peer relationships and shapes her new identity living in UK society. And in the shaping of a new identity I would like to determine if any cultural values Tia may have are transferred.

1.5.3 Support

Support can be defined in different ways dependent upon Tia's environment at that time. For example, the support she receives at school specifically focuses on how Tia, as a learner of English as an Additional Language (EAL) pupil, is offered extra help in the classroom in developing her new language. This is either through adult support in the classroom, or other means such as visual timetables, bilingual dictionaries etc. Peers may also support Tia's language development, friendships, social development and sense of belonging (Hamm & Faircloth, 2005; Ostermann, 2000). Support from the family, on the other hand, could be described as encouragement focused on furthering Tia's social and emotional development.

1.5.4 Family

Morgan (1996) proposed that the word 'family' involves a great range of emotional and moral investments that work at individual, psychological, and social levels. Scott, (1997) considered that the family was a 'key construct through which people develop meanings in a whole variety of social settings' (p.1).

Minuchin (1988) described the family as a system. Family systems theory Hill (1971, as cited in Robila, 2012) suggests that individuals cannot be understood in isolation from one another since families are systems of interconnected individuals. Schaffer (1996) considers the family 'is more than the sum of its components: it is a dynamic entity in its own right' (p206). The family has a great influence on a child's socialisation, with parents considered the primary agents in this process (Hogg & Cooper, 2003). Parents support the child in acquiring a range of skills, values and behaviours that are necessary for their development as members within a particular society.

The family in my research consists of Tia, her mother Ekaterina and her father, Nicolai (Chapter 3 details more information about the family). Family migration impacts on each individual family member (Robila, 2011) and I am interested in how the family, as a whole, are managing with the move to the UK and how Tia's parents are supporting her in acquiring a new language and making new friends.

1.5.5 Migrant

The United Kingdom has encountered an influx of people from different cultures for many years now (Castles, 1995; Vertovec 1997). Family migration in the European Union context means the nuclear family, as defined by each individual country and may include spouses and dependent children under the age of 18 years (Kofman, 2004). This has meant that many resources such as housing, health and education have been stretched in order to accommodate the increased number of families (House of Lords Select Committee, 2008).

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A migrant child, as defined by the United Nations (2002), is someone under the age of 18 who is residing outside of their country of birth. The Office of National Statistics, in a sample survey in 2005, estimated the number of migrant children in the United Kingdom (UK) at around 32,000.

1.6 Eastern Europe

After the Second War ended in 1945, the influence of the Soviet Union and communism rapidly spread throughout East Germany, Poland, Romania, Bulgaria, Yugoslavia, Czechoslovakia, Hungary and Albania (Kerr, 2009).

When the Iron Curtain (a physical boundary dividing East and West Germany) fell in 1989, the politics in Germany, and the rest of Europe, changed. Furthermore, in 1991 the Soviet Union ceased to exist and independence was gained by those countries that had previously been a part of Eastern Europe (Latvia, Lithuania, Estonia, Ukraine, Belarus).

In 1993 Czechoslovakia became the Czech Republic and Slovakia (Judt, 2006). Yugoslavia created four new nations; Slovenia, Croatia, Bosnia and Herzegovina and the Federal Republic of Yugoslavia (which later became Serbia and Montenegro), with Kosovo declaring independence from Serbia in 2008 (Kerr, 2009).

The following countries are now considered to form Eastern Europe: Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Hungary, Poland, Republic of Macedonia, Romania, Serbia and Montenegro, Slovenia, Slovakia, as well as several countries that formerly were part of the Soviet Union: Belarus, Estonia, Latvia, Lithuania, Moldova, Russia, and Ukraine.

1.6.1 The European Union

The European Union now has twenty seven member countries. Many people from the Accession 8 (A8) countries (Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia and Slovenia), have continued to migrate to the United Kingdom, since joining in

2004, and contributed to the success of the English economy now that free movement of workers from the A8 countries is a fundamental right (EURES, 2008).

In 2007 Bulgaria became the 26th member of the European Union and Romania the 27th. They became known as Accession 2 countries (A2). It was originally suggested that the uptake of workers from the A2 countries was low, but it is now thought that many of these workers entered the UK without registering for work. To combat this, the British government has restricted the numbers of A2 workers allowed into the country and introduced a points system which will prevent European citizens from Romania and Bulgaria from applying for unskilled employment (The Home Office, 2006).

1.7 Education

After the changes to movement between member states of the EU, many Eastern European citizens who moved to the United Kingdom brought their families with them and required education for their children (House of Lords, 2007). Article 28 of the United Nations Convention of the Rights of the Child (United Nations,1989) states that 'parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity'.

Whilst, Article 2 of the first protocol of the European Convention of Human Rights (European Union, 1998) states:

> 'No person shall be denied the right to education.
> In the exercise of any functions which it assumes in
> relation to education and to teaching, the State
> shall respect the right of parents to ensure such
> education and teaching in conformity with their own
> religions and philosophical convictions'.

What this means is that all UK schools must educate the children of all European citizens regardless of where in the European Union they

were born. This is not without its problems. In 2010 there were more than 300 primary schools with over 70% which teach pupils with English as a second language; this is nearly a half million children (Migration Watch UK, 2010).

Pressure from the increasing numbers of children of Eastern European citizens is forcing Local Authorities to consider building new schools to cope with this increase. In one part of United Kingdom, where over 5,000 workers arrived, local authorities experienced a shortfall of school places in inner-city areas. They have been faced with massive bills in order to support the extra pupils as they are legally obliged to admit children from European Union member states (Thake, 2007).

Furthermore schools are required to focus on the positive contributions made by new arrivals to their schools (Department for Children, School and Families, 2007) to enable opportunities for all their pupils. In my view there are many benefits for a school who welcome pupils from all cultures and backgrounds. Enhancing the possibilities for learning by using a number of ways to encourage inclusion and promote diversity enriches the classroom experience for all. Also, through the development of a school ethos that is caring, respectful and benefits all pupils, migrant children can add a number of positive features to the school environment (Anderson & Williamson, 2004).

At the time of writing this research it was the UK government's aim for every child, whatever their background or circumstances, to have the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being through the Every Child Matters Agenda (Department for Education & Skills, 2004). By appointing a Children's Commissioner the government's aim to give children and young people a voice in government and in public life was developed.

1.7.1 Inclusion

Inclusion is about the active presence, participation and achievement of all pupils in a meaningful and relevant set of learning experiences (Qualifications & Curriculum Authority, 2009). It takes place where everyone within their community feels respected and valued (Farrell 2000).

However, Ainscow, (1999) commented that inclusion can mean different things to different people depending on the context of where it is applied. Ainscow further commented that an inclusive school has responsibility for all of its members and takes account of their individual characteristics and needs regardless of ability, race, social/cultural background, faith or sexual orientation. Some of the main characteristics of a school providing inclusive education include parental and community involvement, meaningful opportunities for all to participate, student involvement and responsibility and a set of shared values and beliefs**.**

The British government has, over the past fifty years, attempted to address the education of children whose first language is not English and there have been numerous policies implemented. The issue of educating all children and embracing difference has been at the forefront of British politics since the 1960s when assimilation ('to absorb and integrate into a people or culture', Oxford English Dictionary (2009)) was considered the focus.

Whilst government policies such as the Bullock Report (1975) and then the Swann report (1985) focused on multicultural education, they were considered 'patronising' by anti-racist groups who felt that they reinforced 'white assumptions' (Reynolds, 2008 p.6). The introduction of the National Curriculum in 1988, raised further disquiet among some educationalists, most notably Gillborn (1995) who argued that the National Curriculum focused 'on a White-British view of society' (p.31). It seemed to me that by replacing multicultural education with the concept of Inclusion in the 1990s the government of the time was looking to address this imbalance. By 1999, a

statutory inclusion statement was added to the National Curriculum, outlining principles for schools to follow in order to develop an inclusive curriculum (Qualifications & Curriculum Authority, 1999).

Harrower, (1999) and Farrell, (2000) suggested that successful inclusion did not occur in isolation but that school staff, parents and pupils should work together to ensure success. The Centre for Economic and Social Inclusion (2002) argued that by placing all students together under the banner of inclusion, a disregard to the specific needs of some groups suggested that inclusion was in fact assimilation (CESI, 2002). Ainscow, Booth and Dyson (2006) disagreed with this comment and suggested that whilst assimilation was more about students adapting to fit in with the school, inclusion is about the school adapting to fit a diverse group of students.

The Race Relations (Amendment) Act came into force in 2000 and local authorities and schools were required to have in place a race equality policy to, 'eliminate unlawful racial discrimination and promote equality of opportunity and good relations between persons of different racial groups' (section 2). Within the policy schools had to state their commitment to valuing diversity, promote equality of opportunity and challenge racism (Commission for Racial Equality, 2002). Schools also have a specific duty to monitor and assess how their policies affect minority ethnic pupils, staff and parents (Department for Children Schools & Families, 2007).

However, with the influx of Eastern European migrants at the start of the new millennium, the demography of the UK began to change considerably (ONS, 2005). Therefore the introduction in 2007 of the New Arrivals Excellence Programme (Department for Education & Skills, 2006), offered guidance, advice and training to schools on the best way of including ethnic minority and migrant children from Eastern Europe and other countries. The implementation of this programme was necessary as by 2007, over 12% of the school population was EAL speakers and some schools were struggling to fully integrate these pupils (Department for Education & Skills, 2006).

Therefore, in order for schools to include all pupils there have been many changes not only to the curriculum, but to the pedagogic approaches from teachers and support staff. Ladson-Billings (1995) discusses, 'culturally relevant pedagogy' (p.465) to explore how teachers can meet the cultural and social needs of pupils, who are learning English as an additional language.

To further support and acknowledge their identities, Ladson-Billings suggest teachers should aim to develop the academic achievements of pupils, through their understanding of social rules and of cultural competence. However, with schools now responsible for their own budgets, the amount of funding to support English as an additional language teaching is now much reduced (Oland, 2009).

Within this research I would like to explore a child's migration experience and consider what helps them to acculturate into a new society. Leaving behind their friends and everything they are familiar with to move to a new culture where they have to make new friends and learn to speak a new language, I consider may be a daunting prospect for many children whose first language is not English.

1.8 Summary

This chapter has introduced the rationale behind the research study and outlined my epistemological and ontological position in relation to this. It has introduced the concept of acculturation and has offered some background on those Eastern European countries that are a part of the European Union. The chapter has also briefly introduced the Nastase family and has highlighted some of the key terms used in this research.

The next chapter describes in detail the Methodological framework, research paradigm and design. It considers the role of the researcher, the participants and the context and location for this study. An overview of the choice of analysis is also given as well as ethical considerations.

Chapter 2 – Methodology

This chapter looks at the processes of the research; how it was conducted, how the data was collected and analysed. The chapter begins with how I formulated the research questions then moves on to consider the research paradigm, data gathering and the context of the research. It then considers the method of analysis and finally the ethical guidelines.

2.1 Formal statement of research questions

The research aims to explore the acculturation of Tia, an Eastern European child who migrated to the United Kingdom with her parents. The research originated from my interest in migration and considered a number of personal assumptions (see page 4).

These assumptions then raised further questions from the research (see Appendix 3) and helped me to formulate the overarching primary research question:

- What features contribute to the development of Tia's acculturation?

This gave rise to the formulation of the following secondary questions:

- How does Tia 'fit in' to her new culture?
- How do Tia's new teachers and friends help in the development of her English language skills?
- How does Tia's family support her?
- How does Tia's new identity develop?

2.2 Underpinning philosophy and Research paradigm

On page 2 of the previous chapter I briefly outlined the main factors that need to be taken into account when considering a research paradigm; what assumptions within this paradigm are being made about the nature of a social reality (ontology), in what way is the

knowledge of this reality obtained (epistemology), the 'how we come to know' (Krauss, 2005 p.758) and what approach do we use to attain this knowledge (methodology).

Ontology is a 'branch of philosophy that is concerned with the nature of what exists' and looks to explore the features of social reality (Blaikie, 2007 p.13). Theories of social reality are often viewed from a number of opposing categories; either realist or idealist, relativist or realist, objectivist or constructivist.

Realism states that 'knowledge corresponds to reality' (Bem & Looren de Jong, 2006 p.4). Realist theorists assume that natural and social phenomena exist independently of the activities of the human observer and that there is an ultimate reality or ultimate truth that does exist (Robson, 2002). On the other hand idealists believe that the world as we know it is created in the mind. It is considered a subjective epistemology and implies that all physical objects are mind dependent and cannot exist except in the mind that is conscious of them. Therefore, whatever is considered real is only real because it is thought to be real (Blaikie, 2007).

Relativists propose that theories, concepts and categories are not absolutely true or valid but are dependent on subjective views, social contexts and historical processes. However, objectivism opposes the relativistic explanation and argues that reality is objective in that it exists independent of conscious perception (Bem & Looren de Jong, 2006). Constructivists deny the existence of an objective reality, 'asserting instead that realities are social constructions of the mind, and that there exist as many such constructions as there are individuals' (Guba & Lincoln, 1989 p.43).

Epistemology is described as a 'theory of knowledge' (Blaikie, 2007 p.18) and is related to ontology as it looks at how we come to know reality. Ontological positions are directly affected by the researcher's epistemological viewpoints. For example, relativist ontology

questions the 'out-there-ness' of the world (Willig, 2008 p.13) and stresses the variety of interpretations that can be applied to it.

Epistemology ranges from positivism to relativism. Positivism suggests that there is a simple relationship between the world and an individual's perception and understanding of it. Positivists claim to be objective in their search for the truth and believe in empiricism, which claims that observation and measurement is the way to find the truth.

Relativism is a fairly modern term that highlights the 'collective nature and social determinants' (Bem & Looren de Jong, 2006 p.20) of ideas as well as stating that there is no universal, objective knowledge. Relativists therefore, hold subjective viewpoints and consider reality is represented by what is going on around them and any subsequent behaviour is a result of this (Blaikie, 2007).

After consideration of epistemological and ontological questioning, I find that relativism sits appropriately within my research and also within my own viewpoint in that the reality of the individual in the world consists of a number of realities that are dependent on the individual's context. Therefore, I locate myself as a relativist within the postmodernist paradigm.

Postmodernism challenges those perspectives on social science and research that were traditionally understood many years ago (Burr, 2003). Postmodernism encourages the 'acknowledgement of multiple realities through exploring them in a number of contexts and uncovering the variety of meanings considering individuals within context' Lax (1992 p.75).

The perspectives had mainly a philosophical basis and looked at the dominant way of what was considered knowledge (what we know) and truth at that time. In the Premodern era (up to the 17th century) it was believed that truth was God, i.e. maker of the earth, or a different form of God and all knowledge came from God. Throughout the Modernist era (17th century – 1950s), empiricism (knowing through the senses), reasoning and logic became dominant.

Nevertheless, by the Postmodern era (1950s onwards) a questioning of the previous approaches to knowing and truth took place and a notion of epistemological pluralism (different ways of knowing) was considered (Burr, 2003). Postmodernism takes into account both the premodern and modern ways of knowing and regards social realities as multiple social constructions, acknowledges meaning through discourse and adopts cultural relativism.

Cultural relativism considers the view that all beliefs, customs, and ethics are relative to the individual within his own social context and as such are worthy in their own right and have equal value. Within this thesis a cultural relativistic standpoint is not appropriate as I am not searching for an absolute truth. Instead the relativist standpoint alone is valid as any interpretations of the study will be subjective and relevant for that period in time.

Von Glasersfeld (1989) views constructivism as a theory of active knowing not a conventional epistemology that treats knowledge as an embodiment of truth that reflects the world in itself, independent of the knower. Von Glasersfeld's emphasis on active knowing looks to stress the importance of how cognitive processes construct experience for an individual therefore reality is constructed by those individuals who are a part of the research process (Schwandt, 2000). The emphasis here is on 'constructed' as constructivists do not adhere to the viewpoint that reality is 'discovered'. Therefore, constructivism posits that we can never have objective access to the world as the world in an objective sense cannot be known.

Constructivism (Blaikie, 2007; Guba & Lincoln, 2000), views the researcher and the researched as working together in making sense of an area of study, with each of them bringing their own values, constructs, interpretations and experiences, therefore creating a unique understanding and interaction. Researcher's values influence the research itself. Therefore researchers and their research must be seen as together and not independent of each other (Mertens, 2005).

It is important in this research that I need to be aware that I convey my own perceptions, knowledge and understanding of what I believe an Eastern European migrant child and her family may experience when they move from one culture to another. My knowledge and perceptions of the world may be considerably different to those of this family due to consideration of culture, social norms, life experience or child rearing style. Thus complimenting a constructivist standpoint whereby I acknowledge that my interpretations are in fact a construction of the subject matter itself (Charmaz 2006).

A qualitative design will be employed to promote access to the individual perspectives, opinions and interpretations of the participant. In this way, a 'thick description' (Rudestam & Newton, 2001 p.98) or 'rich picture' of their perceptions of themselves within the school, home and social context will be provided. A qualitative design acknowledges the 'quality' and 'texture' of the individual's experience and recognises the contribution that this has made to the meanings they attach to world phenomena. It helps us to make sense of a situation (Eisner, 1991).

The use of qualitative means to explore human experience reflects a divergence from perhaps more traditional, experimental approaches to psychological research, the foundations of which to an extent tend to be positivist. Positivism, derived by Comte (1798-1857) assumes objective knowledge can be gained from direct observation or experience and as such the existence of a constant relationship between events can be seen and whether there is any significant difference. Therefore positivist approaches are seen as quantitative more than qualitative and are not suitable for this research.

Qualitative approaches derive from the epistemological standpoint of social constructionism (Burr, 2003). As previously mentioned on page 4, social constructionism proposes that the individual's experience of the world is mediated historically, culturally and linguistically.

Linguistic experience is very important as language may allow the same phenomenon to be described in different ways and thereby perceived and understood differently by each individual. 'Social constructionism views discourse about the world not as a reflection or map of the world but as an artefact of communal exchange' (Gergen, 1985 p.266)

The fundamental assumption in the social constructionist approach is that all reality is constructed or created by the participants rather than being objective or external. All constructed meanings have value. No ones beliefs or values are more real than another's. The constructionist form links the past, present, and future; it links their involvement toward or away from goals (Gergen, 1982).

Therefore, research from a social constructionist perspective is concerned with identifying and exploring the ways in which individuals within a particular culture, construct and thereby make sense of the phenomena within it rather than identify any cause-effect relationships.

Both constructivist and social constructionist paradigms move away from the positivist idea that the world is objectively knowable. They both dispute that there is not one true reality and accept there are multiple realities. Some researchers, such as McLeod (1996) use constructivism as an 'umbrella term' (p.175) for both constructivism and social constructionism. Within this research I acknowledge both these viewpoints.

However, whilst both constructivism and social constructionism sit appropriately within the relativistic ontological assumption I adhere to, I consider constructivism is a more suitable paradigm for this research. This is because of the emphasis constructivism places on 'meaning making and the constructing of the social and psychological worlds through individual cognitive processes' (Young & Collin, 2004 p.374). Although, social constructionism emphasises social processes and interaction in constructing social and psychological

worlds, it is the cognitive processes that take place within an individual that I consider more important.

The views, perceptions and interpretations offered by the participants in this research are all considered as having equal value. Tia, her parents and her head teacher responded to the questions during the semi structured interviews and gave their own individual responses based on how they perceived and understood their experience to be. Constructivism recognises that construction is an active process that individuals acting together in large or small groups, combined with history and culture jointly construct the world in which they participate (Kim, 2001).

Data collection marks the commencement of the research and only from the interpretation of this data do suggestions of theory emerge. That the data is word based, enables the contribution of each individual to remain maximal in its influence upon research outcomes, rather than being reduced to numerical form and potentially losing its intended meaning.

2.3 Data gathering
2.3.1 Case study
I chose a case study approach because I was interested in finding out more about the 'how and why' of a complex human situation (McCartan, 2009). The focus of a case study is on a modern phenomenon within a real-life context and is designed to bring out the participant's viewpoint (Tellis, 1997). Yin (1994) described case study as a:

> 'strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence' (p.32).

Case study is considered different from other research strategies because the focus of the research is a bounded system or case (Cresswell, 2003). As I wish to explore the acculturation of a migrant

child, a single case study was deemed by me to be a suitable choice to enable me to do this effectively and to gain understanding from one child's perspective.

Furthermore, within the geographical area that my research took place, the opportunity to explore the acculturation of more than one recently migrated child was not possible. Firstly there was the sheer lack of potential participants as the numbers of Eastern European migrant children at the time the study was taking place was relatively low. Secondly, due to the very young ages of those children that were potential participants their inclusion in this study was not possible.

The case study can provide rich and significant insights into events and behaviours with the researcher's role as that of interpreter (Stake, 2005) who can also provide a holistic view of the situation. Case study can 'contribute uniquely to our knowledge of individual, organizational, social, and political phenomena' (Yin, 1984, p. 14).

Whilst case study research is seen as realist in orientation and as such looks to improve understanding of what is going on in a particular situation, my research adopts a relativist viewpoint and applies constructivist grounded theory for analysis. This then enables me to '…tell a story about people, social processes and situations… the story reflects the viewer and the viewed' Charmaz (1999 cited in Denzin & Lincoln, 2000 p.522).

2.3.2 Context and location for study

This study was based in the North East of England with participants who had recently migrated to the United Kingdom (UK) from Eastern Europe. It was important for this research that they had migrated fairly recently so that they were able to recall their experiences whilst they were fresh in their mind.

2.3.3 Semi structured interviews

Constructivist approaches to interviewing look for constancy in the relationship between the participant and the researcher and looks to remove any perceived power differential (Sargent, 2009).

The nature of interviews for which data for constructivist grounded theory is gathered, is an interactive one, with the researcher sharing their understanding of the key issues arising as well as sharing personal details and answering questions asked both during the interview and afterwards.

I was interested in the personal experiences of Tia and her parents. For the purpose of my research I believed it was important to explore the reasons why the family decided to migrate and how the family had perceived the experience not only individually but as a family. Furthermore, in order to build a more in depth picture of Tia's life in Eastern Europe, her parents were encouraged to talk about their life and experiences in their home country.

To gather this information semi-structured interviews took place with Tia, her parents and her head teacher, between February and November 2009. The McAdams (1993) semi structured interview protocol was loosely followed to guide conversations thus allowing an exploratory and flexible approach. The McAdams protocol asks the interviewee to think of their life as an ongoing book and then explores key events in their life. This framework enabled me to think in more depth about the initial questions I wanted to ask the family and structure them accordingly so as to elicit more information from the interview.

The initial interview with the family consisted of seven general questions (see Appendix 2) that in my view were relevant to the area of exploration. They were worded, although simplistic, in such a way as to elicit further information from Tia and her parents. Appendix 3 highlights the process of how the interview questions were developed. Therefore, by taking into consideration my assumptions,

the McAdams (1993) semi structured interview protocol and from the responses received from the initial interview with the family, the shaping of subsequent questions asked during the interviews was made.

Silverman (2008) suggests qualitative researchers manufacture the data. He draws his argument from the work of Potter (1996, 2002) who states that researchers rely too much on interviews of sample groups to answer a pre selected number of questions rather than 'naturally collect' data. Potter suggests that the 'data source' i.e. interviews, should take place in environments familiar to the participants in order to gather naturally occurring data. In this way it permits a much richer record of people's lives and suggests that the data collection is truer.

The interviews mainly took place in the Nastase's home with the family (Mr and Mrs Nastase and Tia present) at a time that suited the family and fitted in with work schedules. I conducted one interview with Tia at her school so as to gather her individual viewpoints of her migration experience. This would have been impossible to complete at her home as there was not the private space available. The interview with Tia's head teacher took place at school as it was necessary to fit in with the head teacher's busy schedule. (See Appendix 2 and 10 -14 for extracts from the interviews).

Semi structured interviews allowed me to build up a rapport with Tia and her parents and allowed the conversation to develop from an initial starting point. From this starting point, it was anticipated that Tia and her parents would wish to go into further detail and offer valid information for the research.

The interview with the head teacher took a more formal and structured approach with the scope for obtaining in depth responses to my questions not taking place due to time constraints (see appendix 14). The interview with the head teacher was prepared so as to include questions regarding the education and numbers of

English as an Additional Language (EAL) pupils, at the school and how the school communicates with parents who are not proficient in the English language.

The interview with the head teacher was considered an important part of the research as it enabled me to gain another perspective of Tia's new life and helped to 'triangulate' the data. Therefore, the views of Tia and her parents were collected to further enlighten and extend my understanding of what it is like to migrate to another country. The views of the head teacher were also considered important as I wanted to know how the school were supporting her.

As Tia and her parents are not native English speakers the wording of the questions had to be jargon free to ensure that they understood the questions asked.   Recording, transcribing and analysing language data can be very time consuming and I had to ensure I gave myself enough time after the data collection to type up the transcripts. Mishler, (1986) suggests that semi-structured interviews can 'empower disadvantaged groups by validating and publicising their views' (in Banister, Burman, Parker, Taylor & Tindall, 1994 p.51).

Participant observations of Tia in the classroom and with her peers were considered but, due to time constraints, I was unable to arrange them. Participant observation would have enabled me to see things as they naturally occur (Denscombe, 1998), in this case how Tia was coping with the language, her interactions with her peers and any other adults in the classroom.   However, I was able to observe Tia briefly at school with her head teacher and head of year. This occurred when I arrived at the school to meet with Tia. I also observed Tia at home with her family and noted how she interacted with them.

Diaries were also considered as they are a useful way of collecting data and they enable participants to record their thoughts and feelings on a regular basis (Symon, 2004). Diary writing/recording

can be time consuming and requires structure (Willig, 2008). However, due to Tia's age, and the fact that I did not know her well, I considered this was asking a lot of her especially as I did not know how well or not she would manage writing or recording a diary.

2.3.4 Sample

A more in-depth introduction to the family is included in Chapter 3. Nicolai, Ekaterina and Tia Nastase originate from Eastern Europe. Ekaterina was the first member of the family to move to the North East at the end of 2006. Her husband followed in November 2007 and Tia in January 2008.

I considered it was important that the research focussed on a child of a migrant who had chosen to live in the UK and not the child of a refugee or asylum seeker because of the complexities that are often highlighted with these children such as ethical and/or legal considerations (Richman, 1995; Rutter, 2001; Anderson, 2004).

Tia Nastase

Tia is a twelve year old East European girl who did not speak English prior to migrating to England in January 2008. Tia spent six months at a local Primary school in the North East of England where she learnt to speak English and began to make new friends before transferring to her local faith secondary school. Tia's ability to learn English enabled her to sit her Standard Attainment Tests in May 2008 where she achieved level 4 in Maths and Science and a level 3 in English. Tia transferred to secondary school in September 2008 and at the time of the study was included in the Gifted and Talented cohort for Mathematics.

Tia's parents

Nicolai and Ekaterina Nastase were born in different countries in Eastern Europe and both were educated under communist rule. Whilst living in Eastern Europe, Nicolai worked in the maritime industry and Ekaterina in the health industry. Both are now employed in the North East of England where they are settled. Further information on the family is included in Chapter 3.

Head teacher of Tia's secondary school

The head teacher is in charge of an 11 – 16, faith school in the North East of England. There are over 800 pupils on roll. In the school academic year 2009/2010 there was 5 pupils from ethnic groups including Eastern Europe, Africa and the Middle East. Ofsted reported in 2009 that within the school, pupils who are newly arrived in the UK and who are at a very early stage of learning English as an additional language are making good to outstanding progress relative to their starting point and they are fast becoming very capable bilingual learners.

2.4 Procedure

Before the research began I considered it was important to find out from the Local Authority I was working in whether there were any Eastern European migrant families living in the area. To do this I spoke to the Principal Educational Psychologist who directed me to the Ethnic Minority Teaching Team (EMTT). They highlighted three Eastern European families whose children were attending local schools. I rejected two of the families as the EMTT informed me that both of these families struggled with spoken English and that I would require a translator should any interviews take place.

The notion of having to organise a translator (there was only one in the area who spoke the family's language), the logistics of co-ordinating diaries to enable the translator to accompany me to any interviews arranged was concerning. I was informed that booking the translator could also prove difficult as her skills were in great demand and there were also cost implications to consider. Therefore, I chose the third family as I was informed their standard of English was good and they would understand me without the need for a translator.

I contacted the head teacher of the child's school by telephone and outlined my research to him. He agreed, in principal, to my conducting part of the research i.e. interviewing the pupil, at his school on condition the child and her parents consented. The head

teacher confirmed that in his view the family's understanding of spoken and written English was good.

The head teacher also agreed to take part in the research and be interviewed. The head teacher contacted Tia's parents who agreed to the school giving me the family's contact details. After I made a brief telephone call to the family a date was agreed for a meeting to obtain background information of the family's migration to the UK.

There were initial issues in organising visits due to our work patterns and difficulties in organising time in school due to holy days and school holidays. The head teacher and the Nastases were very accommodating and although we were able to book appointments well in advance, due to circumstances they had to be changed, sometimes two or three times over the course of 2009.

An initial meeting was arranged with the family to outline the research, discuss confidentiality and to gain verbal consent from Tia's parents and from Tia herself to participate. I chose to gain verbal and not written consent as I did not want to embarrass the family by presenting them with written information they may not have understood.

The head teacher had informed me that the family's verbal understanding of English was good but he was unsure of how well they understood written English. Tia is the focus of the research but nevertheless consent from her and from her parents was crucial for me to proceed. Furthermore, I needed to gain further consent to record subsequent interviews using a digital voice recorder. Tia and her parents were also informed that they could withdraw at any time should they wish to.

This initial meeting also encouraged the participants to ask questions about the research and to find out and ask questions about me. It was important that a good working relationship was built up with the family in order for me to feel comfortable about asking them

questions about their life. Further meetings were arranged either by telephone or letter.

In total, three meetings took place with the family in their home, one meeting with the head teacher and one meeting with Tia at school thus making a total of five meetings. I would have liked at least one further meeting with Tia and her family but this was not possible as Mrs Nastase's work schedule changed to a permanent night shift, making it difficult to arrange a suitable time to meet up.

I attempted to arrange a further visit to meet with Tia at school but came across a number of barriers outside of my control; the school was closed on the day I had arranged to visit due to heating problems, then Tia was off ill, Tia had exams and so, due to time constraints, I decided to not pursue another meeting.

2.5 Reflexivity

Both personal reflexivity and epistemological reflexivity needed to be considered in this research. An awareness of my own values, beliefs and experiences and how this may impact on me as a researcher as well as have an effect on the research process was an important consideration. I also needed to consider how I presented myself during the interviews as I was aware of how this may impact on the responses of Tia, her parents or her head teacher. Ahern, (1999) suggested that,

> 'the ability to put aside personal feelings and preconceptions is more of a function of how reflexive one is rather than how objective one is because it is not possible for researchers to set aside things about which they are not aware' (p.408).

Therefore, to reduce what is termed 'researcher bias' Ahern suggested a number of ways a researcher can use reflexivity to highlight possible areas of this. These include clarifying personal

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value systems, personal issues in undertaking the research and having a consideration of where the power is held in relation to the research. All of this was taken into account by not only having awareness and acknowledging the difference in value systems between me and others from another culture, but by considering my own personal beliefs about migration.

To address any issues of power I undertook the interviews in settings familiar to Tia and her parents. I also discussed the use of pseudonyms with Tia and her parents; Tia chose her favourite name and although I gave her parents the option to choose a pseudonym, Mr and Mrs Nastase were in agreement with the ones I chose.

Epistemological reflexivity invites the researcher to reflect on assumptions made throughout the research and to consider any implications for the research and its findings (Willig, 2001). Reflexive analysis, as Finlay (2002) highlights, can 'give voice to those who are normally silenced' (p.541). Furthermore, I will be applying a constructivist grounded theory approach. The nature of the constructivist approach is reflexive oriented and acknowledges that researchers are 'co-producers of the data' (Lyons & Coyle, 2007 p.85). Therefore, reflexivity in this process is crucial in order to be as open as possible throughout the research.

Throughout the research I kept a reflective diary in which I entered my thoughts, ideas and feelings. The diary helped to develop a reflexive account on the process, procedure and progress of my research.

2.6 Reliability and Validity

Reliability in its traditional form is concerned with replication therefore, if the same research was conducted with different participants similar outcomes should preferably emerge. However, reliability is a term more suited within a positivist paradigm and is found more within quantitative rather than qualitative research (Lyons & Coyle, 2007) and as such is not suitable for this research.

Hammersley (1990) has argued that qualitative research represents a distinctive paradigm and therefore conventional measures of generalisability, or validity and reliability are not valid for qualitative research. On the other hand, Willig (2008 p.17) states 'if the study and its findings make sense to participants… it must at least have some validity'. Furthermore, Maxwell (1992) suggests substituting the term 'validity' with 'understanding', as in qualitative research, validity is not attached to data, but rather to the meanings participants attribute to the various experiences they share with the researcher. Whereas, Ritchie and Lewis (2005) prefer the terms of consistency, credibility and generalisation as more suited to qualitative research.

Denzin (1978) suggested that in order to achieve reliability, validity, to eliminate bias and to increase the researcher's knowledge about a social phenomenon, their perspective should be apparent. Through the use of triangulation Patton (2002) commented that 'triangulation strengthens a study by combining methods' (p.247).

Within this research, multiple sources of evidence enabled the triangulation of data (via the semi-structured interviews of Tia, her parents and head teacher) to gain more of an insight into different viewpoints of Tia's migration experience. Triangulation can therefore be defined as 'a validity procedure where researchers search for convergence among multiple and different sources' (Creswell & Miller, 2000 p.126).

2.7 Generalisation

Generalisation is considered to relate to the findings that can be extended to those in a natural setting. With regards as to whether or not one can generalise from a small sample, as in the single case study of my research, Haug (1987) argues that 'if a given experience is possible, it is also subject to universalisation' (p.44). Therefore even though it is not necessarily known exactly how many individuals share an experience, that one person has identified it, makes it an immediate possibility for others.

Ritchie & Lewis (2005) express the view that qualitative research can provide data that can be generalised in a number of ways, one of which they describe as 'theoretical generalisation', suggesting that,

> '…qualitative research studies can contribute to social theories where they have something to tell us about the underlying social process and structures that form part of the context of and explanation for individual behaviours and beliefs' (pg.267).

In respect of the above view, I consider that one aspect of particular value in this research lies within its exploration of the development of Tia's acculturation from the perspectives of not only Tia but of her parents and head teacher too. By applying constructivist grounded theory to the analysis of the transcripts concepts, meanings and explanations are developed inductively from the data.

2.8 Choice of Analysis

I chose constructivist grounded theory as a method of analysis for my research after careful consideration of other forms of analysis such as Thematic Analysis (Braun & Clarke, 2006), Discourse Analysis (Potter & Wetherall, 1995), and Dimensional Analysis (Schatzman, 1991).

Thematic analysis is considered a method for identifying, analysing and reporting patterns (themes) within data (Boyatzis, 1998). Thematic analysis aims to understand and interpret the underlying meaning of identified themes within the data. The epistemology behind thematic analysis can be realist, essentialist or constructionist depending on the focus of the study (Braun & Clarke, 2006). The researcher takes an active part in the research process as themes do not initially and readily show themselves.

Although the construction of themes may be shaped by the personal values, experiences and interests of the researcher, the personal

reflexivity of the researcher acknowledges the subjective element of this method of analysis. In acknowledging personal reflexivity the researcher is urged 'to explore the ways in which their involvement with a particular study influences, acts upon and informs such research' (Nightingale & Cromby, 1999 p.228).

Whilst, thematic analysis offers flexibility, is a fairly straight-forward form of qualitative analysis and is a useful way of summarising data, I considered constructivist grounded theory would allow me to get a much clearer and in-depth view of the subject matter within the research; in this case the experience of migration and subsequent acculturation.

Discourse analysis treats the social world as a system of texts which can be systematically read by the researcher to lay open the psychological processes that lie within them (Banister, Burman, Parker, Taylor & Tindall, 1994). Language is seen to construct versions of social reality thus attaining social objectives and allows the researcher to look for underlying social assumptions in interactions. However, I wanted to take account of Tia's perceptions and experiences and not just focus on the language she used.

Although language i.e. what Tia, her parents and head teacher had to say was a fundamental and important part of my research, I did not think discourse analysis fitted my criteria for analysis as it did not go deep enough into the personal experience of migration from a number of perspectives.

A third method of analysis that was considered and rejected was dimensional analysis. Schatzman (1991) criticised grounded theory as lacking in structural foundation. What Schatzman proposed was an alternative to grounded theory which he called 'dimensional analysis.' Schatzman was interested in knowing more about the process of analysis and how researchers chose their research questions. Furthermore, he was interested in the way a researcher's perspective influenced the research.

According to dimensional analysis, the researcher sees data from their dimension, e.g., a psychologist will look for psychological patterns in data. The outcomes of the data are dependent on both the perspective of the informants and of the researcher; the researcher can only see patterns that he or she is aware of. Schatzman saw that research analysis involves a range of analytical processes which only one is comparative analysis.

One process involved is, according to Schatzman, conjuring, where the researcher looks for characteristics in the data. The next step is to assign different values to the dimensions considered and the last step, inferring, where the researcher assumes relationships between dimensions and assuming relevance or irrelevance of these dimensions. Dimensional analysis was rejected as I considered it was unable to examine the standpoints of the participants, their historical locations and social circumstances as a constructivist grounded theory approach encourages.

Therefore, constructivist grounded theory was chosen as my method of analysis as it offered:

- A relativist epistemology.
- A framework for gaining in-depth knowledge and personal experience of migration from a number of viewpoints.
- The opportunity to examine the standpoints of the participants thus enabling me to explore implied meanings in the data.
- To gain interpretative understanding of historically situated data (Charmaz, 2010).

2.8.1 Grounded Theory

Grounded theory was initially developed by Glaser and Strauss (1967) to allow researchers to generate their own theory by identifying and integrating categories in order to elicit meaning from data. Therefore, the purpose of grounded theory is to focus the analysis not just on collecting and putting the data into some order but to organise through coding and memoing, (this is explained in

more detail on p.46) the numerous ideas that become apparent from the data (Willig, 2008).

Glaser (1978) proposed that a quality, grounded theory enables the researcher to discover a core variable. This occurs through constant visiting and re-visiting of the data with thorough analysis to produce a variable. This variable contains three features; 'it persists throughout the data, it links the data together and it explains much of the variation in the data' (Miller, 1995 p.7)

Glaser and Strauss's (1967) grounded theory adopted a realist epistemology in that it aimed to produce 'knowledge of processes that reside and emerge in the data' (Willig, 2008 p.48). However, Charmaz, (2009) suggests this epistemological standpoint has changed somewhat over the years due to the development of constructivist grounded theory.

The epistemology behind constructivist grounded theory is relativistic; knowledge is socially produced and constructed, and it acknowledges both the participants as well as the researcher's ways of interpreting phenomenon, as we all see things from different perspectives. For example, as we construct our interpretations of the world, we aim to come as close as possible to the meaning and action of the participants to really understand what it is all about (Charmaz, 2000).

It is this way of looking at data that separates constructivist grounded theory from Glaser and Straus's grounded theory. Charmaz (2000) suggests that a constructivist grounded theory recognizes that the viewer creates the data and ensuing analysis through interaction with the viewed. Furthermore,

> 'Data do not provide a window on reality. Rather, the 'discovered' reality arises from the interactive process and its temporal, cultural, and structural contexts. Researcher and subjects frame that, interaction and confer meaning upon it. The viewer

then is part of what is viewed rather than separate from it.' (p.523)

Constructivist grounded theorists postulate why a participant might behave or react in a particular way (Charmaz, 2009) and adopt an inductive and comparative approach to the process of analysis.

In contrast to an objective grounded theory approach which assumes that data is discovered, constructivist grounded theory considers the importance of interactions when constructing data. Furthermore, constructivist grounded theory is abductive in that it persistently examines and re-examines the data so as to consider the most likely analytical outcomes. Constructivist grounded theory therefore assumes 'multiple realities and multiple perspectives on these realities' (Charmaz, 2009 p.138) and I acknowledge that my viewpoint is an important part of the process.

2.8.2 Transcribing the data

Once the interviews were completed it was necessary to transcribe the data. In order to gain a greater understanding of the data, Etherington (2004) emphasised the importance of transcription;

> 'When we listen to the tapes and transcribe them personally, we have an opportunity to pick up on nuances, hesitations, pauses, emphasis and the many other ways that people add meaning to their words….' (p.78).

Transcribing also allows the opportunity to check whether anything has been missed and also ensures ethical guidelines are adhered to.

Whilst there was a great deal of data to transcribe, I found the process of transcribing the data useful as it enabled me to revisit the interviews and to be able to visualise the pauses, facial expressions, laughter and sadness of the participants. Constructivists acknowledge the relativity of the data and look to re-represent the

participant's views which are also considered an important part of the analysis.

To enable me to source quotes from the participants, I devised a simple coding scheme. The code is organised by interviewee's initials/interview number and line number (e.g. NF/ 3, L24 – Nastase Family/Interview 3, Line 24). TN is the code for Tia and HT is the code for her Head Teacher. To link the secondary research questions to some of the questions asked at interview the code SQ and a number 1-4 is highlighted in green in each of the transcript extracts in Appendices 10-14. For example, SQ1 relates to Secondary Question 1 – 'How does Tia fit in to her new culture?' and so on.

2.8.3 Data Analysis

Coding is a significant feature of grounded theory. Pidgeon and Henwood (2004) note that grounded theorists adopt a range of coding methods that in constructivist grounded theory research is used to interpret the statements of participants, not merely to report these statements. Coding is therefore not used to identify common keywords that link the participants' views, but to interpret, according to Charmaz (2006), what is happening in the data.

The analysis of the data took place in a number of stages; level 1 – open coding (see Appendix 4-6). Level 2, level 3 and focused coding (see Appendix 7-9). Throughout the analysis I wrote memos (see section 2.8.4).

I began the first process of analysis, Level 1 coding, by reading through the initial transcripts, line by line, and 'open' coding them. Open coding as defined by Strauss and Corbin (1990) is the 'breaking down, examining, comparing, conceptualising and categorising data' (p.10). In other words, I was examining the transcripts in detail to make, what I considered were, inferences from the responses given in order to elicit meaning from the narratives. These inferences were based on any similarities, statements, actions,

assumptions I perceived as obvious to me and as such were categorised (see Table. 1 for an example of level 1 codes for Tia).

Each of the interviewee's transcripts was open coded separately. This gave me the opportunity to interpret the narratives of the interviewees. I found open coding a useful process to develop categories within the transcripts. It also enabled me to reflect as to why I interpreted a particular part of the transcript in a particular way. I revisited each of the transcripts and questioned why I had chosen a code and then looked at the transcripts together to ensure that I considered it was relevant.   Although it was a time consuming activity I found it necessary to constantly question and explore my reasoning behind why I was choosing a particular code (see Appendix 4-6).

Level 2 coding was completed in very much the same way as level 1 coding. It allowed me to reduce the large amount of data into a manageable size by rereading through the transcripts and looking for whether there were codes with similar or the same meaning (see Appendix 7-9).

This then led on to level 3 coding which was a process to cross reference the codes to ensure clarity. Following on from level 3 coding was 'Focused coding'.   Focused coding requires decisions about which initial codes make the 'most analytic sense to categorise the data incisively and completely' (Charmaz, 2006 p.57).

Charmaz (2009) is quoted as saying, 'when we seek to learn how people construct meanings, we can discover which meanings they hold and how these meanings might answer the question of what our emerging category is about' (p.144).

I continued with focused coding throughout each of the transcripts and noted that there were four main categories that started to emerge as I was doing this (see Appendix 7-9). These categories helped me

to link the data as I noticed that I had applied each of them in all three transcripts (Chapter 4 discusses this in more detail)

2.8.4 Memos

Memo writing is essential to grounded theory and is an important part in transforming data into theory. Memos are written for the sole benefit of the researcher and help in 'analysing data and codes early in the research process' (Charmaz, 2006 p.72). Throughout the analysis, memos can highlight patterns, formulate ideas and begin the development of theories (Lempert, 2007).

Memos are comparable to narrative tools or working diaries whereby ideas, issues and questions are recorded, revisited and interpreted. Also included can be feelings, assumptions, reflections on the research process, analytical decision making and notions about coding (Birks & Mills 2011). By writing memos (see pages 59 and 61 for examples of memos) I further explored ideas within the codes and to look for any additional categories that I may have previously omitted or not noticed.

Memo writing began quite early on in the grounded theory analysis and continued throughout. Any ideas of particular codes that came to mind was noted. As I progressed through the analysis I found the memos helped me to direct my thinking towards a particular category and link what was noted in the transcript to the secondary research questions.

I then repeated the process of reading, checking and reflecting until I was unable to make any further analysis with the transcripts, with the coding or with the categories. I stopped analysing the data when theoretical saturation had been met. Theoretical saturation occurs when no further coding can take place due to 'no new theoretical insights' (Charmaz, 2006 p.113) emerging from the data.

2.9 Ethical issues

The British Psychological Society (BPS) promotes a series of four ethical principles to which all psychological research must adhere (BPS, 2009). Each ethical principle is described in a statement of values, reflecting the fundamental beliefs that guide ethical reasoning, decision making, and behaviour:

1. **Respect** - psychologists value the dignity and worth of all persons, with sensitivity to the dynamics of perceived authority or influence over clients, and with particular regard to people's rights including those of privacy and self determination.

2. **Competence** - Psychologists value the continuing development and maintenance of high standards of competence in their professional work, and the importance of preserving their ability to function optimally within the recognised limits of their knowledge, skill, training, education, and experience.

3**. Responsibility** - Psychologists value their responsibilities to clients, to the general public, and to the profession and science of Psychology, including the avoidance of harm and the prevention of misuse or abuse of their contributions to society.

4**. Integrity –** Psychologists value honesty, accuracy, clarity, and fairness in their interactions with all persons, and seek to promote integrity in all facets of their scientific and professional endeavours.

As this study reports on the experiences of a child (Tia), I have an ethical responsibility to ensure Tia is as fully informed of her rights as a participant in this research study. Furthermore, it is also my responsibility to inform her parents and her head teacher of their rights, too.

Once the head teacher had given his permission for part of the data collection i.e. semi-structured interviews, to take place in his school, he contacted the Nastases for their permission to disclose their contact details to me. Consent was then required by the parents and their daughter to participate in the research.

An explanation of the research purpose and procedure was given to the family and Tia was informed from the onset of the reasons why her and her family were being asked to take part in the research. As the family's first language is not English, it was important that they understood what was required of them and any questions they asked me were answered honestly and openly.

I also considered the Frazer and Gillick competencies, whereby from my professional viewpoint I made a judgment as to whether Tia understood the information presented to her (Taylor, 2007). Furthermore, the family was informed that they could withdraw at any time. Should any of the questions I asked upset or distressed them in any way the recording would be stopped and any information recorded up to that point would be deleted. This information was verbally presented to the family as I felt uncomfortable asking Mr and Mrs Nastase what was their level of understanding regarding written English.

I was aware of child protection issues and procedures. I informed Tia at the start of the individual meeting I had with her that any information given would be confidential unless a disclosure was made that would need to be shared with my supervisor or designated child protection teacher at her school.

Permission was obtained to record the interview using a digital voice recorder. Verbal permission was sought on each and every occasion the digital voice recorder was used to record an interview. Tia and her parents were informed they could listen to any recording made after each interview and a copy of each transcript was forwarded to them after typing up.

To ensure that Tia and her parents could not be identified, any personal data, e.g. place names and ethnic group were changed and confidentiality strictly adhered to throughout the research. I took the responsibility for typing the transcripts as this enabled me to become familiar with the data and enhance confidentiality. All of the data

collected was held securely i.e. password protected on a portable memory stick and stored in my office at home. The data will be disposed of once the research is written up.

The next chapter introduces the Nastase family and offers some background to the research. There is a brief introduction to the family followed by the information provided by them at my initial meeting and during subsequent meetings throughout 2009.

Chapter 3 – The Nastase Family

The focus of this research was on the only child of Nicolai and Ekaterina Natase, two European citizens from Eastern Europe. Ekaterina, a trained nurse, moved to the UK at the end of 2006 without her husband and daughter. She had read about a nursing shortage in the UK and successfully applied for a position as a nurse, initially for one year, in the North East of England.

On arrival she moved into a one room studio flat near to the hospital. Her English language skills were limited (but improving), her nursing skills were in great demand and she was soon offered a permanent position. Her husband, Nicolai, a Merchant seaman, joined her in the autumn of 2007. Nicolai was able to move to the North East as the spouse of a person present and settled in the UK. Present and settled is a term used by the United Kingdom Border Agency to explain the current status of an individual who is making an application for their spouse and/or children to join them in the UK (United Kingdom Border Agency, 2009).

Nicolai's English language skills were very good and he soon secured a position in local government. Tia was left in the care of her grandmother in Eastern Europe until her parents had saved enough to move to a larger home and send for her. Nicolai and Ekaterina found a house to rent and were able to bring Tia to the UK from Eastern Europe in January 2008. In January 2009, the family secured a mortgage to purchase their first home (personal communication with Ekaterina Natase, 8th February 2009).

3.1 Initial meeting

An initial meeting with the family (Tia and her parents) took place for two reasons. Firstly, I needed to ensure the family's spoken English and understanding of English was sufficient to participate in the research. This was necessary for her parents to give consent for their and their daughter's participation. It was also imperative for Tia

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to give her consent and for the family to agree to my using a digital recorder to record the interviews.

I wanted to explain that I would seek verbal permission from them each time an interview took place. Secondly, I wanted to gain confirmation that the family had migrated to the UK legally and were not claiming asylum or seeking refuge. It was also a time for the family to ask me questions about myself and the research.

I considered this important as I wanted the family to be as informed as possible about what they were being asked to participate in and why. I also felt I needed to build a relationship with the family so that we both felt comfortable in each others presence. Therefore, during interview they would be more at ease answering my questions.

The questions aimed to discover from where in Eastern Europe they had originated and their reasons for choosing to settle in the North East of England. I also wanted to give the family an outline of the research and to discuss possible dates and times for further interviews.

From this initial interview with the family, I concluded that they understood what was expected of them as research participants. Verbal consent was obtained from Mr and Mrs Nastase to enable both Tia and themselves to participate in the research. The Nastases understanding of English was good therefore I felt this was a sufficient and acceptable form of agreement to their participation in the research.

3.2 Why migrate to the UK?

Before I could explore whether the process of migration had made any impact on Tia, I felt it necessary to gather some background information from her parents as to why they chose to move to a new country. One of the first questions I asked the family was, 'Where in

Eastern Europe are you from?' followed by 'Why did you choose to live in the North East?'

Mr and Mrs Nastase spoke about their individual experiences of growing up in different Eastern European countries that, at the time, were communist states. They had been educated the 'communist way'. By this they meant that as young children everything they did had to be undertaken in a certain way through following the rules of their society at that time.

It was not until they were young adults that communism was replaced by capitalism in their countries. This meant considerable changes to their everyday lifestyle which allowed them freedom of movement to travel and explore other countries. After Mr and Mrs Nastase married, they settled in Mrs Nastase's home country. Mrs Nastase trained as a nurse and Mr Nastase joined the Merchant Navy.

Mr and Mrs Nastase spoke of how over the years, changes had occurred in their day to day living that they felt were not always for the best. For example, they believed there was a vast difference, in an economic sense, between rich and poor in their country in Eastern Europe.

They considered that many of their countrymen had become very wealthy and they were building large houses in the countryside that looked out of place. Mr and Mrs Nastase found this distasteful especially as they believed their country was still recovering not only from communism, but from many years under the rule of a dictator.

What Mr and Mrs Nastase perceived as the 'elitist rich', they told me, were living in the larger cities. They believed that those people who were in between the very rich and very poor (i.e. the working classes) were being forgotten. Those people who lived off the land, 'the peasants' were being given a 'raw deal'. (NF/1, L7). The Nastases perceived the people building the big houses as an underclass. Mr

and Mrs Nastase considered that these people gained money illegally and they termed them as 'immoral.'

Mr and Mrs Nastase explained that in their country in Eastern Europe if you were born a peasant, you stayed a peasant and there was no possibility of change. Mr and Mrs Nastase did not agree with this and thought the government were doing nothing to help 'the peasants'. They believed a person should be allowed to improve themselves to enrich and enhance their economic status within a society.

Therefore the Nastases both agreed that the UK could offer them a more balanced and most importantly to them, a more honest way of living and furthermore it was a chance for Tia to be educated in the UK. The Nastases told me they are happy to return to their country in Eastern Europe to visit family and friends but they now consider the UK their home.

As a fully qualified Eastern European nurse, Mrs Nastase had seen an advert in her town's local paper, outlining job opportunities for qualified nurses in the North East of England. Mrs Nastase discussed this, initially with Mr Nastase and then with Tia. Together the family considered the option of moving abroad and how changes within the family would need to be made if Mrs Nastase's application was successful.

From the onset, Tia was involved in all discussions as any potential changes would have a direct impact on her life. The job contract was for one year and Mrs Nastase applied on the understanding that she would move to the UK and if she liked the job and could secure a permanent contract, would send for her husband and then Tia.

Due to Mr Nastase's job it was usual for him to be away from home for months at a time. He, therefore, would not be able to look after Tia. The family agreed that Tia would stay with her grandmother, in their house, in Eastern Europe until things became more settled in the UK.

The family agreed this was the best way to proceed as there was no guarantee Mrs Nastase would like her job or be offered a permanent position. Mr and Mrs Nastase were not ready to give up their apartment and wanted the least disruption for Tia:

> 'We lived near the Black Sea... we were happy but when an opportunity to work in the UK... well we talked about it and so I applied for the job. It was a challenge. I came here first and Tia had to stay with her grandmother... it was hard for all of us. I became a person present and settled so Nicolai and Tia could eventually move over.' (NF/2, L2)

During the interview the family spoke of how they experienced migration both from an individual point of view and of how they felt it impacted on them as a family unit. Tia was more than happy to stay with her grandmother whom she said she 'loved and respected' a great deal. Tia reflected on how she missed her parents especially when it was Mother's Day,

> ' ...the teachers used to get us to write the mothers' cards and that. The mums would come in and like get them, but I didn't have a mum to give her a card...'
> (TN/2, L856)

Tia saw her mother twice in the two years it took for Mrs Nastase to settle in the UK. One of these was during a brief visit to the North East. Tia recalled her father collecting her from her grandmother's house and driving through Europe for three days before arriving at their destination.

Tia said she did not get to see anything in the North East as she was so pleased to be with both her parents that she never wanted to leave their side. After a very short break it was time to return Tia to her grandmother and a further three days travel back to Eastern

Europe ensued. The second time Tia saw her mother was when the family was packing up to leave their country and move to the UK. Mrs Nastase commented,

> 'I was 11 months on my own before Nicolai joined me. I had to get on with it...We all had to get on with it... It was for all of us. We wanted a better life... but I was scared.' (NF/2, L5)

Tia was asked how she felt when she knew she was finally coming to live in England:

> 'I felt excited……..I was going to leave my friends behind and my family and my cousins. It felt bad but when I came here I was very happy, it was something new and I'd just make a start on it and it would get better and better.' (TN/1, 36-37)

Tia was asked what she felt, at that time, was going to be the most important thing about moving to another country. Tia's response was full of hope,

> 'what do you mean like after being with my mam and dad? I wanted to make new friends, to hang out with my friends. I wanted them to like me.' (NF/1, L11)

3.3 Summary

This chapter offers some explanation as to why the Nastases took the decision to migrate to the UK. What they hoped to achieve as a family and on a personal level, what Tia hoped to achieve was also highlighted.

The next chapter explores the findings and offers my interpretation of the transcribed data in answering the research questions. Furthermore the chapter will detail how constructivist grounded theory analysis supported the development of Tia's acculturation model.

Chapter 4 - Findings

4.1 Introduction

The main aim of the research was to explore the acculturation of Tia Nastase, who migrated to the UK in 2008 from Eastern Europe. Through analysis of the interview transcripts by applying constructivist grounded theory, my aim was to explore Tia's new life in the North East of England and to consider what contributed to the acculturation process i.e. Tia feeling a part of her new society (fitting in).

My primary research question, 'What features contribute to the development of Tia's acculturation? was explored through the perspectives of Tia, her parents and head teacher and encompassed the following secondary questions:

- How does Tia 'fit in' to her new culture?
- How do Tia's new teachers and friends help in the development of her English language skills?
- How does Tia's family support her?
- How does Tia's new identity develop?

The chapter begins with an overview of how the transcripts were analysed using constructivist grounded theory and introduces Tia's acculturation model. The chapter then moves on to explore the secondary questions using the narratives from the interview transcripts. Quotes from the transcripts are included throughout this chapter and an extract from each of the transcripts is included in the Appendices (see appendix 2 and 10-14).

4.2 Analysing the transcripts

In the Methodology section (Chapter 2), I have outlined how constructivist grounded theory can be applied to data to interpret meaning. From a relativist epistemological standpoint it acknowledges the social constructions of both the researcher and participant and considers how this impacts on how they make sense of their world.

As part of constructivist grounded theory process it was necessary to be aware that my interpretation of the transcripts was influenced, not only by the new knowledge I had acquired of the family's experience of migration, but by my own personal knowledge of migration.

The process of data collection and constructivist grounded theory analysis: adapted from Charmaz 2006

```
                    ┌─────────────────────────────┐
                    │ Compile preliminary questions │
                    └─────────────────────────────┘
                                  │
                    ┌─────────────────────────────┐      ┌──────────────┐
                    │   Initial meeting with family │─────▶│  Additional  │
                    └─────────────────────────────┘      │  questions   │
                                  │                       └──────────────┘
                    ┌─────────────────────────────┐
                    │   Semi-structured interviews  │
                    │      (Data Collection)        │
                    └─────────────────────────────┘
                                  │
        ┌──────────────────┬──────────────┬──────────────────┐
   ┌──────────────┐   ┌──────────┐   ┌──────────────┐
   │ Mr & Mrs     │   │   Tia    │   │ Head Teacher │
   │ Nastase      │   │          │   │              │
   └──────────────┘   └──────────┘   └──────────────┘
                                  │
                    ┌─────────────────────────────┐
                    │      Analysis of data         │
                    │ Contructivist Grounded Theory │
                    └─────────────────────────────┘
                                  │
                    ┌─────────────────────────────┐
                    │   Initial transcript analysis │
                    └─────────────────────────────┘
   ┌──────────────┐   ┌─────────────────────────────┐   ┌──────────────┐
   │ Categories   │◀──│       Level 1 Coding          │──▶│ Initial memos│
   │ considered   │   └─────────────────────────────┘   └──────────────┘
   └──────────────┘
   ┌──────────────┐   ┌──────────────┐   ┌──────────────┐
   │ Level 2      │──▶│ Level 3      │──▶│ Focused      │
   │ Coding       │   │ Coding       │   │ Coding       │
   └──────────────┘   └──────────────┘   └──────────────┘
   ┌──────────────┐   ┌──────────────┐   ┌──────────────┐
   │ Further memos│──▶│ Further memos│   │ Sorting memos│
   └──────────────┘   └──────────────┘   └──────────────┘
                    ┌──────────────┐           │
                    │ Theoretical  │           │
                    │ saturation   │           │
                    └──────────────┘   ┌──────────────┐
                    ┌──────────────┐   │ Categorising │
                    │ Construction │◀──└──────────────┘
                    │ of Accultur- │
                    │ ation Model/ │
                    │ Draft Theory │
                    └──────────────┘
                    ┌──────────────┐
                    │ Literature   │
                    │ review       │
                    └──────────────┘
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Fig.2 The process of data collection and constructivist grounded theory analysis: adapted from Charmaz (2006)

Fig. 2 indicates the process of collecting the data and subsequent analysis. As discussed on page 44, the first process of analysis, Level 1, 'open' coding, took place and inferences were made. These inferences were based on any similarities, statements, actions, assumptions I perceived as obvious to me. Table 1. below shows an example of the level 1 codes I assigned to Tia's transcripts.

Loss	Bullying
Comparison	Humour
Differences	Confidence
Holding on	Comfortable
Contentment	Fear
Knowledge of self	Support
Knowledge of own ability	Balance
Confusion	Panic
Compliance	Threat
Expectation	Happy
Perception	Emotion
Assumption	Excitement
Feeling sad	Awareness
Communication	Prejudice

Table 1. Level 1 codes for Tia

Each of the interviewee's transcripts was open coded separately (see Appendix 4-6). This gave me the opportunity to interpret the narratives of the interviewees. I found open coding a useful process to develop categories within the transcripts. It also enabled me to reflect as to why I interpreted a particular part of the transcript in a particular way. For example, I had given the code 'expectation' in the level 1 codes of Tia, her parents and her Head teacher.

I revisited each of the transcripts to question why I had chosen this code and then looked at the transcripts together to ensure that I considered 'expectation' was relevant. Although it was a time consuming activity I found it necessary to constantly question and explore my reasoning behind why I was choosing a particular code. However I chose not to have a structured model of questioning during the coding process as I wanted to leave it open to my interpretation as whether any patterns in the codes emerged. I considered this was more appropriate to a constructivist approach.

As highlighted in Fig.2, memos were developed early on in the analysis and continued throughout the analytic process. During level 1 analysis, I developed a memo for the code 'expectation' and was then able to further explore this code (see Table 2). In this memo for example, for Tia 'expectation' addressed how I thought she first felt when she arrived in the UK. Whilst, for her parents, 'expectation' was what her mother considered when she looked at her earning potential

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in the UK. 'Expectation' by Tia's Head teacher acknowledged Tia's academic ability.

Memos allowed me to carefully consider what was, from my interpretation, being said in the transcripts and also to make links from this. Looking at these links helped me to move on to the next level of analysis. Each of the memos was revisited throughout the analysis and was continually being changed and/or adapted. Once again I did not follow a particular model of questioning but just allowed my train of thought to come to the fore.

Memo - *Expectation: Currently reading through the transcripts and identifying Level 1 codes line by line. Issue- regarding choosing particular codes and placing them in a structure for Level 2 coding. These decisions although time consuming must be explained as I have constantly questioned myself and explored my reasoning behind certain decisions. Example- Level 1 code 'expectation'- is ambiguous as it means different things for different interviewees: (a) Tia had explained how bad she felt leaving her family and friends in Eastern Europe however she then made it sound like something positive would take place instead, "It felt bad but when I came here I was very happy, it was something new and I'd just make a start on it and it would get better and better." (TN/1, L36)*

(b) Expectation held a different meaning for Mrs Nastase as she believed her qualifications would help to increase her income, "I had the qualifications and knew I could earn more money in England than what I was earning in Eastern Europe."(NF/2, L2)

(c) Tia's school have expectations for her. Tia's Head teacher illustrated this, "Tia is a very able student. She will do well." (HT/1, L 33)

All of this is positive- in line with relativist epistemological standpoint however I need to interpret and find the 'best fit' to group

	L1 codes	*What does this mean?*	*Are there any links here?*
Tia	*Expectation*	*Excitement, assumptions, worry, hope*	*self belief*
Mr/Mrs Nastase	*Expectation*	*Ambition, Value, Hope, Difference*	*considered the impact of migration*
Headteacher	*Expectation*	*Ambition/aspirations school support*	*belief in Tia*

Table. 2 Memo 'Expectation'

Level 2 coding was completed in very much the same way as level 1 coding (see Appendix 7-9). It allowed me to reduce the large amount

of data into a manageable size by rereading through the transcripts and looking for whether there were codes with similar or the same meaning. It built on the links I had made in the level 1 coding process. In the example above of 'expectation', Tia was assigned a level 2 coding of '*self-belief*', because I considered Tia's expectation came from the belief she had in herself and from the confidence she had.

Tia's parents were assigned a level 2 code of '*close consideration of the impact migration would have on the family*'. This was chosen because from my perspective Mr and Mrs Nastase had considered in great detail, what they deemed were both the positive and negative aspects of migrating for each of them before they committed themselves to it. Tia's head teacher was assigned a level 2 code of '*belief in Tia's abilities*' because he had been very impressed with Tia's motivation to learn and self awareness of where she considered she was at academically, during her school interview prior to her being offered a place at the school. Checking the coding was repeated throughout the level 2 codes. I questioned, checked with the transcript and further questioned why a code had been chosen.

After I had completed the level 2 coding process I then moved onto level 3 coding. Level 3 coding was a process to cross reference the codes to ensure clarity (see Appendix 7-9). Although level 3 codes were a precursor to the focused codes, it was useful at this point in the analysis to 'sort' the memos in order to refine and compare the categories that were beginning to emerge from the data. This enabled me to consider what focused codes would best be applied to the data from hereon. For example, I noted that I had coded the word *opportunities* in Tia's, her parents and the Head teacher's Level 3 analysis. However, *opportunities* meant different things to each of them. I checked this by re reading through the transcripts and extracting from the narratives what I considered each of the interviewees were saying.

Table 3. below shows an extract from a memo explaining how I overcame this issue in the coding process:

Memo- *Opportunities: I have noted that I had given the code 'opportunities' in Tia's, her parents and the Head teacher's analysis.*

However, opportunities mean different things to each of them. In accordance with a relativist position and the notion of multiple realities Tia, her parents and her head teacher all have different interpretation of opportunities.

For Tia it means the chance to get a good education, to travel and see and experience new things. For her parents it means they could have a new and prosperous new life. However, for the Head teacher it means a challenge for the school in meeting the academic needs of all their migrant pupils.

In order to acknowledge what each is saying, I will select the focused code of Hope as I believe hope encompasses the varying viewpoints of these particular narratives.

Table 3. Memo - 'Opportunities'

I continued with focused coding throughout each of the transcripts and noted that four main categories were starting to emerge as I was doing this. These categories helped me to link the data as I noticed that I had applied each of them in all three transcripts.

It was the links between the codes and the memos that initially produced the categories that helped to form the basis of my grounded theory; 'The development of Tia's acculturation is characterised by four 'interconnecting factors' of hope, belonging, values and respect'. Tia's acculturation model also considers the four 'key influences' of family relationships, identity, education, peer relationships and friendships (which stem from the secondary research questions), and are linked to the four 'interconnecting factors'.

I use the term 'interconnecting' to describe the four factors of hope, belonging, respect and values as I consider they are interrelated and linked within Tia's acculturation model. Whist individually they each have an important part to play in the development of Tia's acculturation, collectively they have an impact on her acculturation.

To emphasise the explicit links to the terms used in Tia's acculturation model I have applied inverted commas to 'interconnecting factors' and 'key influences' throughout the remainder of this thesis.

4.3 Tia's acculturation model
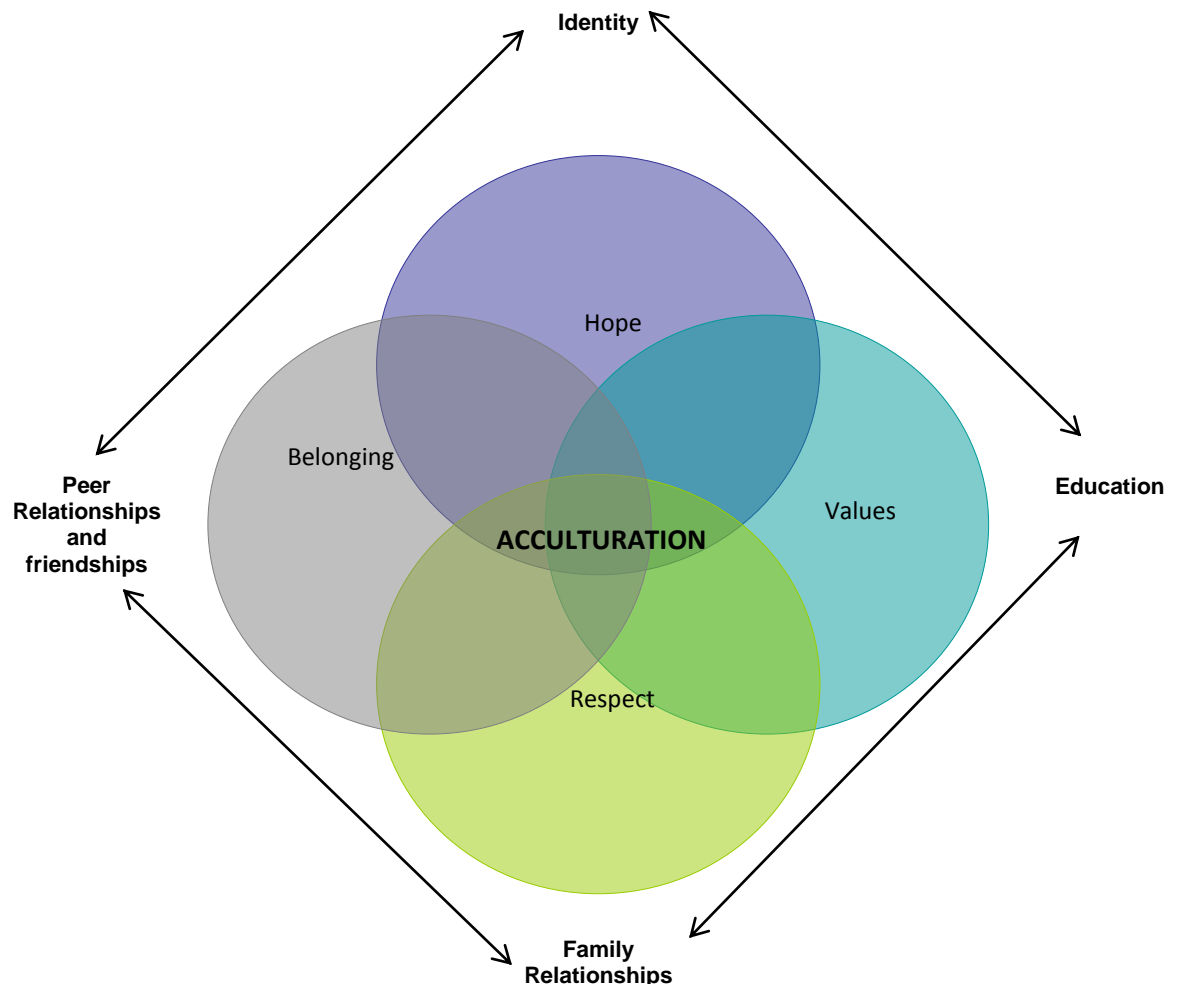
Fig 3. <u>Tia's Acculturation Model</u>

Tia's acculturation model (fig. 3) acts as a framework for, what in my view, is the development of Tia's acculturation. This model outlines the relationship between the secondary research questions ('key influences') and the outcomes of grounded theory analysis ('interconnecting factors').

Appendix 3 outlines the process of research and interview question development which lead to the identification of the 'interconnecting factors' and 'key influences' in Tia's acculturation model.

As previously stated throughout this thesis, the development of the primary research question stemmed from my assumptions of migration. From this I developed the secondary questions. The four 'key influences' of education, identity, peer relationships, friendships and family relationships were researcher driven and developed from the secondary research questions as in my view the four 'key influences' are deemed most constant and relevant in Tia's new life in the UK.

Following grounded theory analysis the 'interconnecting factors' emerged from the coding and provided a more explicit framework to discuss the acculturation process for Tia. Furthermore, I considered that each of the 'key influences' is linked to the four 'interconnecting factors' of hope, respect, values and belonging and vice versa. Collectively, they helped to shape Tia's acculturation experience.

The arrows on Tia's acculturation model link the four 'key influences' which then may impact on one or more of the 'interconnecting factors'. The overlapping inner circles of Tia's acculturation model are interlinked as all four of the 'interconnecting factors' need to be present to commence and sustain the acculturation process. Furthermore, the 'interconnecting factors' must reflect a positive experience in order for Tia's acculturation to continue.

For example, if Tia's attitude towards her education was considered negative, any future hopes and aspirations may be affected; any respect would be lacking for the UK education system and her values as a teenager in the UK may also be negative; thus, hindering the acculturation process.

4.4 Analysis of the secondary research questions

As stated on page 4, the secondary questions developed from the personal assumptions I hold about migration and are linked to the primary research question, 'What features contribute to the development of Tia's acculturation?' The questions were explored through the perspectives of Tia, her parents and head teacher. The

basis of the secondary questions developed the 'key influences' in Tia's acculturation model.

Each of the secondary questions will be analysed in this chapter. It must be acknowledged that my own interpretation of the transcriptions will have inevitably influenced the analytical stage of this research as in keeping with the constructivist grounded theory process.

Semi structured interview schedules were used to guide conversations thus allowing an exploratory and flexible approach. In accordance with this interactive process and my method of analysis the data itself and resulting theory could be seen as having little direct resemblance to the questions asked during interview.

As previously mentioned in Chapter 2, I devised a simple coding scheme to enable me to source quotes from the participants. The code is organised by interviewee's initials/interview number and line number (e.g. NF/ 3, L24 – Nastase Family/Interview 3, Line 24). TN is the code for Tia and HT is the code for her Head Teacher.

Quotes from the participants are included throughout each section and link to appendix 2 and 10-14. Furthermore, to link the secondary research questions to some of the questions asked at interview the code SQ and a number 1-4 is highlighted in green in each of the transcript extracts in Appendices 10-14. For example, SQ1 relates to Secondary Question 1 – 'How does Tia fit in to her new culture?' and so on. Consideration of how each of the secondary research questions link to the 'interconnecting factors' and 'key influences' will be highlighted at the end of each section.

4.4.1 How does a child from Eastern Europe 'fit in' to their new culture?

When I asked Tia to tell me about her first day in her new school, Tia spoke about the pupils asking her lots of questions that she could not

understand nor answer them as she could only say a few words of English,

> 'I didn't know a lot of English and the only things I could say were 'hello' and 'my name is' and I live there' (TN/1, L45-46)

The transcript highlighted how daunting her first day in an English school was for Tia. So much so that this was having a physical effect on her and she felt quite ill. I consider this response was very natural for a child going into an unfamiliar environment. However for Tia this was compounded by the fact that she did not speak English. Tia said she did not know how to make herself understood and thought that if the teaching staff in the classroom thought she was ill they would contact her parents. She hoped someone would come and pick her up. Her teachers did make the assumption she was ill and Mr Nastase soon arrived at the school to take her home.

> 'ah it was terrible, actually I ran. I was trying to run away from the school. I was trying to show them [the teacher] that I don't feel well. They sent me to the head teacher and they rang my dad telling him he needed to pick me up.' (TN/1, L118 - 120)

At this moment Tia hoped she would not have to go back to school but her parents informed her she had to go back the next day. Tia was hopeful that she would learn to enjoy her lessons and she was very hopeful she would learn to speak English and make friends.

At the start of her schooling in the UK Tia went through a lot of uncertainty and chaos. Tia felt uncomfortable but overcame her fears. Tia did this through perseverance and a sense of determination and longing to succeed. Tia commented that she had been focussed on attaining a high level of education as, 'I want to be a lawyer… it fascinates me' *(TN/2, L767).*

When some of her peers treated her unkindly Tia was not afraid to speak up. She had the confidence to speak to a teacher about this and to listen to what the adults in her life (teachers, parents) were telling her.   It appeared that fitting in for Tia meant she had friends. She was desperate to make new friends,

> 'I wanted to make new friends, to hang out with my friends. I wanted them to like me.' (NF/1, L11)

Furthermore, fitting in for Tia meant she was able to do the same things her friends and the other children in her class did.   She did not like it when she had to have support as she felt it made her stand out and look different.   Tia's parents encouraged her English language development and invited her translator to work with Tia after school. Tia's determination to not stand out from her peers was highlighted five months after she first began at her primary school. Tia had excelled in learning English. She did not experience any difficulties with learning the basics. Tia was starting to enjoy school, she was achieving.

For Tia, the early days of primary school in the UK were difficult but she was full of hope and determination to learn the English language and over the weeks and months she did make some new friends. Tia recalled how the children in her class helped her with her class work. Tia also recalled how she would watch what they were doing in lessons and then would copy them.

> 'in the primary school I had these lasses in my form and they were really kind to me and helped me a lot.' (TN/2, L711)

Having friends come round to her house and going out with them is important for Tia. Tia did not want to feel isolated; she enjoyed the company of her friends.   What is also important is sharing her friends with her parents. To feel a much greater sense of fitting in, it

was important for Tia to learn to speak like her friends, think like her friends and act like them,

> 'I like to hang out with my friends and do things together like shopping or just go for a walk around the streets.'
> (TN/2, L805)

School brought the hope of learning new things, making new friends and looking to the future. Tia said she hoped she would soon fit in and not feel different to the other pupils. More importantly fitting in meant she had friends.

In my view Tia has experienced a number of barriers to her learning. One of these barriers was her need to overcome the transition between primary school to secondary school. For some children this can be a period of significant adjustment. For others it can be an exciting time offering new opportunities, experiences and challenges.

Many children have fears and anxieties in relation to their future environment, different people they will meet and how they will fit in or cope. These fears remain despite some schools arranging transition visits and activities during the year to make this process as smooth and easy as possible.

For Tia, transition from Key Stage 2 to Key Stage 3 was an exciting time filled with apprehension and enthusiasm in equal amounts. Tia explained that for her it was the chance to attend another school and develop her learning further,

> 'I want to go to college and university and that….'
> (TN/2, L763)
> 'I was so focused at getting a higher level for English'
> (TN/1, L163)

There was a lot of work going on within her primary school focusing around the transition to secondary school. Even though this was considered a barrier to overcome, it was something her classmates were also experiencing and may have been something that helped to further develop friendships and enhance the feeling of fitting in.

During the primary to secondary transition, Tia became close to one of the pupils whom she had previously experienced difficulties with. Tia said that she and the pupil found something in common i.e. they were going to the same secondary school. Tia said she felt no hard feelings against this pupil and to this day whilst they are not 'best friends', they are on good speaking terms at school. Transition may have been a barrier but it helped Tia to 'fit in' as it was a common experience shared with all of her classmates.

Another barrier to learning, I believe, was the need for Tia to develop her spoken and written English as well as her understanding of the English language. Once this was achieved she set her sights on her own values and standards. This is evident in her response to what she perceived was a poor Maths score. Tia had previously excelled in Maths whilst at school in Eastern Europe. She now wanted to do the same in her English school and maintain those standards,

> 'I felt so disappointed cos I think I'm good at Maths'
> (TN/1, L163)

Tia was insightful as she attributed this Maths score to the fact that she was,

> 'so focused at getting a higher level for English, you fail
> the rest, the Maths, the Science' (TN/1, L164)

Tia's understanding of English as well as her written and spoken English was showing considerable improvement. It appeared her sense of fitting in was increasing and she was making friends which pleased her,

> 'I spent a lot of time with my friends from my primary and I was going out with them and spending time with them. They would tell me the names of different things. They helped me a lot.'(TN/1, L134)

It seemed a clear link was formed by Tia between an understanding of the English language and the ability to form positive relationships with peers.

Throughout the interviews, Tia was not afraid to attempt new words or ask the meaning of them. This highlights that her improving language skills are part of an on-going process and she is eager to learn more and more. In response to the question, 'Why do you want be a lawyer?' 'It fascin…..How do you say that word? It fascinates me. Did I get that right?' (TN/2, L767). Whilst on the subject of food, 'I liked (unintelligible word) food [Do you mean, foreign?] Yeah foreign- is that how you say it?' (TN/2, L834)

When Tia began secondary school she experienced negative comments about her ethnicity when a small group of pupils began making remarks to her about where she was from,

> Researcher (R): 'what sort of things do they say to you?'
> Tia: ' that **Eastern European bitch.'
> R: 'did they ever use the word 'migrant'?'
> Tia: 'No'
> R: 'but they were just saying, ' **Eastern European bitch'?'
> Tia: ' Yeh'
> (TN/2, L732-742)

Tia commented that she had not personally experienced this type of behaviour before. She explained that in her school in Eastern Europe children would call each other names but it was different to what she was experiencing in the UK.

In the UK Tia found that some of her peers could become quite nasty and this upset Tia,

> 'they just called me nasty names just cos I was different
> or they didn't like me or they just thought that I can't
> answer them back or I can't do it myself cos I'm different
> and I'm not like them.' (TN/1, L 724- 725)

Tia was encouraged by her parents to inform her form tutor. Tia did so and her teachers were able to stop the negative behaviours exhibited by these pupils. Tia's teachers supported her in coping with this experience and Tia welcomed this.

Whilst she was still living in Eastern Europe, the idea of migrating to the United Kingdom (UK) appeared to be an exciting concept for Tia. Tia hoped she would have lots of new things to learn, see and do once she moved to the UK. She was full of hope and expectation,

> 'I felt excited …it was something new and I'd just make a
> start on it.I was very happy.' (TN/1, L37)

In reality migration initially brought with it a sense of loss in that she did not get to see her parents for months at a time,

> 'I lived with my Gran for a period of time… We had
> assemblies in school and like a class party or something
> and people like thought, the mothers day, the teachers
> used to get us to write the mothers cards and that. The
> mums would come in and like get them but I didn't have
> a mum to give her a card.' (TN/ 2, L 856)

In the initial stages of the migration experience, Tia was separated from the family unit that she was used to. It appears that Tia never lost hope that the family would be reunited even though there were times when she thought it would never happen,

> 'I was used to my dad being away for months at a time
> but my mum…that was a long time.' (TN/2, L902-903)

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Information from the transcripts concerning how Tia 'fitted in' to her new environment encompassed the four 'key influences' on Tia's acculturation model (see fig. 3) :

- Peer relationships and friendships
- Adapting to school environment (Education)
- Adopting the spoken language (Identity)
- Retaining hopes and aspirations (Family)

The 'key influences' helped to shape the four 'interconnecting factors' from the model. For example, for Tia positive peer relationships brought with it a sense of belonging (fitting in), a sense of hope (that school life would be good), mutual respect and self value as a member of school society. Similarly Tia's identity was affected by her spoken language choices which contributed to her respect and values for the new culture, giving hope for acceptance and belonging within her peer group and wider society.

The next section will look primarily as to how both Tia's primary and secondary schools and her new friendships have contributed towards her acculturation process, with a particular focus on her learning the English language.

4.4.2 How do Tia's new teachers and friends help in the development of her English language skills?

Tia entered the UK education system during Year 6,

> 'it was January. Beginning of January or beginning of February I can't remember' (TN/1, L154)

Therefore she had no more than 6 months of primary school education before moving to secondary school,

> 'I remember in my primary school my form tutor bought me a dictionary, not a dictionary but something for vocabulary that they use in mass and how do you say "hello" and "good morning" and all that stuff and it had a translation in [EE country] and it just felt really good. I didn't think they'd do that…' T/N1, L195-197)

Tia's comment highlights a positive memory of her early school days in the UK and her pleasant surprise at the introduction of the 'dictionary'. It is unclear whether this dictionary was school policy for children whose English is an additional language or a kind gesture from Tia's form tutor. Nevertheless, this gesture was appreciated by Tia and was used as a tool to help her to support her English language development.

Tia had heard about the Standard Attainment Tests (SATs) from her peers and from the content of the lessons at school. The teachers at her primary school said she did not have to sit the tests but Tia said she wanted to try. This highlights Tia's determination to fit in,

> 'the head teacher didn't want me to do them but I thought I'd have a go at them and then I didn't do so well in them because I was so upset cos when I got the results I did really bad in Maths cos I am usually very good in Maths…. But they let me do them – that was good.' (TN/1, L159-160)

After less than five months of learning English, Tia achieved level 3 for Maths and Science and level 4 for English. I commented to Tia that considering she had only been learning English for such a short time I felt she had done really well. Tia's response,

> 'yes, the teacher's said I had done well. But I know I could do better especially in Maths. Maths is my best subject.' (TN/1, L171)

From my perspective, sitting her SATs examinations were Tia's way of 'fitting in' and being like her classmates. Tia found she had something in common with them. She could talk with them about the SATs tests and was beginning to feel a sense of belonging.

Despite the Head Teacher's initial reluctance to allow Tia to sit her SATS tests, his decision empowered her in her own education and let her voice be heard. This is evidence of how the school was willing to show support to Tia.

At times when Tia was experiencing negative peer issues the teachers and her parents supported her through this difficult time by allowing her to talk through what was happening and how she was feeling. Her primary school also addressed any issues with Tia and with the pupils in question. Tia said she felt pleased with the way the staff at her primary school had handled these difficulties as some of the pupils then befriended her.

Her parents were initially a little concerned but had faith in the teaching staff and respected their judgment. This may have been due to the Nastases' experience of teachers in the Eastern European education system which was very different,

> 'very strict and still very strict. I don't like it. The teachers are very strict and nasty and this had an impact on the children. They would be nasty' (NF/2, L10)

In reference to Tia's primary school in the UK, Mrs Nastase also states that,

> 'when she [Tia] was at primary school……the teachers were very good and encouraged us to come in and talk to them' (NF/2, L10)

It appears that the Nastases' experience of the attitude of teachers in the UK compared to Eastern Europe were very different.

The Nastases seemed to respect and appreciate the efforts of Tia's teachers in the UK and as such, have fully supported them at both primary and secondary levels. Tia is also aware of the impact of her teachers. They supported Tia in getting through this difficult time and helped her to put things into perspective and to positively move forward,

> 'they (teachers) are just there for me every time I need them and they just like tried to make me feel welcome and try and make me feel better.' (TN/1, L195)

This is what I consider is an example of how the school encouraged positive mental health for Tia and boosted her self esteem. Although Tia may not have felt comfortable when negative peer comments were taking place, through the support of her teachers and of Tia knowing the support was available, she was helped to move on.

It became apparent in the interview with Tia's secondary school Head Teacher that the school does not have many pupils on roll who, like Tia, speak English as an additional language (EAL),

> 'there are only 5 pupils with EAL on roll'(HT/1, L1)

The Head Teacher was keen to offer some information about how the school works to integrate EAL pupils into school life. For example, a buddy system was one way the school tried to help EAL pupils feel part of the school community,

> as I said earlier, school also uses a buddy system amongst pupils. It also helps the children to make friends – an important part of fitting in. Children like to be liked by other children. We pride ourselves in having a caring school. Staff get to know the children and the children are encouraged to speak to an adult if they have a problem.' (HT/1, L48-52)

A worthwhile system, but one that is used seemingly for all students to ensure they are settled in a school that 'respects and values its pupils' (school ethos). In relation to EAL students, it places onus again on fellow students and not teachers or an implemented school system to ensure such a student feels valued and comfortable within the school environment.

Secondly, if an EAL student has little or no knowledge of English, how would their 'buddy', presumably without any knowledge of another language, be able to offer the support and companionship required for this role?

The school makes good use of agency support, in particular the Ethnic Minority Team and the Translator service, both of whom were referred to in a positive light by the Head Teacher,

> 'everyone then works together to ensure positive
> outcomes for the child' (HT/1, L12)

The use of a translator was mentioned in the interview with all participants,

> 'once Tia got to school in the UK she, well the school
> had a translator- that was useful' (NF/2, L36)

Ilaria, the translator, initially supported Tia at primary school. Tia was adamant that she did not need Ilaria's help at secondary school. In my view, this suggested:

- Tia's confidence of her own ability.
- Tia possibly realising that she could learn the language with the help of her friends.
- The school's willingness to give Tia a say in her own education.
- The school's increasing knowledge of Tia's intelligence and attitude to learning.

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Tia's reasons for not requiring a translator were,

> 'I just said that I still have time to learn English and I felt
> that I didn't need a tutor [Translator] no more. I felt I
> could do this myself. I just thought I could cope with it'
> (TN/1, L290-292)

This portrays a more relaxed view and Tia's awareness of her own competence.

A second example of how the school works to integrate EAL pupils was through the collaboration between teachers and teaching assistants,

> 'the teacher and teaching assistants plan together to
> ensure the EAL children are included and so pitch the
> work at the level of the child' (HT/1, L3)

The progression Tia has made in her UK education is clear. From the panic she felt on her first day, 'I just gestured. I was trying to show them that I don't feel well' (TN/1, L118), to turning down the use of a translator, 'I felt I could do it myself' (TN/1, 291). Tia has come a long way.

It is important to note that despite not having a sufficient amount of time to complete more than one interview with the Head Teacher, the transcript of my meeting with the Head did alert me to two key points regarding the school's role in Tia's acculturation process:

1.Tia's school had very few EAL pupils - 'There are only 5 pupils with EAL on roll' (HT/1, L1). With around 700 pupils on roll at the school, it raises the question of how prepared and knowledgeable the school is about making provisions for EAL pupils.

2. The Head Teacher was open to new suggestions and methods in improving knowledge and practice in this field: in response to the question, 'Has the school ever undertaken an audit of languages

spoken amongst the staff?   The Head Teacher responded, 'No... good idea though! Tell me what they did at your school?' The Head Teacher also showed a willingness to accommodate parental requests regarding printing school newsletters in other languages. The implications of these points will be addressed in more detail on page 148.

With reference to Tia's acculturation model (see fig. 3) the question, 'Since arriving in the UK, how have Tia's new teachers and friends supported her in learning English?' can be clearly linked to the 'interconnecting factors' of belonging, hope, respect and values. Together they clearly impact on 'key influences' of peer relationships, friendships and education.

One example here was the level of support she received from the teachers regarding peer issues. This gave Tia a sense of security and hope in that the issues would be solved and she could become an integral member of the school community (belonging) and aspire to reach her academic potential.

Apart from the introduction of the 'dictionary' at primary school, it is apparent from the transcripts that Tia did receive support from teachers, but not explicit support in developing her language skills. Instead, the teachers offered emotional support and encouragement which I consider was appreciated and welcomed by both Tia and her parents. Moreover, I would suggest that it was her interaction with peers and confidence in her own ability which enabled Tia to want to quickly learn the English language.

From my perspective Tia respected and valued her teachers and her increasing knowledge and development of the English language gave her hope and helped her to feel a sense of belonging. All of this encouraged the commencement of the acculturation process.

The next section will explore the influence and role played by Tia's family in supporting her acculturation.

4.4.3 How does Tia's family support her?

Tia appears to have considerable respect for herself as well as for other people. Tia explained to me that she loves and respects her parents very much and understands that they want her to experience as much as possible in her life. As her father states, *'Now she has a lot more opportunities to do what she wants' (*NF3, L2*)*. The respect she has for her parents is not only visible on meeting them as a family but in Tia's non-confrontational and compliant behaviour when they prohibit certain aspects of her social life,

> *'* if we tell Tia to be in by a certain time, she has to do as we say…we like to take her and pick her up and she is ok with this' (*Tia nods in agreement*) NF/2, L44

Robila (2010) considers that one of the cultural values that parents from Eastern Europe have is to bring up respectful and compliant children. Therefore it could be that Tia's parents would like this particular aspect of their culture to continue.

Tia says she feels loved and knows her parents want the best for her. She said she feels fortunate to have two parents who she loves very much. Tia says she is happy; she, 'loves them to bits' and, 'couldn't ask for better parents'. Tia values friendship, family and education. She embraces the opportunity she has been given and is making the most of it,

> 'its funny cos I love being with my mum and dad and my friends and how we have like hang out, how we [parents and friends] go out and mess around and laugh at silly things and laugh at everything and our jokes and craic [fun] is just the best.' (TN/2, L773-774)

She enjoys her parent's company and as a family they are experiencing lots of new things, not only within the local area where they live but further afield. They have written up a 'To do' list of

places to visit and Tia enjoys planning holidays and days out with them,

> 'we have been to Edinburgh and London. We have a list of things and places we want to see – there is a lot to do.' (NF/3, L611)

In my view Tia values the support she receives from her parents. Tia is an only child and her parents are able to give her a lot of their time when they can. Both parents are employed but they ensure that one of them is available to see her out to school and to ensure one of them is at home at the end of the school day.

Mr Nastase is hopeful that the respect and values he and his wife instil in Tia will enable her to get the most out of her life. He has concerns about what he considers are the many negative aspects of UK society that may influence his daughter. He is especially saddened by the lack of respect shown by some younger people and attributes some of that to his opinion that, 'British parents are not as strict as those in Eastern Europe'.

Tia's parents also played a role in helping Tia's adjustment at school. Tia appears to be settling in well in her secondary school and is achieving good grades. Her school has placed her in the Gifted and Able cohort in order to extend and promote her academic abilities in Maths and Languages. Tia appears to enjoy a challenge. Her education is a challenge and she has hopes for her future – she sees herself at university studying law. She hopes her parents will continue to feel proud of her.

Tia's parents are fully supportive of their daughter and have said they will support and encourage her in whatever she wants to do. They are very happy that Tia is receiving an 'English education' as this is something that is very highly thought of in the Eastern European country where they migrated from,

> 'education very good. Good universities. Tia will have a lot more opportunities here than in Eastern Europe'
> (NF/2, L22)
> "I want to be a lawyer' (TN/2, L763)

Whilst at secondary school Tia once again experienced difficulties in her peer relationships. A small group of pupils began to make offensive remarks to Tia about where she was from. Tia explained how she felt about this,

> 'it made me feel bad but my dad told me not to listen to what they said cos I know that they're wrong and they shouldn't like get to me cos it just means nothing cos people know….. They have nothing else to do at all so because they're mean and they don't like being nice. I don't talk to them, I don't answer them back I just leave them alone...' (TN/2, L742-744)

Tia was encouraged by her parents to inform her teachers at her new secondary school what was happening and once again the issues were quickly resolved. Tia felt well supported by the teachers and her friends on this issue and the pupils in question soon stopped the bullying.   Tia is aware that not everyone will like her but through the support of the adults in Tia's life she feels valued and respected.

Tia has made a lot of new friends who she enjoys spending time with both in and out of school. She is popular at school and enjoys participating in extra curricular activities. As mentioned earlier, friends are very important to Tia and she respects and values their friendship.

At times, the transcripts highlighted the uncertainty and instability that Tia experienced in her family life,

> 'I was used to not seeing him [her father]. I lived with my
> gran for a period of time' (TN/2, L832)
>
> 'the mums would come in and like get them but I didn't
> have a mum to give her a card (TN/2, L837)

However, the positive aspects her parents and her grandmother put on the impending move to the UK built up her confidence in seeing it through and helped her to understand that they would eventually be living as a family again. This was not done to make things appear better but, in my view, it was done out of love and respect for Tia,

> 'we had to think about Tia and how she might feel.'
> (NF/2, L9)

Her parents felt it was important to tell her what she needed to know and to not confuse her with unnecessary details. They believed this encouraged her to be hopeful.

Concern for their safety was a real issue for Mr and Mrs Nastase when they lived back in Eastern Europe. They commented that they needed to take care when out and about in the town where they lived in Eastern Europe. A perceived motivation for their move to the UK was for,

> 'a safer life. We didn't always feel safe where we used
> to live' (NF/2, L10)

As a result of moving to the UK, they now feel,

> 'more settled. Like I said, safer. We just felt
> uncomfortable living in our country'. (NF/2, L18)

Ultimately they view the UK as a safe country to live in.

I have identified throughout this section how supportive Tia's family have been to her. With regard to evidence of 'interconnecting factors'; mutual respect and values were consistently applied in the

Nastase household and have contributed towards the encouragement of Tia's hopes and aspirations. This has also supported Tia's feeling of belonging not only within her family but within school. Furthermore, in my view there has been evidence of all four 'key influences' from Tia's acculturation model (Fig 3.). The predominant 'key influence' has been family relationships. Through constant and consistent communication, emotional support and encouragement, Tia's parents have promoted and enhanced Tia's acculturation experience.

The final section explores how I consider Tia's identity is developing. Identity will be discussed in more detail in chapter 6 (2).

4.4.4 How does Tia's new identity develop?

Mr Nastase encourages Tia to speak in her birth language when she is at home. Tia said she is finding this is becoming more difficult because she is getting used to speaking and thinking, in English. However, the family's television is tuned in to their Eastern European country's broadcasting stations and Tia is encouraged to watch her favourite television programmes in her birth language,

> 'its pretty hard now cos I got used to talking English like most of the time so when I get home I sometimes talk English but then my dad doesn't like it so I sometimes say a few words in my birth language and the last one in English and he just goes mental with me. He bought me books in my birth language cos he thinks I'm going to forget how to talk in that language. He teaches me at home how to talk in my birth language and that and how to pronounce the words and that.' (TN/1, 499-502)

Mr Nastase explained the importance of Tia maintaining her birth language. Mr Nastase said it would make it easier for her to converse with her grandmother and other family members when they visit Eastern Europe as their extended family speaks very little or no English. Tia respects her father's wishes and also understands the

reasoning behind her father's reluctance to allow her to give up her birth language. Tia's mother has no doubt that the ability to speak more than one language has its benefits,

> 'I want her to be able to speak as many languages as possible – it will be good for her in the future.' (NF/2, L51)

Tia's contact with her friends in Eastern Europe appears another link to maintaining her relationship with her previous culture. Through contact on MSN, she converses with friends in her birth language. It is important to note however that Tia is struggling with this.

Tia's parents encourage her to discuss the negative and/or positive aspects of her day during evening mealtimes. This is a continuation of how the family used to talk and discuss matters when they lived in Eastern Europe and they are all keen for this continue,

> 'it gives us a chance to talk things through as a family. This is how we have always done it. It is important to all of us.' (NF/2, L52)

The family's need to retain their traditional cultural roots coupled with their wish to embrace UK culture, appears to have resulted in the co-existence of two very different cultures within one household. This suggestion lends itself to Berry's (1994) theory that acculturation is a multi-dimensional process where more than one cultural identity resides. This will explored further in Chapter 5 of the Literature Review.

The importance of cultural identity was evident in the transcripts of Tia's parents. I find this unsurprising as both Tia's mother and father were very keen that she respects and retains some of the cultural roots of her country of birth. However, Mr and Mrs Nastase also want Tia to enjoy her life in the UK and embrace all that the UK has to offer,

> 'we support what is happening in the country and want us all to be a part of it.' (NF/2, L19).

Mr Nastase's statement that, 'I was the teacher, my English was good' (NF/2, L23) implies that he supported Tia in learning the English language. As well as instilling respect for the UK culture he understood the necessity of speaking the English language fluently in order for the family to fully integrate into UK society.

Tia's choice of colloquialisms spoken in the interviews were, from my perspective, evidence of how she is beginning to feel a sense of belonging in her new culture, through the use of informal language,

> 'I can also get the English channels but I just can't be arsed' (TN/2, L905)
>
> 'I can't wait I'm buzzin'. My dad says he'll get me a car, Mum went mental with him' (TN/2, L571)
>
> 'The briefcases are mint' (TN/2, L892)

In my view Tia's use of colloquial language is an excellent example of how the development of her acculturation can be linked directly to the 'interconnecting factors' on the model of acculturation. Tia's need to belong is apparent here as she strives to talk in the same way as her peers. Her ability to converse in English language gives her an identity that can positively affect her peer relationships, education and family relationships. Furthermore, Tia's ongoing development in her ability to speak English (and colloquial English with her peers) will result in a heightened sense of belonging and respect for her new culture and an appreciation of its values.

4.5. Summary

There appeared to be a lot of changes taking place in Tia's life when she first moved to the UK. She not only had to get used to living back with her parents and the general day to day living that families do, but she also had to learn a language, make friends, get used to

the 'British' way, the 'North East' way and go to a new school. This was a time of transition and adjustment. For Tia this was a challenge and so far she appears to moving onwards and upwards. Through the support of her parents, her teachers and her peers, Tia is becoming acculturated. As my grounded theory states, Tia's acculturation process is characterised by four 'interconnecting factors' which are fundamental in shaping her migration experience.

The following chapter offers an explanation for the positioning of the literature review after the findings. The chapter then presents an outline of existing research and empirical findings, and considers gaps in the literature.

Chapter 5 – Literature Review (1)

5.1 Introduction

In keeping within the grounded theory paradigm I have chosen to include a literature review after the analysis of the data. Both traditional grounded theory methods, developed by Glaser and Strauss (1967) and the more contemporary constructivist grounded theory of Charmaz (2000), advocate the literature search should take place after the analysis of data. This is to ensure the researcher does not impose any of their views or previous knowledge on the findings of the research (Birks & Mills, 2011).

However, Charmaz (2006) argued that a focused review of the literature can strengthen a newly developed grounded theory and recommends the researcher begin with a critique of relevant studies, and then return to the literature to clarify ideas. I took Charmaz's approach and completed a preliminary review of the literature. This helped me to consider an appropriate design framework and research paradigm as well as supporting the explanation of key concepts used in the research (see Chapter 1). I was then able to explore the literature more fully after data analysis.

For ease of reading, the literature review will be presented in two chapters; Chapter 5 explores the psychology of migration, acculturation and family migration and Chapter 6 considers the literature in relation to Tia's acculturation model (see page 62).

Searches for this literature review were conducted from Newcastle University Library, library catalogue and databases; CSA Illumina; Education Databases; EBSCO; ERIC; e-Books; e-Journals; Google Scholar. Executed search terms were: migration, migrant, citizen, citizenship, Eastern Europe, Eastern European migrant, immigrant, immigration, psychological theories of migration/immigration, acculturation, assimilation, adolescence, identity, culture, identity development, sense of self, peer relationships, child identity development, adolescent identity development, ethnic identity,

education, achievement, family support, family relationships, values, hope, aspirations, respect, belonging.

A number of hand searches also took place: Educational Psychology in Practice, Educational and Child Psychology, Child & Family Law Quarterly, Educational Review, Journal of Ethnic & Migration Studies, Journal of Cross-Cultural Psychology, Journal of European Social Policy, Social Identities: Journal for the Study of Race, Nation and Culture.

The literature review process took me on a journey not only through psychological articles and literature that looked at migration, but through sociological, anthropological and historical literature, too. Whilst the amount of research conducted within the area of Eastern European migration to the UK has increased (Burrell, 2010), this is viewed mainly from an economic perspective and seeks to explain the benefits of migration by considering, for instance, an increase in the family's income. There appears to be very little current research that explores the acculturation process of an Eastern European migrant child.

Throughout the majority of the literature researched, the words migrant and immigrant were used interchangeably (Laczko, 2002; Raghurem, 2004; Khalid, 2007). However, Horevitz (2009) looks to address the different terminologies by offering Suarez-Orozco's (2003) explanation of 'immigrant' as someone who makes a permanent move to a host community. Whereas, 'migrant' is explained as someone who may move back and forth between his or her home community or host community (p.55). Based on these explanations I consider that both the terms migrant and immigrant are relevant to use in this study.

This chapter begins with a discussion of the psychological links with migration. I think it is important to note the contribution psychology can make to increase the understanding of the factors that might impact on an individual when they move to a different country.

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However, psychology's contribution is not always recognised and as Berry (2001) has commented, 'anthropology, demography, economics, political science and sociology have predominated… the study of immigration (migration) whereas psychology has lagged somewhat behind' (p.615).

The chapter then explores how the concept of acculturation has developed and then offers an overview of research into family migration within the European Union.

5.2 Psychology and Migration

'Psychology provides a theoretical perspective for the

analysis of human behaviour and the social environment

resulting from immigration' (Hernandez, 2009 p.713)

Researchers agree that the issue of immigration/migration has much relevance within psychology but it is still an under-researched area (Berry, 2001; Dovidio & Esses, 2001). Berry (2001) argues that psychology is an important factor in furthering knowledge of the process of immigration. He suggested a framework for understanding a 'psychology of immigration' (fig. 4) and considers how acculturation (acculturation is discussed in section 5.3) and intergroup relations may have a part to play in this.

Berry acknowledges that whilst there is a large amount of social psychological research within the concept of intergroup relations, he considers his framework of immigration attempts to define this further by taking into account the psychological and socio-cultural factors that occur when an individual (or group of individuals) migrate to another country. Furthermore, Berry suggests ethnic stereotyping, attitudes and prejudice can be explored with respect to both the receiving society and by migrating individuals through exploring how each of these systems may affect the process of acculturation.

Berry argues that the views of both groups, whom he terms 'dominant and non-dominant' (p.622) and, the viewpoint that cultural diversity is a

positive aspect of any society, should be taken into account. This, he considers, is a multicultural ideology thus implying that that all cultural groups should be allowed to maintain their culture (Berry, 2011) whilst simultaneously adopting the cultural expectations of their new society.
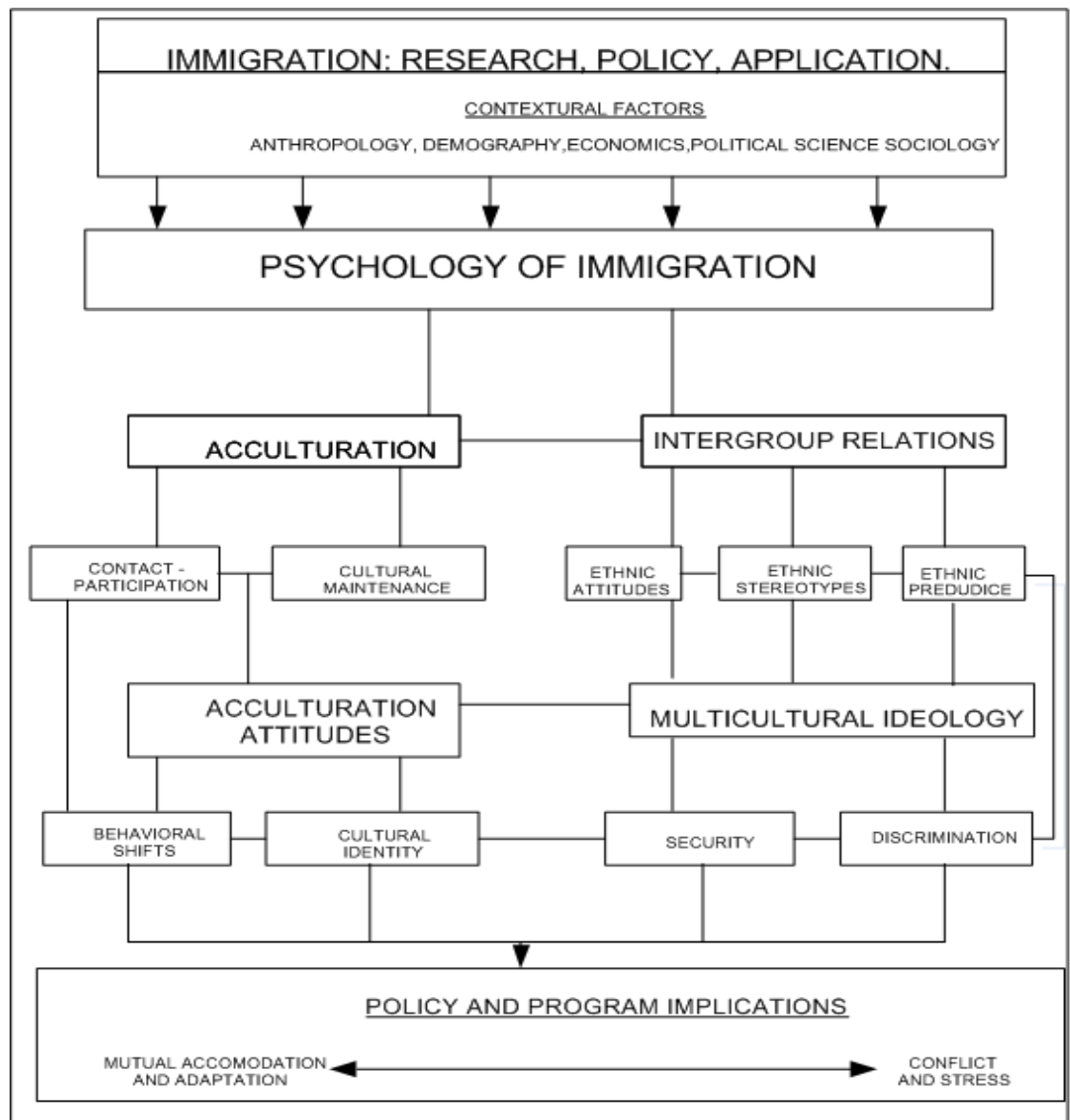

Fig. 4 - A framework for understanding the psychology of immigration (Berry, 2001)

Within Berry's framework (Fig.4) the relationship between intergroup relations and multicultural ideology presumes that diversity is shared and accommodated equally suggesting that intergroup contact, cultural maintenance and participation are valued.

I consider Berry's (2001) framework offers a useful explanation in respect of understanding the psychology of immigration. Furthermore, I regard his concept of a multicultural ideology is a positive way forward for a society and its individual members assuming that there is openness in valuing and adopting aspects of each other's culture. Whilst, in my view the onus on immigration in today's society is more about employing an economically viable workforce leading to a stable economy, the notion of positive intercultural relationships developing is an optimistic concept.

Allport's (1979) Intergroup Contact Theory suggests areas of intergroup cooperation, equal status, and authority support is required for positive intercultural interaction to take place. Amichai-Hamburger and McKenna (2006) argue that variation in language and contexts may prove problematic thus highlighting differences in status, however research by Harwood (2010) disputes this viewpoint, stating instead that when intergroup cooperation, equal status, and authority support are met they are more effective in shaping positive attitudes.

Hernandez (2009) extended Berry's framework of immigration and developed a conceptual map (see Fig. 5). This map considered the concepts of acculturative stress, cultural learning, attachment, and ethnic identity and focused on the role of the social environment and its impact on immigrant well-being.

Hernandez takes into account the process of sociocultural adaptation (how well the individual accepts and interacts within their new culture) and psychological adjustment (the individuals well being and ability to cope with stress) when considering psychological theories related to immigration. Hernandez also considers whether attachment theory is linked to any behavioural changes that might take place in the migrant individual.

Attachment theory (Bowlby, 1969, 1988) looks at the way a child develops an attachment bond with their caregivers during the first

years of life. Kimberlin, (2009) considers that the influence of early childhood experiences with the individual's primary caregiver may be used to explain the varying strategies used by migrants in interacting with the dominant host culture. This is an interesting viewpoint which raises the question as to whether attachment theory could also be considered when explaining the attitudes of a host country's society toward migrants.
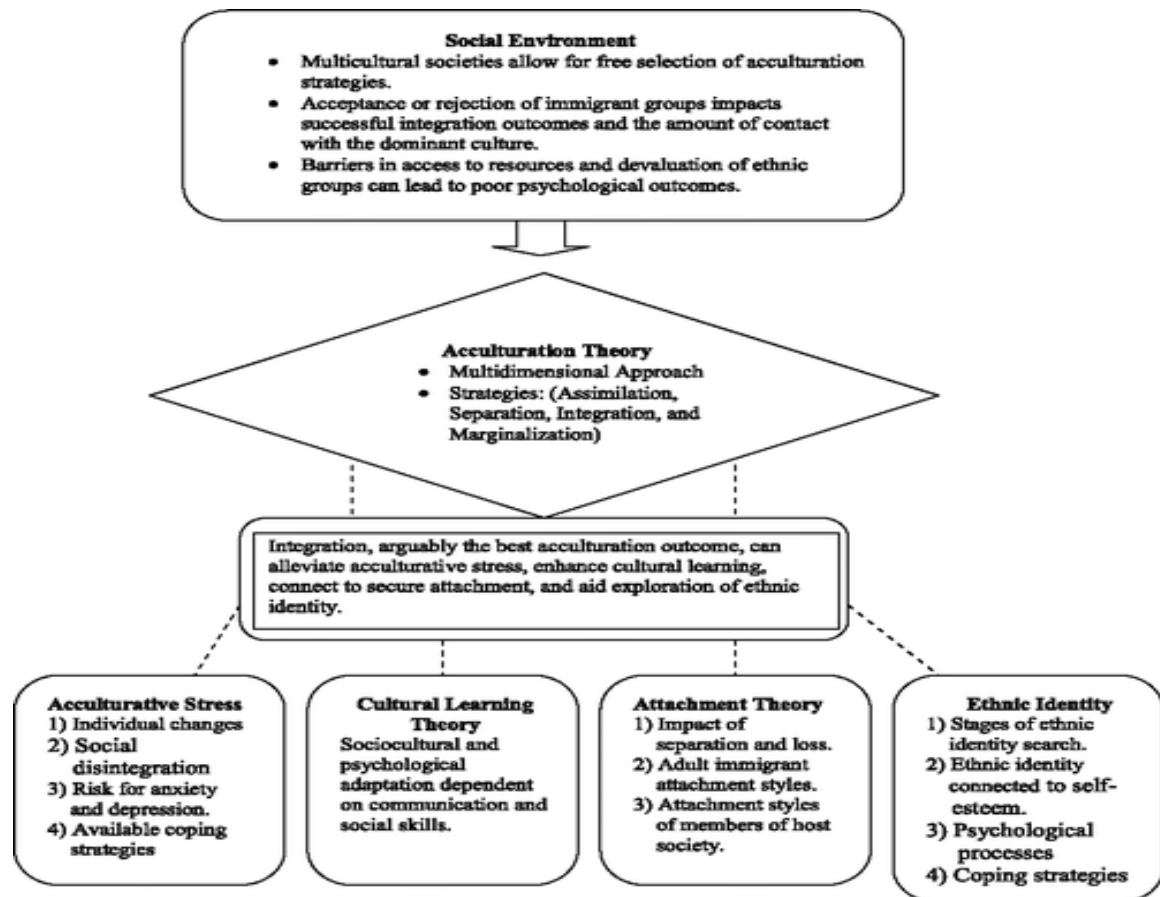

Fig. 5 Conceptual map of psychological theories of immigration Hernandez (2009)

Hofstra, van Oudenhoven and Buunk (2005) studied the relationships between attachment styles and attitudes towards acculturation strategies of immigrants. By using a model of attachment styles developed by Bartholomew and Horowitz (1991), Hofstra et al. found evidence for a positive relationship between a secure attachment style and their subsequent attitude towards integration. Therefore an insecure individual who may have a negative image of the self may

also consider a migrant as distrustful whereas an individual who displays a secure attachment style will not only display confidence but may be more able to trust others.

However, whilst I consider more research is needed in this area as it is difficult to assess the attachment styles of a whole society. Taking into account how an individual's attachment style may be linked to their attitudes towards migrants is a useful starting point in improving the ways that the host society interacts with migrants and vice versa.

Ward and Kennedy (1993) argued there was a connection between psychological and sociocultural adjustment that varied depending on the characteristics of the individual and the migration process. They suggested that those migrants who continue to struggle to adapt to their new society may experience negative psychological outcomes thus affecting their well being. This would then impact on their acculturation.

5.3 Acculturation

Banks (1999) suggested that in order to study the experiences of ethnic groups it is necessary to understand assimilation and acculturation. Banks viewed assimilation as taking place when a person replaces their original home culture with their new culture. Whereas, he viewed acculturation as a process whereby the characteristics of a group are changed through the interaction with another cultural or ethnic group and both groups are changed in the process. However, today it is considered that acculturation also occurs with the individual.

Furthermore Schwartz, Montgomery and Briones (2006) argue that to appreciate acculturation, one must also take into consideration the context in which it takes place. By context, Schwartz considers a migrant's country of origin, individual characteristics, language fluency (in the new country) and socioeconomic status as contributing towards an individual's acculturation. This takes into account a more holistic

account of the factors that contribute towards the experience of migration especially from an individual's viewpoint.

The concept of acculturation has received much criticism since Park and Burgess in 1924 (in Teske & Nelson, 1974 p.736) first proposed a three stage model of contact, accommodation and assimilation to explain the outcomes of what happens when people from diverse cultures and languages come into contact with one another. They described their model as 'a process of interpenetration and fusion in which persons and groups acquire the memories, sentiments, and attitudes of other persons and groups, and, by sharing their experience and history, are incorporated with them in a common cultural life' (p.735). An early concept of multicultural ideology perhaps, but nevertheless they acknowledged that it is a two-way process when people migrate into a new society and begin to acculturate.

Park and Burgess suggested that adjustments needed to take place within both cultural groups to minimise conflict thus promoting intergroup relations between different ethnic communities (Padilla & Perez, 2003). They believed that once an immigrant had accommodated (became tolerant of their new society), a process of cultural assimilation followed and was irreversible. They further suggested the immigrant dispense of their birth culture and replaced it with a new culture thus placing the onus to accommodate firmly with the immigrant (Flannery, Reis & Yu, 2001).

Park and Burgess predicted that over time ethnic and racial minorities would blend in with the mainstream culture and become indistinguishable from the dominant, native culture (Gordon, 1964). From this I consider they implied that the new society does not have an interest in sharing an immigrant's history or culture or as Kimberlin (2009) commented, '…a 'melting pot' wherein immigrants' cultures of origin dissolved into the dominant culture' (p.759). This appears the opposite of what was initially put forward in the three stage model.

Redfield, Linton and Herskovits (1936) cited in Berry, (2001) extended Park and Burgess's three stage model and first proposed the concept of acculturation. Redfield et al. viewed acculturation as a dynamic process that took place when people from diverse cultural groups came into continuous contact with each other whereby changes occurred in the original cultural patterns of either or both groups (Padilla & Perez, 2003; Ngo, 2008).

However, Gordon (1964, 1978) extended the acculturation/assimilation concept and suggested further types of assimilation. He argued that cultural assimilation, or acculturation, would occur when the values, beliefs, and of the dominant culture are adopted and the acculturation process continues. Structural assimilation (also termed integration, by Gordon) would encourage and promote socialising between ethnic groups and would encourage interethnic relationships.

Thus leading to marital assimilation or intermarriage which Gordon hoped would 'result in the loss of ethnic identity of minority groups, promote stronger ties with the receiving society, and over time reduce prejudice and discrimination' (Ngo, 2008, p.2). Therefore, in Gordon's view, as migrants became more familiar with their (dominant) new society's cultural norms they were expected to discard those from their birth culture just as Park & Burgess (1924 (in Teske & Nelson, 1974) had suggested.

Critics of Gordon such as Gans, (1973) and Sandberg, (1973) argue that what they viewed as Gordon's concept of a national identity was very outdated and took away the free will of the migrant to choose whether or not to acculturate. However, acculturation continued to be unidirectional, in that individuals were placed on a continuum of identities ranging from exclusively heritage culture to exclusively mainstream culture, with the concept of assimilation being acculturation's ultimate goal.

A unidirectional concept therefore viewed acculturation as a one-way, psychological process that required the immigrant to change everything that was culturally and personally pertinent to them and to fully accept the cultural norms of the dominant culture.

By 1974, Teske and Nelson had added a psychological perspective to the acculturation model and attempted to explain factors that might be more resistant for the individual to accommodate to the dominant culture. Even so this linear theme remained as the most popular perspective in psychological and anthropological research until the 1990s when Berry and his colleagues (Don & Berry, 1994) developed a new model that considered acculturation to be multidimensional suggesting that individuals could choose to adopt multi cultural identities.

Berry's (1980) model of acculturation (Fig.6) acknowledged the role of the individual's choice as to what extent they wish the acculturation process to proceed and refers to a change in the culture of the individual. Culture is viewed as a multi-dimensional construct that can be defined as a particular social group's shared meanings, attitudes and traditions (Leong, Elbreo, Kinoshita, Inman, Yang, & Fu, 2007).

Berry suggested that societies become culturally plural due to the immigration and migration of people of many different cultural backgrounds. He argued that individuals of both dominant and non-dominant cultural groups should consider how each would deal with acculturation and defined two important strategies; cultural maintenance and contact and participation.

Cultural maintenance regards the importance of cultural identity and characteristics whilst contact and participation takes into account whether the individual (or group of individuals) wish to become involved with other groups or not. Berry considered each of the strategies and

by responding 'yes' or 'no' to each of them devised his model of acculturation.

	Cultural Maintenance YES	Cultural Maintenance NO
Contact & Participation – YES	Integration	Assimilation
Contact & Participation – NO	Separation/ Segregation	Marginalization

Fig. 6   Model of Acculturation - Berry (1980)

Therefore, if an individual (or group) wants to maintain their identity with their birth culture but also wants to take on some characteristics of the new culture then integration will occur. Whereas those people who do not want to keep their identity from their birth culture, but would rather take on all of the characteristics of the new culture, would be considered assimilated.

Separation occurs when the individual or group wish to separate themselves from the new culture. If separation is forced upon them it is considered segregation. Those individuals who refute or who are disinterested in either the new culture or their birth culture are considered marginalised.

Critics of Berry have commented on his one size fits all approach to his acculturation model (Rudmin, 2003; Schwartz, Unger, Zamboanga & Szapocznik, 2010). They have questioned why Berry applies two acculturation processes and four acculturation categories to characterise all migrants regardless of whether they are voluntary or forced migrants or as to what ethnic group they belong to. A viewpoint that Dominelli (2002) and Ngo (2008) agree with and further suggest Berry's acculturation outcomes, with the onus on the migrant changing

their identity and adapting to a new society, as having similarities to early assimilationist thinking.

Rudmin (2003) argues that if there are any similarities between the receiving culture and the migrant's heritage culture then the amount of acculturation required by the them to adapt may vary. I consider this a valid viewpoint as acculturation for an individual who migrates from the Republic of Ireland to the UK may have less acculturating to do than an individual who migrates from Somalia to the UK. This is because if consideration is given to for example, common language spoken between Republic of Ireland and the UK then the Irish migrant's ability to blend in within a UK society may be much easier for them.

Phinney (1990) has described acculturation as 'a two-dimensional process, in which both the relationship with the traditional or ethnic culture and the relationship with the new or dominant culture must be considered, and these two relationships may be independent' (p.501). This suggests than an individual can embrace two cultures.

A viewpoint adopted by Berry (1991) who suggests some individuals may develop bicultural identities (sometimes termed as integration) and have an interest in both maintaining the original culture and interacting with the host culture (i.e. higher in both traditional and Western attitudes). For some migrants they may have little interest in cultural maintenance, coupled with little interest or interaction with the host group (i.e., lower in both traditional and Western attitudes).

Further studies (Buriel, 1993; Marín & Gamba, 1996; Ramirez, 1983; Sabogal, Marin, Otero-Sabogal, Marin & Perez-Stable, 1987) have been more specific by suggesting three stages to the acculturation process; high acculturation, biculturalism, and low acculturation. High acculturation refers to the notion that an individual has fully integrated into their new society and adopted the cultural norms. As a result of

high acculturation the beliefs and customs of the individual's culture of birth is given up.

Biculturalism considers the individual's acculturation into their new society whilst also retaining certain aspects of their birth culture. Therefore biculturalism enables the coexistence of two cultural identities within one domain. Finally, low acculturation is seen as the maintaining of an individual's original cultural identity with very little or no acculturation taking place within the new society.

These viewpoints move away from the one size fits all perspective. However, it does question whether an individual truly gives up their culture. For instance, if an individual adopts their new society's cultural norms and then returns for a holiday or to visit family in their place of birth, do they revert back to their birth cultural norms or stay with their new cultural norms? If they do revert then are they still considered highly acculturated? On the other hand, biculturalism embraces the individual's birth and new culture thus enabling the individual the opportunity to choose what aspects of which culture suits them best. Furthermore, the concept of high acculturation and the notion of giving up birth culture appears to lean towards assimilation whilst low acculturation appears similar to what Berry (1980) terms marginalisation.

Padilla (1980, 1987), also Keefe and Padilla (1987), offered a multidimensional model of acculturation and suggested the extent of an individual's acculturation takes into account their knowledge of, and ability to speak the language of that culture. Furthermore, an individual who is considered more acculturated is one who is able to show more knowledge of their new culture than their heritage culture.

Portes and Rumbaut (2001) found acculturation rates often differ between parents and offspring. They may form a gap between first and second generations. Portes and Rumbaut identified three types of intergenerational acculturation.

Dissonant acculturation takes place when a child learns the ways and the language of their new society at a faster rate than their parents. This situation may undermine parental authority and the child may have little or no parental control. Parents may become dependent on their child to help them to translate and understand information.

Consonant acculturation represents the situation, in which both parents and children abandon their birth language and culture at about the same time. Portes and Rumbaut found consonant acculturation is common amongst those parents in professional occupations who also have the economic means to purchase experiences that facilitate their ability to pass on their cultural heritage: a parochial education, language school, summer trips to the country of origin (Piedra & Engstrom, 2009).

Selective acculturation, takes place when both parents and children partially retain their birth language, norms, and culture. This type of acculturation is associated with less parent-child conflict and having friends of the same ethnicity.

What appears to be in agreement amongst researchers (Hjern, 2004; Hjern & Allebeck, 2004; Hjern, Wicks & Dalman, 2004; Leão, 2006) is that there is a marked difference in experiences in acculturation between first and second generation migrants. The three types of intergenerational acculturation address this.

Although Portes and Rumbaut (2001) study took place in North America I consider the outcomes can be applied to those westernised societies with large migrant populations such as the UK. International migration is deemed the greatest cause of population growth within Europe (van Nimwegen & van der Erf, 2010) and understanding the various ways an individual may acculturate or not within their new society, I regard as important.

People vary in their experience of acculturation. For some, acculturation changes may be experienced as stressors, while for others acculturation may be perceived as positive and also be seen as an opportunity (Berry & Kalin, 1995). Portes and Rumbaut (2001) argue that young children who migrate are more similar in their ways to 'second generation migrants' (children who are born to parents who have migrated) as they are often the least affected by stress.

Children who are born abroad and who migrate at an early age are referred to as the '1.5 generation' (p.25). Adolescents or adults who migrate may experience difficulty in adjusting to their new society as issues may abound in their unwillingness to fit in.

When serious conflicts exist, acculturative stress may be experienced. This is the individual's response to an event in their life which is based in the experience of acculturation (Berry, 1997). Wei, Heppner, Mallen, Ku, Liao and Wu (2007) also suggested that acculturative stress indicates any psychological difficulties that a migrant may experience in adapting to a new culture, is as a result of unfamiliarity with new customs and social norms.

It should be pointed out that research has indicated that not all migrants will experience negative effects or acculturative stress when moving to a new country (Crockett, 2007; Leidy, Parke, Cladis, Coltrane & Duffy, 2009). Thomas and Choi (2006) as well as Williams and Berry (1991) have argued that higher levels of stress are more likely to be found in those individuals who do not feel they are fully integrated into their new society. In other words those individuals who feel marginalised are more likely to experience acculturative stress. Therefore, those individuals who have employment and/or can speak the language of the new society are possibly more likely to feel less marginalised and as a result experience less acculturative stress.

Nho, Beiser, Kaspar, Hou and Rummens (1999), Suarez-Morales and Lopez (2009) suggest that acculturative stress can apply to children as

well as adults. Schwartz, Unger, Zamboanga and Szapocznik (2010**)** report that the younger the child is when they migrate, the more likely they are to identify with that culture and be more accepting of its values thus reducing or eliminating acculturative stress.

5.4 Family Migration

Migration as viewed by Hoerder (2002) is both a 'social process and a basic condition of human societies' (p.561). Migration links neighbouring or distant countries and their economies and cultures and facilitates the exchange of its people and their culture. Migration changes size, ethnicity and age structure of populations; it alters the cultural, religious and linguistic composition of societies; and it enriches or deprives a society's social and economic fabric (Castles 2000).

I agree with this view as the migration of people between countries has been in existence for centuries (Favell & Elrick, 2008; Hoerder, 2004; Koffman, Phizacklea, Raghuram & Sales, 2000). However, an in-depth look at any country's political and economic position highlights that these conditions have changed a great deal over time.

This is especially so within Europe and it has been over the past twenty years that family migration has been the principal method of entry into the European Union member states (Lahav, 1997; SOPEMI, 2010). This has had a direct impact on the political stance taken within each of these member states and of the political parties within them.

In the UK, for example, The British National Party (BNP) and the United Kingdom Independence Party (UKIP) adhere to a far right wing view on migration that often voices concern about the numbers of migrants living and working in the country. The BNP views the numbers of European migrants currently living and working in the UK as adding considerably to the increasing numbers of the population, as a threat to the welfare state and as impacting on the rise in crime (BNP, 2011).

This is then considered to have an impact on the availability of social housing for rent and on the availability of jobs. What I think is

happening here is a disregard for the need for a migrant labour force within the UK. With apparent gaps showing in certain sectors of employment such as nursing and IT, the need for migrant labour is considered necessary to fill these gaps. Therefore if as a society we are to be accepting of migrants we have to look holistically at not only the social implications but also the psychological implications for migrants when moving countries.

Historically, the UK needed to look outside of its geographical boundaries for migrant labour to help aid its recovery after the end of the Second World War. This labour force was willing to take over those jobs that the resident workers were not willing to take. The migrant workers accepted jobs that paid less or that demanded more hours and were also willing to relocate should the need arise (Messina & Lahav, 2006).

With the creation of the European Union in the 1980s and the rise of member states throughout the 1990s to the present, the increase in a mobile and skilled labour force is an important consideration for UK foreign and economic policy. Family migration, in the European context, is the nuclear family as defined by the state and includes spouses and dependent children (Kofman, 2004). The typology of European family migration is not a simple and straightforward one and as Kofman points out it is not homogenous but encompasses several different forms.

Kuijsten (1996), Jensen (1998) and Van de Kaa (1999), have emphasised that the changing structure of the family has a direct impact on migration. Even though many of the EU member states will only allow those migrant families who conform to a traditional marriage pattern to enter, the United Kingdom will allow entry to cohabiting or same-sex couples.

Migration research with emphasis on family migration within the European Union (EU) is growing in popularity and as Bailey and Boyle (2004) pointed out, 'the family is increasingly being recognised as

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pivotal to migration patterns within Europe' (p.232). Furthermore migration is contributing to the economic and political policy development of many of the EU member countries and therefore the psychological impact on family mental health as well as physical health should also be considered.

Ackers and Stalford (2004) acknowledge that exploration of family migration within academic studies has not been forthcoming, and with any emphasis on the viewpoint of the migrant child and their experience as virtually non-existent. They argue that migrant children exist in a research void whilst Anderson and O'Connell Davidson (2005) suggest research into migration is more to do with political and economic issues. Therefore, whilst I consider migrant children are mostly invisible from research as they are viewed as having very little political and economic importance, research into the psychological impact that migration may have on some children's health and mental well being should not be overlooked.

Research by Ackers and Stalford (2004) explored how far the European Union recognises citizenship of children. A comparison of systems of support for children in Greece, Portugal, Sweden and the UK was made and was based on the findings of a previous study in 2001 that evaluated the impact of EU law and policy upon the legal status and experiences of the children of EU workers.

Whilst Ackers and Stalford have attempted to redress the balance and their contribution to family migration research has gone some way to improving the rights of EU migrant workers and promoting the rights of the migrant child, further research is needed. Kofman (2009) agrees that there is a lack of research on family migration and cites economic theory and immigration legislation as a reason for this.

Economic theory sets out to contribute to the understanding and conduct of economic policy and as such make improvements to people's lives (Varian, 1992) current legislation appears to tell us

otherwise. Kofman (2009) further argues that there is very little thought paid to the consequences policies have on people and at present there are apparent tensions between family migration policies and reality. It appears that the complexity of family migration is still being overlooked.

I agree in part with Kofman's (2009) views on the consequences of policy on people as I do believe that research in the area of family migration could increase throughout the EU as both economic and socio-political factors might dictate this. As family migration between EU countries continues, the integration of differing societies and cultures may compel national governments to legislate to modify their policies in this area.

Summary

This literature review offered some background to the psychology of migration. To gain a greater understanding of the complexities for the individual migrating to a new country, psychological theories of immigration were discussed. They aimed to provide a framework of how the complex interactions between human behaviour and the social environment are understood. Furthermore, psychological theories of immigration acknowledge how different concepts relate to each other and to the central topic of immigration.

Acculturation explored the experience of migration and considered research within this area. Berry's model of acculturation (Fig.6) offered some explanation to the importance of cultural maintenance and contact and participation. However, in my view, Berry's multidimensional model is more representative to today's society than a linear model.

Research into any impact of migration on a child has been attempted through the perspective of family migration. I consider further research is needed to explore the psychological impacts of migration from a child's perspective to look at any impact on their social and emotional well being.

The following chapter explores the literature in relation to the 'interconnecting factors' and 'key influences' of Tia's acculturation model (see page 62).

CHAPTER 6 - Literature Review (2)

6.1 Introduction

Through grounded theory analysis of the transcripts I have considered that the four 'interconnecting factors' of hope, belonging, respect and values are fundamental in shaping Tia's acculturation. These 'interconnecting factors' have an effect on, and are affected by, the 'key influences' of identity, family relationships, peer relationships and friendships and education. Within this chapter a literature review of the 'interconnecting factors' and 'key influences' will be discussed. Throughout the literature search it was found that the amount of research available on the subject of identity could be a thesis in itself. Therefore within this chapter I will only be discussing identity with relevance to this research.

6.2 Interconnecting Factors

6.2.1 Hope

Hope was chosen as a category to explain Tia's perceptions of goals, ambitions and aspirations for the future. When exploring the concept of hope in the literature search, the studies were predominantly from a positive psychology perspective which then led me to consider the psychology of hope in a little more detail.

Positive psychology, Seligman (2000), claims to be centred on experiences such as well-being, contentment, hope, optimism and happiness. Seligman argues that the current focus of psychology concentrates on what is wrong with individuals and purports that positive psychology aims to redress this balance. However, suggestions that if there is to be a positive psychology then the rest of psychology must be negative (Gable & Haidt, 2005), implies perhaps that one is more desirable than the other.

I do not consider that this is the case as positive psychology aims to increase the existing knowledge base of human resiliency, strength

and growth to provide a much bigger picture of human life and aims to recognise human strengths as well as human frailties (Linley, Joseph, Harrington & Wood, 2006). However, what positive psychology appears to lack is longitudinal studies to give a more comprehensive and conclusive evidence base of what it is claiming. Only then will we know if our knowledge base is enriched.

Bruininks and Malle (2005) argue that hope is a fundamental emotion for understanding basic human responses such as goal setting, coping and change. They suggest that hope involves more of an investment for the individual. More specifically if the individual has some expectation of reaching a positive outcome, they may invest a significant amount of time thinking about the situation.

Snyder (2000), on the other hand does not agree that hope is an emotion. He defined his theory of hope as having two dimensions; as a determinant of an individual's goal directed behaviour (agency) and as an individual's ability to find ways to achieve a goal (pathway). According to Snyder, hope as a motivator to achieving positive outcomes only exists if an individual has the drive to remain focused and reach the desired outcome.

Snyder argued that hope should not be considered an emotion as it is cognitive thought processes that drive the individual's ability to stay focused and motivated. Therefore, according to this cognitive-based model, hope is defined in terms of a goal setting framework, where an individual is motivated to remain engaged with a future outcome and can anticipate a way to reach that outcome.

Averill, Catlin, and Chon, (1990), in their qualitative study explored hope by considering its relation to social systems and individual behaviour. By asking individuals what they considered were their experiences of hope, they established four rules. First, the prudential rule suggests hope is appropriate only when the individual considers the probability of attainment as realistic. Second, the moralistic rule whereby people hope only for what they regard is personally or socially acceptable. Third, the priority rule considers only outcomes and events

that are deemed as important are hoped for. If the object of hope is of sufficient importance, the prudential and moralistic rules may be set aside. And finally, the action rule takes into account that people who hope should be willing to take appropriate action to achieve their goals, if possible.

Averill et al. (1990) further argue that hope is an emotion as it is consistent with an emotional model of behaviour that contributes to ensuring an individual stays engaged with a future outcome.

Stephenson (1991) views hope as a 'process of anticipation that involves the interaction of thinking, feeling, acting and relating, and is directed towards a future fulfilment that is personally meaningful' (p1459). In my view Stephenson has encompassed most of the definitions already mentioned in this section and appears to acknowledge both the emotional aspects and the cognitive aspects of hope.

From the coding process, as part of the grounded theory analysis, I identified a number of categories that were relevant to Tia; one of these categories was hope. I consider that Snyder's viewpoint concerning hope is more in line with my thinking, as I regard Tia as a motivated individual who is focused on the future. I do not regard that the four rules of hope suggested by Averill et al. (1990) are appropriate for Tia as I do not consider they are applicable from a child's viewpoint. This is because children do not have sufficient life experience to be able to take into account each of these rules and subsequently apply them. For example, presently Tia hopes to study law and become a lawyer when she is older. Her parents have said they are happy to support her with this. However, Tia hopes to become a lawyer because she likes what they wear not because she is following the rules of hope and therefore her career hopes may change as she gets older.

From my perspective I view hope as a positive way of thinking for Tia as it currently encompasses her current and prospective academic achievements, her self confidence, her career goals and other aspects

of her new life in the UK. Therefore, emotion for Tia, may be deemed as a by-product of hope as we cannot definitely predict what the future may hold for Tia and her future career goals may change somewhat.

6.2.2 Belonging

The notion of 'belonging' as an important human need, is recognised from a number of theoretical perspectives (Maslow, 1970; Deci & Ryan, 1995; Baumeister & Leary, 2000). Belonging, according to Frederickson, Dunsmuir and Baxter, (2009) is, 'a powerful psychological concept incorporating cognitive, social-emotional and behavioural experience within a single domain of connectedness to place, to culture and to others' (p.2). Therefore, I consider that a migrant individual's sense of belonging to their new society forms an important part of their subsequent acculturation.

Whilst Baumeister and Leary's (2000) 'belongingness hypothesis', stresses that individuals have a fundamental need to feel personally accepted, respected, supported and included by others in their social environment, they suggest that if a need is not met the individual will feel rejected. This may have consequences on their self esteem. Begen and Turner-Cobb (2009) proposed that the extent to which a child feels they belong at home, school and in the community may impact on their physical health as well as their psychological well-being.

Sanchez, Colon and Esparza (2005) argue that positive consequences of feeling a sense of belonging regardless of ethnic or cultural differences of students, was associated with increased self reported effort and reduced absenteeism. Whilst their study was aimed more at older adolescents, they did suggest that younger adolescents put more emphasis on belonging at school. This viewpoint compliments Baumeister and Leary (2000) who consider that belonging has importance in adolescence. They linked perceptions of belonging during adolescence to academic achievement and psychological adjustment; and lack of belonging to behavioural dysfunction and substance misuse (Fleming, Catalano, Haggerty & Abbott 2010; Gregory & Weinstein, 2004).

Exploring differences in a sense of belonging in terms of the personal characteristics or feelings of individual students (the individual-level effect) is one aspect considered by researchers such as Anderman and Freeman (2004). Whereas Battistich and Hom (1997) view student's sense of belonging more as an effect of what is happening at school (group-level effect). In my view a sense of belonging for individuals at school is a combination of both individual and group level effect as the school environment and all those within it have a part to play in making the experience of school a positive or negative one. Therefore for an individual to feel they belong is a positive experience that produces positive outcomes.

Analysis of the data suggests Tia's experiences within her secondary school appear to have been mainly positive and she continues to excel academically as her feelings of belonging strengthen.

6.2.3 Respect

Fiske, Xu, Cuddy, and Glick, (1999) view respect as a socially and psychologically constructed concept that they define as only understood in human interaction. Simon (2007) argues that it is difficult to show respect in human social interaction without verbal or nonverbal communication.

I consider respect is a term that is frequently and widely used in everyday language. However, the literature search into the research of respect (as a single entity) was not forthcoming. Respect, as suggested by Lawrence-Lightfoot, (2000) is 'the single most powerful ingredient in nourishing relationships and creating a just society' (p. 13). Whilst, Huo and Binning (2008) argue that finding a single definition of what constitutes respect has been, and still is, proving difficult and acknowledge that respect offers a basic form of social evaluation.

They suggest that within group interactions, respect becomes more apparent and they further consider the important role it plays in shaping not only social engagement in group life but also in the self-esteem and

physical well-being of the individual. Huo and Molina (2006) suggest a 'dual pathway model of respect' (p. 200) that considers and attempts to integrate different viewpoints of the psychological experience of respect and its implications for individual and group functioning. (2000) have suggested that to consider the notion of moral character studying respect may go someway to support this. Whilst further studies highlighted in the literature search indicated that giving and receiving respect are important in regulating intergroup relations and influencing well being (Huo, Molina, Binning & Funge, 2008).

Studies linking respect to the attitudes and behaviours of the group (Leary, Brennan & Briggs, 2005) and studies linking respect to positive self concept are well documented (Smith, Tyler & Huo, 2003). This suggests that respect is an important part of social life and is associated with positive psychological health.

I consider respect comes in many different forms and takes into account that having respect is being mindful of others and having an understanding of them. This is deemed significant in social relationships (Likona, 2004) and as according to Hendrick and Hendrick (2009) important in personal self-identity and interpersonal relationships.

Therefore within Tia's acculturation model (see page 62) the category of respect includes Tia's regard for herself and for others and how she conducts herself around them.

6.2.4 Values
Parents are credited with teaching values early on in a child's development (Tam & Lee, 2010). As the child develops and matures they develop their own personal values. Schwartz (1992) defines personal values as a set of important principles that guide the individual throughout their life whilst Bardi and Schwartz (2003), suggest that values may predict behaviour. Therefore how an individual behaves in ways that are considered appropriate to their social

environment is affected by how their personal value system has developed.

For Tia I regard that the personal values instilled in her by her parents such as the high regard for the importance of education, helped to give her the courage to get back into the classroom after a disastrous first day at her new school. Furthermore, Tam and Lee (2010) suggest that not only do parents wish their children to acquire personal values but that these values also represent what the parents consider are important within society.

The category of values which were assigned to Tia's focussed code (see appendix 7) were constructed from what I regarded as taking into account Tia's beliefs and moral values. Moral values according to Helkama (2004, 2009) have three basic psychological functions; they prevent negativity, they promote positivity and they help to solve conflict. Whereas, Schwartz's (1992) values of conformity (self-discipline), benevolence, and universalism (justice) take into account both individual group and societal values.

Conformity as defined by Schwartz is the ability for the individual to acknowledge social expectations and practice self control by not upsetting or harming others. In addition to self-discipline, conformity is measured by such value items as obedience, politeness and honouring of parents and grandparents. Therefore benevolence values such as honesty, forgiveness and responsibility show concern for the welfare of in-group members, whereas universalism values are defined by concern and protection for the welfare of all people and nature such as social justice and equality.

Values have prominence for Tia as she is happy to comply with and conform to the boundaries set by her parents. When conflict appeared in her life she looked to her teachers and her parents to help alleviate this and she valued their input.

Tia, whilst valuing her education also appears to have self-belief in her abilities. Self–belief has its origins in Bandura's Social Cognitive Theory (1986). According to Bandura the individual's self belief system interacts with external influences and as a result produces the individual's subsequent behaviour. The assumption is that the self beliefs children create, develop and hold to be true about themselves are an important aspect of their success or failure (Schunck & Pajares, 2002).

Self-belief is further categorised as; self-worth belief which considers the opinion the individual has about themselves and may be influenced by society, school achievement and opinion of others; Self-efficacy beliefs refer to personal beliefs about one's capabilities to engage in an activity or perform a task at a given level (Bandura, 1986).

I consider that Tia's positive feelings of self-worth and self-efficacy enabled her to cope with the challenges she faced. For example, she sat her SATS tests and achieved good grades and participated in an interview about her education with the Head Teacher at her new secondary school when she has only been in the UK for six months. This highlighted how she viewed her capabilities in dealing with, what were to her, unfamiliar situations.

6.3 Key Influences

6.3.1 Identity

I want to begin this part of the chapter by introducing research in the area of identity development which will briefly include social identity and ethnic identity. Identity is an area well explored within sociological and psychological research (Erikson, 1959, 1968; Marcia, 1976, 1980; Sneed, Schwartz & Cross, 2006; Meuss, 2011). Within my research I aimed to explore Tia's new life in the North East of England and to consider what features contributed to the development of Tia's acculturation. Identity was highlighted as a 'key influence' in Tia's acculturation process.

Identity looks at how a person sees themselves in relation to their world. It looks at a sense of self or individuality in that person's world. A sense of self starts to develop quite early on in a child's life and plays an important role in establishing their reality and how they identify with the world (Schaffer, 1996). Environmental or cultural influences promote the development of the child's identity.

Research into the development of identity within psychology is generally associated with the work of Erik Erikson (1968) who, influenced by psychodynamic theorists such as Freud (1940) and Blos (1970), presented his theory of psychosocial development. Erikson considered the trusting relationship between parents and infant as significant to the origin of identity. As the child develops they begin to identify with the roles and values of others. It is during adolescence, when a greater emphasis is on identity formation, that the individual holds onto or rejects some of their earlier childhood values and interests and begins to develop their own.

Erikson (1968) acknowledged that the quality of a person's identity differs from culture to culture and the establishment of a true sense of a personal identity is the psychological connection between childhood and adulthood. Erikson's theory encompasses the life span of a human being through a series of stages. Each stage is related to acquiring competence in an area of life and is characterised by its own particular developmental task (i.e. conflict or crisis) that needs to be resolved so that healthy development can proceed (Barnes, 1995). Where a stage or conflict has been successfully completed, Erikson considered this to contribute towards an increased inner sense of unity, good judgement and the increased capacity to succeed (Coon & Mitterer, 2010).

I consider an important aspect of Erikson's theory is the development of ego identity whose purpose Erikson considered, was to establish and maintain a sense of identity. Ego identity explores the conscious sense of self that an individual develops through the formation of social

interactions and can change dependent on the experience of that interaction.

A major criticism of Erikson's theory is that it is based primarily on males. Furthermore, Bingham and Stryker (1995) suggest that development of identity may have a different emphasis for males than for females. Erikson was revolutionary in his method as he moved away from the traditional research approach of studying the individual in isolation and gave consideration to the complex structures and environments the individual exists within.

Although Erikson introduced the notion of the individual as a product of its environment, family, culture and society, this was not considered important by researchers until the 1990s (Adams & Marshall, 1996, Berzonsky, 1990). This was due to the Ecological Systems Theory proposed by Bronfenbrenner (1989) whose framework supported researcher's understanding by exploring the various systems that influenced and shaped the individual's development (see page 9).

Building on Erikson's theory of identity formation Marcia (1966, 1976, 1980) offered a means of clearly defining the construct of identity. Marcia (1966) proposed two key processes of identity formation: exploration (the extent to which adolescents consider various alternative commitments in relevant identity domains) and commitment (the degree to which adolescents have made choices in important identity domains and are committed to these choices). Marcia developed four identity statuses he considered were dependent on the combination of the levels of exploration and commitment in which an individual engages; identity achievement, moratorium, foreclosure and identity diffusion (Meuss, 2011).

Marcia argued against various aspects of Erikson's stages of identity development. He dismissed Erikson's identity resolution and identity confusion by suggesting that an individual's identity is more understood by the extent to which they have explored a number of different identities and made a commitment to one. Furthermore, Marcia stated

that those individuals who make a strong commitment to an identity tend to be happier and healthier than those who do not. This suggests that those with a status of identity diffusion tend to feel out of place in the world and don't pursue a sense of identity.

Marcia argued that an individual is at the moratorium status when they are actively exploring different identities, but have not made a commitment. Foreclosure occurs when an individual has made a commitment without exploring identity. Identity diffusion occurs when there is neither an identity crisis nor commitment.

Critics of Marcia's theory, most noticeably Meeus, Iedema, Helsen and Vollebergh (1999), have raised questions concerning the age at which the identity statuses can be appropriately applied and determined. Marcia (1980) has indicated the identity achievement status was reached in late adolescence however he later adapted his model for application with early to middle adolescence (Marcia, 1993).

Erikson viewed identity formation, which begins in childhood, as becoming much more important during adolescence. Marcia explored identity development in adolescence and agreed with Erikson that individuals best equipped to resolve the crisis of early adulthood are those who have most successfully resolved the crisis of adolescence. Both of these viewpoints are considered valid in this research as it is reasonable to assume that the many changes taking place in Tia's life and the different experiences she is encountering will have some impact or influence on her developing identity.

Erikson considered personal identity as the set of goals, values, and beliefs that one shows to the world. Personal identity includes all those things that distinguish people as individuals such as career goals, hair styles, fashion sense to name a few. Personal identity theory considers the individual whilst social identity theory looks at a person's sense of who they are based on their group membership(s), social self and intergroup relations (Stets & Burke, 2000). In the context of Tia

migrating to the UK, social identity offers a framework to begin to understand how migration may impact on her social identity. Social identity theory, developed by Tajfel and Turner (1979), suggests mental processes occur when an individual evaluates whether other individuals they come into contact with are a part of their group (in-group) or not (out-group).

Tajfel (1982) argued that the process of perceiving others in this way i.e. in-groups or out-groups is a fundamental part of human thinking and underlies many basic social processes such as the development of social norms. Social norms are socially or culturally accepted standards of behaviour which represent how people should act in a given situation. The existence of stereotyping which is classifying members of a social group as if they were all the same (Wright & Taylor, 2003) and prejudice, a fixed, pre-set and often negative and hostile attitude usually applied to members of a particular social category or group, may also develop (Hayes 1993).

In order for an individual to understand and identify other individuals within their social environment, social categorisation and social comparison occurs. Social categorisation could act as a template for making sense of society and influences how we behave and takes into account language, skin colour or other ethnic or physical characteristics (Hogg & Cooper, 2003).

Social comparison looks at the economic status of others and makes negative or positive judgements as to how they are perceived. Furthermore, once an individual becomes part of a group the way that they perceive themselves change. Personal identity is soon replaced by social identity as the individual relates to some of the characteristics of the group and aspects of social identity come to the fore.

For Tia, I consider categorisation would have occurred from the onset of her meeting other children on her first day at school. This would

have been a two-way process. On the one hand, Tia would have had her own categorisations of how she should act and behave in school. This may have stemmed from parental influence and her experiences in Eastern Europe. On the other hand not all of the children in her new class would have welcomed her. Some may have viewed Tia as the newcomer, the outsider as she was new to the school.

For example, how Tia would approach school staff in Eastern Europe was very different to how pupils in the UK approached theirs. Tia, and her mother, had commented during the semi-structured interviews how different they considered the education was in their country. Therefore, once Tia arrived in the UK and began to attend school, Tia needed to change her mindset of how she viewed school staff. This would have occurred through observing how other pupils interacted with school staff and also how school staff interacted and responded to her. So for Tia to identify as a British pupil she would have had to re-categorise.

Turner (1982), also states that once an individual identifies with their group they begin a process of what he regards as depersonalization and self-stereotyping. By this he means that an individual will stereotype themselves in terms of their social identities. The collective images of the stereotype then dominate their self-perception and the ways in which they should behave. This then affects what Turner calls referent informational influence and occurs when an individual adjusts their sense of identity, thoughts and behaviour to match the collective attributes of the group.

For Tia both being accepted by a peer group and belonging to a peer group are considered important to her. Therefore Turner's referent informational influence could be considered appropriate here as for Tia to feel a sense of belonging and connectedness with others, she will choose a peer group that shares similar attitudes and interests as her.

Ethnic identity development is also regarded as different from personal identity development. Individuals are able to choose the personal

meaning of their ethnicities and the extent to which they engage in certain behaviours and attitudes of their ethnic group (Phinney & Ong, 2007).

Ethnic identity is considered to be the beliefs, goals and values of a given group of individuals who all share the same common origin, language and kinship. It is regarded as important to the self-concept and psychological functioning of individuals (Phinney, 1992; Portes & Rumbaut, 2001). I recognise ethnic identity as an important part of this research study as Tia moves from an Eastern European identity to a UK one.

 Phinney (1990) has commented that some researchers, such as Tajfel (1981), define ethnic identity as a part of the development of social identity, other researchers, such as Ting-Toomey (1981) view feelings of belonging as more important to ethnic identity whilst White and Burke (1987) emphasise a sense of 'shared values and attitudes' (Phinney, 1990 p.500).   I consider that all three of these viewpoints have relevance in my research as Tia's acculturation model (page 62) takes into account the importance of identity, values and belonging as contributing to the development of her acculturation. Further highlighting how the key influences and interconnecting factors all play a role in Tia's acculturation process.

Although several models have explored ethnic identity (Katz, 1989; Chun, 2000, cited in Chavez & Guido-DiBrito, 2000) they have not been validated due to their application to a single ethnic group whereas, Phinney's (1992) stage model is considered applicable across all ethnic groups. However, recent longitudinal research (Kroger, Martinussen & Marcia, 2010) has suggested that although personal identity may continue to develop within some individuals during adolescence. In others, no changes to ethnic identity takes place suggesting that some aspects of identity formation is not the dynamic or active process as first considered.

Furthermore, Meuss (2011) argues that current research does not offer empirical proof for the assumption that exploration precedes commitment in the process of identity formation. Yet I suggest that an individual would need to explore a number of identities before they commit to one. This is because exploration of identities offers the individual the choice to decide what common factors appeal to them before they commit.

Throughout her childhood Tia will be integrating past information that was acquired from her country of birth with her present learning in the UK. Her cognitive processes will assist her in making social comparisons and learn more about her ethnicity. Tia now has more understanding of her ethnic identity as her parents may be having some influence in this area. I believe she has a greater interest at present in developing her language skills and forming friendships which may be challenging her ethnic identity.

6.3.2 Peer Relationships and friendships

Peer relationships and friendships, whilst distinct from one another, are nevertheless viewed as an important part in the development of a child's social identity. As the child approaches adolescence, peer relationships influence behaviour, self-image and self-esteem (Hayes, 1993) and promote the acquisition and maintenance of friendships and friendship networks.

Peer relationships also support the development of key social skills, social problem solving skills and empathy. Acceptance within a peer group has been shown to be associated with greater feelings of belonging (Brown & Lohr, 1987) and fewer behavioural problems in individuals (Coie, Terry, Lenox, Lochman, & Hyman, 1995), whereas, friendships have been shown to directly influence feelings of loneliness (Bukowski, Hoza, & Boivin, 1993).

Friendships therefore, may help to promote positive feelings in situations where a child may be feeling vulnerable. Friendships may also impact on identity development. For instance, on page 115, I

discussed Marcia's (1966) four identity statuses; identity achievement, moratorium, foreclosure and identity diffusion.

Friends may influence individuals in the moratorium or identity achievement statuses by suggesting alternative viewpoints and encouraging new experiences to them. In foreclosure status, friends with similar values to the individuals may be chosen thus restricting the need to explore their own identity or consider any alternatives to their own ideas (Bosma & Kunnen, 2001). Individuals in identity diffusion status may lack appropriate role models to identify with.

During adolescence acceptance within a peer group may represents social status or popularity whereas friendships represent relationships based on mutual respect, appreciation, and liking (Buhrmester & Furman, 1987). Those individuals who have more mutual friends are more likely to be accepted within a larger peer group (George & Hartmann, 1996; Parker & Asher, 1993), further boosting their self esteem and feelings of belonging. Whilst individuals who encounter difficulty in making friends or being accepted as part of a peer group may experience poor school adjustment, psychological health and well being, loneliness, and problem behaviour later in childhood and adolescence (Para, 2008).

When Tia was asked during the interview process what was the most important thing about moving to the UK, she responded that she wanted to make new friends and spend time with them. She further commented that she wanted them to like her. Research by Ackers and Stalford (2004) suggests that within a school setting, migrant pupils will befriend other migrants as they are able to share some form of identity (Reynolds, 2008).

Although Goldstein (2003) partly agrees with Ackers and Stalford, she further suggests that migrant pupils will make friends with those who speak the same first language as them and with those who speak the

language of the country they have moved to. This will enable them to fit in at school.

This would not have applied to Tia, as she was the only East European pupil at her school. Due to this she initially had to rely on her teachers to help her to make friends until her confidence in acquiring English had improved and she could approach the pupils herself. This may have been stressful for Tia.

In chapter 5 I discussed acculturative stress (see page 100) i.e. the amount of stress an individual may experience when moving from one's culture of origin to another culture. I consider Tia may have experienced some acculturative stress at the beginning of her move to the North East and especially during the early days at her new school.

Acculturative stress for Tia may have been caused by many factors such as the loss of her Eastern European friends, the loss of her extended family support networks, the inability to speak English and the day to day social and cultural differences Tia experienced. It took a little while for Tia to become accustomed to the English language and to make friends. These factors may have had some impact on her psychological well being. Tia's parents encouraged her to stay in touch with her friends via the internet and telephone thus highlighting the importance of how they valued friendships.

6.3.3 Family relationships
Family relationships may be described as a social institution responsible for child production, child rearing, and emotional and economic support for its members (Lamanna & Reidman, 2003).

In the early stages of development parents help their child/ren to develop a sense of trust by responding appropriately in meeting their basic needs; providing comfort, food, warmth. Para (2008), referring to Erikson's theory, argues that family relationships play a fundamental role in the early experiences of children and the success in the

negotiation of any early crises the child experiences is dependent on support from the family.

Bosma and Kunnen, (2001) suggest families provide the basis for the beliefs and values an individual holds. In adolescence, exposure to parents' and other family members' belief systems are a starting place in the exploration of their values. In the case of the foreclosed individual (when an individual has made a commitment without exploring identity or alternatives), the family may be the only source of principles for that individual's identity. This appears relevant to Tia as throughout the interviews it became apparent to me that she shared the same values as her parents such as the value of education and respect for others. Tia and her parent's belief systems mirrored each other and therefore I consider this might have had some influence on her identity development.

Furthermore, Meeus, Oosterwegel, and Vollebergh, (2002) argue that the quality of the interaction between the family and the individual has an effect on identity development. They suggest that high quality relationships i.e. those which display affection, acceptance, support, encouragement) are associated with increased levels of competence in adolescents (Kenny, Gallagher, Alvarez-Salvat & Spilsby, 2002). If competent individuals are therefore better prepared to explore options and make commitments regarding their beliefs and values then I suggest that close and supportive relationships with family members act as a valuable resource for individuals in the process of identity formation.

6.3.4 Education
There is a void in the literature relating to research into the education of children of Eastern European migrants. Yet whilst the educational inequality experienced by minority ethnic children within the UK is well documented (DES, 2004; DES, 2006; DES 2007), the educational achievements of Eastern European migrants have yet to be included (Hamilton, 2011).

Education is considered an important factor for an Eastern European migrant family, with the parents often having high aspirations for their children (Kao & Tienda, 1995; Robila, 2004). Furthermore, education is considered a 'pull' factor of migration (Hatton, 2010) and is viewed as something that from the migrant's view will be of benefit to them in their new country. Tia's parents are supporting their daughter's current educational aspirations of hoping to study law at university in the UK when she is older. Whether this is because they consider education promotes social mobility is not known.

Although considered a sociological term, Aldridge (2003) defines social mobility as '...the movement or opportunities for movement between different social classes or occupational groups.' (p189). Whereas, Heath and Payne (1999) suggests that as a result of factors such as aptitude, intelligence, ability and effort, an individual moves up the social scale, regardless of their social position in childhood. Nevertheless, Tia's parents consider an English education may enable her to succeed and they are supporting and encouraging their daughter to get the most from her education.

Gilborn 1995 (cited in Reynolds 2008) argues that the education system is pivotal in shaping a migrant child's experience overall. Gilborn (1995) also acknowledges that experiences within the educational system are very different between a migrant and a non-migrant child. Claxton (2007) shares a similar view and argues that education is what societies provide for their young to help them get ready to make the most of the world they are going to find themselves in. Whereas, Phinney, Romero, Nava and Huang (2001) and also Berry (1997) acknowledge that adapting to school in the host culture for immigrant families is a vital part in the overall adaptation to host country society.

Therefore if migrant children are to progress academically and socially within the education system schools will need to develop their policies and practice to ensure that inclusive principles are at the core of their planning. By supporting the transitions of migrant children and

encouraging integration and inclusion, schools are best placed to promote high aspirations and develop a positive attitude towards learning for all their pupils regardless of race, culture or ethnicity.

Theoretical perspectives on the interpretation of educational aspirations and their significance can vary. Blau and Duncan's (1967) status attainment model considers aspirations to be cognitively motivated by individuals in their quest for academic achievement. They consider that personal (how an dividual perceives their ability) and social dimensions (social class) are important motivators in academic achievement.

However, parents are viewed as the most important contributors to an individual's future aspirations through providing encouragement, opportunity and support (Hung & Marjoribanks, 2005; Majoribanks, 2003). Gutman and Akerman (2008) stated that ethnic minority girls tend to have higher aspirations and parents in this group also have high aspirations for their daughters.

Family migration did not affect Tia's hope and aspirations in regard to her educational future. She has goals and is focused on how to achieve them. Her positive attitude to learning, her continued excellence in Maths and the support and encouragement from her parents has continued across both Eastern European and UK cultures.

6.4 Summary
The 'interconnecting factors' of hope, belonging, respect and values were discussed in relation to Tia's acculturation model. These factors and the development of her identity, the experience of education, the ongoing support of her family and the progression of her peer relationships and friendships, jointly contributed to the development of Tia's acculturation.

Families provide a foundation for the values and beliefs an individual holds. Families also foster exploration and commitment in young adults through their influence on earlier crisis resolutions. Peer relationships

and friendships can negatively and positively affect the formation of identity in adolescence and friends act as models for development, and provide a variety of alternatives for individuals to explore.

Many different models of identity have been proposed, although Erikson's (1950) and Marcia's (1966) models have become the most widely accepted. Research on these theories suggests the process of identity achievement is complex and multidimensional (Schwartz & Montgomery, 2002) and factors, including social support, influence this process. In particular, two types of social support, familial and peer, greatly affect the development of one's identity.

The next chapter discusses the research findings and methodology as well as considering implications for practice and the role of the educational psychologist.

Chapter 7 – Discussion

This research came about as a result of my interest in migration and more specifically in the development of an individual's acculturation into a new society. Previous studies had tended to explore migration from an adult's viewpoint and very little was written about the experience of a migrant child's acculturation. It is anticipated that this research will provide an opening to further explore the development of acculturation for a migrant child.

This chapter contains an overview of the research findings and considers the primary research question, 'What features contribute to the development of Tia's acculturation?' The chapter then includes a discussion section of each of the 'interconnecting factors' in relation to the findings from the literature review and their contribution to Tia's acculturation. Within each 'interconnecting factors' section an acknowledgement of the 'key influences' that have also contributed to Tia's acculturation is included.

The chapter also takes a critical look at the methodology in relation to the research. The implications of the research findings, implications for practice as well as considering the role of the educational psychologist are also reviewed.

From an ontological viewpoint, acculturation, according to Gordon (1964), Berry and Sam (1997), Williams and Arrigo (2006), has its philosophical roots in realism, which posits an objective, knowable and universal reality. However this study concerning Tia's acculturation is considered subjective as by exploring the social and historical context of Tia's views, migration experience and subsequent acculturation, it takes a more relativistic stance and is influenced by constructivism.

7.1 What features contribute to the development of Tia's acculturation?

From the outcomes of Tia's, her parents' and head teacher's interviews, I perceived Tia's acculturation is characterised by four 'interconnecting factors'; hope, belonging, respect and values which are fundamental in the development of her acculturation (see Tia's acculturation model page 62). Tia's acculturation model also considers the four 'key influences' of family relationships, identity, education, peer relationships and friendships (which stem from the secondary research questions) that are linked to the four 'interconnecting factors'.

Cuéllar, Arnold and González (1995) hypothesised that acculturation theory involves psychological change along cognitive and behavioural domains to understand cultural change among migrant groups. For Tia there were many changes that took place in the development of her acculturation such as learning a new language, making friends and familiarisation with the processes of school life as well as socialisation within a new culture. These changes were discussed during interview.

One of the psychological responses to acculturation is acculturative stress (Hernandez, 2009). In this research I consider Tia may have experienced some acculturative stress at the beginning of the migration process as when she arrived at her first school she was unable to converse in English. Tia said she panicked on her first day at school in the UK (T/N1, L109)

Duru and Poyrazli (2007) found a connection between lack of language proficiency and acculturative stress. However, Williams and Berry (1991) suggested that the ability to speak a new dominant language reduces acculturative stress. Tia was quick to gain proficiency in her new language and then make new friends thus reducing any initial acculturative stress she may have experienced.

Tia is now in early adolescence and her English language skills are much more fluent.

7.1.1 Hope

From the analysis of the grounded theory hope was chosen as a focused code to explain Tia's perceptions of goals, ambitions and aspirations for the future (Appendix 7) Hope is also considered by me as an 'interconnecting factor' within Tia's acculturation model and has an important part to play in the development of her acculturation. Hope appears to give Tia the determination to want to do well and succeed in education (a 'key influence' on Tia's acculturation model). This agrees with Snyder (2000) who considers hope may give an individual the motivation to do well and achieve a positive end result.

Parents are viewed as the most important contributors to an individual's future hopes and aspirations through providing encouragement, opportunity and support (Hung & Marjoribanks, 2005; Majoribanks, 2003). Gutman and Akerman (2008) stated that ethnic minority girls tend to have higher hopes and aspirations than ethnic minority boys. Parents in the ethnic girls group also have higher hopes and aspirations for their daughters. I only have information from Tia's parents regarding the aspirations they have for their daughter (N/F3, L1-2). They want her to be happy, educated and to have the opportunity to do what she wants thus concurring with the views of Hung and Marjoribanks (ibid); Marjoribanks (ibid).

For Tia family migration did not affect her hopes in regard to her educational future. Tia has goals and is focused on how to achieve them. Her positive attitude to learning, her continued excellence in Maths and the support and encouragement from her parents has continued across both Eastern European and UK cultures.

Theoretical perspectives on the interpretation of educational aspirations and their significance can vary. Blau and Duncan's (1967) status attainment model considers aspirations to be cognitively

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motivated by individuals in their quest for academic achievement. They consider that personal (how an individual perceives their ability) and social dimensions (social class) are important motivators in academic achievement. This is opposite to Bruininks and Malle's (2005) suggestion that a function of hope is to keep individuals engaged with important outcomes.

Clarke (2003) suggests that hope is what sustains an individual through psychological adjustment and is inspired in the context of supportive relationships. I consider this statement could be applied to Tia as she has had to experience migration and any subsequent psychological adjustment that accompanies this. However this has been with the ongoing support of her parents. Whilst we cannot predict what the future may hold for Tia, as her future hopes and goals may change. Tia appears to have an understanding of where she would like to be regarding her education and has clear hopes for the future, which her parents fully support (NF/2, L22).

7.1.2 Belonging
Within Tia's acculturation model I have defined the category of belonging as Tia's need for acceptance and security in her surroundings which results in her feeling happy and content. Furthermore Tia's ability to relate to others socially and emotionally and to feel included and integrated, both in school and out of school is also taken into account in this category. Belonging for Tia meant she was 'fitting in' and able to do the same things as her friends.

Birman and Poff, (2007) suggest that migrant children become involved in their new culture relatively quickly, particularly if they attend school. Whereas Reynolds (2008) argues that how a child experiences migration is dependent on their experience of the education system. This is a relevant viewpoint as a child who is welcomed at their school may make friends quicker; this may support their language development thus providing them with a sense of belonging sooner than a child who does not feel welcomed.

Furthermore Anderman (2003) has suggested there is a link between a sense of belonging and achievement. However for some children who need to learn to speak the English language, a sense of belonging may not begin to develop until they begin to enhance their English language skills.

Miedema (1997) suggests learning the dominant language needs to be the focus for the child to help the child fit in and feel a sense of belonging. By doing this the child's understanding of what is being said around them is improved along with interactions with their peers. This focussed approach to learning the new language rather than placing a child into their class on their first day and allowing them to pick up the language as they go along, maybe easier for the child but might not be for the school. However, for a migrant child an ability to speak the language, to communicate and to listen starts the acculturation process. Data suggests that in Tia's case it was a mixture of both approaches i.e. a focussed approach, initially via the translator, alongside the influence of her peers and school staff that promoted her language development.

Goldstein (2003) suggested that it may benefit migrant children to speak with other migrant children with a common first language and also to children who speak the language of first culture to help them to fit in at school. None of the pupils at Tia's secondary school spoke her first language and this did not appear to deter her. She had her parents at home, her teachers and new friends who all helped her to develop her spoken English language, therefore I agree in part with Goldstein's view.

By being able to communicate with peers, Tia could begin to relax and enjoy her new experience. This was not always the case as when Tia started in her primary a few days after arriving in the UK, she was unable to speak English. Would the presence of children who spoke the same Eastern European language as Tia have made

a difference to her fitting in and feeling a sense of belonging? I am not sure as once Tia recovered from her first day in an English school her focus was on learning the language and making friends.

Whilst this study cannot generalise about the 'social acceptance' of migrant children, I would argue that to some extent, Tia is accepted within, and has a group of friends whom she socialises with, both inside and outside of school. It is perhaps through shared experiences such as the transition from primary to secondary school, that Tia can now relate to her peers, has formed friendships and feels a sense of belonging. I also consider that Tia's developing peer relationships and friendships within her secondary school may also have contributed to her sense of belonging.

Harklau (2007) suggests that peers have a greater influence on identity especially in adolescence. I would suggest that may be true for Tia as her need to belong and identify with her peers was crucial to her. Furthermore her use of language and colloquialisms helped her to relate to the characteristics of her peer group thus identifying with them and feeling a sense of belonging.

Meeus and Dekovic (1995) emphasised the importance of peer support to be a positive influence on school identity and school belonging, particularly for girls. This is supported by Tia's account of friendships at school 'I had these lasses in my form and they were really kind to me and helped me a lot.' (TN/2, L711).

Peer relationships are considered a 'key influence' within Tia's acculturation model and contribute to the development of Tia's acculturation. Peer relationships form a large part of adolescent social development and 'helps in the formation of social identity' (Schaffer, 2004 p.120). The need to belong, to feel part of a group and be accepted is a part of this. For Tia, the development of her identity ('key influence') and the development of belonging

('interconnecting factor') as an English pupil in an English school started part of the way through year 6 at primary school.

Adolescence is a time when individuals are trying to find out where they fit into the world around them. For Tia who at the time of the research was entering adolescence, the need to feel the same and to identify with her peers was very important to her. In my view, Marcia's identity status model (see page 115) goes some way to explaining how individuals find their own identity during adolescence and this can relate to Tia to some extent. Migrant children have an added challenge of forming their own identity, whilst also acculturating into a new society. However, caution must be taken as Marcia's identity status model does not take acculturation into account, therefore a migrant adolescent's identity formation make take a longer period of time due to additional factors such as language barriers and cultural differences.

Tia did experience some difficulty with peers in primary school and in secondary school. Brown, Rutland and Watters (2007) acknowledge that little is known about the social acceptance of migrant children within school. However, research by Kiesner, Maass, Cadinu and Vallese (2003) highlighted that classroom based social acceptance is linked to the amount of prejudice shown towards ethnic minority groups, indicating that that low peer status is related to out-group prejudice.

This concurs with Tajfel and Turner's (1979), Social Identity Theory, which views an individual's motivation to differentiate between the in-group and the out-group (see p117) in order to enhance their self-esteem (Abrams & Hogg, 1990). Kiesner et al's (2003) study further highlighted that self-esteem was found to moderate the effects of peer status: when self-esteem was low the relation between peer status and prejudice was stronger than when self-esteem was high.

According to Abrams and Houston, (2006); Abrams and Christian, (2007), prejudice may be viewed as a process within a set of relationships, rather than a state or characteristic of particular people. Whereas Crandall and Eshelman (2003) define prejudice as a 'negative evaluation' of a social group or of individual's membership of that group (p.414). Children may exhibit prejudice not just through overall feelings and evaluations about groups as a whole but also by selectively including or excluding individual members of different groups from their social networks (Abrams, 2010).

For Tia, her sense of belonging at the time of the study still possibly recognised both Eastern European and British cultures. They coexisted together dependent on where Tia was at any given time such as within school, with her peers in the North East or on MSN with her peers from Eastern Europe. I have considered that maybe Tia was not ready, at this point in the development of her acculturation, to completely break ties with her birth country and instead adopted a bicultural approach whereby she could seemingly identify with both the UK and her Eastern European country.

7.1.3 Respect
Respect according to Smith, Tyler and Ho (2003) may be considered an important part of the social life of the individual and be linked to positive psychological health. This study highlighted a strong, positive familial relationship between Tia and her parents. She is aware of her position in the family, where her opinions are listened to and valued by her parents. Additionally, before deciding to move to the UK, her parents asked Tia how she felt about this (NF/2, L3). There was mutual respect, security and plenty of open communication in the family.

From my perspective family relationships in the context of family migration were a 'key influence' in Tia's life. Lawrence-Lightfoot (2000) has suggested parents need to be attentive to their child's needs in order to nurture respect (p.115). In my view, the mutual respect and values that are currently applied within the Nastase household are contributing somewhat towards the support and encouragement of Tia's hopes for the future. This may be promoting Tia's respect for her teachers, her friends and herself. Furthermore her parents actively promote and show respect in the way they welcome and interact with her friends thus further supporting the development of Tia's acculturation.

Usually children are considered central to the dynamics of family life in Eastern European culture and parents are very involved in their children's lives (Nesteruk, 2007). Grand-parents are respected and valued and often take on the role of day-to-day caring for the younger members of the family (Staykova, 2004; Zhurzhenko, 2004).

In Eastern Europe Tia lived with her grandmother whilst her mother migrated to the UK and her father continued with his work. I consider this was important to all the family. For Mr and Mrs Nastase it meant they could proceed with the process of migration, knowing Tia was well cared for. Tia was with her grandmother whom she said she loves a great deal and whilst she missed her parents it was on the understanding that things would improve.

Tia's parents say they are open and honest with her and she says she knows she can talk to them if she has concerns. Tia agrees with her parents and says she can see the differences already in the way she has been brought up in comparison to her friends (N/F3, L8). One main difference here appears to be within the parent-child relationship. Tia appears to have a close relationship with her parents, one with mutual respect. This is something she told me her friends have commented on.

Furthermore, data analysis has highlighted how Tia's identity was influenced by her ability to develop her English language skills (see pages 65-69) and to converse with her peers. This may also have contributed

to the respect and values for her new culture and gave her hope, acceptance and belonging within her peer group and wider society. Simon (2007) considers that it is difficult to show respect to another person without verbal or non-verbal communication. However, for Tia I consider that being able to develop her verbal skills in English helped her common ground with her peers and as such she may have gained some mutual respect.

7.1.4 Values

The values that Tia's parents instilled in her appear to have had some influence in her developing identity. The value of education and also the importance of becoming involved in UK culture, whilst simultaneously retaining her original Eastern European identity (NF/3, L15) were promoted by her parents. This appears to have been achieved with little conflict or resistance by Tia at the time of interview.

Phinney, Horenczyck, Liebkind, and Vedder (2001) viewed acculturation as a process of adaptation along two important dimensions: (a) the adoption of ideals, values, and behaviours of the receiving culture, and (b) the retention of values, ideals and beliefs from the migrant person's country of origin. A number of aspects have supported this process for Tia. The support of her parents in ensuring the migration was as positive as possible appears to have kept her feeling full of hope. Also, Tia's determination to belong and her need to make friends and feel accepted by them also helped her.

Tia enjoys visiting her family in Eastern Europe and looks forward to travel with her parents throughout Europe. I consider the family are integrating within and adapting to their life in the UK. They are positively acknowledging the cultural and environmental changes that

have taken place. In terms of the acculturation process, I regard the Nastase family as a family who are possibly integrated within the UK society. Mr Nastase appears to want to hold on to his cultural Eastern European roots and also enjoys participating in what he terms 'Britishness' (NF/3, L17). This bicultural approach appears to suit this family whilst they are learning to come to terms with changes within their daily life.

A major goal of the UK government in recent years has been to increase the number of young people who continue in education and training after the end of compulsory schooling at age 16 (Payne, 2003). This is seen as important for the supply of educated and trained labour for the economy, but also for the futures and well-being of the young people concerned. Tia values her education and has stated she would like to go to university after her 'A' levels to study law. She is being supported by school to achieve and is encouraged by her parents to do well.

In conclusion I consider that the 'interconnecting factors' of hope, belonging, respect and values highlighted in Tia's acculturation model were evident and influenced by Tia's experiences within the UK education system. Tia spoke positively about education and furthermore her parents stated an English education was one of the reasons the migration took place. Education is considered a 'pull' factor of migration (Hatton, 2010) and is viewed as something that from a migrant's view will be of benefit to them in their new country.

In my view Tia values and respects her friends, her parents, her education and her teachers. She is enjoying school and continues to work hard in her studies. Her experience of education is contributing towards her developing identity, her sense of belonging and is giving her hope for the future. By valuing her education Tia is focussing on her future goals .Tia does not appear to have forgotten her cultural roots. Her parents encourage contact with friends and family in

Eastern Europe and Tia seems to be developing and establishing new roots in the North East of England.

7.2 A critical evaluation of the methodology

Creswell (2003) wrote, 'the idea behind qualitative research is to purposefully select participants that will best help the researcher to understand the research question' (p. 185). Therefore, by adopting a qualitative approach, I aimed to gather 'rich data' (Rudestam & Newton, 2001), in order to understand how Tia viewed her experience of migration.

The collection of qualitative data requires time consuming data analysis. In this research, constructivist grounded theory, was the form of analysis chosen. I acknowledge that from a constructivist viewpoint my understanding and interpretation of what was told to me during the interviews and, the participants' understanding and interpretation of my questions linked to their experience, will have inevitably influenced the analysis of the data. Nevertheless, the findings represent a unique account, from my point of view, of a child's experience of migration.

One of the strengths in applying a qualitative research method is that it allows flexibility to operate interactively with the participant, which I consider is a useful and important tool when working with young people such as Tia, so as to maintain their interest. In accordance with my epistemological position qualitative research provides a starting point or a point of comparison for future research.

Using a single-case study gave Tia the opportunity to explain, in her own words, her migration experience. Information gathered from semi-structured interviews with Tia, her parents and head teacher, contributed to the construction of a theory concerning her acculturation. As acknowledged on page 38 of the Methodology chapter, the findings of a subjective account of participant's experiences cannot be generalised to the wider population yet have a

valid place in psychological research as it gives the possibility that another individual or group of individuals may have a shared experience (Haug, 1987). It would be more reasonable therefore to suggest that the findings could be considered transferrable (Marshall & Rossman, 1999).

The use of a semi-structured interview allowed more scope for spontaneous answers and questions thus allowing Tia, her parents and head teacher in some way to control the themes of the interview within the confines of a semi-structured plan. This process enabled specific, pre-planned questions to be asked, as well as giving the opportunity for issues to be discussed in more depth, resulting in valuable information and insight to be obtained.

By using a semi-structured interview approach and asking open questions it was possible to gain insight into individual experience, thoughts and feelings and observe Tia's construction of her own world. Kvale (1996) defined a qualitative interview as, 'an interview, whose purpose is to gather description of the life-world of the interviewee with respect to the interpretation of meaning of the described phenomena' (p.174).

When conducting research with children as participants, forming relationships in which children feel they want to participate throughout the research process is particularly important in order to keep up a continuing dialogue over which children as well as researchers feel they have control (Christiansen & James, 2008). However within this research a 'smash and grab' (Charmaz 2006, p19) approach to the interview process took place as the opportunity to build up a relationship with Tia, prior to conducting the first interview, was limited due to time constraints. Therefore I arranged an initial meeting with the family in their home to not only gain their consent and explain the purpose of the research but for Tia to meet me in an environment she was familiar and presumably comfortable with.

Tia presented as a very confident, friendly and talkative child which for the purpose of this research was a positive factor. On the other hand had Tia had been a nervous, aloof or not very talkative child then I would have needed to have considered a different approach in order to possibly gain her trust or build her confidence before I interviewed her. Alderson (1995) argues that children should be suited to research children's experiences thus emphasising how important it is to gain their perspective on their experience. From my perspective Tia wanted to tell her story and share her migration experience which supported the development of a positive relationship for both of us.

Ingraham (2000) argued that educational psychologists need to develop an understanding of how to build bridges across cultural differences while recognising that there are individual differences within cultural groups. Therefore, when exploring the topic of migration between cultures, the individual perspective must be taken into account, as no two experiences are the same due to a number of factors influencing experience.

Schwartz, Unger, Zamboanga, and Szapocznik (2010) highlight individual experience as one context to understand acculturation. In essence, they criticize the universalistic approach whereby acculturation outcomes are generalised to all migrants regardless of country of origin or ethnic values thus devaluing ethnic diversity.

Whilst a more common barrier for migrants is often the difficulty in speaking the English language, for Tia, in my view, it was also the interconnecting factors of hope and belonging within her new environment which had to be developed over time. From the interviews it appeared that Tia and her parents shared similar respect and values regarding family, education and friendships. Tia seemed able to retain and apply these in her new environment. For another migrant child, the acculturation process may begin at a different stage to Tia and may take a different amount of time to be achieved.

Constructivist grounded theory considers the perspective that multiple realities are made, whereas objectivist grounded theory follows a more positivist stance and as such, argues that reality is out there ready to be discovered (Charmaz, 2006). A constructivist epistemology benefitted this study as it supported both my, as the researcher, and Tia's, as the participant, interpretations of the world. As part of the study, I considered the perspectives of Tia's parents and Head Teacher, thus giving the opportunities for multiple outlooks and realities to be constructed concerning Tia's migration experience (Silverman, 2006).

However, the constructivist grounded theory approach, due to its subjectivity, also creates a problem in this methodology as the results and my subsequent interpretations of Tia's personal experience make it extremely difficult and presumptuous to relate to other individuals.

Nevertheless, the method of coding was a useful process to develop categories within the transcripts. It also enabled me to reflect as to why I interpreted a particular part of the transcript in a particular way. Writing memos, although time consuming, was effective in developing these codes and developing ideas towards a theory. Without such a method, the transcript analysis would have had very little direction and little influence upon theory development.

7.3 Strengths and Limitations

Criteria such as validity, reliability, objectivity, and generalisability that is traditionally used to evaluate research is said to be based on positivist assumptions that are considered to judge the scientific rigour of quantitative research designs (Cho & Trent 2006). Whilst Silverman (2006) has suggested that validity and credibility in both qualitative and quantitative research is essential.

Within this research to gain a more in-depth understanding and to address any concerns relating to internal validity, triangulation of data

took place. Yin (2009) views triangulation as a strength of case studies whilst Willig (2008) suggests that triangulation enriches case studies by allowing the researcher to approach the case from a number of perspectives. In this research the perspectives of Tia, her parents and head teacher were gathered.

The number of interviews that took place in this research was low. In relation to works by Potter (1996, 2002) interviews provided an appropriate platform for gathering in-depth information (see page 38). It is however recognised that the five interviews used may be considered a limited dataset when aiming to gather 'rich data'. Furthermore Charmaz (2006) suggests that when grounded theory studies are small they 'risk being disconnected from their social contexts and situations' (p. 131).

However, in my view, the current dataset provided sufficient information for exploring the focus of this research, when taking into consideration the range of data gathered and analysed. This included semi-structured interviews and brief observations in the home. In addition, the interview questions were tentatively developed as a guide, with the intent of permitting an open and flexible approach to allow further exploration of responses (see Appendix 3). In this way the content of the interviews was developed in accordance with the thoughts and feelings of the experience of Tia, her parents and her head teacher, who were enabled to tell their own unique and personal stories.

What might be considered a major limitation of this research is the use of a single case study to gather data. A single case study was essentially applied within this research to gather a valuable insight into the development of acculturation for Tia. The number of interviews, as already mentioned were few but nevertheless they provided me with detailed information from a number of viewpoints, including Tia, her parents and her head teacher. A key aspect of limitations of single case studies is generalization, for example Yin

(2009) states that single case studies offer a 'poor basis' for generalization (p.43).

There are a number of different views around this, for example Patton (2002) suggests that any generalisations should be considered as a form of extrapolation whereby they are 'logical, thoughtful and problem oriented rather than statistical or probabilistic' (p.584). Therefore it is at the level of concepts, categories and explanation that generalisations can be made. Wheras, Sarantakos (2005) argues that generalization is limited when researching one single case. However, Yin (2009) acknowledges the importance of the purpose of the single case study as expanding and generating theory or 'analytical generalisation' (p.39).

In my view, applying a single case study design within this research, allowed a holistic approach to be taken whereby the 'case' was studied within context. It was not my aim to uncover essential truths but to explore the area of acculturation in the context of Tia's experience. According to Yin (2009) case studies adopt an idiographic perspective that is concerned with the particular rather than the general (Willig, 2008). The aim is to gain an understanding of the individual case through the exploration of the processes and context. Therefore case study is more concerned with theory generation as opposed to generalising findings.

Time was a major factor which limited the study. This refers not only to the time limitations of my own research, but also to factors such as the school holidays, school closures due to inclement weather, Tia's parents availability and the difficulty in arranging a convenient appointment with Tia's Head Teacher. However one advantage of a single case study, given the demands on time of collecting and analysing data, is that a smaller sample may be considered more useful in managing the analysis of the data collected, and more meaningful in a particular context (Denscombe, 1998).

Due to a combination of time restraints and lack of opportunity, only one brief observation took place within school between Tia and her head teacher. However, I visited Tia's house twice and observed how she interacted with her parents. These observations were valuable as they gave me an insight into family cohesion, dynamics and communication. To have had further school observations to assess how Tia interacts with peers in school, how she learns in English lessons, how Tia and her teachers communicate and interact, may have benefitted the study in shaping my own perceptions as researcher and validating Tia's own views conveyed in the interviews.

Furthermore, comparing Tia in two very different environments may have enriched the qualitative element of the research by gaining a greater understanding of Tia's life. Observational methods, used in conjunction with interviews, may be worth considering for future research in this area.

When the data was being collected, it appears that Tia was experiencing and seemingly identifying with two cultures (East European and UK) that were coexisting together, without any significant conflict. In my opinion, Tia's acculturation process was in progress. However, a longitudinal study would have been useful in obtaining a more rounded outlook of this process and also to test Tia's acculturation model (fig. 3) in more situations. For example, if we were to visit Tia one year or two years into the future, would the four interconnecting factors of hope, belonging, respect and values still be perceived as contributing to Tia's acculturation?

As Erikson (1968) suggests, adolescence is the stage when individuals choose to retain or reject some of the values and interests developed during early childhood. Furthermore, by revisiting and re-interviewing Tia at later dates, an exploration into whether or not Tia's acculturation model has impacted and influenced her over a longer period of time; perhaps from adolescence into adulthood.

If we consider Berry's (1980) model of acculturation (see page 96), Tia is both maintaining her original cultural identity and participating in her new culture. In my view Tia is 'integrating'. It would be mere speculation as to whether Tia would remain integrated or not. As time progresses, it is possible that she may begin to identify with one culture over the other as perspectives can change over time depending on circumstances and experience.

I would like to have had the time to learn more about the education system in Tia's home country and furthermore to have been able to explore any preparation regarding migration that may take place beforehand by the child's teacher or other school staff. In order to have obtained a more detailed and rounded view of Tia's experiences, it would have been useful to have interviewed her peers both in the UK and also in her home country.

By interviewing her peers, a different perspective may have been obtained. For example, Tia experienced peer issues in her UK schools and this may be due to a number of reasons. Possibilities include because she was a female, a newcomer, there was a clash of personalities, because she was quiet or even that she was viewed as more vulnerable by the dominant peers within the school (McKenney, Pepler, Craig & Connolly, 2005).

Therefore, it is vital to not attribute every experience to the fact that Tia is a migrant. Being a young adolescent, her age, gender or body language may have influenced peer reactions to her just as much as her 'migrant' status. Schaffer (1996) commented that relationships with peers become even more critical during the adolescent years. Schaffer considers adolescence as a 'transitional' phase to adult society (p 318) and a time of considerable uncertainty, both about the self and about society in general. Peers can provide support and guidance, they influence each other.

Between early and middle adolescence, interactions amongst peers increase in frequency and friendships groups develop and become cohesive (Berndt, Hawkins & Jao, 1999). They also become more influential. Furthermore, Dishion (1990) considers the influence of friends is affected by the relationship an adolescent has with their parents. Positive relationships with their parents encourage security and self-worth.

Therefore, had more time been available the perspectives of Tia's peers and their influence on Tia's acculturation process especially within the area of belonging would have been useful. Despite this being a single-case study, to have obtained multiple perspectives about Tia, may have resulted in richer qualitative data and a more holistic perspective to her experience.

Although I recognise the limitations in applying a qualitative methodology in that a larger representative sample has not been used, it may be difficult to apply the findings to a larger sample of Eastern European families. This is because each Eastern European country differs in language, culture and their reasons for migration very often depend upon differing socio-economic situations. For instance, Tia's mother is in a skilled profession where her skills are easily transferrable across countries resulting in the family's socio economic situation being different to that of many migrants who move to the UK (Somerville, Sriskandarajah & Latorre, 2009).

However, despite the limitations to qualitative research, the findings of this study can give more of an understanding of a migrant child's experience and their 'fitting in' process within UK society. In contrast, a quantitative research design was briefly considered.

A quantitative design determines and compares the relationship between two variables. As this was not a comparative study, a quantitative research design was considered as not appropriate as it

could not take into account personal experience nor understand migration.

Quantitative methods, however, may be useful in future research to compare the findings of this study with another participant's experience of migration and subsequently, acculturation. The use of rating scales or similar correlational analysis methods could help to generalise findings to develop theories of acculturation in migrant children.

7.4 Implications of the research findings

The analysis of the results suggests that the overall experience of family migration for Tia was generally a positive one. The impact of the four 'interconnecting factors' of hope, belonging, respect and values, demonstrates that they should not be considered in isolation as they regularly impact together on the process of acculturation for Tia.

For example had Tia had respect and values but was not hopeful for the future then how can she feel she is going to fit in? Likewise, had Tia had hope for the future but no respect for her new society then she may feel marginalised as she would not conform to what is considered the societal norms.

Tia's aspirations for the future and her school's aspirations for her are optimistic and it is anticipated she will continue to do well academically. She is developing positive relationships with her peers and with adults in school. Tia has so far dealt positively with a significant life change and is looking towards her future.

In response to the negative issues Tia experienced with some of her peers and the subsequent support received from her teachers, I would suggest that one priority of schools is to ensure that all pupils but especially migrant pupils are clear about where to access support

within the school, be it from an educational professional or from a peer.

Being healthy, both emotionally and mentally is I believe vital to Tia's acculturation process. This ensures that any acculturation stress that she may experience is kept to a minimum. When considering Berry's model of acculturation (see page 96), integration is considered the least stressful for an individual with marginalisation the most stressful (Berry & Kim, 1998).

As mentioned in the Findings chapter on page 76, two points concerning the development of Tia's acculturation process was noted from the interview with her Head Teacher. The first point raised the question of how prepared and knowledgeable are schools in accommodating and helping new migrant pupils. A school, such as Tia's secondary school, with a few English as an Additional Language (EAL) pupils is not uncommon in the UK. Although the majority of EAL pupils are in urban schools the number of migrant pupils moving to schools in rural areas is increasing (Budge 2011).

Furthermore, schools within the UK who have high numbers of EAL pupils may be able to offer advice and share good practice so that educational psychologists and the education system itself can work towards a uniformed and consistent policy for supporting the language development and feeling of belonging within migrant children.

The second issue raised from the interview with Tia's Head Teacher was that he was open and encouraging to new learning practices and the incorporation of new policies concerning the integration of EAL pupils. This suggests that schools are willing, but maybe uncertain of how to meet the needs of the migrant child. This makes the role of the educational psychologist all the more important in guiding and supporting schools, as well as the migrant children themselves, in achieving positive outcomes.

The 'New Arrivals Excellence Programme Guidance' (DCSF, 2007) and 'Aiming High: Understanding the Educational Needs of Minority Ethnic Pupils in Mainly White Schools' (DCSF, 2004) are available for all schools to access via the Department of Education website, and focuses on meeting the needs of pupils who have 'arrived in schools as a result of international migration' (2007, p3).

Some of the documents did not appear, in my view, to be representative of what is currently happening in schools. For example, the 2007 document makes the assumption that schools will have access to an 'interpreter' (p.13) whilst the 2004 document fails to take into account white minority ethnic groups. Furthermore, as Hamilton (2011) points out 'the term minority ethnic learner warrants a broad understanding and not just that associated with pupils of Black and Asian heritage' (p.2). Nevertheless schools can utilise and adapt the documents as guidance and support in welcoming and including children who are new to the UK education system.

In contrast, the UK Migrant Integration Policy Index (2010), reports that migrant pupils who are educated in the UK receive better support in schools and are taught more on how to live together in a diverse society.

Research by Hamilton (2011) suggests that in an effort to prevent the educational underachievement of migrant pupils, educational policy (DCELLS, 2008) recommends teaching staff encourage high expectations by allowing migrant pupils to access materials that are suited to their cognitive ability and previous educational experience.

However, this is not without its challenges as a number of factors such as learning differences, lack of prior education (often due to the delayed compulsory school starting age) and most commonly, language barriers are making it difficult for teaching staff to 'personalise the learning environment' for migrant pupils (Hamilton, 2011 p.6)

Work by Tajfel (1982) has considered the process of social identification (see page 117) and argues that it forms the basis of understanding how people interact with one another. He considered how people's identification with social groups forms an important part of their self image, which in turn may determine their social interactions with others outside of their group.

Psychological theories of immigration (Berry, 2001; Hernandez, 2009) acknowledge that intergroup relations are important especially within the development of acculturation. These theories are important in supporting and enriching understanding of migration and its impact on an individual's process of acculturation.

Berry (2001) suggests that the focus on acculturation research is on the process of 'mutual change' (p.616) involving groups of migrant individuals and groups of native born individuals from the host society. Berry's focus on intergroup relations considers the attitudes, from both groups that results in what he suggests is a multicultural ideology (Berry, Kalin & Taylor, 1977) which views how each thinks the others should acculturate. This concept refers to the general orientation individuals may have towards living in a 'culturally plural society' (Neto, 2006).

Tia's mother reported she had experienced negative attitudes towards her based on her cultural identity. Tia herself had experienced this within her peer groups. Taft (1997) argued that the expectations that a host culture has of its newcomers will likely affect the acculturation and adaptation of immigrants. This supports ensuring schools and communities are aware of the impact of negative thinking towards migration and of how this may subsequently affect the inclusion of the migrant.

However, in Tia's case, her parents and her teachers were well aware of what was taking place and were able to monitor the situation. Tia received lots of support and time to talk about how she

was feeling. Furthermore, Tia's mother may have had a good idea as to how Tia was feeling and may have been able to empathise with her.

Hernandez's (2009) conceptual map of psychological theories of immigration builds on Berry's work and acknowledges acculturative stress, attachment theory and cultural learning theory. Hernandez considers acculturative stress and takes into account attachment theory and its connection with separation and loss. How attachment theory and acculturation affects individuals she proposes for further research. I agree with Hernandez's proposal and would further suggest that the research focuses on whether migration highlights any difficulty with attachment for some children.

Nevertheless, the findings for Tia do offer a positive light on migration and of educating migrant children within the UK education system. Perhaps where individual or small groups of migrant children are entering the UK education system, this study might help to enlighten, educate or change perceptions.

7.5 How this study may contribute to further research

As stated earlier, it was hoped that this research would form a starting point for future research into the migration experience for children. One implication for future research is the link between identity and educational attainment which I deemed extremely important to Tia's acculturation process.   Whilst successful acculturation has been defined in terms of good mental and physical health and high self esteem (Berry & Sam, 1997: Phinney, 1990; Rumbaut, 1994), Liebkind (2001) also considers achieving good grades in school as a useful indicator of successful acculturation for adolescents.

Tia, as stated earlier, was able to identify bi-culturally and integrated well into her new society. Additionally, she was able to maintain her academic excellence. As far as I am aware, there is little evidence of

research analysing the relationship between ethnic identity and education amongst migrants. Phinney, Horenczyk, Liebkind, and Vedder, (2001) have recognised that how migrant children adapt to school in their host country is reflective of how they adapt to their host society as a whole. Therefore further study within this area may highlight specific areas school might encourage that may promote positive outcomes for all their pupils.

Portes and Rumbaut (1990) found that integrated parents appear to motivate their children more than assimilated parents. Therefore, future research may also focus on the impact of family on the migrant child's academic aspirations and the effect this may have on a positive acculturation process.

Another focus for future research is on peer relationships, especially high-quality friendships, between migrant children and children from the host country. I would be interested in exploring how these friendships develop and whether they are maintained over time. I would also like to know how the children view each other, their social integration and to explore what ethnicity and biculturalism means to them. Furthermore, it would be interesting to explore what kinds of support offered by peers are conducive to acculturation.

Berndt (2002) has studied friendships and concluded that they are considered extremely important and have positive effects on an individual's social development. Making friends was important to Tia even before she moved to the UK. I consider the friends she made and the development of peer relationships supported her feeling of belonging and her wanting to fit in.

This research study may lend itself to future longitudinal research to enable both qualitative and quantitative data to be collated and analysed over a longer period of time to track the acculturation process of migrant children in the UK. A longitudinal study to follow a

child or group of children through the process from Eastern Europe to the UK may also be useful.

By starting the study in their home country at the onset of the migration process and exploring their hopes and fears through applying a mixed methods approach of scaling and/or personal diaries, the detailed experiences of these children could be gathered using e.g. Personal Construct Theory (Kelly, 1955). Furthermore, monitoring how things may change over time and how they cope with the migration into their new society and subsequent acculturation process might be enlightening.

7.6 Implications for Educational Psychology

Educational Psychologists (EP) can make a unique contribution to issues that have an impact on the development, learning, adjustment and achievement of all children and young people (Atkinson, Corbin and Templeton, 2011).

One aspect of the role of the EP is to liaise with adults around the child to promote positive development and outcomes for them. Therefore, in applying Bronfenbrenner's model (see page 9) to the work of an EP, it may be suggested that EPs can work at both the mesosystem and exosystem levels. In relation to children who have recently migrated this may include challenging views held by adults about the young person and problem solving whole school issues, such as inclusion of newly arrived migrant children into the school system. Equally, gathering the views of the newly arrived migrant children (perhaps to understand their microsystem) can also be part of an EP's role in school.

The role of the EP is varied and as a profession EPs are committed to the 'application of theory and research in psychology to promote child development and learning' (Leadbetter, 2005 p.18).

Furthermore, research is recognised as one of the principal functions of an EP's practice (Gersch, 2004; MacKay, 2001). In the previous section I have suggested ideas for further research; longitudinal studies, peer relationships, cultural identity and education which may go some way to recognising the distinct contribution EPs make in relation to the desired outcomes for children.

There are other areas where EPs can offer support to schools. For instance, by building on first language development, teaching staff are well placed to support second language learning and cognitive development for migrant children as continuing to support the development of both languages enhances cognitive, linguistic and academic growth (Cummins, 2001). EPs therefore could develop packages of training for staff to make them aware of barriers such as language barriers faced by migrant children and how best to support them effectively.

Furthermore EPs are able to work with teaching staff to develop training that looks at the importance of developing peer relationships and friendships amongst migrant children to promote a sense of belonging. Also training to increase teacher's cultural awareness and to develop adequate skills for supporting diverse ethnic groups would be useful.

Training may be useful to promote effective communication skills and learning about other cultures. This may go some way to ensuring the migrant child goes through a positive migration experience and gains a feeling of belonging within their new environment. By working with schools, EPs are well placed to develop a more sophisticated understanding of the emotional issues that may be experienced by a migrant child within the school context and to suggest changes, if necessary, in the systems around the child (Beaver,1996).

Whilst I acknowledge that by applying a constructivist approach to this study and by using constructivist grounded theory for analysis,

any theorising that occurs is purely dependent on my viewpoint, I do consider that Tia's acculturation model (fig.3) might provide a starting point for further research in the area of exploring acculturation development. However due to the possible variation in each individual's migration circumstances, more research around the model will be required to ensure it is robust and fit for purpose within a school context and to look at its suitability for the individual.

Padilla and Perez (2003) suggested that society's attitudes can affect the acculturation process. They considered that the motivation of migrants to become acculturated is reduced if they perceive negative attitudes by the dominant social group towards them. Therefore, I feel it is important that EPs offer training to schools to develop their buddy/peer mentoring system to enhance shared goals and interests among the pupils.

Birman (1994) argued that acculturation theorists need to appreciate and explain individual differences within the demands of different cultural and socio-political contexts. This is a further argument for a longitudinal quantitative follow up study which would be extremely useful as there is a gap in the research here. With a greater understanding of individual circumstances and reasons for levels of acculturation, in addition to group influences, educational psychology can progress further in guiding and educating schools in aiding and improving the migration experience for children.

EPs also have a wider role in the community beyond the boundaries of schools and can offer important opportunities to promote social inclusion and multi agency working (Jones, 2005).

7.7 Conclusion
This research has explored the development of one migrant child's acculturation. Whilst I consider that in my view, this has been a mainly positive experience for Tia, I also believe that Tia's experience is unique as for many migrant children the move to a new culture and

society may be more of a challenge for them from the day they arrive (Ryan, D'Angelo, Sales & Rodriquez (2010).

If we are to become a fully inclusive society we need to increase our knowledge base of what barriers migrant children encounter when they first arrive into the UK and look to how best these barriers can be removed in order to support a positive acculturation experience for them. Further psychological research, therefore, would give us a greater picture as to what needs to take place within school (and outside of school) to ensure this.

This research only scratched at the surface of acculturation and considered the views of Tia, her parents and head teacher. In my view when we consider how many families from Eastern Europe and beyond continue to settle in the UK, further exploration of the child's experience of this is long overdue.

As this research consisted of a single case study generalisations between individual migrant children's acculturation experiences are difficult to make as each child's experience is different. However, in my view this case study has assisted in generating theory around a potential starting point in understanding acculturation. It is anticipated that this research will provide an opening to further explore the development of acculturation for a migrant child. It is hoped that further research and theory generation might begin to help us to understand and provide the support that children may require during the development of their acculturation.

The constructivist view assumes that knowledge is actively constructed by the learner, not passively received from the environment. How Tia constructs her world is dependent on a number of cognitive factors; thoughts, feelings and attitudes towards others and from them. The mainly positive constructions Tia experiences, promotes how well she acculturates within her new society. Tia appears to be an intelligent girl who is eager to learn the cultural norms of the UK and progress through the education system.

The relativist framework helped me to consider what features contributed to the development of Tia's acculturation. By exploring Tia's personal experiences and perceptions and those of her parents and head teacher of how she viewed migration and taking into consideration my interpretation and understanding of what took place and why, provided me with a clearer understanding of her subjective experience.

In my view Tia's experience of migration and the development of her acculturation thus far has been a mainly positive one. Furthermore, the 'interconnecting factors' of hope, respect, values and belonging, that emerged through the grounded theory analysis. Alongside the 'key influences' of identity, peer relationships and friendships, family relationships and education which originated from the secondary research questions have supported the ongoing acculturation development for Tia.

Therefore, in conclusion I consider that in order to help and support the development of acculturation for a migrant child, it may be of benefit to have an increased awareness of any psychological impact that acculturation may have on the child's social and emotional well being, developing identity and academic achievement. As the main emphasis of the work of the educational psychologist is promoting positive outcomes for children, young people and their families, they are well placed to support schools in helping the child to adjust to an unfamiliar educational system and environment.

Hamilton (2011) commented that the significant challenges placed upon children when they migrate into new societies should not be underestimated. It is only by accepting difference and the prospect that we all have something to offer society will migration be viewed as a productive and rewarding transition that benefits all.

"The greatest distance between people is not space. The greatest distance between people is culture." (Highwater, 2001

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APPENDICES

APPENDIX 1 <u>List of possible questions to ask at interview.</u>

The child –

C1 - How different is your new school in the UK compared to your EE school?

C2 - Do you like your teacher, your classmates?

C3 - Did you learn to speak any English in your EE school?

C4 - What do you like about your new life in the UK?

C5 - What don't you like about your life in the UK?

C6 - What do you miss most about their life in their previous country?

C7 - What hobbies do you have?

C8 - What else do you do in their spare time?

C9 - Have you made new friends?

C10 -Are you still in touch with your old friends?

The parent(s) –

P1 - Why did they choose the UK?

P2 - Where did they used to live?

P3 - When did they arrive in the UK?

P4 - What are their aspirations for their child? Is this different to the aspirations they had for their child in their previous country? If it is different – why is it different?

P5 - Have they met their child's teachers?

P6 - Have they met their child's friends?

P7 - How are they helping their child to feel comfortable in their new surroundings?

P8 - Are the parents employed? If so, what do they do? Was it easy to gain employment?

School staff –

S1 - Have you been able to identify the child's strengths and if so, what are they?

S2 - What areas of the curriculum does the child need to develop?

S3 - What assessments have taken place with this child?

S4 -What is their reading age? What NC levels are they at?

S5 - How has school helped this child to 'fit in'?

S6 -Does school have a process/policy to integrate migrant children?

S7 - How does school monitor that the child is happy and not experiencing any problems such as bullying?

S8 - Who are the child's friends?

S9 - Have you met the child's parents?

S10 - What do you do if the parent does not speak English? How do help them to read newsletters, participate in Parent's Evenings etc.

Appendix 2 - Interview 1 with the Nastase Family (NF) – Feb 09 (not recorded)

Introduction - who I am and what my research is about. General questions:

Q1 How long have you been in UK?

1. Mrs Nastase – October 2006
2. Mr Nastase – October 2007
3. Tia – January 2008

Q2 Have you always lived in this area?

4. Yes, although this is our second address as we have now bought this house.

Q3 How easy was it to find a job or was that sorted out before you came?

5. Mrs Nastase – I came here on a one-year contract in 2006 but I am now permanent
6. Mr Nastase – I followed about a year later and then Tia came about 3 months after that. It wasn't too difficult to find a job.

Q4 We discussed the area of Eastern Europe where they migrated from. What was it like where they lived? Where they born here?

7. They lived in a town near the Black Sea coast. They lived with Mrs Nastase's mother. Mr Nastase was born in Russia. Both Mr & Mrs Nastase were brought up under communist rule. They talked about how restricting it was, the food shortages. It is different now. They talked of the economic situation in their home country and how the rich (the elitist rich) are rich and the very poor are of a different class to everyone else. Lots of big houses being built and looking bad on the countryside the houses are ugly and vast. It's 'immoral'. The farmers are considered fairly poor but they can change their lot and that is accepted. Whereas the very poor, the peasants' (live off the land) will always be poor because that is how they are.

Q5Tia was asked how she liked school and whether she had made many new friends since moving to the area.

8. Tia told me she loved school because she loved learning. She had quite a few friends but only a couple of close friends. Tia said that making new friends was very important, 'I wanted to make new friends… I wanted them to like me.'

Q6 What did she like to do in her spare time?

9. She liked to 'hang out' with her friends. They like to go into town, have a look in the shops, go to the cinema. She likes buying make-up and clothes. She likes going out with her parents for meals etc.

Q7 Is she pleased she moved to the UK?

10. Yes but she was sad leaving her friends and family. She came over for a visit to see her mum. Her dad drove from E Europe to the North East of England – it took 3 days but she was happy to see her mum for a little while.

I asked the family individually if they are happy to participate. They all verbally agree. I asked them about digitally recording the interviews – they are happy for that to take place. I go through the aims of the research and where they fit in to it. I discuss consent, withdrawal etc.

Process of research and interview question development leading to identification of 'interconnecting factors' and 'key influences' in Tia's acculturation model

```
┌─────────────────────────────────────────┐
│      Researcher's interest in migration  │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│     Researcher's assumptions of migration│
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│         Primary research question        │
└─────────────────────────────────────────┘
```

Construction of secondary research questions

List of possible interview questions to ask in initial interview

McAdams Protocol (1993) loosely followed

Initial interview questions developed

'**Key influences**' developed from secondary research questions

Initial interview with the Nastases

Additional questions developed after initial interview with the Nastases

Further interviews & data collection

Data analysis – Grounded Theory

'**Interconnecting factors**' emerge from data analysis

Tia's acculturation model

Appendix 4

Loss	Bullying
Comparison	Humour
Differences	Holding on
Contentment	Confidence
Comfortable	Knowledge of self
Fear	Knowledge of own ability
Confusion	Compliance
Support	Balance
Panic	Threat
Expectation	Perception
Assumption	Happy
Excitement	Feeling sad
Emotion	Communication
Prejudice	Awareness

APPENDIX 5

Level 1 codes for Mr & Mrs Nastase

House/mortgage/education for Tia/   Expectation
Employment
Commitment   Acceptance
Some knowledge of English culture   Safety
Some knowledge of education system   Challenges
Pain of separation   Prejudice
Pride   Encouragement
Humour   Love
Determination   Cultural roots
Altruistic   Self fulfilment
Social acceptance

APPENDIX 6

Level 1 codes for Head Teacher

Pupil development	School's
values/ethos	
Expectation	Open to new things
Challenge	Acknowledgement
Various level of education for some pupils	Integration
Translators/in-school language support	Assumption
Some knowledge of ethnic groups and their needs	Future
Differentiation	
Positive	
Slight embarrassment	
Good use of agency support	
Positive language used	

APPENDIX 7 – Coding from Tia's transcript

Level 1 code	Level 2 code	Level 3 code	Focused code
Loss (family/friends	Sadness/upset	Coping and adjustment	Fear/hope
Humour	Identity	Positive family relationships	Values
Knowledge of self. Knowledge of own ability	Need for challenge	Self belief /wants to do well /education	Aspiration/hope
Compliance	Love of parents/tradition	Positive relationships/conformity	Respect/values
Support	From parents and school		
Balance in her life Emotions Prejudice Bullying Fear Confusion Panic	Inner strength /stability Chaos/uncertainty	Coping and adjustment Wanting to fit in	Hope Belonging
Confidence Expectation Assumption Excitement	Self belief	Opportunity /challenge /education	Hope/values

APPENDIX 8 – Coding from Mr/Mrs Nastase's transcript

Level 1	Level 2	Level 3	Focused code
-House/mortgage/education for Tia/ employment	Lifestyle changes	Opportunities for the future/self fulfilment	Hope
-Expectation	Close consideration of the impact migration would have on the family.	Self belief/aspirations	Values/hope
-Commitment	New culture/rules	Staying true to own roots	Belonging/respect
-Knowledge of English Culture	Societal rules/norms	Finding common ground within new society	Belonging
-Acceptance	Be part of community	Finding common ground within new society	Belonging
-Knowledge of English Education system	Support and encouragement for Tia	Aspirations for the future	Hope
-Safety	Physically for the family	Economically for the future	Relief/values/hope
-Pain of separation/loss	Understanding that this pain is a necessary part of the migration process.	Coping strategies/resilience	Respect/hurt/ empathy
-Challenges	Viewed as necessary in order to make the most of new culture.	Focus on their family's future	Belonging/respect hope
-Pride	Parental pride	A positive future for Tia	Respect/hope
-Prejudice	Disappointment/hurt	Wanting to fit in	Belonging/respect
-Encouragement	Support of each other as a family and as individuals	Positive relationships	Respect/values
-Humour	Enjoyment of each other's idiosyncrasies	Family harmony	Respect/values

APPENDIX 9 – Coding from Head teacher's transcript

Level 1 codes	Level 2 codes	Level 3 codes	Focused codes
-School's values/ethos	Social, emotional and academic development	A focus on improvement/ setting targets for the future	Hope/values
-Expectation	Belief in Tia's abilities	Focus on maximising Tia's potential	Hope/aspiration
-Challenge	Acknowledgement of different experiences of migrant children	Opportunity to meet all individual migrant child's academic needs	Hope/Respect/Value
-Integration	Inclusion of all pupils	Building positive relationships	Belonging/respect
-Limited knowledge of ethnic groups and their needs	Understanding needs of ethnic individuals	Increase knowledge and empowerment of ethnic groups	Respect/values/ belonging

113

Appendix 10   Tia Nastase – Interview 1 (extract) individual – April 2009 (this extract also highlights the beginning of

Level 1 analysis)

Semi structured interview schedules were used to guide conversations thus allowing an exploratory and flexible approach. In accordance with this

interactive process and my method of analysis the data itself and resulting theory could be seen as having little direct resemblance to the questions

asked during interview.

Tia: I felt all dizzy P/S – physical symptoms

R: **And how were you able to tell them that? Were you able to speak English?   SQ2**

Tia: Ah it was terrible, actually I ran. I was trying to run away from the school. I was trying to show them that I don't feel well. They sent me to the head
teacher and they rang my dad telling him he needed to pick me up and it was like one hour after he told them I was doing really well in school. P/S   H -
humour

R: **So what was it? Fear?**

Tia: Most of the pupils would like come up to me and just ask me questions and I didn't know what they were on about. Like all of them I thought they
were going to jump on me. Like all of them were trying to get to see me and talk to me. I don't know I just felt really scared. Fear

R: **Was it that overwhelming feeling of suddenly you know that things are closing in on you and it just doesn't make sense cos you can't understand
them?**

Tia: Yeh

R: **How did you start to learn English? SQ2**

199

139

140

141 Tia: I spent a lot of time with my friends from my primary and I was going out with them and spending time with them and I just learned. They would tell

142 me the names of different things. They helped me a lot.

143

144 R: **And did they say things like 'table', 'chair', 'window'? and you found that easy to then repeat? SQ2**

145

146 Tia: (nod)??

147

148

149 R: **Wow that's amazing. So you would say that your friends helped you and… I'm assuming you were taken back to school the next day and told you**

150 **were staying. This is it get used to it.**

151

152 Tia: Yeah

153

154 R: **So how have you managed the changes not only when you've gone to primary school. In England as you know the transition between primary**

155 **school and secondary school is quite a big thing so you not only had to cope with… did you go to school in Year 6 or Year 5?   SQ1**

156

157 Tia: Year 6

158

159 R: **What month did you start in Year 6?**

160

161 Tia: It was January. Beginning of January or beginning of February I can't exactly remember

162

163 R: **So everybody else not only speaks the language but knows they are going up to secondary school. You arrive, you go to school, you don't know the**

164 **language and on top of that you also have to go through the transition process. What about when it came to the SAT's in the May? SQ1**

165

166 Tia: The head teacher didn't want me to do them but I thought I'd have a go at them and then I didn't do so well in them because I was so upset cos when

167 I got the results I did really bad in maths cos…. But they let me do them – that was good. Ho- hope Support Expectation SQ1

168

169

170

171 R: **So what grades did you get?**

172

173 Tia: I think it was a 3a for Maths. I felt so <u>disappointed</u> cos I think I'm <u>good</u> at Maths and because I was <u>so focused</u> at getting a higher level for English you
174 <u>fail</u> the rest, the Maths, the Science. Up and down emotions -/+

175

176 R: **So what did you come out with when you came here?**

177

178 Tia: I had a 4b for English and then a 3a for Maths and a 3a for Science.

179

180 **Further on in the interview-**

181

182 Tia: English and Science but I <u>am improving</u> in both.

183

184 R: **Have a look in your planner**

185

186 Tia: French

187

188 R: **Were you learning French in EE country?**

189

190 Tia: No erm the other language you learn in EE country is English when you are older. Some schools if you're in Year 11 you get to choose French or
191 another language.

192

193 R: **So have you found the teachers helpful? Both in primary school and now**? **(the word 'helpful' was used instead of 'support' for ease of**
194 **understanding for Tia)**   SQ2

195

196 Tia: Yeah

197

198 R: **How are they helpful to you?** SQ2

201

199
200
201
202   Tia: They are just <u>there for me every time I needed them</u> and they just like <u>tried to make me feel welcome</u> and try and make me <u>feel better</u> and I
203   remember in my primary school my form tutor bought me a dictionary, not a dictionary but something for vocabulary that they use in mass and how do
204   you say 'hello' and 'good morning' and all that stuff and it had a translation in EE country and it just <u>felt really good. I didn't think they'd do that…</u> + V R
205   – respect – helping her to fit in/develop her English
206
207   **R: that was really kind wasn't it? And I guess it made you feel better as you could actually see the language you were used to alongside what you now**
208   **needed to use.**

701
702
703
704
705
706
707
APPENDIX 11 Interview (extract) with Tia (2)

708
709
710   R: **Did you use computers in EE country?**

711
712   Tia: No but I had a laptop. My dad taught me how to use it. Parental support

713
714   R: **Have the other pupils in your school made you feel welcome?** `SQ2`

715
716   Tia: Yeah the people that are <u>really close</u> to me. In the primary school I had these lasses in my form and they were <u>really kind</u> to me and <u>helped me</u> a lot. +
717   E R Cq - Colloquialism

718
719   R: **Did they come up to the secondary school with you?**

720
721   Tia: No just one of them. I <u>wasn't close to her but I'm really close now</u>. V R

722
723   R: **Do you have any issues? Has anyone ever been nasty to you?**

724
725   Tia: a few people yeah but we're sorted now.

726
727   R: **What happened?**

728
729 Tia: they just called me nasty names just cos I was different or they didn't like me or they just thought that I can't answer them back or I can't do it myself cos I'm
730   different and I'm not like them. Bu – bullying/lack of confidence

731
732

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702

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704

705 R: **the thing is though, to look at you now you don't look any different to any other pupil in this school. Do you think this is because people know you are**

706 **from EE country and they make comments?**

707

708 Tia: Some of them, yeah

709

710 R: **what sort of things do they say to you?**

711

712 Tia: that…. I'm a bitch Bu

713

714 R: **did they ever use the word 'migrant'?**

715

716 Tia: No

717

718 R: **but they were just saying' EE country bitch'?**

719

720 Tia: Yeh, it made me feel bad but my dad told me not to listen to what they said cos I know that they're wrong and they shouldn't like get to me cos it just

721 means nothing cos people know….. They have nothing else to do at all so because they're mean and they don't like being nice. I don't talk to them, I don't

722 answer them back I just leave them Bu parental support K strength of character **SQ3**

723

724 R: **Did you tell the teachers about what was going on? SQ1 SQ2**

725

726 Tia: I did and they helped me. The people who used to, we just got it sorted. The people who did that in Year 7, I sorted things out with them and now we're

727 friends but there are other people that still just don't like me. supported/fitting in

728

729 R: **wherever you go even in EE country, I guess there would be people who you could be friends with and there are people who you couldn't be friends**

730 **with. Maybe they wouldn't like you or you didn't like them.**

731

732

701

702

703

704

705   Tia: Yes. They guessed they would make me feel bad. They probably just go for that. Perception/assumption

706

707   R: **I think you're a lot stronger than them. Because anybody who makes you feel bad about yourself its actually more a reflection on them. There is**

708   **something going on in their life so they feel bad. So they have to make everybody else feel bad. But if it does get bad for you, you must tell a teacher**.

709

710   Tia (laughing): My dad will sort them out! H

711

712   R: **What job would you like to do when you grow up? SQ1 SQ4**

713

714   Tia: I want to be a lawyer. I want to go to college and university and that…

715

716   R: **I know you told me that before. So why do you want to be a lawyer?**

717

718 Tia: It fascin…. How do you say that word? It fascinates me. Did I get that right? K willing to try new words/not too concerned if she gets it wrong confident

719

720   R: Yes

721

722   R: **So what do you enjoy about your life in England? In the North East? SQ1 SQ4**

723

724 Tia: Its funny cos I love being with my mum and dad and my friends and how we have like hang out, how we go out and mess around and laugh at silly things

725   and laugh at everything and our jokes and craic is just the best. + excitement S happiness

726

727   R: **Is that with your friends? You have jokes with your parents as well?**

728

729   Tia: Yeah

730

731   R: **So can I assume you're quite happy at the moment?**

732

701
702
703
704   Tia: Yeah I couldn't ask for better parents   contentment/happy
705
706   R: **So what do you miss most about your life when you were in EE country?**
707
708   Tia: Other friends
709
710   R: **Are you still in touch with them. Do you write to them?**
711
712   Tia: Erm, on MSN
713
714   R: **Do you converse in England or EE country?**
715
716   Tia: EE country
717
718   R: **I bet that must be so comfortable**
719
720 Tia: Its pretty hard now cos I got used to talking English like most of the time so when I get home I sometimes talk English but then my dad doesn't like it so I
721   sometimes say a few works in EE country and the third one in English and he just goes mental with me. He bought me EE country books cos he thinks I'm
722   going to forget how to talk EE country. He teaches me at home how to talk EE country and that and how to pronounce them. V parent's fear of losing
723   roots/developing identity **SQ4**
724
725   R: **So what else do you do in your spare time?** **SQ1** **SQ4**
726
727 Tia: I go out with my friends or I go shopping or I just go for a walk around the streets with my friends. I go out with Mum and Dad or I stay at home on the
728   laptop fitting in / developing identity/ family time
729
730   R: **Do you have chores to do in the house?**
731
732   Tia: What do you mean? Confident asks for explanation of a new word

705 **APPENDIX 12**   <u>**Interview 2 (extract) with the Nastase Family (NF) – June 09**</u>   E-Ekaterina, N- Nicolai

706 <u>Where in Eastern Europe are you from?</u>

707 1. Near the Black Sea coast.

708 <u>Why did you choose to live in the North East?</u>

709 2. (E) - I saw the job advertised in a local paper and decided to try for it. We were fairly happy where we were but I couldn't miss an

710 opportunity like this. So we talked about it and so I applied for the job. It was a challenge. I had the qualifications and knew I could

711 earn more money in England than what I was earning in Eastern Europe. So I came on my own. I stayed here and Tia stayed with her

712 grandmother. It was hard for all of us. I became a person present and settled so Nicolai and Tia could eventually move over.

713 <u>What is difficult to choose to move to another country?</u>   <mark>SQ3</mark>

714 3. (E) - Yes, there were so many things to think about. We have family (parents, brothers, cousins) and we had to think about how we

715 would feel leaving them behind. We had to look at what the job was about. Where it was and what was in the area. We had to think

716 about Tia and how she might feel. We found out I would need to come on my own and then Nicolai and Tia could join me if the job

717 became permanent.

718 4. (N)- It was difficult for me as I was still in the Navy and had to finish my contract. When she was away I was home and vice versa.

719 5. (E) - I was 11 months on my own before Nicolai joined me. At first it was very busy learning all the new ways. I missed Nicolai and

720 Tia but being busy stopped me from becoming too sad. It was for all of us to have a better life. A safer life. We didn't always feel safe

721 where we used to live. We wanted a better life but I was scared.

722 6. (N) - I had to finish my last contract. When Ekatarina was ready I asked to be disembarked in Singapore and flew to Newcastle

723 airport. It was a long trip via Paris.

701

702

703

704 *Background to choice of names.*

705 <u>How is your life different to the one you had in Eastern Europe?</u>

706 9. E – very different. More settled. Like I said, safer. We just felt uncomfortable living in our country. We wanted something better

707 for Tia. We wanted her to do well in her education.

708 N -   its easier. We can do things together. We know what to do, now. After living in the communist system and then everything

709 changed. Not always for the good.

710 10. In the UK, a safer life. Not always felt safe where we lived.

711 <u>How is British culture perceived in Eastern Europe ie through media/visitors?</u>

712 What did you know about Brits?

713 11. N - Complaining – the way they complain – foolish things they would complain about.

714 12. E - Very polite. They respect mealtimes. Safe country to live in

715 13. N- Different culture

716 14. N/E - Education very good. Good universities. Tia will have a lot more opportunities here than in EEurope.

717 15. E - She was very good in EEurope. Her maths was excellent.

718 <u>What were your experiences of education in Eastern Europe both pre and post communism?</u>

719 16. E - Very strict and still very strict. I don't like it the teachers are very strict and nasty and this had an impact on the children. They

720 would be nasty. There is a lot that needs to change in the country – the teachers would be a start. We didn't want Tia to grow up in

721 that atmosphere. The education is not always very good.

722 16. N- She will do what she wants to do in the future.

701

702

703 <u>Has Britain lived up to their expectations?</u>

704 17. E - Yes – exceeded them

705 18. E - We settled ok and managed to get a mortgage. We got finance for the cars. I thought it would be difficult with us being

706 foreigners but it wasn't.

707 19. N - We support what is happening in the country and want to be a part of it.

708 20. E - I got a job offer, I pay taxes.

709 21. N - It is frustrating for us because we are EEuropeans and people expect you to behave in a particular way. I don't want to appear

710 racist but Gypsies – I don't like gypsies. The Roma, they are bad people who do bad things.

711 22. E – It was difficult at first. I didn't even know where I was going. I kept asking the taxi driver – where are we going? My English was

712 ok but even when he told me I still didn't know.

713 23. N – I was the teacher my English is good!

714 <u>Was it important for your daughter to attend a faith school?</u> <mark>SQ3</mark>

715 24. N/E - No. We heard the school was the best school. She started half way through primary and attended Jan – July.

716

717

APPENDIX 13 <u>Interview (extract) with the Nastase Family (NF) 3 – Nov 09</u> E- Ekaterina, N – Nicolai, T-Tia

<u>What are your aspirations for your daughter? Is this different to the aspirations you had for your daughter in Eastern Europe? If it is different – why is it different?</u> <mark>SQ3</mark>

1. E - In EEurope – to be happy, educated. Now she wants to be a lawyer – I don't want it to be my choice, our choice but hers.

2. N - We still want the best but she is very good and now she has a lot more opportunities to do what she wants.

<u>Do you think Eastern European parents have more aspirations for their children than British parents?</u>

3. E - No I couldn't say that – its just us.

4. N - British parents are not as strict as those in EEurope. Their children have more freedom to do things. You hear about drugs and booze. In EEurope you don't hear about drugs and stuff. We don't want her to get to know the wrong people. When she gets older she will know what she wants

5. N – she has had difficulties with her friends as they don't understand why we don't let her go for sleepovers etc.

6. E – when she is 18 she can choose.

7. N- I think it is better to prevent things than have to fix them.

<u>Have you met your daughter's friends?</u> <mark>SQ3</mark>

8. E - Yes, they come to the house. They are very nice. We like them to come to the house. We have been out with them a few times. We enjoyed it. They seem to have a different relationship with their parents than we have with Tia. They are not as strict – the children have a lot of freedom. If we tell Tia to be in by a certain time, she has to do as we say. She is a good girl and she always lets us

know where she is. We all have mobile phones so we can all keep in touch. We like to take her and pick her up and she is ok with this.

(*Tia nods in agreement)*

How do you see your lives in 5 years, 10 years?

9. E - I don't know exactly.

10. N – I see us in the same house – too stressful to move again. And the decorating will hopefully be finished. And the building work.

(*the family all laugh)*

11. E - Go abroad see more countries. *Discussion of different countries to visit.*

How important it is for Tia to retain her Eastern European roots? SQ3

12. E - Very important.   Other people (family in EE) have said she looks different and speaks EE language differently. If in 10 years time she lives in UK it's her choice what she wants to do.

13. N- I don't like her make up (*Tia laughs.)* She always wears this colour stuff on her face – it's horrible. But all the teenagers do it.

14. E - She does see her EE family as often as possible.

15. N - I was more concerned she would lose her EE language. I want her to be able to speak as many languages as possible – it will be good for her in the future.

How do they ensure she retains her roots? SQ3

16. N - We want to get hold of some books from our EE country to ensure she knows about the history. In her country they were not taught history.

17. E - In some ways I do not want her to know about some of the history but at some point she will learn about what went on. Not very nice. In UK she learns British history. She seems to enjoy this. She watches EE TV and of course there are her friends and family in the EE country – they speak to her in her birth language.

18. Tia – Yes but I would have learned about some history from age 13. they just didn't teach it from an early age like they do here.

Have they met any direct negative opinion/prejudice in the street/out shopping/work place/community?

19. E – Yes. I was the first one to work in this particular place and some other EE workers followed. The supervisor was very nice to my face but talked about me behind my back and said nasty things. One of the EE workers did something wrong and then they went quite nasty towards me. I felt it became different. All the EE workers were being treated the same as the one who went wrong. In the street or the shops I have felt a little problem but nothing directly to me.

20. N – No. I care about what people say but I don't listen to what people are saying if it is negative. If it is important then I care.

If they had friends, with children, moving from Eastern Europe to England, what advice would they give them

regarding education?

21. E - Sell it as a positive. The education is very good and so are the houses. The children learn lots of things but they don't get very much homework. This might make some children lazy. But you have to work its no good not working. It gives a bad impression.

Do they think Tia is happy?

22. – E/N - Yes she has friends here and in EE. She would tell us if she wasn't happy. Wouldn't you? (*directed at Tia who nods*)

23. T – I am happy and when I get my laptop sorted I will be happier. (*all laugh*). When I went back to EE to see my friends they had changed a bit but they think I have changed, also.   But I do speak to them on MSN and I have my friends at school.

APPENDIX 14 – Interview with Head Teacher (HT)

Questions for Head Teacher of Tia's school and responses (also highlighting some Level 1 coding/analysis)

How many pupils of cultures, other than English, do you presently have on roll?

1. Eastern European, Irish, West African.

2. The number is <u>not</u> great. Slight embarrassment

3. There are 5 pupils with EAL on roll.

4. I am <u>not</u> sure if we will have many more pupils although I am not dismissing it completely. Knowledge of ethnic groups

What has been the impact on staff having to include children who may speak different languages within their classroom?

5. As I have mentioned we only have a few EAL pupils on roll.

6. Differentiation takes place within the classroom in order to take into account the different abilities and levels of the children anyway.

7. The teacher and teaching assistants plan together to ensure the EAL children are included and so pitch the work at the level of the child.

8. Peer support is also important to us and the buddy system we employ also supports this.

9. We do have contact, as you know, with the Ethnic Minority Teaching Team who also support us and there is also the Translator service should we require it.

10. Teaching staff will meet with either or both of these agencies beforehand should it be deemed necessary.

11. Everyone then works together to ensure positive outcomes for the child. Positive language used. ?Good use of agency support.

What languages are spoken at school?

12. English, besides what the pupil learn for MFL – French no mention of what languages the staff speak therefore I asked the question...

Has school ever undertaken an audit of languages spoken amongst the staff? If so, what was the outcome?

13. No, school has not audited languages spoken by staff.

14. Good idea though!

15. Tell me what they did at your school? Open to new things

16. Discussion took place.

How does school integrate those pupils whose first language is not English? How does school help pupils to 'fit in'? SQ2

17. School initially buys in a translator to support pupils in the classroom.

18. There are a number of languages spoken by the translators in this area.

19. School also provide a language support assistant to continue the support in the classroom.

20. Pupils access the language support for as long as possible.

21. Tia was interviewed before she was offered a place at the school because she applied just before the end of the summer term in year 6.

22. Tia did very well at interview and impressed us with her determination to succeed. She was not afraid to check if how she was saying a particular word was correct or not.

23. She also had a very good idea of what she wanted for the future. Whether that will change we will have to wait and see.

24. Tia is still very young.

25. But I believe she will succeed because she is a child with high expectations of herself and bags of confidence who wants to do well.

26. Tia was offered a translator to sit with her in the classroom.

27. Tia is a very confident child and she said she did not need one.

28. Her translator, Ilaria, knew Tia from her primary school.

29. Ilaria is also employed by our school should the need arise.

30. Ilaria informed me that Tia's English was very good considering when she arrived in the North East she couldn't say anything.

31. We have found Tia's English is very good and she will speak up in class if she is not sure of what the teachers has said or if she does not understand what she has to do. We do check with Tia's teachers to see how she is progressing with her English.

32. So far there have been no concerns.

33. As I said earlier school also uses a buddy system amongst pupils.

34. It also helps the children to make friends – an important part of fitting in.

35. Children like to be liked by other children.

36. We pride ourselves in having a caring school.

37. Staff get to know the children and the children are encouraged to speak to an adult if they have a problem.

38. The buddy system works well because the children will inform staff of issues which can then be dealt with.

39. All of this underpins the school's ethos of respect and valuing its pupils. Respect of child's culture/language slightly evident. However, easy to keep check of where EAL pupils are at due to very small numbers.

How does school communicate with parents whose English is not proficient?

40. Through pupil translators. It is usually their child who is bilingual.

41. We have only had one set of parents of a child who did not speak English but we managed.

42. Their child accompanied them to parent's evenings and translated for them – well we hope they told their parents the right things!

43. The child also translated school letters for them. Not much in the way of school's experience of parent's whose first language is not English. How must it have been for the one's who didn't speak English?

Were there any language problems with Tia's parents?

44. I have only met them a couple of times.

45. The first time was when they came to see me to ask for a place for Tia.

46. I found them to be very humble people.

47. They presented their case well and I asked to meet Tia and go from there.

48. Tia is a very able student.

49. She will do well.

50. She has determination and wants to succeed. This didn't really answer my question but lots of positive language used. Good knowledge of Tia's personality.

Are school newsletters printed in languages other than English?

51. No but if a parent requested it we would do our best to accommodate them. Positive

Tell me about the school's Citizenship programme?

52. It's a part of the PHSE personal development programme for years 7 – 11.

53. We also access the National Youth Panel.

54. We aim to develop our student's understanding of citizenship and the law.

55. It is a popular lesson and the pupil's gain a lot from it.

56. For children like Tia it is an excellent way to discover how things are done in our society.

57. It encourages the pupils to be good citizens.

58. We are involved in a number of community projects and Tia is encouraged to take part.

End of interview.

I felt I could have got a lot more information here. H/T did not have a lot of spare time and we were constantly interrupted. It was difficult to get deeper responses to my questions or to generate questions outside of the ones planned.

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From the latest Ofsted report (2009):

The quality of care provided ensures good support for the students, which gives them a very clear sense of feeling safe because there is always someone in school to whom they can talk, if the need arises. The school's links with the local community are good, and are helping to foster positive student attitudes towards others who may be less fortunate than themselves. The school is also sensitive to the varying needs of different students. Through the targeted support provided for those with learning difficulties and/or disabilities, or those newly arrived in this country and who are at a very early stage of learning English as an additional language, the school is actively encouraging equality of opportunity for all. The few students who are at the early stage of learning English as an additional language are generally making good to outstanding progress relative to their starting point at the school, and they are fast becoming very capable bilingual learners.