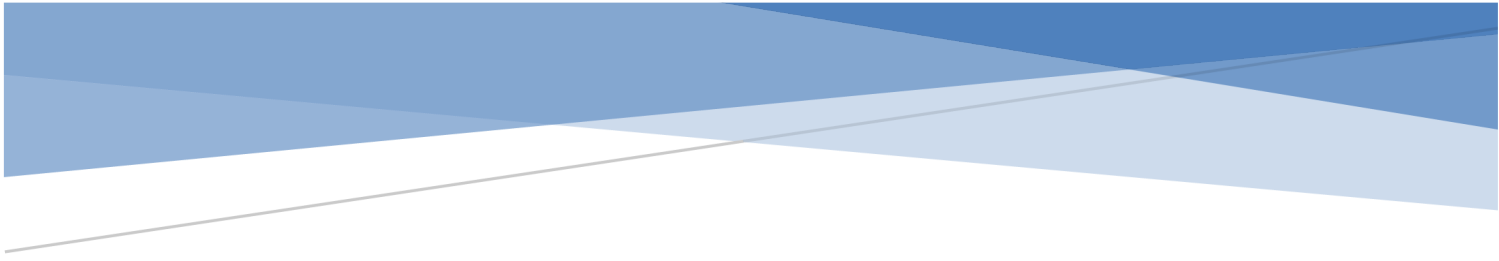


**An exploration of the experiences of
Year 7 secondary school EAL
(English as an Additional Language)
students as they transition to
mainstream provision.**

by Louise Brereton

British Council's Master's Dissertation Awards 2024
Special Commendation



AN EXPLORATION OF
THE EXPERIENCES OF
YEAR 7 SECONDARY
SCHOOL EAL STUDENTS
AS THEY TRANSITION TO
MAINSTREAM PROVISION.

Louise Brereton

MA in TESOL (by distance)
September 2023

Word count: 14, 992

Abstract

Adolescent second language learners' voices are too often omitted in research (Rampton, 2005) and their experiences of transition from EAL provision to mainstream classes are under-represented in studies (Duff, 2001). This study uses a qualitative, narrative semi-structured interview methodology to explore the experiences of year 7 EAL students in a large multi-cultural secondary school in Birmingham. Using the "interview as social practice" perspective (Talmy, 2010) allows the students to be seen as active participants in the interview and eliminates concerns around reliability and validity, since the data is collaboratively co-constructed in the specific context (Holstein & Gubrium, 1995). The dual role of the researcher as teacher of the participants is acknowledged as a positive influence in the interview process, in encouraging openness from the participants and applying personal knowledge of the context in the analysis.

Drawing on language socialisation theory (Ochs & Schieffelin, 1986) and Lave and Wenger's (1991) 'community of practice' construct, the study considers how EAL students negotiate their agency and participation in both EAL and mainstream settings, and students' perceptions of the transition experience from EAL to mainstream classes. Relevant research on language socialisation, community of practice and legitimate peripheral participation, agency and the transition into mainstream provision is presented, followed by a discussion of the key findings from the interviews. Thematic analysis is used to identify key topics for discussion, in conjunction with the theoretical framework identified from the literature review. The findings suggest that several factors affect students' experiences including the subject, the teacher and other students, and EAL students demonstrate an overall positive attitude despite some challenging differences between the EAL and mainstream environments. Implications for future research are also included.

Key words: agency; community of practice (CoP); English as an Additional language (EAL); interview as social practice; language socialisation; mainstream; secondary school; transition.

Acknowledgements

I would like to thank my supervisor, Professor Judit Kormos, for her invaluable support, guidance and advice throughout the dissertation process, and especially for her confidence in me to achieve the best result I can: I hope it is well-earned. I would also like to thank all of the course tutors on the MA TESOL for sharing their wealth of knowledge and skills, providing the much-needed theoretical underpinning to my years of practical experience.

I would like to thank my headteacher, head of EAL and SEN and my line manager for supporting my study and allowing me access to the necessary resources in school to complete it. I would also like to thank all of the participants for answering my questions with such openness and honesty, despite the difficulty some experienced in trying to express themselves in an additional language. I thoroughly enjoyed the opportunity to spend this time with my students and learn from them.

I would like to thank my family and friends for their encouragement and faith in me to complete my master's, nearly 30 years after I graduated with my bachelor's degree. In particular, my husband deserves special mention for his unwavering emotional and technical support throughout my MA, and especially during the intense period of completing my final dissertation.

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1. Introduction

1.1. Rationale

I first considered investigating how secondary school students with English as an Additional Language (EAL) transition from bespoke EAL provision to mainstream classes after reading Morita's (2004) paper "Negotiating participation and identity in second language academic communities". This made me consider how the students I work with navigate the challenges transition presents, as while some are reticent about the change, others seem to relish the opportunity and are eager to move on. Moreover, the experience then leads some to hark back to their days in EAL as they realise the magnitude of the task they face. I am also eager to explore how students perceive the similarities and differences between EAL and mainstream classes. I felt that hearing about how much control students feel they have over their status as EAL students, the desire or willingness to change or influence it with peers and teachers would be very interesting. Getting an understanding of the students' experiences of the two settings, and the transition between them could inform the strategies and approaches we use to facilitate a smooth transition for EAL students in future.

Furthermore, adolescents' views are often overlooked in research as the focus tends to be teachers' experiences, even though it is their education that is paramount and although they may be less articulate in their opinions, this is not a reason to ignore them (Rampton, 2005). In particular there is a paucity of research on students' experiences of transition from EAL to mainstream (Duff, 2001) and therefore I hope to address these imbalances in some way through my small-scale study.

1.2 The research context

Birmingham is the second largest city in the UK, the largest metropolitan area outside of London and is more ethnically diverse than London ([Birmingham Population 2023](#)). The 2021 census showed that 51.4 % of the city's population is from an ethnic minority, with over 187 different nationalities represented in the city, making it "one of the first super-diverse cities in the UK" ([Why Birmingham's super-diversity is a strength](#)). My school is located in a southern suburb of Birmingham, a diverse and vibrant area with a similar ethnic profile to the wider city, but with a slightly higher percentage of Pakistani residents (23.7% compared to 17% for Birmingham).

My school is a non-denominational secondary school with over 1,400 students. The school has a higher percentage of boys on roll compared to the average for English mainstream secondary schools, 65.57% compared to 50.26% and over four times the national percentage of students whose first language is not English (73% compared to 17.48%) ([School-performance-data.service.gov.uk](https://www.school-performance-data.service.gov.uk)). It also has around twice as many students eligible for free school meals compared to national figures. Interestingly, the ethnic population of the school is notably different to Birmingham and even the suburb, with just over 50% being of Pakistani origin and only 1% White British (www.locrating.com).

My school is particularly fortunate to have a separate EAL department with six specialist teachers, including myself, known as EAL Coaches¹, based in dedicated classrooms. Interestingly, I am the only native speaker in the department, with others speaking a wide variety of languages including Russian, Polish, Urdu, Ukrainian, and Arabic to name a few. At the start of this academic year there were 52 students extracted from mainstream lessons for EAL support across years 7-11. Potential students are identified from admission information based on when they arrived in the UK and prior education experience: in year 7 this comes from their primary school; for other years and in-year admissions, this comes from the local authority when students are placed at our school. The degree of extraction from mainstream lessons is based on results of initial assessment, looking at students' knowledge of phonics, grammar, vocabulary, listening and comprehension skills, and a face-to-face interview. The assessment results and interview are shared with all EAL teachers to inform our preparation and lesson planning and critically to ensure we can support the whole child.

Table 1 below shows how students are gradually exposed to more mainstream lessons as their proficiency in English increases. The code in brackets denotes how the class is referred to with '7' indicating the year group and 'A' or 'B' the wave. In this year, students were able to "skip" Wave 2B and went straight to full time mainstream from Wave A:

¹ EAL Coaches are referred to as "teachers" for the remainder of this dissertation as we are effectively teachers just without a mainstream teaching qualification, e.g., PGCE

Remedial (REM)	<p>Students extracted from ALL mainstream lessons except PE and form time. This provides an opportunity for socialisation and integration into the main school community, which is important for personal development and to support students with future release as they will know some of their peers.</p> <p>Students receive intensive EAL lessons, including 1:1 or small group interventions to address specific needs.</p>
Wave 1 (7A)	<p>Students attend mainstream lessons for the following subjects only :</p> <ul style="list-style-type: none"> • Maths • PSHE (Personal Development - PD) • Art • Drama • Food technology
Wave 2A (7B)	<p>Students attend mainstream lessons for Wave 1 subjects and</p> <ul style="list-style-type: none"> • Science • Music • Computer science • Design & technology
Wave 2B	<p>As Wave 2A and in addition</p> <ul style="list-style-type: none"> • Humanities (History/geography)
Wave 3	<p>Full release into mainstream lessons, including English</p>

The department is well-funded with an extensive selection of resources including textbooks at different levels, kinaesthetic games and online resources. We each focus on one or two year groups, with one teacher being responsible for the computer-based learning programme (CBL) that all students follow.

Each year group has a CBL session every day, where timetabling and availability of computer suites permits as the department shares these with the rest of the school, so these may be combined with another year group. During this session, students are expected to complete 30 minutes of activities using FastForWord² and 30 minutes of work set by teachers which is intended to support and consolidate work done in the lessons.

In addition, all teachers work with individual students or smaller groups across all year groups for interventions to provide highly targeted language input, and expose

² FastForWord is described as “an evidence-based, personalized, and adaptive reading and language program” which facilitates improved decoding, comprehension, sequencing and memory skills through a series of interactive games. <https://www.carnegielearning.com/solutions/literacy-ela/fast-forward/>

students to a variety of teaching styles and accents. Interventions are primarily put in place for remedial students who have a higher level of need, often due to lack of prior education experience, and might focus on literacy skills or building speaking confidence, for example.

At the end of each half term, all students complete the same series of online assessments focusing on spelling, reading, phonics and literacy. These assessments provide information on each student's reading age, spelling age, an EAL score and an overall level (either working towards, transition or secure). Based on the results, students may move up to the next wave and be released into more mainstream lessons. Students are only fully released into mainstream lessons once they have achieved a reading age of 9.6 years, a spelling age of 11.6 years and an overall level of A2, or have completed 2 full academic years of EAL support. It is assumed that after 2 years, students will no longer make sufficient progress to warrant extraction and that exposure to a wider range of subjects is more beneficial.

1.3 Research questions

The primary focus of this study is to investigate EAL students' experiences of EAL provision and mainstream classes and the transition between these, guided by the following research questions:

1. How do EAL students construct their status in the EAL classroom community?
2. What are students' experiences of negotiating participation in mainstream class communities?
 - a. How do students exercise agency in mainstream class communities?
3. What are students' perceptions of their transition experience from EAL to mainstream classes?
 - a. Do these perceptions change as their exposure to mainstream classes increases?

2. Critical Review of Literature

2.1. Language socialisation

The notion of first language socialisation as an approach “to understanding the interdependence of language and sociocultural structures and processes” was first proposed by Bambi Schieffelin and Elinor Ochs in their seminal paper “Language Socialisation” (1986, p. 163). Language socialisation (LS) research examines linguistic development alongside the acquisition of other knowledge types learned through language and reflected by linguistic choices, for example, “social stratification, hierarchy and status marking” (Duff & Talmy, 2011, p.95). LS research goes beyond the building blocks of language to consider the impact of “social, political and cultural contexts in which language is learned and used” and importantly recognises that language is one of “a multitude of in-flux, contested and ever-changing *social practices*” that we use (Duff & Talmy, 2011, p.96, italics in original). Through LS, an individual develops communicative competence, that is an awareness of when to speak (or not) based on the context - the who, where and when (Hymes, 1967) - and this knowledge affords them recognition as a competent member of the “speech community” by others (Hymes, 1967, p. 18). Hymes considers the vital role of the “speech community” in his theory of language use, presented as a social group with its own common linguistic code, shared rules for conduct and interpretation of speech. He makes an important point that a shared code or language alone is insufficient to define a community; the social context is paramount.

Schieffelin and Ochs originally proposed that children actively acquire knowledge of social practices and cultural conventions as they acquire language, and are not simply passive recipients of the information “automatically internalizing others’ views” (Schieffelin & Ochs, 1986, p. 165). Children contribute to interactions with members of their family, shaping meaning and outcomes, a process which starts from birth and continues throughout our life (Schieffelin & Ochs, 1986), since adults do not suddenly cease to be socialised, but gain new practices or roles linked to personal and professional development in later life (Garrett & Baquedano-Lopez, 2002). As we become socialised into different target groups over our lifetime, we learn the values and practices of each new group through implicit and explicit teaching by existing or more proficient (expert) members. To achieve this, we must communicate our needs to

the experts, who in turn are socialised by gaining a shared understanding of what is required, and so the process is bi-directional, or even multi-directional where there are numerous experts (Duff, 2007). Previously, socialisation was considered as a unidirectional process, for example from parent to child, or teacher to student, or as one might say, from the expert to the novice, but this view is not supported by empirical evidence (Schechter & Bayley, 2007) and, for example, there is many an occasion when a child shows a parent or grandparent how to use technology (Garrett & Baquedano-Lopez, 2002). From a very young age, children (novices) play an active role in their language socialisation, shaping, influencing and even resisting how they are socialised, whilst simultaneously socialising the adults (experts) into their cultural norms and practices (Duff & Talmy, 2011; Garrett & Baquedano-Lopez, 2002). Therefore, Schechter and Bayley rightly question the relevance of the terms novice and expert, when they ask “who is socializing whom?” (2007, p 615), particularly in Western society where children are no longer ‘seen but not heard’. While Schechter and Bayley do not make suggestions for alternative labels, it could be proposed that terms like newcomer and old-timer are more useful to denote the different roles without the connotations or limitations associated with novice and expert.

While early work in LS focused on first language acquisition, since the 1990s, studies by a “second wave” of theorists (Bronson & Watson-Gegeo, 2008, p. 46) have turned to multicultural and second language acquisition (SLA) contexts. Unlike first language acquisition (FLA), second language socialisation (SLS) must take into account the existing linguistic, social and cultural practices that learners of all ages bring with them as they embark on new socialisation experiences (Duff & Talmy, 2011). Duff and Talmy (2011) outline a number of considerations and issues which arise with SLS that are not pertinent or even relevant to FLA: a lack of access to or acceptance by the target community; apathy or aversion to joining the target community, for example because the learner is conflicted about acquiring features of the community (language, identity) that do not fit with their long term objectives; or the learner is unable or unwilling to make compromises necessary for socialisation to occur.

García-Sánchez (2011) highlights several issues around acceptance and access to a target community in her study of language socialisation and exclusionary practices experienced by fourth-grade Moroccan immigrant schoolchildren when interacting

with their Spanish peers and teachers. Her findings demonstrate the sophisticated way in which the Spanish children manipulated situations to their advantage such that Moroccan students were frequently excluded and alienated from the rest of the class. Through a “complex set of teacher and student social practices” (p. 415), the teacher almost becomes complicit through failing to challenge the version of events they are presented with.

2.2. Communities of practice

Much of the research in LS focuses on the process by which newcomers attempt to join or be recognised by a target community. However, defining the concept of ‘community’ and applying it to LS research is not straightforward, and despite the necessity for such agreement there is surprisingly little, due to longstanding debates in related disciplines (Garrett & Baquedano-Lopez, 2002). One way that researchers have attempted to overcome this, is to move towards the notion of a “community of practice” (CoP), as proposed by Lave and Wenger (1991). However, Haneda (2006) rightly highlights concerns with aspects of Lave and Wenger’s own description of the concept of community as “an intuitive notion” which requires “a more rigorous treatment” (1991, p.42) if it is to be applied to L2 classrooms and future research. She calls for a tighter definition of ‘community’ which allows for easier recognition, or alternatively to view it as a way of seeing commonalities in types of “coparticipation in joint activity” (p. 813).

Lave and Wenger’s proposition arose at a time when the focus of learning was shifting from being an individual endeavour focusing on cognition, to it being “an integral part of generative social practice in a lived-in world” (1991, p. 35), in other words, a social activity. Here, learning is understood to be “an intrinsic and inseparable aspect of any social practice... with or without teaching” (Haneda, 2006, p. 808). The CoP perspective was introduced to SLA research by Kelleen Toohey in the late 1990s, when she published two articles on a longitudinal ethnographic study of Canadian kindergarten ESL children, which used the then “rarely applied” CoP perspective (Toohey, 1998, p. 61). Later, Morita’s (2004) study of female Japanese first year Master’s degree students at a university in Canada put the CoP perspective firmly at its centre, in its intention to investigate “how L2 students participate and negotiate membership in their new L2 classroom communities” (Morita, 2004, p. 577). In both

studies, the students' perspectives, experiences and intentions, that is learning, were central, rather than teaching or observing behaviour in the classroom being the focus as is often the case for traditional SLA research (Kanno, 1999, Morita, 2004,).

2.2.1. Legitimate peripheral participation

A key concept in Lave and Wenger's notion of a CoP is the process of legitimate peripheral participation (LPP), which they suggest is a "complex notion" which involves "multiple, varied, more- or less-engaged and -inclusive ways of being located in the fields of participation defined by a community" (1991, p. 36). Through LPP, newcomers develop appropriate knowledge and skills by engaging in the activities of that community "to a limited degree and with limited responsibility" (1991, p.14). In this way, being peripheral is seen as a positive and empowered position, since the newcomer's participation is valid, and the experience they gain through this is essential to learning and identity formation (Duff, 2007), until they achieve fuller participation. Lave and Wenger categorically state that they do not perceive the core of the CoP as being a fixed or designated place, but using the term "full participation" is intended to "do justice to the diversity of relations involved in varying forms of community membership" (1991, p. 37).

Toohy (1998) herself acknowledged that this concept of moving from the periphery towards full(er) participation is somewhat oversimplified, since there was no guarantee that all students in her study would be able to make the transition from newcomer to old-timer with full participation for a number of reasons. The concept refers more appropriately to the apprenticeship situation which Lave and Wenger purposefully chose as they believed apprenticeships featured a "richly diverse field of essential actors" (1991, p.57) without the "didactic structuring" found in formal education (1991, p. 62). However, this results in limitations when applying some of the terminology and concepts of LLP to school settings. The terms imply a relatively homogenous group of newcomers with similar starting points who wish to move in a relatively uniform way towards a common goal of full(er) participation as old-timers. The expectation is that through LLP, newcomers will "develop a view of what the whole enterprise is about" (1991, p.93), including "exemplars (which are grounds and motivation for learning activity)" (1991, p.95) and through increased participation the implication is this leads to "the *replacement* of old-timers" (1991, p. 57, italics in

original). In reality, newcomers in L2 classes are a heterogeneous group with varied starting points, motivations to learn and abilities to participate, not all of which are under the learner's control (Toohey, 1998; Morita, 2004). This rather idealistic view of the context does not acknowledge the possibility for "unequal participatory opportunities" (Haneda, 2006, p. 811) where learners experience hostility and a lack of encouragement from the target community (Duff, 2007), or conversely a lack of investment by the learner since achieving full participation is not deemed necessary for their future goals (Duff, 2007). Certainly there is a need to reconcile how Lave and Wenger describe community with the reality for many minority students in classroom contexts.

2.2.2. The role of power

Morita clearly demonstrates the varying degrees of success the newcomers have in their attempts to participate in a number of classes. One issue Morita's participants faced was the "web of power relations and competing agendas" (2004, p. 597) when attempting to construct their agency and position in the class. However, Lave and Wenger do not adequately address issues of power and control, and their discussion on conflict between masters and apprentices simply outlines its everyday nature without question. They state that the "authority of masters... varies dramatically" (1991, p. 94) and that "deeply adversarial relations with masters, bosses or managers [will] distort partially or completely, the prospects for learning in practice" (1991, p. 64) without elaborating on or critiquing how or why this occurs. Moreover, this ignores the possibility for conflict between apprentices themselves, and fails to adequately address issues around access to learning opportunities, the exception being the meat cutters context, where masters limited apprentices' access to some learning activities in order to focus on more profitable tasks.

In applying the CoP perspective to classrooms, it is essential to recognise these do not share many of the characteristics of the apprenticeship context, in that there is often a clear hierarchical structure (the teacher is inherently more powerful than the students) and not all participants are perceived as legitimate. Participants in Morita's study had difficulty being seen as a valued member of their classes, especially due to assumptions about gender and expectations of behaviour based on their ethnicity made by "more powerful members, such as instructors" (2004, p. 598). Furthermore, Toohey

suggests that physical location in a classroom also contributes to the power that participants have since being “farther from the teacher’s surveillance” has advantages in terms of “autonomy in choosing activities and verbal participation” that those who are positioned close to the teacher do not have (1998, p. 79).

2.2.3. Imagined communities

While Wenger (1998) accepts the concept of community is not tied to a physical location, relationships, or particular features, much of the discussion around CoP focuses on direct and concrete relationships. By contrast, as part of an imagined community (IC), we can visualise imagined identities, and these potential future other selves can provide the impetus for action that we would otherwise lack (Kanno & Norton, 2003). Anderson’s (1991) term “imagined communities” (cited in Kanno & Norton, 2003) describes contexts whereby people feel connected with others they have never met, and may never meet. Kanno and Norton cite two studies where membership of the IC was demonstrated to have clear guidelines for participation in much the same way as a CoP does, which impacted strongly on the learners’ trajectory towards their educational goals. For Rui, a Japanese teenager living in Canada, the determination to retain his identity as Japanese, even though he had spent two-thirds of his life outside of his native country, drove a strong desire to maintain his first language which he believed would afford him access to his idealised IC of Japan. Unfortunately, his experience of the real Japan did not match his vision, and consequently he denounced his Japanese identity. Meanwhile, Katarina, an experienced Polish teacher struggled to access her IC of ‘professionals’ in Canada, which was accentuated when her ESL teacher advised against taking a course, which Katarina felt unfairly obstructed her trajectory towards regaining this professional status and led to her abandoning her English studies. Both examples demonstrate the power of “hopeful imagination” (Simon, 1992, cited in Kanno & Norton, 2003, p. 244) in determining action, and how the failure to meet the requirements of the IC subsequently led to decisive changes to their future plans (Kanno & Norton, 2003). These examples also demonstrate that the move from newcomer to old-timer is neither linear nor guaranteed.

2.3. Agency

Ahearn rightly states “scholars who choose to use the term agency should define it carefully” (2001, p.130) while simultaneously acknowledging that this can be done in

a multitude of ways. Agency involves taking control by making informed choices regarding the path to achieving longer term objectives which has the potential to change us (Duff, 2012). Consequently, agency is critical to making decisions around investment of the substantial time and effort usually necessary to pursue advanced proficiency in SLA (Pavlenko & Lantolf, 2000, cited in Duff, 2012). However, agency is more than simply doing what we want, or resisting what we do not: it is about what is important to us, a perspective that Lantolf and Pavlenko (2001) base on earlier work by Taylor (1985) which links agency with significance. Thus, agency is often associated with identity and Norton's (1995) concept of investment, and recognises that we are neither "passive or complicit" (Duff, 2012, p. 413) nor merely "processing devices" (Lantolf & Pavlenko, 2001, p. 145).

Norton describes investment as the "socially and historically constructed relationship of learners to the target language and their sometimes ambivalent desire to learn and practice it" (1997, p. 411). Considering a person's history provides context for their motivation and attitude to learning a language, and therefore can go some way to explaining how and why a group of students experiencing the same teaching input can have very learning different outcomes (Gillette, 1994, cited in Lantolf & Pavlenko, 2001; McKay & Wong, 1996). And, as the person's circumstances change in future, so can their motivation and agency to reflect the dynamic nature of the social context in which they are performing (Lantolf & Pavlenko, 2001) and the aspects of their identity which they choose to foreground (Morita, 2004).

Since SLA is considered a culturally situated, social activity, agency must therefore also be understood as a situated concept: decisions can "never [be] considered in isolation from the social structures that shape them" (Ortner, 1989, p. 11, cited in Ahearn, 2001, p. 117), irrespective of whether that social structure is facilitating or restricting, and the decision is to participate or resist (Giddens, 1979, cited in Ahearn, 2001). It follows that agency is not an attribute of a person, but is formed and mediated in conjunction with both individuals and the society or CoP of which the person is a part, a view proposed by Engeström's (1987) activity theory (Lantolf & Pavlenko, 2001). Duff illustrates this with studies where students were faced with conflicting views from teachers and peers which "constrained or reframed" the

students' personal perspectives around aspects of their identity and expertise in undesirable ways, therefore impacting on their agency in the classroom (2012, p. 414).

Despite these discussions around decision-making linked to agency, Ahearn (2001) guards against making agency synonymous with a person's free will, as this ignores the notion that agency is co-constructed and negotiated with those around the person and suggests it is possible to make decisions autonomously (Lantolf & Pavlenko, 2001). In addition, Ahearn urges against "equating agency with resistance" (p. 115) since this limits the perception of agency to a singular purpose, when in fact a single action may have multiple motivations behind it, some of which may be historic, or as a consequence of the current social context (Lantolf & Pavlenko, 2001). This is also supported by the argument put forward by Ortner that there is "no such thing as pure resistance; motivations are always complex and contradictory" (Ahearn, 2001, p. 116).

2.4. The transition into mainstream provision

There is a worldwide trend for EAL students at all proficiency levels to spend much of their school day in mainstream lessons with subject teachers who have not had appropriate training and without appropriate linguistic support (Duff, 2001; Harper & de Jong, 2009; Leung, 2007). This is despite research demonstrating not only that this does not lead to successful acquisition of English (Harklau, 1994, 1999; Harklau & Yang, 2019), but crucially this practice can lead to "social isolation... lack of class participation, meaningful peer interactions and teacher feedback" (Harper & de Jong, 2009, p. 138-9), a view shared by Duff (2002). There is a misguided belief that EAL students can be accommodated in lessons through some basic differentiation or adaptation of materials and content (Harper & de Jong, 2009) and using small group work to foster participation (Leung, 2007). In the UK, there is currently no bespoke EAL curriculum nor specific qualification requirement for EAL teachers, rather EAL is considered the responsibility of all teachers (Leung, 2007). This expectation is outlined in The Teachers' Standards ([Teachers' standards - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/262222/teachers-standards-2011.pdf), 2011) which in standard 5 states that teachers should:

...have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an Additional Language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. (p.11)

In the first instance, EAL students tend to be placed in “low track mainstream classes” (Harklau, 1999, p. 53) on the basis that this should benefit them as the lower sets tend to be smaller groups often with a teaching assistant providing additional support, and possibly following a foundation level syllabus, which aligns with my own observations. Miller rightly questions this common practice where the “intellectual and linguistic resources” of EAL students are “recast and undercut”, describing their “effective marginalization” as worthy of challenge via embracing diversity where “negotiation of identity is key” (2000, p. 99). Harklau (2000) argues that this conflation of low English proficiency with low cognitive ability has potential long-term implications. Furthermore, Harklau (1994, 1999, 2000) highlights common issues with low-track classes such as a reliance on teacher-led activities and fewer opportunities for high quality, extended interactions or group-work with peers or to practise communicative strategies. By comparison, Harklau (1999) notes that mainstream higher sets can afford opportunities that would foster language acquisition, such as rich peer-led interaction relating to academic content, and encouragement from teachers to participate.

Whilst it could be said that considerable exposure to authentic input from the teacher is beneficial for EAL students, it is also true that this input is not moderated sufficiently in terms of speed or difficulty, (Duff, 2001; Harklau, 1994, 1999), there is a lack of repetition of keywords, and nor are visual aids used sufficiently to help explain abstract concepts (Harklau, 1994, 1999). Ortega supports Long’s (1996) interaction hypothesis, which proposes that the optimum scenario is for a learner to receive “input that has been interactionally modified” (2009, p. 61) from the interlocutor. Arguably this is lacking in the mainstream environment due to the misguided assumption that exposure to native-like speech is sufficient for natural acquisition (Harper & de Jong, 2009). As Spolsky rightly contends, it is the combination of exposure to language and practice that is key to acquisition (1989, cited in Norton, 1995, p. 14), and Miller found in her 1999 study that students had more opportunity to practise their English in their ESL environment compared to the mainstream where they were less likely to be heard or understood.

Conversely, Harklau and Yang cite a considerable number of studies from the last decade or so which have shown that “sheltered ESOL instruction” can also fail the

very students it is intended to support, due to “impoverished curricula” and a sense of being stigmatised, such that “some scholars and policymakers are advocating that ELs [English learners] be mainstreamed as far as possible” (2019, p. 88). As Leung (2007) astutely notes, there is no “best deal” (p. 256) as there are numerous individuals with differing needs, all requiring their own personal “best deal”. Therefore, Harklau and Yang rightly conclude that “skepticism and care” (2019, p. 106) is necessary when making decisions around instruction choices to ensure that the relative merits and drawbacks of mainstreaming versus sheltered instruction are carefully considered.

While many students would agree with Hornberger’s view that EAL classes can be a “relative haven... (when compared to mainstream classes)” (Faltis & Wolfe, 1999, p. viii), it is somewhat ironic that this results in the need for the same students to adjust to the very classes they were ‘spared’ in the future, a necessary step. When referring to ‘mainstream’ it is important to establish that this is not a singular entity which students are preparing to join, but is made up of multiple diverse settings, each with its own practices and norms (Duff, 2001), as well as teachers with varying expectations of behaviour, performance and academic level (Harklau, 1999), before even considering the subject content. For example, English and the social sciences tend to have the highest linguistic demands (Harklau, 1994) and the sciences involve domain-specific vocabulary which students are unlikely to encounter in other subjects. Even in key stage 3 where students follow the same set of subjects, they may not always be with the same group of peers, depending on individual school’s policy on streaming for core subjects (English, maths and science) and for example, carousel-style rotations for design and arts subjects. This creates multiple social groups where students must negotiate their identity and participation several times a day. In this respect, it is also very different to the primary school context, where students remain as a static group, usually in a single classroom with a single teacher. Furthermore, the mainstream subject teachers themselves primarily function in one such setting (their classroom) and it is the students who must negotiate the many different experiences during the school day (Harklau, 1999).

3. Methodology

3.1. Introduction

This study employed a qualitative, narrative interview approach to gain an in-depth knowledge of students' personal lived experiences and perspectives. I hoped to elicit rich and detailed descriptions of the individual experiences, and to identify any common themes or trends that emerged from the data. In this chapter I outline my rationale for choosing this approach, ethical considerations including my role as teacher and researcher, and matters pertaining to data collection and analysis.

3.2. Qualitative interviews

Qualitative interview data was collected since I was interested in discovering the affective experiences of the participants, and not attempting to test a hypothesis. I was also keen to pursue the "interview as social practice" perspective (Talmy, 2010), whereby the content (the data) is collaboratively constructed between the interviewer and interviewee and is specific to the context in which it is created. This has important implications for the reliability and validity of the data: since "the respondent's answers are continually being assembled and modified" there is no single truth being revealed, and consequently it is not possible to judge these answers against a predetermined set of objective answers" (Holstein & Gubrium, 1995, p.9).

I had a small number of participants meaning it was practical to conduct individual face-to-face interviews. This also afforded me the opportunity to clarify and explore responses where the need arose during the interview itself, using follow-up questions. Kvale refers to this as "the self-correcting interview" where the interviewer "condenses and interprets... what the interviewee describes" and 'sends' the meaning back" to obtain "'on-the-spot' confirmation or disconfirmation of the interviewer's interpretations" (2007, p. 102). I made all reasonable efforts to do this without unduly interrupting the natural flow of the conversation to ensure the integrity of the data and that my interpretations were accurate prior to embarking on the data analysis proper.

Conducting interviews face-to-face also had the advantage that we could both use non-verbal communication, for example if a participant appeared to be struggling, I could give encouragement through facial expressions.

3.3. My dual role as teacher and researcher

It is imperative to acknowledge my role as the participants' teacher as well as researcher and the impact this inherent power imbalance had on the process of generating the data. I was able to benefit from my 'insider' status, using the existing relationships and rapport that I have developed with the participants to positive effect, something that an external researcher would not be able to leverage. Indeed, on occasion, I was able to refer to relevant situations from my role as the teacher to assist participants to focus on areas I suspected would yield interesting contributions. In addition, my existing knowledge of the varying levels of English proficiency of the participants meant I was prepared for rephrasing questions to make them more accessible. Similarly, I had a reasonable idea of what was realistic to expect from each participant, to allow sufficient time for them to answer whilst avoiding uncomfortable silences that could lead to feelings of frustration or anxiety, and the participant 'closing down'.

I made deliberate decisions to wear more casual clothes that the participants would not usually see me wear as a teacher and referred to myself as being a student. Some of the participants had taken part in an activity for one of my previous MA assignments and were aware that I work part-time to enable me to study as well. We were in a different classroom to our regular one and although it was necessary for practical reasons to sit near the 'teacher's desk' (to ensure we were both close enough to the microphone for recording purposes), I positioned the chairs so that we were at right angles to each other with no table between us. It was important to give clear visual clues to reinforce the verbal message that I was not representing the school, to encourage openness from the participants without fear of potential negative ramifications as a result of their contributions. This was necessary to ensure that I collected as detailed and rich descriptions of their experiences and opinions as possible, since the interviews were the sole method of data collection. Both the choice of venue and clothing were intended to remove some of the connotations of power and formality to facilitate this.

I was also conscious of the potential for the participants to want to give the 'right answer', especially as some students are particularly keen to do so in the classroom (Wooffitt & Widdicombe, 2006). Therefore, I reinforced my wish to hear their honest

opinions and reassured all participants that firstly, nothing they said within the interview context would be repeated to any other member of staff at the school (except for safeguarding issues, should any arise) and secondly, all contributions would be anonymised. I monitored my responses to participants' contributions to ensure that I was not overtly judgemental, whilst also demonstrating appropriate levels of empathy or emotion, for example to some participants' disclosures of previous negative experiences at school in their home country.

Finally, I was unsure of how the participants would feel to have this extended opportunity to talk with me: if they would relish the chance to have my undivided attention, or be overwhelmed without the security of their peers to detract attention from or support them. It was interesting to see their different reactions. Possibly due to the age of the participants, 11-12 years old, I felt that, for some, an as yet underdeveloped emotional maturity meant that their responses were shorter, less detailed or considered. Conversely, others surprised me with the depth of feeling expressed and mature attitude to some of the situations and challenges they faced and it was interesting to be able to explore these with them.

3.4. Ethical considerations

To ensure that the research was conducted ethically, I paid careful attention to obtaining informed consent from all parties involved.

Permission was first obtained from the headteacher of the school, and the head of SEN and EAL. The participant information sheet, consent form and ethical approval were provided³ along with a brief outline of the MA degree subject, to ensure the headteacher had sufficient information to make a decision.

The intended participants were the current Year 7 cohort of students who had previously been or were currently included in the EAL provision. I spoke to thirteen students to explain the purpose of my research and what their role would be. I emphasised that there was no obligation to participate and there would be no

3 Copies of these documents are included in the appendix – section 8.4.

negative implications if students did not. Students were given an information sheet, consent form and covering letter which explained the project to take home.

Since the participants were under 16 years old, I required consent from their parents or carers. From information available through school records and conversations with the participants, it was apparent that there was a wide variety of reading proficiency in English amongst the parents/carers. Therefore, careful consideration was given to ensure that plain English was used in these documents to ensure the information was as accessible as possible. Two students asked for the information to be translated into Arabic, which I was able to do through a combination of Google Translate and a colleague who is a native speaker. Ten students returned completed consent forms.

However, for two participants, the interview situation proved overwhelming, and despite reassurances and careful encouragement, they were unable to give more than one- or two-word answers to the majority of questions. Consequently, these interviews were deemed to be of insufficient quality and were deleted and the participants' information removed from the study.

3.5. Participants⁴

The eight participants were all from year 7 (first year of secondary school), four male and four female, who resided with parents and their siblings, with one student living with an uncle and her sisters. Four participants came from Pakistan of which three speak Urdu/Panjabi as their first language and one spoke Pashto. Two came from Saudi Arabia with Arabic as their first language, one from Italy and one from Somalia, speaking Italian and Somalian respectively. Five participants had some level of literacy in their first language, while three only used their first language for speaking/listening (one of which had left their home country at a young age, one only had 1 year of education in their first language and another stated they had forgotten most of their first language now they primarily used English). In addition, six participants mentioned speaking English with siblings at home in addition to their first

⁴ See appendix for summary of participants information – section 8.2

language, and another listed five different languages as their father had travelled extensively and taught them a little of the languages he learned.

The primary reason for the participants' families moving to the UK was for the participants' own education (three participants), with one participant relocating for a fixed period to enable their father to study at a local university, after which they would return to their home country. Three other participants came with their family as a parent had a job in the UK, and one came to join other family members who were already living in the UK. Three students had been in the UK for less than a year, with only two residing in the UK for more than 4 years and the other three participants being in the UK for around 2-3 years.

The majority (six participants) had attended school in their home country for between one and five years, and had been exposed to a similar range of subjects, including maths. All six participants had received some instruction in English, although the focus was mainly on literacy with an emphasis on reading and drilling rather than communication skills and so was of limited benefit on arriving in the UK. Of the two participants who had not attended school, one stated they were not allowed and the other left their home country before reaching school age and consequently received full primary education in the UK. Both participants mentioned receiving some schooling at a mosque where they had learned some basic literacy and numeracy skills with a focus on religious education.

Most participants had experienced one or two terms of primary education in year 6 (five participants), two received just over a year and one had a full 7 years of primary education. One participant had no primary school experience. Upon arriving at my school, all participants completed a battery of online assessments to assess their proficiency in English before being assigned to the appropriate "wave" of EAL provision, either REM (remedial), wave 1, 2 or 3, see section 1.2 for details.

At the time of the interviews, the participants in this study attended mainstream lessons according to the subjects in Wave 1/7A (Habiba, Haleema and Aqib), Wave 2A/7B (Zaynab and Faizal) and Wave 3/full time mainstream (Mehvish, Umair and

Tahir). Table 2 below illustrates their progression through the waves over the full academic year:

Student name (pseudonym)	Starting point (October 2022)	Release December 2022	Release February 2023	Release April 2023	Release July 2023	Starting point for September 2023
Zaynab	REM	REM to wave 1 (7A)	<i>(No change)</i>	Wave 1 (7A) to wave 2a (7B)	<i>(No change)</i>	Wave 2a (8B)
Habiba	REM	REM to wave 1 (7A)	<i>(No change)</i>	<i>(No change)</i>	Wave 1 (7A) to wave 2a (7B)	Wave 2a (8B)
Haleema	REM	<i>(No change)</i>	REM to wave 1 (7A)	<i>(No change)</i>	Wave 1 (7A) to wave 2a (7B)	Wave 2a (8B)
Faizal	Wave 1 (7A)	<i>(No change)</i>	<i>(No change)</i>	Wave 1 (7A) to wave 2a (7B)	<i>(No change)</i>	Wave 2a (8B)
Aqib	Wave 1 (7A)	<i>(No change)</i>	<i>(No change)</i>	<i>(No change)</i>	Wave 1 (7A) to wave 2a (7B)	Wave 2a (8B)
Umais	Wave 2a (7B)	<i>(No change)</i>	Wave 2a to wave 3 (full time release)			
Tahir	Wave 2a (7B)	<i>(No change)</i>	<i>(No change)</i>	Wave 2a to wave 3 (full time release)		
Mehvish	Wave 2a (7B)	<i>(No change)</i>	<i>(No change)</i>	Wave 2a to RQ 3 (full time release)		

3.6. Data collection procedures and analysis

I developed an interview framework to guide the discussion and ensure that it focused on the research questions and to gather background information consistently for each participant⁵. I adapted the framework to reflect the different experiences of the two groups of participants, that is (1) those who have transitioned fully and are now in full time mainstream classes and (2) those who still have EAL classes on their timetable alongside differing levels of exposure to mainstream classes.

⁵ A copy of the interview framework is included in the appendix – section 8.5

The questions were intended as stimuli to direct the discussion rather than a set list to be followed methodically, so I was able to be flexible with the order and even choose to omit some if I felt they were unnecessary.

Each interview took place in a classroom in school during normal school hours. Participants were extracted from their timetabled lesson, with interviews taking between 35 minutes and 1 hour. The interviews were audio-recorded using Microsoft Teams™ (with a back-up Google recorder via a mobile phone in case of internet connectivity issues) and transcribed. The sound quality was sometimes poor due to the room acoustics and softly spoken participants.

3.7. Logistics of data transcription

Transcription is time consuming and there is little consensus about the “right method”, and since I was primarily interested in the content of the interviews, I opted for a more simplistic transcription. Therefore, additional elements such as pauses, overlaps, fillers and turns that maintain the conversation flow that would be relevant to a detailed conversation analysis were omitted.

Despite advances in modern technology, the automatic transcription provided by Microsoft Teams™ did not distinguish between the voices of the interviewer and interviewee, and so attributing utterances to the appropriate speaker was completed manually. In addition, the automatic transcription failed to recognise some words due to the connected nature of natural speech, and was also impeded due to the strong accent from the first language of some participants. Therefore, careful checking was required to ensure that the transcription accurately reflected the content to the best of my ability.

3.8. Thematic analysis

Through the transcription process, I was able to discover some potential themes based on the frequency and degrees of force in the expression of opinions (Ryan & Bernard, 2003; Kvale, 2007). Taking the ‘interview as social practice’ perspective meant I needed a more sensitive and reflective interpretation of the data, something that is essential when qualitative interviews are the primary or only source of data in a study (Mann, 2011).

I created a spreadsheet with the main points from each participant for each of the RQs with quotations (usually verbatim), which I subsequently colour-coded with blue highlighter for positive comments and pink for negative comments. This allowed me to quickly identify overall experiences as positive or negative, and cross-reference similar or different comments from each participant for each RQ.

I was conscious to avoid a “laundry list of observations” (Pavlenko, 2007, p. 167), and followed Pavlenko’s recommendation of referring to my theoretical framework to confirm there was a clear connection between my observation or discovery and the literature. This also ensured that I did not simply collect “quotable parts that serve our purposes” (Mann, 2011, p.21), to present with my personal observations; rather I related my findings to those from similar studies to show either a supporting or contradicting result.

In addition, I considered singular references as equally valid for analysis as references which occurred multiple times, since frequency is not the only indicator of importance (Pavlenko, 2007). Again, referring to my theoretical framework was invaluable in identifying which topics were worthy of consideration.

4. Discussion of results

4.1.RQ1. How do EAL students construct their status in the EAL classroom community?

At the start of the interview, it was important to gain an insight into whether the participants felt their experience in EAL was overall a positive or negative one, as an indication of their acceptance of the status of ‘EAL learner’. Factors contributing to and influencing this included who participants were working with, how the membership of the class changed over time, and how their own feelings about moving on affected their perspective.

4.1.1. Acceptance of EAL status

There was a consensus that the participants enjoyed their EAL lessons and found them to be a worthwhile experience, using positive adjectives such as “fun” or “good” to describe the lessons. As Habiba says *“that’s the good thing you’re learning English cos you can’t speak English, that’s why, so I need it.”* However, Fazial needed a bit of convincing by his mum: *“And my mum says that that’s good. If you got ELA, helps your English and everything like that. Then I say yes ELA is the best... it’s more good than bad”*

In these examples, the participants acknowledge, albeit in different ways, that there is a need for them to be in the EAL classes to support their development of English. Therefore, it could be said the participants personally accepted their status as an EAL learner, and were identified by others as legitimate participants in our class as a CoP. At the start of the year, when the EAL class was first created through the selection process outlined above (see section 1.2), all the students were newcomers and, as the teacher and only native speaker, I represented the only old-timer, to use Lave and Wenger’s (1991) terminology. This can be compared to each student being part of the “collection of imported speech communities” (using Hymes’s 1967 term) referred to in Miller’s (1999) study. This situation also arose in Norton’s (2001) study of immigrant language learners in Canada in the 1990s. To reconcile the question of what constituted the community when arguably there was little of what Lave and Wenger outline as the albeit loose structure of a CoP for Norton’s participants, she turns to Wenger’s (1998) formulation of identity and belonging. In particular, Norton sees

imagination as important to participants' ability to create a picture of a future community that participants can picture themselves in. In this manner, the participants in both Norton's study and my EAL class were able to visualise themselves as members of an imagined community, which encouraged action to make this a reality and ensure they could be legitimate members of at least one group at school (Miller, 1999).

4.1.2. Factors affecting agency in the EAL class

A factor which appears to contribute positively to students' agency is the relatively small class of well-behaved students. This contributes to students' status as competent, active members of the group, permitting participation in the lessons, as illustrated here:

"In EAL there not lot of students like 8, 9 students so that's why I can now like speak in front of more students" - Umais

"They are the EAL so they don't do nothing bad like" - Habiba

Secondly, an empathetic teacher who encouraged participation positively affected their agency, which was not something they had all experienced in their home country, as Tahir explained:

"I think I might say something wrong so I was scaring at first when I was speaking with the teacher...I was nervous, I was scared of it"

Earlier in the interview, Tahir had spoken about the teachers in his home country being "horrible" and using "electric cable, or stainless steel pipe and stuff to bang you" which understandably made his school experience overwhelmingly negative. His initial concerns about doing something wrong in our EAL class could be explained by the historical traumatic experiences influencing his relationship with teachers in the present (Haneda, 2006; Norton, 1997).

Haleema also initially focused on her negative feelings about talking with the teacher "Is little bit worried ... Cos I talking to the teacher ... It's hard" but she was more confident when asked "What do you think the teacher will do if you don't know the words in English?" and replied, with a smile "The teacher is help me".

Haleema had had no prior schooling in her home country, and had previously been in the remedial group at our school working one-to-one with a teacher, or with one other student. For her, the transition into wave 1 marked a significant change and was intended to encourage an acceleration in her language socialisation through increased exposure to her peers and other teachers. In Lave and Wenger's (1991) terms, Haleema was a legitimate peripheral participant, however, her physical position in the class, in front of the teacher's desk and next to a peer with a similarly low level of English proficiency could be argued as potentially limiting rather than facilitating her access to socialisation opportunities with more proficient peers (Toohey, 1998) as well as identifying her as a less central and therefore less powerful member of the CoP (Haneda, 2006). Conversely, by encouraging interaction with the only native speaker in the room (myself) she was exposed to high quality input from a sympathetic and more knowledgeable other (to use Vygotsky's 1978 term), although the "sociolinguistic inappropriateness of students speaking like teachers" is a possible downside of this arrangement (Shuy, 1981, cited in Toohey, 1998). Personally, I feel the advantages outweigh the disadvantages in this situation, as Haleema has demonstrated significant increases in her proficiency and confidence since joining 7A.

Another aspect of students' historical experiences that impacted on their agency in class was reading in front of the class. For many, this was a familiar activity as English lessons in their country focused more on literacy than communication skills, meaning they also understood the positive impact that reading has on language acquisition (Grabe & Stoller, 2020), so it did not pose major issues. Moreover, students recognised the advantage of not having to think of what to say themselves and again, the support of the teacher with words they found difficult to pronounce was appreciated.

4.1.3. Impact of working with other students on personal status

Working with peers was generally seen as unproblematic, as explained by Aqib: "*It's OK because I know them and they know I don't speak English*" and he makes the comparison with mainstream lessons where "*because like, when one there doesn't know I speak English very good, they are ... they were like talking, more difficult English*". This is in line with Miller's finding that students at Newnham, a specialist

ESL centre featured in her 1999 study, generally accepted each other as language learners which made it a “non-judgemental environment” (p. 156).

However, for Mehvish and Faizal, the gender of the person they were working with had an impact on their willingness to work together. Faizal had particularly strong feelings on the subject, as demonstrated in this short exchange when asked about working with girls in the class:

*F1: Awful! Because like I don't want to work with girls, ... like I don't know some girls then I won't work with them. I **could** if I wanted to but..*

T1: You don't want to?

F2: No.

T2: Is that because of... is that a culture thing? Or is it just that you like to work with boys?

F3: It's not about the culture, it's like I need to work with, like I want to work with boys, I like to work with boys not girls. I don't know, I don't like it.”

Interestingly in his 3rd turn (F3) Faizal backtracks on the strength of feeling through his choice of verb, starting with “need” and ending with “like”, when talking about working with boys which suggests an awareness this is not a view I share. Moreover, this preference does not seem to be a direct result of previous experience in his home country, as Faizal described mixed sex classes, but is likely to reflect the tendency for people to migrate towards same-sex friendships throughout their lives, known as gender segregation (Mehta & Strough, 2010). The impact of gender is strong in mid-adolescence since peers play a key role in the development of our identity at this time, resulting in a preference for the company of same-sex peers (Mehta & Strough, 2010; Poulin & Pederson, 2007).

4.1.4. Impact of changing membership of the class

Having established our EAL class as a CoP of which all students were legitimate members, albeit with differing levels of participation, it was interesting to discuss the impact of changes in the membership with students, both newcomers joining and old-timers moving on to further release into mainstream lessons.

The overwhelming view of newcomers was a positive one, with references to how the students knew what it was like so they wanted to make the newcomer feel welcome by introducing them to the practices of our CoP and ensuring they were able to engage in these appropriately. For Aqib, it was important newcomers are made aware of some class rules and consequences (negative points for poor behaviour) we agreed on at the start of the year

“they will not laugh at me because when we came... the... with the rules so if someone laugh maybe he will get a negative”

But Aqib was also aware the newcomer may have a higher proficiency in English, which made him feel self-conscious about talking with them until he knew them better, despite his position as an old-timer in the group. In this respect, the roles of newcomer and old-timer as outlined by Lave and Wenger do not apply in the same way in this context, which is line with the findings from other studies that L2 learners are not a homogenous group who move towards fuller participation in the same way (Morita, 2004; Toohey, 1998). Aqib was aware that assumptions of his higher proficiency and competence were not guaranteed, leading to possible unfavourable comparisons which he would rather avoid, as illustrated here *“maybe they have like more English than me, So I don't like to talk next to them”*.

By comparison, there was a mix of negative emotions around students leaving EAL, either to move to wave 2A or wave 2B. These included a sense of fear at being left behind - *“I thought I was going to stay behind forever”* (Fazial) and sadness over losing friends - *“You're not moving but like your friends move, that's sad”* (Habiba) - but also embarrassment resulting in a temporary loss of motivation *“I feel ashamed because I think why did you not go to the big classes, why did I fail my test? ... I just feel sad and messing around and I wasn't doing anything”* (Tahir).

Conversely, students also saw this as a positive sign that if others were able to move up to the next stage, it was possible for them to progress too. Students referred to needing to improve, to work hard or harder and do their best, indicating a sense of personal responsibility for their learning trajectory. Tahir, however, had previously questioned me as to why he had not been moved up, suggesting he saw me as the “gatekeeper” (Miller, 1999, p. 158) who could decide when he was ready. He, along

with many others it must be said, misunderstood the assessment results as a straight ‘pass’ or ‘fail’, when in fact there is a continuum and students must demonstrate an overall proficiency level. Yet if the outcome is to move or to stay, it is understandable that students perceive it as a boundary that must be cleared, as per Miller’s (1999) findings.

4.1.5. Impact of leaving the EAL class on status

It was interesting that two students expressed reticence about leaving the EAL class, but for different reasons. Aqib has primarily positive associations with our EAL class, feeling relaxed and being sad when the lesson is over because “*the time goes too fast*”. He makes several references to other students understanding him and being sympathetic, as referred to above (section 4.3), suggesting an appreciation of the “safe and relatively unchallenging space” (Miller, 1999, p. 156) this creates for him, which he is aware is not guaranteed in mainstream lessons. Aqib described himself as not having many friends or wanting to engage with other students when at school in his home country, indicating negative historical experiences which arguably influence his current desire and/or ability to interact with his peers.

Similarly, Mehvish’s concerns stem from the potential for negative interactions with other male students in mainstream classes. This is a recurring theme with Mehvish, and not unwarranted given the disproportionate number of boys to girls in our school. Her perceptions of male students are that they are noisy compared to her naturally quiet disposition, and also she feels very uncomfortable when she perceives they are looking at her. This was not an issue for her in the EAL classroom, even though there is still a higher proportion of boys compared to girls as Mehvish purposefully chose to sit in the rear far corner, away from other students, and therefore was usually able to avoid unwanted eye contact. Her position also facilitated her minimal participation in the class: although she made the excuse that she was being lazy and daydreaming, this could also be interpreted as a face-saving strategy. As the only student who had full primary education in the UK, Mehvish would be expected to be more competent, yet her contributions and efforts in class and during assessments were minimal, making it difficult to obtain the evidence necessary to warrant for further release. Unlike when students choose silence or non-participation to engage in other language socialisation activities (Morita, 2004) Mehvish appears to be apathetic or even resistant to gaining

fuller access to the target community (Duff & Talmy, 2011). The reasons for this become apparent later in the interview when discussing the transition to mainstream classes (see section 4.3.4).

4.2.RQ2. What are students' experiences of negotiating participation in mainstream class communities?

a. How do students exercise agency in mainstream class communities?

When considering mainstream lessons, EAL students expressed a wider variety of feelings compared to the general sense of positivity associated with EAL lessons. This variety can be attributed to factors such as the subject, opinions of the teacher, and experiences speaking with mainstream students, which in turn impacts on students' participation.

4.2.1. Impact of subject

Maths is viewed positively overall with a majority stating it was their favourite subject, and students generally feel able to participate to some degree. All those who had previous education experience in their home country had maths lessons and therefore had the necessary basic skills and understanding of key concepts to access the content. Maths is less focused on literacy skills, although there is still an element required in reading questions and following instructions in textbooks, and apart from Arabic/Urdu, numbers are written in the same way regardless of language⁶. Since maths is one of the first subjects that EAL students are released into, it is one they are most familiar with and have had the most opportunity to negotiate their position in the class and therefore their participation.

One surprising comment came from Umair about his enjoyment and active participation in English lessons, which he directly attributed to his experiences in EAL. He recalled how he had learned about past and future tenses, and structuring paragraphs, building on the grounding he had gained from the English lessons in his home country, which focused on grammar and literacy skills. Not only did this make it easier for him to participate in the mainstream lessons, but he was able to share this

⁶ I have only considered the languages of my students, not all languages worldwide.

knowledge with non-EAL peers: *“I have some friends in the lessons now, so it’s like... I’m confident to speak with them and share my answers”*. It is also surprising as the primary reason for Umair being in EAL was his lack of confidence, heightened by his naturally quiet personality so the fact he had the agency to communicate with ‘old-timers’ is particularly noteworthy and demonstrates his determination to improve. This is also illustrated when he talks about understanding the importance of working with other students *“Because then you... get more confident and like you speak to different peoples”*.

4.2.2. Impact of teacher

Overall, speaking with the teacher presented little issue and students were happy to ask for help and enjoy the praise and achievement points for their efforts in the lesson, which students clearly value - Haleema smiled broadly when retelling how she helped the PE teacher put equipment away, *“all the lesson miss said well done Haleema, well done Haleema, after I helped miss, she said I want putted you three or five points”*.

Opinions of teachers varied from *“teacher is good, he helped us”* (Aqib), to *“they struggle to teach”* (Faizal) with students expressing a range of rationales behind their view. However, a recurring theme was a realisation that the ratio of students-to-teacher in mainstream classes is considerably higher than in EAL classes and the consequences of this are felt keenly by the EAL students. In terms of being able to access the primary resource in the classroom, that is, the teacher, several students acknowledge that the mainstream teacher is unable to dedicate the same amount of time to individual students compared to what they experience in EAL classes. In general, mainstream teachers appear not to actively demonstrate an awareness of, or propensity to accommodate the needs of EAL students through moderation of their verbal communication, as proposed by Long’s Interaction Hypothesis (Harklau, 1994; Long, 1996). Teachers *“speaking too fast”* or using *“difficult English”* further reduces the EAL students’ ability to participate in the lesson as they are unable to understand either the information presented or the instructions, a finding shared with Harklau’s study contrasting ESL and mainstream classes. Subsequently, because some teachers do not have time to explain to multiple students (Duff, 2001), the result is EAL students can be told to leave work that they cannot do independently and a learning opportunity is lost. Fortunately, there are exceptions to this, for example Habiba

describes the way her maths teacher “*come to me and that, she like showing the work that I do*”, an experience which both Haleema and Aqib also share.

4.2.3. Impact of classroom management issues

Part of the issue with taking the teacher’s attention away from the rest of the class is the ramifications this has on the overall classroom management (Duff, 2001). Aqib notes that if the teacher spends time talking to him, other students will talk or misbehave, which resonates with Duff’s findings that “the local students, collectively, required higher teacher maintenance and vigilance” than the “less disruptive” EAL students (2001, p. 113).

A common complaint was an overall sense of poor behaviour experienced in the mainstream lessons, with numerous references to “*naughty children*” who “*mess around, don’t listen to the teacher*” (Faizal) and are considered “*not respectful the teacher... waste our study*” (Zaynab). While this is understandably frustrating for the EAL students, and no doubt many other students in the class, Faizal elaborates further and expresses more concerns:

“Mr (name) can’t teach us properly... it makes me awful, you know why?... because like I could not study, like my mum gonna say how did you study, like what happened? ... It’s not the teacher’s fault, it’s the students fault, the teacher wants us, like wants to study us like, be the top, move to another set... but the students don’t wanna... they wanna stay and mess around”

Faizal uses the choice of pronoun to signal his position relative to other students (Duff, 2012): he starts by saying “*us*” but then dissociates himself from others in the class by referring to “*the students*” and “*they*” when describing those who misbehave and do not share the same aspirations to improve. Similarly, Aqib describes not wishing to talk with the “*naughty people*” because “*I don’t care about them*” and “*I’m not like very friends with that*”. Here Aqib and Faizal demonstrate reticence or even resistance to being socialised into the dominant, mainstream group as neither feels the group’s norms and practices fit with his own, illustrated through Aqib’s use of “*don’t care*” and Faizal’s choice of “*they*” (Duff & Talmy, 2011). Moreover, the actions of the poorly-behaved children could be construed as restricting or blocking access to the

resources required by the other students to participate and acquire the necessary skills and knowledge for the lesson content, and ultimately to facilitate their language acquisition (Lave & Wenger, 1991). These issues also reflect Haneda's (2006) concerns around the notion of LLP as a single construct, and she astutely argues for the consideration of each term separately. She rightly asserts that it is feasible for a participant to be considered peripheral and yet not legitimate, and for legitimate participants to choose to stay on the periphery rather than compromising their beliefs and practices, which would be involved in moving to full participation.

This perception of mainstream children being “*naughty*”, compared to EAL students who are described as “*well mannered*” (Umais), could be at least partly responsible for the motivation behind EAL students wishing to continue working with other EAL students in the mainstream classes, as they share more similar attitudes to learning and are less confrontational than the mainstream students. In more extreme instances, this results in EAL students choosing to sit away from the rest of the class, as both Tahir and Mehvish do, with the teacher's consent. However, there are numerous potentially negative consequences to this decision for all parties involved. Firstly, the EAL students could potentially be permanently positioned as peripheral participants, thus unable to progress towards fuller participation, which the teacher could be considered complicit in if they fail to actively challenge the actions of either party (Duff, 2007; Duff & Talmy, 2011; Kanno, 1999; Toohey 1998). Secondly, by choosing to position themselves away from the mainstream students, EAL students are restricting their own access to potentially higher proficiency English speakers⁷, the exposure to which should be a benefit of attending mainstream lessons. The negative impact is not restricted to the EAL students, however. Since socialisation is multidirectional (Duff, 2007) there is a loss of opportunity for the mainstream students as this means the knowledge and values that the EAL students bring is ignored (Kanno, 1999). Though as Harklau rightly notes, just because the opportunities exist, there is no guarantee that students have “the ability or the inclination to take advantage of them” (1994, p. 262), and while she was referring to English learners in her study, this could equally be

⁷ These are not necessarily native English speakers, due to the low proportion of these in the school's population.

applied here to the mainstream students, missing the opportunity to enrich their wider knowledge through interactions with the EAL students.

4.2.4. Impact of speaking with other students

Despite raising concerns around teacher talk (speed and vocabulary) and access to attention, on the whole interactions with teachers were deemed positive, and EAL students were “*happy to ask for help*” (Tahir) and considered that “*when the miss talk with us, is good*” (Haleema). Yet, when discussing their ability to participate in mainstream lessons, EAL students often mentioned concerns around speaking with other students, ranging from “*you can’t understand what they’re saying*” (Habiba) to “*sometimes they’re bullying, swearing, saying ‘shut up’ all the time*” (Tahir).

For Umair and Mehvish, the concerns arose from a wish to avoid attracting attention to themselves as they are both naturally quiet people, and Mehvish in particular dislikes people looking at her, while for Tahir, it was the fear of the unknown “*I don’t know if he is respectful or not*”. The most frequent barrier was the feeling that they were a target for mockery by mainstream students, which was mentioned by five different students, but most strongly by Aqib.

Aqib described how he feels that other students’ behaviour indicated that they do not like him, a finding which resonates with Miller’s assertion that “in the absence of any comprehensible interaction, we assume the worst, or perhaps read body language in a negative way” (1999, p. 160). Aqib believes other students are mocking the way he speaks as demonstrated by his unflattering imitation of this. He interprets this as “evoking negative characteristics” which could be argued is a form of social control (Goodwin & Kyratzis, 2011, p. 383) or a way of publicly identifying his “otherness” as distinct from the “sameness” which the majority group enjoy (Devine & Kelly, 2006, p. 129). As a result, Aqib refrains from interacting with “*the naughty people*” and restricts his conversations to a fellow EAL student, Umair, and the teacher, where even then he minimises the audience so that “*I don’t ask from like in front of people, I go to the teacher and I ask them*”. Aqib clearly expresses his view that he is seen as different by the other students, and does not wish to be associated with them anyway, demonstrating a strong personal resilience. This may be attributed to the knowledge

that Aqib will be returning to his home country once his father completes his study, and so there is no long-term consequence to being ‘different’.

4.2.5. Impact of newcomers in a mainstream class

As a result, it is not surprising that when welcoming newcomers to a mainstream class, EAL students generally feel more inclined to do so if the new student is also EAL and several made references to remembering what it was/is like for them joining a new class. Whereas those students now in full time mainstream lessons were most likely to offer assistance to any newcomer (*“because I know things they should know as well - Umair*), Aqib was most resistant to this since he assumed *“they will talk English, like different, difficult for me, I will not understand anything”*. He appears to be deliberately avoiding situations that Kikuko, a participant in Kanno’s own study (cited in Kanno, 1999) experienced, where her courageous efforts to speak with native-English speakers were not well received and left her *“convinced that real participation... was impossible”* (p. 129). This could be a self-preservation strategy for Aqib, or as previously referred to, something he simply deems unnecessary to go through given the temporary nature of his stay in the UK.

Similarly, Fazail expressed concerns that the mainstream students *“know more English than me”* but extends this to an unfavourable affective judgement *“like I thought they were better than me, they don’t go to ELA because they’re born here”*. However, when asked to explain his rationale, he conceded that *“maybe I’m gooder than him, behaviour, like study more, like get good marks in exam but he doesn’t”* again making the separation between himself and the mainstream students (see section 4.1.3). Moreover, it also seems to be giving him some motivation to move into higher set away from *the “naughty children”* :

I think about it, like, how am I study? They... they're gonna be in year 8 in my set in year 9 and year 10 until my GCSEs you know ... if they until my GCSEs, then I need to work on like I want to go in higher set that they are not in my set.

In addition, in line with similar findings that mainstream students in these classes lack study skills and are more likely to be *“ambivalent... and sometimes resistant”* (Harklau, 1999, p. 53), Fazail’s view is that the attitude and motivation of these other students in these classes conflicts with his own (Duff, 2001; Harklau, 1995). Earlier in

the interview, Faizal states his family came to the UK for his education, and he expresses concern that his parents will be unhappy if he is not able to succeed in this (section 4.2.3) which explains his eagerness and repeated talk of wishing to progress to a higher set.

Fortunately, there was a positive perspective from Zaynab who also referred to people who “*just make a fun*” of her for being EAL because they think “*she no speak English*” or attempting to discredit her progression through comments on which lessons she should be in - “*why you move up? You are in EAL!*”, and who were then surprised “*she get jealous of me... I am better*”. Much like Aqib, Zaynab demonstrates strength of character in her determination not to let the negative comments get to her, and to trust in herself.

4.3.RQ3. What are students' perceptions of their transition experience from EAL to mainstream classes?

a) Do these perceptions change as their exposure to mainstream classes increases?

The transition experience generated a range of opinions, primarily positive but with some concerns based around missed content and the reality of catching up. Participants also acknowledged the difficulties with accessing lesson content, but that with the benefit of time, the situation was likely to improve.

4.3.1. The transition experience

For many students, the transition into (more) mainstream classes was a positive move, and was seen as a significant achievement, for example Habiba was “*excited to go to maths, I love maths*” a feeling echoed by Zaynab “*I happy to go - when I have science, I am so happy*”. Reasons for this focus mainly around the opportunity for more variety in their timetable, and especially the chance to do science experiments, coupled with the confidence they have gained in EAL with their proficiency and language socialisation. Apart from Haleema who started in the remedial group with intensive interventions, the other students had all experienced the mainstream environment for up to half a term from September to mid-October, prior to being identified as requiring EAL support through the assessment programme. This initial experience was almost

universally regarded as negative, as expressed by Tahir - *“I didn’t know what to do and struggling a lot”* and the relief at being taken out was apparent for Aqib - *“It’s was too hard, my friend was helping me... but it was too difficult”*. Therefore, arguably the brief experience in mainstream serves to underpin the rationale for their extraction in the students’ minds, enabling them to see for themselves that it is beneficial to receive the additional language support. Notwithstanding this, the feeling of missing out when they see their peers having a broader curriculum that they are not yet able to access is equally understandable.

However, it was not unanimously positive and there were some common worries about the transition. For Zaynab, the adjustment to thinking more about her timetable everyday was noteworthy and she seems nostalgic almost for when she just knew how her day would start.

“Like my daily routine is first lesson is EAL yeah, and like when we like go to maths or PE... which room, which teacher, like that”

4.3.2. The reality of the mainstream environment

For some EAL students there is a much larger and more complex issue, that in fact the ‘mainstream’ is not a homogenous alternative to EAL, but is made up of several diverse settings, each with its own practices and norms (Duff, 2001), multiple teachers with varying expectations of behaviour, performance and academic level (Harklau, 1999), before even considering the subject content itself. The gradual introduction of more mainstream lessons assists with this adjustment, allowing EAL students to try out their new confidence in one or two mainstream subjects, with the relative comfort of EAL still forming much of their timetable. Unfortunately, the pressure for secondary school students to adapt quickly to these “linguistic, sociocultural, discursive and academic norms (Duff, 2001, p. 104) is increased with the prospect of GCSEs in Year 11, and further expedited with every year of instruction that an EAL student misses. In this respect, the year 7 students here are fortunate to have the full 5 years of instruction to maximise their chances of success at the end of their secondary school career.

For Haleema, there was another realisation when she said “*English and maths, same lesson, English and every lesson.*” that is, learning English is an integral and necessary part of every lesson she goes to. And the reality of mainstream lessons was not quite as expected, as Haleema explained how she felt before she went to maths and then after:

“Feel like it's easy but it was not easy... because I'm not do it before” -

This change of opinion could be explained using the notion of imagined communities (Kanno & Norton, 2003), where Haleema imagined herself as a capable mathematician, maybe because she was able to complete some everyday functional maths calculations, but the reality of studying maths at school was different, leading her to conclude that in fact “*maths is hard*”

On occasion, some students described mainstream lessons as “boring” (Zaynab, Faizal and Haleema) but this appears to be code for they did not understand the work and were unable to access it, which led to boredom rather than the lesson itself being boring, as Haleema says “*I think the .. the lesson is so boring because I don't understand anything*”. This reflects the findings of other studies including Harklau (1994) and Duff (2001) where students elected not to participate or engage with activities that they found incomprehensible, preferring to withdraw their attention without disrupting the rest of the class. For example, Haleema would revert to quietly drawing or colouring on her worksheet in EAL lessons on occasions where the task was too hard and she waited for individual support. Yet, choosing to remain on the periphery still allows students to observe and potentially learn from the interaction patterns and behaviours of their peers and teachers, as advocated by LLP (Lave and Wenger, 1991).

4.3.3. Timing of transition

Aqib expresses a different and very valid concern stemming from if he joined the mainstream science class partway through the academic year “*when the test come... like the half of the lessons I didn't come to it... So at the end of the year I'll not understand everything, okay, like they did the basics, they will go to the hard work. So I'll not understand anything*”. Faizal shared the same worry that “*I might fail a test because I hadn't studied it all*”. Mainstream classes assume a generally stable

population of children from year to year, thus the key stage 3 curriculum is designed for each year to build on the previous year's instruction, leading up to the GCSEs in key stage 4, and science is a good example of this. The advantage of this for EAL students is therefore there will be inevitable recaps and overlap of topics in years 7-9 as the curriculum content continues "to develop a deeper understanding of a range of scientific ideas in the subject disciplines" (DfE, 2014, p. 58).

Other students already in mainstream classes refer to their teachers uploading lesson information and resources to the Microsoft Teams™ area, which students can access outside of lessons, and messaging teachers through this platform to ask questions. However, this has its drawbacks. Firstly, there is a delay in confirming or clarifying comprehension, which arguably would be better resolved at the time (Duff, 2001). Secondly, this relies on students having the motivation to do this in their own time, and maybe support at home to help with understanding new concepts through parents or siblings, although those EAL students who raise the concern are already demonstrating a propensity to do this.

4.3.4. Changing opinion over time

In terms of increased exposure to mainstream lessons over time, students demonstrated a stoic attitude, acknowledging that adjusting to the new classes and subjects would take time, - "*like the first day, like you don't know what you going to do but like the other days you know what you doing you know ... it's good*" (Habiba) and require some persistence and resilience.

Umais made an analogy with climbing steps, demonstrating the action with his hands, saying "*Can't go like from here to here* (indicating a large jump). *You have to go like there* (made steps with hands) *and come back.*" and agreed that his time in EAL built his confidence which made it easy to make that upward progress, such that after the last five months, for him being in mainstream "*It's normal now*".

Zaynab similarly accepts that she cannot compete with mainstream students who have been in the class since September, but shows determination to do her best to improve by using the resources provided by the teacher on Microsoft Teams™ and BBC Bitesize to study in her own time to catch up on content. She explains how her teacher

is supportive by encouraging her to set herself realistic targets “*Sir say if you have like 5 or 10 then you just make a target, you try your best.*” and is clearly proud when she recalls “*Sir say I know like you are new, you got 20 and I am very impressed at how you do it*”.

However, Mehvish is an example of where improved proficiency in English proved insufficient in adjusting to the mainstream environment, and her unwillingness to participate in lessons is due to other affective factors. Mehvish describes feeling overwhelmed in her mainstream science class such that she often needs to leave the room “*to take a calm breath*” because the shouting makes her feel like “*my ears bleeding*”. She made repeated references to feeling nervous and anxious due to noise levels in several subjects, but fortunately the school is aware and she is receiving support to help her manage this and she did balance this with some positive comments about lessons she enjoys. In addition, she talked about feeling moody and how it is not easy to be a girl in school, indicating the impact that developmental changes can have on self-esteem.

5. Conclusion

This small-scale study targeted a gap in LS research by exploring secondary school aged students' experiences of transition from EAL to mainstream classes. Using the "interview as social practice" perspective students were positioned as 'active' participants in the process (Holstein & Gubrium, 1995), allowing them to co-create the content (the data), and attempting to redress the power imbalance often found in qualitative interviews. Following the lead of studies like those of Morita (2004) and Toohey (1998) and giving students like these a voice is crucial to avoid them being seen as "unformed innocents, waiting to be given shape and direction by the knowledge and wisdom of teachers and policy makers" (Rampton, 2005, p. 310).

My findings for RQ1 and RQ2a (considering status and agency) were in line with the literature: participants demonstrated their agency in EAL and mainstream classes by choosing to engage more fully with subjects and content that they deemed to be more significant, that is useful for their future, and fits with their personal view of themselves; for example, Zaynab expressing her preference for grammar work over games style activities in EAL and her dislike of art and music ("*it's no helpful*"). The EAL context provided participants with a "non-judgemental environment" (Miller, 1999, p. 156), and created a positive attitude towards their EAL status.

Turning now to how EAL students negotiated their participation in mainstream classes (RQ2), it was somewhat saddening to hear many accounts of negative experiences, however, this is consistent with findings in the literature. The issues raised were primarily due to behaviour of the mainstream students which had negative ramifications for classroom management that further impacted on the EAL students' access to resources, especially the teacher. The result appears to be a 'them and us' situation, where overall the EAL students prefer to minimise interaction with the mainstream students due to perceived differences in attitude to learning, for example, Tahir and Mehvish choosing to sit alone. In this way, the EAL students demonstrated their active role in the LS process, by influencing and even resisting being socialised into norms which contradict their own (Duff & Talmy, 2011; Garrett & Baquedano-Lopez, 2002). This finding supports Duff and Talmy's (2011) proposition that for SLA joining the target language community is neither guaranteed, nor desirable where there

are significant differences in social and cultural practices between the learner and the target group. It also resonates with the position expounded by Harper and Jong (2009) and Duff (2002) that this can lead to social withdrawal due to lack of meaningful engagement with peers or teachers. However, these issues could be addressed by raising mainstream teachers' awareness of the benefits of mixing students of different language proficiency together in small groups (Bourne, 1989, cited in Leung 2007; Morita, 2004) to encourage development of "interpersonal and collaboration skills for all parties" whilst simultaneously providing opportunities for EAL students to test and increase their English proficiency (Kanno & Applebaum, 1995, p. 44). In other words, through teachers acting as "change agents" (Haneda, 2006, p. 815).

While using the CoP perspective allowed me to bring the students' experiences of transition to the mainstream 'community' to the forefront (RQ3), as Morita (2004) and Toohey (1998) did, I found the application of some of its constructs problematic. For example, when moving to full-time mainstream, Umair quickly demonstrated his ability to be the "expert" by assisting "old-timers" using his grammatical knowledge, when using Lave and Wenger's construct he would be considered a "novice". Regarding the notion of LLP, as Haneda rightly notes, the reality of mainstream classes means that some EAL students were subject to "unequal participatory opportunities" (2006, p. 811) which were detrimental to their ability to move towards fuller participation, for example, a lack of sufficient teacher support as described by several participants including Faizal and Zaynab.

One aspect that was not represented by the literature was the participants' concerns about joining a mainstream class at a mid-point in the year, the difficulty in catching up on missed content, and the potential impact this could have on their academic performance in tests. This may be specific to my context, where students are released into mainstream lessons at multiple points during the year, however, it warrants further exploration in conjunction with mainstream subject leaders to discuss possible solutions to facilitate this aspect of the transition in our school.

However, academic proficiency is not the sole purpose of education: social communication is as important in ensuring students can learn effectively in the mainstream environment, and having confidence to do this is linked to their "sense of

entitlement or licence to speak” (Duff, 2001, p. 120). Studies such as Harklau (1994), Kanno and Applebaum (1995) and McKay and Wong (1996) demonstrate the positive effect of “making friends, getting due respect, and establishing oneself as a full-fledge member of the school community” on language acquisition (Kanno, 1999, p. 127). Thus, the positioning of EAL students, either voluntarily or due to the actions of others, on the periphery in mainstream lessons is concerning.

Therefore, the findings of this study highlight the importance of raising awareness and more crucially addressing the effect that perpetuating divisions (deliberately or otherwise) between EAL and mainstream students can have on both groups’ overall socialisation development, such that the whole school community can accommodate the needs of EAL students and assist with their full integration (Duff, 2001).

6. Limitations and implications for future research

For future studies, it would be interesting to extend the age range of participants to cover all years at secondary school, since students can join the school at any point up to and including year 11. This would give insights into how increasing maturity through puberty impacts on participants acceptance of their EAL status, and as peer influence increases. It would also provide an insight into whether age is a significant factor in the transition process, as suggested by Kikuko in Kanno's 1999 study that only students arriving in elementary (primary school in the UK) could achieve "real participation" (p. 129).

Extending the length of the study could also bring additional insight into how the students adapt to the transition process over time, as their exposure to mainstream classes increases. It could also examine more closely if the experiences differ at each step in the process: prior to transition, during transition and post transition (immediately and at defined periods after).

Perspectives of other related participants were not sought in this study due to limitations in time and scope⁸, but it would be relevant to understand the experience from the perspectives of range of interested parties to ascertain if there are misunderstandings that can be clarified, or communication that can be improved, for example, to facilitate a smoother transition process.

⁸ An explanation of my decision on the triangulation of data is included in the appendix – section 8.1

7. References

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8. Appendices

8.1. Decision on triangulation of data

Due to the limited time and scope of this project, I elected not to triangulate data from other related participants (non-EAL peers, teachers - both mainstream and EAL, parents or carers) and to focus solely on the student's own perspective. Triangulation, as proposed by Denzin in the 1970s, was originally considered as necessary to legitimise and validate research studies and ensure their findings were reliable (Flick, 2018). However, later developments in response to criticisms led to the evolution of "Triangulation 4.0" (Flick, 2018, p. 542), which moves away from notions of validity and reliability and instead "looks through a critical lens" at the data and intends to "[scrutinize] the way that something in the social world is turned into data by a specific approach." (ibid.). Since I am focusing on the interview as social practice (Talmy, 2010), where the data is actively co-constructed between myself and the participants through a collaborative process, and is unique to the specific context (Gubrium & Holstein, 2003), this view of triangulation fits well with my approach.

8.2. Summary of participants' information

Pseudonym	Habiba	Tahir	Zaynab	Faizal	Haleema	Umair	Aqib	Mehvish
Home country	Somalia	Pakistan	Pakistan	Pakistan	Saudi	Pakistan	Saudi	Italy
Arrived in UK	2022	end of 2020	November 2021	2019	2022	October 2021	2022	2017
Reason for move to UK	Family member got a job	Dad got chance to come to England for work and family came on visa, good education for children	For children's education	For me to study here, get a degree	Haleema and younger brother weren't allowed to go to school in Saudi (didn't know why)	Dad came here 20 years for work then family joined him	Dad is at university in Birmingham, only here for 4 years	Left Italy for family reasons
Family in UK	Uncle and older sister	4 sisters and 1 brother, 1 older than me, parents	Dad, little brother (2 yrs old) and sister, mum joining soon, takes on role of mum	mum dad, sister, brothers, cousins,	Mum, dad, 2 older brothers (in same school), younger brother	Parents, 3 sisters and 2 brothers, has twin sister (not EAL)	Mum and dad, 3 younger sisters and brother	Mum and dad, 2 older brothers and 3 sisters, baby brother
Languages used at home								
Speaking	Somali, little Arabic	Pashto, English with younger sister	Punjabi/Urdu with dad, no English, English with siblings, brother's English is better	Punjabi & Urdu with family	Arabic, English with younger brother	Punjabi with parents, Urdu, or English with siblings	Arabic, sometimes speak English	Italian (parents/siblings), + some Urdu, Romanian, Bangladeshi, Arabic with Dad - travelled a lot as a child - family from Pakistan
Reading	Somali	no	Urdu competent Arabic - little bit	no	Arabic, read with older brothers, taught by dad	Urdu	Arabic	little bit of Arabic
Writing	Somali, Arabic	no	Urdu, Arabic	not now, forgot how to write Urdu	Arabic, being taught by mum	Urdu	Arabic	no
Listening only		Urdu						Arabic
preference if stated	Somali		English is easier to write, Urdu is harder		Arabic	switch easily between Urdu and English		Italian

Pseudonym	Habiba	Tahir	Zaynab	Faizal	Haleema	Umais	Aqib	Mehvish
Primary school experience - home country	2 years	1 Year	from 5 years	4 years	none	??	6 years	none
Education in mosque/temple					yes, to learn about Qur'an			yes, tricky as in Arabic - read very slowly, lots of students
Subjects	maths, science, English, Arabic, art	Religious studies, English, maths,	science, maths, English, geography, Urdu, Islamiad (RE) no PE	English, maths, Urdu, languages, geography, science, PE	n/a	English & grammar, Islamiad, maths, art, science, and geography	computing, Qur'an /RE, science, maths, English	n/a
Favourite subject	maths	none	geography	maths	n/a	science	computing	n/a
Language of instruction, if stated	mix of Somali and English	Pashto, Urdu, and English, but "we didn't understand the meaning of it"		Urdu, but all English in English lesson		Urdu, but all English in English lesson		
Primary school experience - UK	1 year	Just over 1 year	Less than 1 year	Approx. 2 years	none	2 terms	Less than 1 year	7 years

8.3.Context: Statistics relating to population of UK, Birmingham and my school.

8.3.1. 2021 Census profile of England, Birmingham and the suburb.

	England	Birmingham	Suburb
White British	73.5%	42.9%	40.7%
White Gypsy or Irish Traveller	0.1%	0.1%	23.7%
White Irish	0.9%	1.5%	6.4%
Other White	6.5%	4.2%	4.7%
Mixed White and Black Caribbean	0.9%	0.4%	3.1%
Mixed White and Black African	0.4%	1.1%	2.9%
Mixed White and Asian	0.8%	0.0%	2.8%
Other Mixed	0.8%	1.1%	2.8%
Indian	3.3%	5.8%	2.5%
Pakistani	2.8%	17.0%	2.2%
Bangladeshi	1.1%	4.2%	1.8%
Chinese	0.8%	1.1%	1.6%
other Asian	1.7%	2.9%	1.5%
Black African	2.6%	3.9%	1.5%
Black Caribbean	1.1%	5.8%	0.9%
Black Other	0.5%	1.2%	0.7%
Arab	0.6%	1.7%	0.3%
Any other ethnic group	1.6%	2.9%	0.0%

Source: ONS, Crown Copyright 2023

Transport and Connectivity, Place, Prosperity & Sustainability,
www.birmingham.gov.uk/census

8.3.2. School characteristics

'School characteristics' for State-funded secondary schools in England, West Midlands and Birmingham between 2021/22 and 2022/23.

	England		West Midlands		Birmingham	
	2021/22	2022/23	2021/22	2022/23	2021/22	2022/23
State-funded secondary						
First language is known or believed to be other than English	623,631	658,504	79,427	83,338	33,547	33,678
Full time pupils	3,565,795	3,628,559	400,769	407,643	86,081	87,292
Headcount - Total	3,567,378	3,630,171	400,968	407,844	86,280	87,476
Headcount - boys	1,793,027	1,827,130	201,149	204,923	42,625	43,335
Headcount - girls	1,774,345	1,802,999	199,819	202,916	43,655	44,141
Number of key stage 3 pupils (years 7 to 9)	1,871,818	1,896,196	210,369	213,382	43,887	44,348
Number of key stage 4 pupils (years 10 and 11)	1,172,664	1,215,450	132,488	137,389	28,264	29,222
Number of schools	3,473	3,444	425	420	89	90

Source: <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics/2022-23>

8.3.3. Pupil characteristics

Number of pupils by ethnicity and language in England between 2020/21 and 2022/23


	Headcount		Percent	
	2021/22	2022/23	2021/22	2022/23
Total	8,418,013	8,481,287	100.0	100.0
White British	5,379,748	5,309,428	63.9	62.6
Any other White background	575,540	608,170	6.8	7.2
Asian - Pakistani	380,781	383,457	4.5	4.5
Black - Black African	338,614	362,477	4.0	4.3
Asian - Indian	289,179	311,012	3.4	3.7
Any other Mixed background	213,597	225,855	2.5	2.7
Any other ethnic group	185,355	195,998	2.2	2.3
Any other Asian background	170,572	179,066	2.0	2.1
Asian - Bangladeshi	151,613	151,644	1.8	1.8
Unclassified	136,371	140,373	1.6	1.7
Mixed - White and Asian	134,821	139,682	1.6	1.6
Mixed - White and Black Caribbean	133,504	134,456	1.6	1.6
Black - Black Caribbean	82,402	80,353	1.0	0.9
Mixed - White and Black African	76,262	78,375	0.9	0.9
Any other Black background	65,501	65,855	0.8	0.8
Asian - Chinese	48,396	58,731	0.6	0.7
White - Gypsy/Roma	27,359	28,340	0.3	0.3
White - Irish	21,495	21,124	0.3	0.2
White - Traveller of Irish heritage	6,903	6,891	0.1	0.1

Source: <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics/2022-23>

8.3.4. Pupil population for my school

Name redacted to preserve anonymity of participants.

Pupil population in 2021/2022		
This is 2021/2022 data. National figures are for state-funded schools only.		
	School	England – mainstream secondary schools
Total number of pupils on roll (all ages)	1458	3567378
Girls on roll	34.43%	49.74%
Boys on roll	65.57%	50.26%
Pupils with an SEN Education, Health and Care Plan	0.27%	2.15%
Pupils with SEN Support	12.96%	11.92%
Pupils whose first language is not English	73.00%	17.48%
Pupils eligible for free school meals at any time during the past 6 years	55.86%	26.92%



<https://www.find-school-performance-data.service.gov.uk/school/10.../presence-and-pupil-population>

Source: <https://www.find-school-performance-data.service.gov.uk>

Pupil Ethnicities

Pakistani	51.1%	Asian, other	1.2%
Other	13.3%	White, British	1%
African	7.7%	Caribbean	1%
Bangladeshi	6.6%	Gypsy/Roma	0.7%
White, other	6.5%	White & Black (Caribbean)	0.6%
Unclassified	4.5%	White & Black (African)	0.6%
White & Asian	2%	Black, other	0.2%
Mixed, other	1.4%	Chinese	0.2%

This data has been sources from the National School Census and relates to pupils attending the school in the academic year 2022/23, it was collected in January 2023.

Cohort size

Year 7 – total number of pupils = 159; boys = 159, girls = 95

Source: www.locrating.com/school_catchment-areas.aspx

8.4. Copies of participant information sheet, consent form, and covering letter.

Covering letter:

May 2023

Dear parents/carers,

I am one of the EAL Coaches at Moseley School, and I am also studying part time for a Master's degree (MA) in TESOL (teaching English to Speakers of Other Languages).

As part of my degree I have to do a research project, looking at one area of how students learn English. I would like to invite my Year 7 class to be part of this project, and have permission from Mr XXXX (Head teacher) and Miss XXXX (Head of EAL and SEND) to do this.

Attached is an information sheet which gives more details about the project and what the students would be asked to do. Students do not have to take part in the project, but I hope that they will find it interesting and useful to talk about their experiences of being an EAL student in our school.

I will talk to students individually in a classroom during the school day and all necessary safeguarding measures will be in place. I will inform subject teachers that students will miss one lesson, and ask that the students are given the work to catch up. The meetings will take place in early June.

If you have any questions, please contact me via email l.brereton@lancaster.ac.uk or brl@XXXX.bham.sch.uk and I can arrange to speak to you in person or over the phone.

If you would like this information in a different language, please let the student know which language and I will arrange for it to be translated.



I need your permission for the student to take part, as they are under 16 years old. If you are happy with this, please can you and the student to tick the boxes, sign and date the consent form (the last page) and return the completed form to me in school by Monday 5th June 2023 at the latest.

Yours faithfully,

Louise Brereton

EAL Coach

Consent form:

<u>CONSENT FORM</u>		Lancaster University 
Project Title:	Student experiences of moving from EAL to mainstream classes.	
Name of Researchers:	Louise Brereton	
Email:	l.brereton@lancaster.ac.uk	
Please tick box below		
1. I have read and understand the information sheet for the above project. I have had time to think about the information, ask questions and have had my questions answered.		
2. I understand I can choose if I want to join this project, but I do not have to join if I don't want to. I can say I do not want to do the project at any time and I do not have to say why. If I change my mind up to one week after the project starts, my information will be taken out of the project.		
3. I understand that any information given by me may be used in future reports, academic articles, publications or presentations by the researcher/s, but my personal information will not be used and no-one will know that it is me.		
4. I understand that my name will not be used in any reports, articles or presentations unless I say it can be used.		
5. I understand that any interviews will be audio-recorded and transcribed and that data will be protected on encrypted devices and kept safe.		
6. I understand that data will be kept according to University guidelines for a minimum of 10 years after the end of the study.		
7. I agree to take part in the above project.		
		
Name of participant	Participant's signature	Date (DD/MM/YY)
Name of participant's parent/carer	Parent/carer's signature	Date (DD/MM/YY)
<p>I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and consent has been given freely and voluntarily. <input type="checkbox"/></p>		
Name of researcher/person taking consent	Researcher's signature	Date (DD/MM/YY)
<p>One copy of this form will be given to the participant and the original kept in the files of the researcher at Lancaster University</p>		

Two versions of the participant information sheet were created with changes made to the paragraph “Why have I been invited?” on page 1: 1) for students receiving some mainstream and some EAL lessons, and 2) for students in full-time mainstream lessons. Pages 2 and 3 remain the same for all students.

Version 1 for students receiving some mainstream and some EAL lessons:



Participant information sheet

I am an MA student at Lancaster University and I would like to ask you to take part in a research study about what it is like to be a student in our school, in EAL classes and mainstream classes.

Please take time to read the following information carefully before you decide if you want to take part or not.

What is the study about?

This study will ask questions about things like:

- how students feel about the EAL classes
- what is the same and what is different about EAL and mainstream classes
- how students feel when they move from EAL classes to mainstream classes
- what it feels like to be a new student in a mainstream class

Why have I been invited?

I have asked you because I have been teaching you for about six months and I am interested in how you feel about our classes, and how you feel about moving to more mainstream lessons in the future. I would be very grateful if you would agree to take part in this study.

What will I be asked to do if I take part?

If you want to take part, I will arrange a time for us to talk together for about 30 and 60 minutes. I would record the interview to help me remember what we talked about. I will ask you questions about your experiences of being in EAL lessons and mainstream lessons. I will also ask you a little bit about your life before you came to the UK and your family. I might do a shorter second interview if there are things I need to check or ask you for more information on later. This is to make sure I get everything right.

What are the possible benefits from taking part?

If you take part, it will help us to understand more about what it is like to be an EAL student in our school, so we can help you and other students when you move from EAL classes to mainstream classes.



Participant information sheet

I am an MA student at Lancaster University and I would like to ask you to take part in a research study about what it is like to be a student in our school, in EAL classes and mainstream classes.

Please take time to read the following information carefully before you decide if you want to take part or not.

What is the study about?

This study will ask questions about things like:

- how students feel about the EAL classes
- what is the same and what is different about EAL and mainstream classes
- how students feel when they move from EAL classes to mainstream classes
- what it feels like to be a new student in a mainstream class

Why have I been invited?

I have asked you because I am interested to hear about your experience of moving to mainstream lessons full time after being with me in EAL for a few months. I would be very grateful if you would agree to take part in this study.

What will I be asked to do if I take part?

If you want to take part, I will arrange a time for us to talk together for about 30 and 60 minutes. I would record the interview to help me remember what we talked about. I will ask you questions about your experiences of being in EAL lessons and mainstream lessons. I will also ask you a little bit about your life before you came to the UK and your family. I might do a shorter second interview if there are things I need to check or ask you for more information on later. This is to make sure I get everything right.

What are the possible benefits from taking part?

If you take part, it will help us to understand more about what it is like to be an EAL student in our school, so we can help you and other students when you move from EAL classes to mainstream classes.

Pages 2 & 3, which are the same for all students:

Do I have to take part?

No. It's completely up to you to choose if you want to take part or not. You can change your mind at any time, without telling me why.

What if I change my mind?

You can change your mind at any time, and I will delete my recording of our interview and any notes that I have made in about our conversation.

What are the possible disadvantages and risks of taking part?

- It is unlikely that there will be any major disadvantages to taking part, but it might make you think about things that happened to you that made you feel sad, upset or angry.
- If you do have any feelings like this during our conversation, please tell me and we can change what we are talking about or stop. You can choose if you want to continue after a short break on the same day, a different day or not at all.
- If you have any feelings like this afterwards, please talk to an adult you trust at school or at home.

Will my data be identifiable?

After the interview, only I, the researcher conducting this study and my course tutor, will have be able to read about the information you share with me.

I will keep all personal information about you (e.g. your name and other information about you that can identify you) confidential, that means I will not share it with anybody else. I will anonymise any audio recordings and what I write in my project. This means that I take out any personal information so no-one else knows who I have spoken to or who I am writing about.

How will my data be stored?

Your information will be stored in encrypted files (that is no-one other than me, the researcher will be able to open them) and on password-protected computers.

I will keep hard copies (printed pages) of any information safely out of general view in a cupboard.

I will keep information that can identify you separately from non-personal information (e.g. your views on a specific topic).

In accordance with University guidelines, I will keep the data securely for a minimum of ten years.

How will we use the information you have shared with us and what will happen to the results of the research study?

I will use the information you have shared with only in the following ways:
I will use it for academic purposes only. This will include my MA dissertation assignment and other publications, for example journal articles. I may also present the results of my study at academic conferences.

When I write about what I find out in my project, I would like to use some of the views and experiences you shared with me in our conversations. I will only use anonymised quotations from my conversation with you. This means I will use your exact words, but no-one will know that you said it.

If you tell me anything that happens in school that makes me very worried about you (for example, if I think you are not safe in some way), I will have to follow our school rules and tell the right people so we can help you and keep you safe. I will only do this if I have to, and I will only tell the people I need to.

Who has reviewed the project?

This study has been reviewed and approved by the Faculty of Arts and Social Sciences and Lancaster Management School's Research Ethics Committee.

What if I have a question or concern?

If you have any queries or if you are unhappy with anything that happens concerning your participation in the study, please contact myself and my course tutor

Professor Judit Kormos, j.kormos@lancaster.ac.uk; Department of Linguistics and English Language, Lancaster University, Lancaster, LA1 4 TD

If you have any concerns or complaints that you wish to discuss with a person who is not directly involved in the research, you can also contact:

Dr. Uta Papen u.papen@lancaster.ac.uk, Department of Linguistics and English Language, Lancaster University, Lancaster, LA1 4 TD

Thank you for considering your participation in this project.

8.5. Copy of interview framework

Two versions were created to reflect minor differences in questions based on whether students were currently in EAL or had previously been in EAL and were now in full-time mainstream lessons

CURRENT & FORMER EAL STUDENTS

AREA	MAIN QUESTIONS	NOTES / CAUTIONS
Background	Where do you come from? (country)	
	When did you come to the UK?	establish if months or years if not specific date
	Do you know why your family came to the UK? Work, education, safety?	<i>CAUTION – may prompt recall of traumatic experiences if for safety - check for known trauma with pastoral team and avoid question if necessary</i>
Home life	Who is in your family? (UK / home country)	<i>CAUTION – check if CIC first, any known issues with family contact</i>
	What language(s) do you speak at home?	<ul style="list-style-type: none"> • for multiple languages, establish how much each is used if possible – a little, some, a lot – • preferred or most proficient language, • with different family members?
	What languages can you read or write in?	<ul style="list-style-type: none"> • establish how much if possible – a little, some, a lot – • preferred or most proficient language
Education	Did you go to school in your country? IF YES Tell me about it: How long did you go to school for? What were the teachers like? What classes/lessons did you do? What was your favourite lesson? What do you enjoy learning about? Did you learn any English? R/W/Sp/L? What was the same as here and what was different?	Encourage detailed responses to elicit past experiences as reference point/context for current experience, positive and negative? environment? role models?
	IF NOT Do you know why you didn't go to school? Did you do any kind of lessons at home? At the temple/mosque/church?	Encourage responses around any education experience regardless of location (i.e. not only formal education)
	Did you go to primary school in the UK before you came here?	Dependent on when student came to UK – if before Sept 2022, won't have primary education in UK.

EAL & MAINSTREAM

<i>RQ1</i>	<i>How do EAL students construct their status in the in the EAL classroom community?</i>	
EAL Context	<ul style="list-style-type: none"> • First tell me what you think about our EAL classes. • Do you enjoy them – why/not? • How do you feel before the lesson and after the lesson? • How do you feel about speaking in front of other students in the lesson – either to ask a question or give an answer? • How do you feel about reading aloud in front of other students in the lesson? • How do you feel about speaking with the teacher, to ask for help or to work with the teacher to complete an activity? • How do you see yourself when you are working with other students in the lesson? What if the teacher asks you to work with someone you don't know very well/ at all? • How do you see yourself when someone new joins the class? • What do you think when someone leaves the class (to go to mainstream)? 	<ul style="list-style-type: none"> • Establish if they see themselves as an active or passive participant in the lesson. • Who/what impacts on their confidence / participation level – skill/ activity/ peers/ teacher? • New joiners – “threat” to established norms? Want to help? Ignore them? • Leavers – move into the “space” left by students moving on? (like a promotion!)

RQ2	<i>What are students' experiences of negotiating participation in mainstream class communities?</i>	
	<ul style="list-style-type: none"> • Tell me about the mainstream classes you go to. • Which subjects? Do you like them – why/not? • How do you feel before the lesson and after the lesson? • How do you feel about speaking in front of other students in the lesson – either to ask a question or give an answer? • How do you feel about reading aloud in front of other students in the lesson? • How do you feel about speaking with the teacher, to ask for help or to work with the teacher to complete an activity? • Tell me about working with other students in the lesson – in pairs or groups? • What if the teacher asks you to work with someone you don't know very well/ at all? • How do you see yourself when someone new joins the class? (EAL you know or new ss in the school) 	<ul style="list-style-type: none"> • Establish expectations • Establish if they see themselves as an active or passive participant in the lesson. • Does the subject impact on how they feel? – is there a link to experience (or lack of) of this subject in home country • Who/what impacts on their confidence / participation level – subject / skill/ activity/ peers (# of – ie is pairs easier than groups) / teacher? • If ss say they don't speak or read in front of other ss, ask why not? Not asked by teacher or peers? Asked but refuse? Try to explain to teacher why they don't want to? Or just say no? • Do you prefer to just listen?

RQ3	<i>What are students' perceptions of their transition experience from EAL to mainstream classes?</i>	
	<ul style="list-style-type: none"> • Tell me about your timetable – how much is EAL and how much is mainstream? • What did you think when you were told you were going to mainstream lessons? • What did you know about mainstream classes before you went? • How did you see yourself before you first went to a mainstream lesson? Did you feel ready? Nervous? excited? Nothing! • Tell me about what is the same and what is different in your EAL and mainstream lessons - think about what the teacher does, what the other students do, and what you do. • Was it what you expected? Why/not? • How do you feel after your mainstream lesson? Tired, bored, frustrated, proud, motivated, excited for next lesson? • Is there anything you wish was different about moving to mainstream lessons? 	<ul style="list-style-type: none"> • Focus on feelings and experiences rather than practicalities e.g. moving around the school, although this may impact on overall perception (going to more rooms in different buildings, having to manage more equipment and negotiating mainstream kids in the corridors)
	<i>Do these perceptions change as their exposure to mainstream classes increases?</i>	
	<ul style="list-style-type: none"> • Now that you have been in mainstream lessons for a while, how do you feel about being in the mainstream classes? • How do you see yourself in the class? • Do you think how you feel about mainstream classes has changed? How? Why? Or why not? • For ss who don't like MS – what would help you to feel better about being in MS • Next time you move classes, what would you like to happen (for 7A ss)? 	Has familiarity with routine, peers, staff helped ?
	<ul style="list-style-type: none"> • Is there anything else you would like to tell me about what it is like for you at school? • Do you have any suggestions on how we could do things differently in EAL (for next year's Y7s)? • What advice would you have for ss who are moving from EAL to MS? 	

FULL TIME MAINSTREAM STUDENTS

<i>RQ1</i>	<i>How do EAL students construct their status in the in the EAL classroom community?</i>	
EAL Context	<ul style="list-style-type: none"> • First tell me what you thought about our EAL classes. • Did you enjoy them – why/not? • How did you feel before the lesson and after the lesson? • How did you feel about speaking in front of other students in the lesson – either to ask a question or give an answer? • How did you feel about reading aloud in front of other students in the lesson? • How did you feel about speaking with the teacher, to ask for help or to work with the teacher to complete an activity? • How did you see yourself when working with other students in the lesson? What if the teacher asked you to work with someone you don't know very well/ at all? • How did you see yourself when someone new joined the class? • What did you think when someone left the class (to go to mainstream) before you? 	<ul style="list-style-type: none"> • Focus on reflection of EAL context • Establish if they saw themselves as an active or passive participant in the lesson. • Who/what impacted on their confidence / participation level – skill/ activity/ peers/ teacher? • New joiners – “threat” to established norms? Wanted to help? Ignore them? • Leavers – move into the “space” left by students moving on? (like a promotion!) or feel annoyed/frustrated that it wasn't them?

RQ2 = SAME

RQ3	<i>What are students' perceptions of their transition experience from EAL to mainstream classes?</i>	
	<ul style="list-style-type: none"> • Tell me about your timetable. • What did you think when you were told you were going to be in mainstream lessons full time? • What did you know about mainstream classes before you went? • How did you see yourself before you first went to a mainstream lesson? Did you feel ready? Nervous? excited? Nothing! • Tell me about what is the same and what is different in your EAL and mainstream lessons - think about what the teacher does, what the other students do, and what you do. • Was it what you expected? Why/not? • How do you feel after your mainstream lesson? Tired, bored, frustrated, proud, motivated, excited for next lesson? • Is there anything you wish was different about moving to mainstream lessons? 	<ul style="list-style-type: none"> • Focus on feelings and experiences rather than practicalities e.g. moving around the school, although this may impact on overall perception (going to more rooms in different buildings, having to manage more equipment and negotiating mainstream kids in the corridors)
	<i>Do these perceptions change as their exposure to mainstream classes increases?</i>	
	<ul style="list-style-type: none"> • Now that you have been in mainstream lessons for a while, how do you feel about being in the mainstream classes? • How do you see yourself in the class? • Do you think how you feel about mainstream classes has changed? How? Why? Or why not? • For ss who don't like MS – what would help you to feel better about being in MS • Next time you move classes, what would you like to happen (for 7A ss)? 	Has familiarity with routine, peers, staff helped ?
	<ul style="list-style-type: none"> • Is there anything else you would like to tell me about what it is like for you at school? • Do you have any suggestions on how we could do things differently in EAL (for next year's Y7s)? • What advice would you have for ss who are moving from EAL to MS? 	

8.6. Initial thematic analysis summary

These themes were taken from the spreadsheet created during initial transcription, which was annotated by hand.

RQ1. EAL Classes

- Most feel they can be an active participant because of
 - Small group
 - Empathy from peers
 - Understanding teacher
- Choose when to participate “If I know the answer” but know they need to join in to learn

Impact of person

- Gender – some more comfortable with same sex peers, but acknowledgement that need to work with both
- Teacher – initial shyness/nervousness, now relationship is established even quietest students are happy to interact with teacher, most enjoy talking to teacher and know that their intention is to help and not judge

Impact of activity

- Reading = most confidence as prior experience in other education settings, bonus of not having to think what to say, understand benefit of reading for SLA
- Speaking = initial shyness but confidence building

Impact of new joiners

- Automatic use of same sex pronoun – check if **all** responders do this or not?!
- Not seen as threat, most remember being in same position so have empathy
- Good culture of helping anyone (but one student said they would ignore them and leave it to the teacher!)
- Some nervousness because of a “stranger” in the group but no major concern

Impact of leavers

- Some negative feelings – comparing self unfavourably (not being good enough, being left behind)
- Talk of failing the tests (regular progress online assessments, not pass/fail but this message doesn’t always get through)
- But also motivation to improve
- 2 ss talked of not wanting to leave EAL – less confident and prefer quieter environment – so leavers reminds them that this is inevitable!

RQ2. MAINSTREAM

Impact of subject

- Prior experience of subject impacts on view of moving into these lessons - Majority state maths is a favourite subject, all those with prior education experience have done maths lessons so familiar, numbers are the same (except for Arabic speaker, also no prior education experience) and little literacy required so not surprising?
- Negative views on arts subjects but for different reasons– some don't consider them serious subjects, clash with cultural expectations (girls can't sing) behaviour of mainstream kids an issue?
- Perception that science is hard –
- Often use boring but this seems to mean they don't understand and can't access the work so are not engaged

Impact of MS kids behaviour

- Very common complaint!
- Frustration at disruption to their learning, not seen as teacher's fault but that they can't teach because of the behaviour problems
- Perception that MS kids don't care about education

Impact of working with others

- Generally prefer to stick with other EAL students or someone they know – less worries around being understood and not struggling to understand a NS
- Not full participation with MS kids – some sit alone (choice) or away from MS
- But understand that have to work with other ss if asked to – e.g. seating plan or teacher picking groups

Impact of activity

- Reading is least concern, experience in EAL gave confidence and able to carry this forward.
- Talking with teacher – positive experiences from EAL classes gives confidence
- Speaking = most concerns,
 - Concerns around being bullied or mocked for being EAL
 - Don't like to ask qns in front of class (go to T)
 - Impact of larger, less empathetic audience
 - Shyness returns, don't want to draw attention to self
 - Worries about not knowing words, but even if know the answer, don't want to offer it

Difference in teacher role

- Awareness that T:S ratio is less favourable!
- Feel that if they ask for individual attention the rest of the class will misbehave
- Don't have the time to spend with individual ss
- Lack of adjustments made for EAL ss but understand why – need to use difficult words,

Impact of new joiner

- Best if it's another EAL ss – can be the feel a duty to share knowledge so the newcomer has the same information as everyone else and support them, as per new joiner in EAL
- Can be a positive experience

RQ3 TRANSITION

Before going to MS

- excitement about MS subject if had prior experience and enjoy it!
- Most had some experience of MS (first half term while EAL assessments happening and groups being organised)
- Expectation therefore was already set?

(previous MS experience generally not positive as were struggling in primary school and most not able to access lessons so was a relief to come out!)

Focus on differences between EAL and MS

- Benefits of small groups in EAL and T who accommodates needs - slower clearer speech, more detailed explanations
- Behaviour – clear frustration at not being able to learn as much/well
- Environment less conducive to learning as others don't care as much, less respectful of teacher/others

Positive benefits

- Variety of lessons, not just EAL
- Feeling ready, more confidence to return to lessons
- Stuff learned in EAL gave them the upper hand – better grammar knowledge, ability to write a paragraph, (coincidentally some content - music topic)

Negatives

- Missed subject content so concerned about not doing well in tests as a result
- Full time MS students miss EAL – new routine was scary at first, like the familiarity of EAL (one room, know where to go in the morning)
- Ss rely on family or own initiative to catch up with prior content (one ref to BBC Bitesize), some use materials from TeamsTM (teachers upload lessons - need to check how consistent this is across subjects) in own time, ask teachers questions through TeamsTM to check understanding - requires keen independence and access to appropriate resources.

Perceptions over time

- most adjust and feel more settled - familiarity with new timetable & teachers
- for some, personality (quiet person) means that SLA is secondary and doesn't have much impact on how they feel over time
- concern about adding new subjects - unfamiliar = more concern,
- determined to work hard to move to higher sets (away from poor behaviour!) to get good GCSE grades

8.7. Transcription of interviews

For all interviews, R = Researcher (myself); S = student

8.7.1. Interview with Habiba

R	So we're going to start with some questions. Just about you, your family, your background, okay. So first of all, can you tell me which country you come from
S	Somalia
R	Somalia And when did you come to the UK?
S	I was here for one year
R	For one year, so you came in 2022 or 2021.
S	2022
R	Okay. And do you know why your family came to the UK?
S	Like what?
R	So did your family come because maybe somebody got a job in the UK that they want to come because schools are good in the UK-
S	Yes somebody got a job
R	And then the family came to the UK, okay. So, What languages do you speak at home?
S	Somali
R	Okay. And do you speak any English at home or just Somali?
S	Yeah sometimes
R	Who do you speak English with? And who do you speak Somali with?
S	I speak with my grandmother and my sister sometimes with speaking English
R	Okay. So what languages does your grandma speak?
S	Um she speak Ethiopian Ethiopian (OK yeah) language and she speak Arabic as well
R	Okay So can you speak any Arabic or Ethiopian or?
S	a little bit, I know a little bit
R	Little bit, okay. So lots of different languages (yeah) in your family then, wow. Okay So, when you are at home, which languages, do you like to speak, which is your favourite?
S	Just Somali
R	Just Somali, okay. So most people in your family speak Somali or that's...

S	Yeah, we actually so we speak Somali
R	Okay, yeah, good. So, thinking about reading and writing, Which languages or language can you read and which language can you write?
S	Of course my Somali language (okay yeah) my language
R	Yeah so you can read and write in Somali (yeah) and does that use the same alphabet as English or is it different?
S	They're the same
R	They're the same, that's okay then, isn't it? That's a bit easier... and so English you can read and write?
S	Basically I can't write like properly but like I can speak a little bit
R	(whispers) I think you can (yes) So you said that you can speak a little bit of Arabic, but not reading and writing?
S	Yeah no I can write.
R	You can write Arabic as well (yeah) okay?
S	I can't read it.
R	You can't read it. So you just know the shapes to write so you can write but you can't read what you write (yeah) Okay. (laughs) So you came to UK in 2022. So, did you go to school in Somalia before? (Yeah) Okay. Can you tell me about your school in Somalia?
S	Erm like the place or...
R	Anything, how long did you go for? What were the teachers like? Just tell me about school in Somalia.
S	I was I was 2 years in there 2 years in school they can do like too much English, that's why I can speak it, (okay) they don't, they don't do the Somali language they do only English (Okay okay) and Arabic that's it
R	Okay. What were the teachers like?
S	Teacher? What teacher?
R	So what were they like in Somalia? Were they nice teachers? Were they strict, did they shout or was it-
S	-acutally they actually too much shouting (okay) but like
R	Okay and was it a big class of students or a small class
S	Big
R	Big? How many do you think?
S	We are sit like 6, 6, 6, 6 (indicates lots of rows of desks), (oh wow) that's too much

R	So all your lessons were in English. So did you do maths and science? And-
S	Yeah we did maths and science and... that's it I think so
R	Did you do anything like history or
S	We don't do the history (no) the history is secondary (oh) and geography (ok) that's secondary (ok)
R	So you were in primary school? (Yeah). So you did math and English and science.
S	And that's it. (pause) yeah (pause) and Arabic
R	And Arabic okay, what about things like art or music?
S	Yeah, we do the art but we don't do music
R	Ok, so just do art. So what was your favourite lesson in school?
S	Maths
R	Maths (yeah) are you good at maths?
S	Yeah, I love maths
R	Okay. So you learnt English. So did you that this is where you learn some reading and writing as well? (yeah) little bit. But all the, all the speaking and listening was all in English
S	when?
R	When you were at school in Somalia the teachers were speaking in English and you were speaking in English
S	no!
R	no?!!
S	We speak in Somali but when she arrived the reading the English (ah) you need to read
R	Ah okay So it's a real mix (yeah), then of Somali and English (yeah)
S	But we can speak it
R	Okay, so that was helpful then when you came to the UK that you'd already done some English so did you go to primary school in the UK?
S	Yeah
R	Some year 6
S	Year 6, and I go to year 6 and year 7 and that's it
R	Okay. So, how did you think it was different when you came to the UK from Somalia

S	There's too much different. When you get a detention the other in Somalia they got like a they take like some stick and they then they...
R	Oh, a stick (yeah) So that. So it's better in England then
S	Yeah - (sighs)
R	Okay, what else was different when you came to the UK? Did you think? This is very different.
S	Basically, this UK you can change the uniform in it, and like Somalia you can like one day and then you can't wear
R	Okay, so no uniform in Somali
S	They do uniform, you can change sometimes like one but if you do change too many times you get in trouble, but only one thing.
R	okay. And did you do things like PE and sport
S	We do PE (yeah) we do PE
R	Yeah so you like some sport, don't you?
S	Mmm that's not too much sport. but like we do only football and basketball, that's it
R	Good, thank you. So now we're going to think about school just in UK now. Okay, we are going to think about our EAL classes So what do you think about our EAL classes?
S	It's good because you're learning English that's the good thing you're learning English cos you can't speak English that's why so I need it
R	You need it, OK. Do you enjoy the lessons? The EAL lessons
S	Yeah I do
R	Okay, can you tell me why?
S	Because it's how we really like to speak English to read to write so it's good for you
R	So you enjoy it because you know it's helping you okay And how do you feel before you have an EAL lesson?
S	Basically, you know, I don't speak English that too much but now, I can speak English properly like sometimes
R	okay. So do you think that you join in with the lessons? Or do you just sit and listen?
S	No i join in actually
R	You join in Yeah, okay. And how do you feel about speaking in front of other students in the lesson?

S	I'm Feeling good yeah Because this there's helping me like to speak other people's like (mumbles) speak
R	And what about if I ask you to read something in the class, we're reading aloud in front of other students. How do you feel about that?
S	You're feeling good because you know when the teacher's calling you, they're like with the whole you need to talk to the other so you have to to but I'm feeling good
R	Do you ever feel nervous or worried about it or?
S	Yeah, sometime this Be like, feeling well because yet you don't, you don't know how do you read that Like the sentence So, it's feeling
R	Yeah, okay, but do you think that when you're in the the class... Do you feel that other people in the class are helpful ... and friendly? Or do they make you feel bad sometimes?
S	They are the EAL so they don't do nothing bad like
R	Okay. So you feel that the other people in the class are all helpful. (Yeah). All together. (Yes.) Okay. And what about talking with the teacher? So either me or Miss (name), how do you feel about that?
S	I'm feeling good because I can talk to her about what happened today so I'm feeling good
R	Okay. Okay. And when you are working with other students in the lesson, so if we're doing an activity, and as they go and work with somebody else, how do you see yourself when you're working in either a pair or in a group?
S	Like what?
R	So if I say go and do this activity with somebody else, do are you the person that sits back and just listens or do you like to give your ideas and to write answers down or what do you see what I mean?
S	Yeah, like I I and I love to do like everything I want to do I got idea. Like, I'm not going to sit Like to listen to (Okay, okay) I have to do whatever you want
R	Okay so you think that you are good at again joining in (yeah) and doing things. What if I ask you to work with somebody that you don't know very well? So, if I ask you to work with one of the boys, maybe how would you feel about that?
S	Those is (mumbles) you have to do that. So I'm feeling good.
R	Okay. Okay. So what about when somebody new comes into our class. How do you see yourself then?
S	So basically I'm happy that someone's coming but I don't think a lot, I don't know what I'm saying here.
R	So when someone new comes do you want to help them or do you think this is my class Why are they here or

S	No you know I'm just helping them because they are new (mmhmm) I have to help them
R	Okay. And why do you want to help them?
S	Basically, they don't know what they doing so I can help them with they do it so that's I help them.
R	Yeah okay. So do you remember how you felt when you first came?
S	Yeah I'm feeling like you know, I don't know what I'm doing, but like I'm just listening. I don't understand what they talking about like now I don't know, I understand what you're saying like before, I don't understand what you say, like all I'm just saying right all right but now I can understand you.
R	Okay. So, how long do you think it's taken for you to feel better?
S	Week or some two weeks or some I don't know
R	So not very long then
S	Yes, cos I just understand a little bit English not that much, but now it's good like English
R	That's good to hear! So what do you think when someone leaves our class to go to more mainstream lessons, how do you feel then?
S	That's feeling bad
R	You feel bad? (yeah) Okay can you tell me why?
S	You're not moving but like your friends move that's sad because but you don't do nothing but they do like what they do, like the best. It's kinda sad
R	Okay. Kind of sad. Okay. And So what would you do? Are you just sad and then you carry on? Or does it make a change in you?
S	I carry on to do like what I want to do to change my life or something I do my best
R	You do your best ok, Do you think that if you see one of your friends going to mainstream, does it make you want to work hard so you can go to mainstream as well? (yeah) So you can kind of move up?
S	Yeah, I do. Very very hard to work to me best like to go to the other friends I do, I try always
R	Good. I can see that you do try. Okay. So do you feel like you are a part of our class, you feel that we are a friendly group... Together, or do you think there are any problems in the group?
S	No I always feeling that. We are a group. So we can do everything that we can do, we can try.
R	Good. And the next question is thinking about the mainstream classes that you go to. So, tell me about which classes you are in for mainstream

S	Maths, (maths) art, and drama that's it, I think so PE (unison)
R	So do you like your mainstream lessons?
S	Yeah
R	Yeah. All of them?
S	Yeah but
R	Yes but
S	(Giggles) But the PE I don't like PE to do it I don't like it basically
R	OK, why don't you like PE? Just don't like sport?
S	I don't like sports
R	Okay. But you do love your music, don't you?
S	I do I do singing I love it
R	Yeah. So do you enjoy the music lessons?
S	Yeah, I do
R	So, how long have you been going to mainstream lessons then you've been going to maths for a little while now, haven't you? Do you remember? when did you start going to math lessons?
S	I don't remember
R	Don't remember okay. So how do you feel before you go to maybe a maths lesson do you feel any different to before you come to an EAL lesson, or is it just the same?
S	That are so different
R	Okay, Right. Tell me about that.
S	Yes, you know, you're in like you EAL teacher and she helping you whatever you do but like the other teacher, she saying do your best if you do your best you can leave it, she just saying that
R	You can leave it?
S	Yeah like if you don't know to do this, you can leave (okay) like when we're doing tests, She said that you can leave it but the other teacher she can help you with what you what to do this is she tell you what you want to do
R	Oh so the EAL teacher tells you, okay.
S	The two different
R	So how does that make you feel before you have a math lesson then
S	I'm feeling good

R	Feeling good still? Yeah
S	Yeah because I love maths
R	Cos you- of course you do. So even though it's different, you still are, er excited about going to maths.
S	Yeah I'm so excited (okay) but like (but) but first the one the first day I was feeling like sa - er I don't know what they do it was so boring
R	It was boring?
S	Yeah (ok) like the other days it was good, I was enjoy the maths, it's good.
R	So, what was boring - the first math lesson or before you went to maths?
S	The first lesson, I know it's boring as well like the class is too boring, It's like six people or 10 peoples actually. That's all.
R	So a small group is boring? (Yeah). Okay. You like a big class? (Yeah). Okay. So our EAL classes are quite small but that's okay for you.
S	But they do like, you can't understand what they're saying (ok) like the other girls like they are not talking. They look like they're not doing nothing.
R	Ah, so did you go to a small group for maths? (Yeah). Oh I see before you went to mainstream maths
S	Yeah I don't, I don't know. They're so annoying
R	Okay the people, the students were annoying. Why were they annoying?
S	I don't know. Like, they just annoying (because) the boys is like annoying I don't like the boys anyways (laughs) the girls is like my friends but the boys is so annoying
R	Okay. So was this a maths, a group to help you before you joined the mainstream maths lessons? (pause) So you have some small group? (Yeah), maths classes and then you went to the big...?
S	No we are big before, we are like lots of people, likes lots of students, but now some peoples moved the room, and then now we are so small.
R	Oh so now your class is small, (yeah) I see Ok
S	But before was lots of student but now is too small
R	Now I see. So you went to a big class and how your class has become small. And now it's not so good. (Yeah), right, okay. So, when it was the big class, How did you feel about speaking in front of the students, when it was the big class?
S	I feel good because I can speak like English a little bit. To like help people. But before if I come like, I only speak English for nothing. I'm feeling boring, I feeling sad because I don't understand what they say, but now I know what they speaking about.

R	Okay. So do you think it was the right time for you to join the maths class? Because your English was good (yeah) and if you had joined maths before, it would have been hard for you.
S	Yeah that's hard but now it's good like I know my English like not perfect but before I can't speak English so I don't understand too much it's hard to understand
R	Okay, okay. And so thinking about your maths teacher, how do you feel about talking with your maths teacher?
S	It's good, so actually she do like, she like, we got we got two maths teacher. (Okay), sometimes called like other teacher, that teacher, I'm not talking to her, but like the other teacher she like, talking to me all the time
R	So why don't you want to talk to one of the teachers?
S	Basically, I don't want to talk to her,
R	But why?
S	I don't know why. I don't know. Like, I don't talk down.
R	Do you not have a good relationship (yeah actually) with her actually? Okay. Is that, because you just don't get on or has there been a problem?
S	No there's not problem, like I don't want to talk to her (okay) I don't talk too much with that teacher, but the other teacher I talk to much, what do I do, asking what I'm doing but the other teacher I'm not talking to her anyways
R	Okay so you've got your, you obviously feel differently about your two maths teachers. So that makes a big difference to how you are in the class then, does it? (yeah) Do you think you learn better with one of the teachers?
S	Yeah that other teacher talking to you. She like, I love for like she do everything. Like she come to me and that she, like, showing the work that I do and the other teacher, she just walking all the way round class so I not talking to her.
R	Okay. And what about working with other students in your maths class?
S	I just work with my friends. She is EAL and she's sitting next to me. (okay) so I'm just talking to her.
R	Okay, well that's good then so you have somebody that's EAL (yeah) as well in the class with you, okay. And what about if you teacher asks you to work with somebody who's not your friend, who's not your EAL friend. How do you feel then?
S	I'm feeling like I'm not feeling good, but I like it because she's not my friends And basically I don't understand what she's saying like.
R	Okay, why didn't you understand her?
S	She speak like English too much English but like the other friends she's my EAL so I can I (am understand she's speaking like English or she showed me where everything is. (mumbles)

R	Okay so you don't speak the same language as the other EAL student. You don't both speak Somalian or Arabic together. (No) You're speaking in English together, (yeah) but you seem to understand each other better. (Yeah), because you're both EAL. And then the student, who is English? Did they speak too fast?
S	Yeah too fast, (ok) they speak like English too fast and you can't - you're like what are you saying
R	Okay. And they don't try and speak slower or to (no) okay. And what about if somebody new comes into your maths class, either an EAL student, or just another student that joins the class. How do you feel? And how do you see yourself in the class then, does it change how you feel?
S	what?
R	Sorry, so when somebody new joins your maths class. How do you see yourself in the class does it change how you see?
S	So she come to EAL and she then joins the maths lessons (yeah) that's good, I'm just feeling good, if she comes to the maths lesson and she EAL I'm feeling good
R	Okay. So is it easier if somebody new joins and they are EAL, do you kind of join to-together?
S	Yeah we can join together, it's good.
R	Okay, so even in a mainstream lesson like maths, you still have the EAL students together and the mainstream students still together.
S	Yeah, we do this together like that good, like she's EAL so I can do together
R	Okay, that's interesting then. So what about... So obviously you love your maths lessons? What about when you're doing something like drama or art? How do you... Tell me about those lessons.
S	Like drama is like is good but you do only, they doing actors or something they don't do writing reading, we just playing games and then then we go like it's ok.
R	So it's lots of speaking and listening practise for you then
S	Yeah actually we listening and speaking
R	Okay So how do you feel about those lessons?
S	Is good, I like drama, like drama is the best like the lessons, you're not doing nothing. You just listening and you need to listen and to do what he want you to do so it's good.
R	Okay. So have you got EAL friends in drama lessons or-
S	Yeah lots of them
R	Lots of them

S	Yeah it's all of them I think so, yeah (okay) EAL all of them is coming like drama
R	So do you stay together (yeah) or do you mix with other students?
S	We mix all the time (okay) so we don't do the same times we mix
R	Okay. And how does that make you feel? then when you are working with students who are English students
S	Mmm it's ok but like you don't talking to other friends and other persons you just doing what they want to do. (okay) You don't talking
R	Okay, so if you are working with students and not EAL students in drama, do you do more listening and not as much speaking?
S	No I'm listening. I have to speak. Like we reading a letter. (Yeah). And we have to read and everybody help with the reading so you have to talk
R	You have to talk, okay? But if you're with your EAL friends, do you think you do more talking? Are you more confident, or is it the same?
S	well actually we is more talking we do more talking
R	Why do you think that this?
S	Its good because I do my best to speak English so that's good
R	So do you feel more confident because the other people are.. Do you feel that they are more like you? So you are.. because they also.. English is not their first language so does that make it better for you to speak with people like that or do you not worry about that ?
S	Erm I don't worry about that
R	Good. Yeah. Okay. So that's maths and drama and is art the same. There's maybe not so much talking in art.
S	There's not much talking. You just doing what you want. And the teacher show you picture to draw like so you're not talking anyways
R	Okay, and what about in PE. I know you don't like the sport, but...
S	We doing exercise to do but this like I don't do that PE, like I don't like, So I don't take my PE kit so the teacher said, (okay) you don't have your PE kit, you can sit. So I don't take it all the time my PE kit now
R	So you don't join in with PE lessons then? (yeah) just because you don't like sport? (yeah) OK So what do you do then are you just watching?
S	I'm just watching
R	OK all right Is there anything else you would like to tell me about things that happen in your mainstream lessons, things that are good, things that are bad?
S	Actually good

R	It's all good So, when you... can you remember when you first started going to mainstream lessons? What did you know about the mainstream classes before you started to go? Did you know very much nothing at all or a little bit?
S	Just like the other lessons or EAL
R	So before you went to maths and drama and so you were just in EAL lessons weren't you all the time, and PE. and then slowly, you went to maths and drama and art and music. So, before you went to maths, what did you know about a maths lesson or what did you think it was going to be like?
S	Before to do to the maths?
R	Yeah, before you went? what did you know before you went to a maths lesson? What did you think?
S	Like when I doing test or
R	No, so you were in EAL all the time (yeah) then Miss (name) or I said to you, you're going to start going to maths lessons now. (yeah) What did you think? Were you like, yay or were you (sharp intake of breath to show nervous)
S	No actually yeah, I love maths. Yeah, I'm happy with that
R	Okay. So do you think it's thT because the subject is your favourite, you were just so happy (yeah) And you'd done math lessons in primary school. (Yeah), as well. (yeah) So did you think yeah, this'll be good. This'll be okay
S	yeah. Coz I love maths I basically, I do the maths too much like I love maths
R	Oh do you? Do you do lots of math at home?
S	Yeah I love this. It's easier for me. (okay). Like actually my family, My sister now, she don't understand English and maths I do it for her
R	How old is your sister?
S	She's year 10 (Oh wow. Okay) like she doesn't now like how to do maths. She's hard to do math, but I'm easier I love maths
R	Okay so you were... you were excited then you were ready to go for math lessons. (yeah) Okay. Okay. So how how does it feel in your maths lesson? Is it very different do you think to EAL? I know the subject is very different but does the teacher do different things do the students do different things?
S	No actually they're the same thing (okay) they're doing the same things the students you know like you don't like it you don't speak English properly, and they can speak English properly so it's very
R	So that makes it hard sometimes, (yeah) okay? Can you tell me about a time when you found it hard, then because you didn't understand or the students -
S	-No actually I know all the class like they're my form teachers (okay) so I know all of them (okay) and like it was so excited. But like they like, you know, they talking too much English when they talking. (Yeah). They do like fast English. (Yeah, yeah). But like I don't understand

R	Okay. So do you feel a little bit left out sometimes then?
S	Yeah actually
R	Yeah. You wish you could join in. (yeah) yeah. Okay. It's not about not the work though. That might be about the weekend or something else that they are talking about
S	The weekend?
R	So when you can't join in with the conversation (yeah) that's about the maths work that you can't join in? Or do you think they are talking about something else like the weekend or
S	No, the weekend, they talk about what they do in their free time
R	In their free time. Okay so that's the bit that you can't join in. So the social, yeah, side of it, not the work side of it, okay? (laughs) So was it what you expecting when you went to maths? Was the lesson you thought This is what it will be like or was it different?
S	Was not different, (okay) It was the thing,
R	Was the same okay. And what about... So maybe soon you will move to maybe science lessons for example. Do you like science?
S	No
R	No Okay, so what do you think it will be like going to a science lesson for mainstream?
S	Like to do?
R	Yeah. How do you think it will be?
S	Actually I don't like science (okay) but like I don't understand science like they do it. They do it like something different. Like, you don't understand that's why
R	So I think your feelings about mainstream so far is because it's been maths and you love maths. (yeah) So you are very happy to go to mainstream But if we said to you, okay, now you're going to go to science. Do you think you would feel different about?
S	Yes different.
R	Okay, tell me about that
S	Because I don't like science (okay) and like I don't want to go to the science (okay) too difficult
R	too difficult or too different ?
S	Yeah difficult
R	okay? So you think it might be harder? (Yeah), to go to science. Okay. So how could we help you? So maybe in year eight, you will go to science lessons. So

	how could we help you to make it better when you go to science lessons. Is there anything that we could do?
S	To learning English if you're learning English like I know now like a little bit (yeah yeah) Like if you I do the more English actually I can do the science now because I can like now I can speak English so I can go to science
R	Yeah. Okay. I suppose in science, there's lots of special words that you only use in science. (yeah) Isn't there (yeah) that maybe we don't use every day when we're talking about English things? (yeah) So could we help you with some? Some science work before you went to a mainstream lesson.
S	I don't think we do science before the EAL.
R	No, but if we did, if we could change it. So there was some EAL science lessons. Do you think that would be good?
S	Yeah that would be good because you do already the science work so that's going to be help you so you can go to science
R	Do you think that might make you feel less bad about it, less worried?
S	No it's good, I'm feeling good.
R	That would make you feel good
S	yeah
R	Okay. And do you like going into mainstream lessons?
S	In other lessons
R	Yeah. So do you like so now you have still a lot of your week is EAL lessons but some of your week is mainstream lessons now. So do you like going to the mainstream lessons with all the other kids? Or do you like coming to your EA or lessons? Still.
S	I like to go to another lesson, different lessons but like not that much (okay), only one
R	Okay, why is that?
S	That's History
R	History? Oh Of course. Yes. Okay yeah.
S	I love history, I can understand history they talking about like erm like erm the peoples before they talking about that
R	Yeah and that's interesting for you.
S	Yeah and actually I do PD
R	What's PD then, what do you do in that?
S	And actually, we talk about the body, cleaning,

R	So a little bit of science isn't it in a way? Yeah. Yeah. Okay. So, when we come back in September, there'll be new year sevens, and you'll be year eight, then So what advice would you give to the new year Sevens, the new EAL year Sevens. what would you want to tell them about our school and how it is?
S	I don't know
R	Would you say If they ask you, what's EAL lessons like in the school?
S	EAL is good yeah, that's good, I'm just saying it's good because it's helping you you have to do it so it's good
R	And what would you say about being in mainstream lessons?
S	Like the lessons
R	What would you tell a new student about going to mainstream lessons?
S	Actually the other lesson you can like, you feeling sad first like first day but like the other days you feeling good, and you like enjoy already
R	And what how do you think.. And what do you think has made you change from feeling a bit sad to feeling good about things?
S	Like you know when you go to the before like the first day, like you don't know what you going to do but like the other days you know what you doing you know where (mumbles) it's good
R	So it's when you get used to it when you get familiar with where to go and what to do (yeah) okay, okay. Is there anything else that we haven't talked about about school that you'd like to tell me about?
S	No
R	All good, thank you very much

8.7.2. Interview with Tahir

R	First questions, nice and easy. So we're going to start with some background about you. So can you tell me which country you come from
S	I come from Pakistan
R	And when did you come to the UK?
S	At the end of 2029 no 2020 (2020) yeah 2020 at the end of that year
R	Okay. And do you know why your family came to the UK?
S	Because my dad's got a chance to come. He got the chance to come to England. So then he apply for us for a visa for us and I come here
R	Okay. So did your dad come for a job or for school or just for a new life?
S	Yeah, for a job and for our education to to have a good education to learn something to be like a smart kid, good.
R	Okay. And who is in your family?
S	Four sisters and one brother and me and one, one is older than me and my parents, that's it.
R	OK, so they're in the UK and you've got more family back in Pakistan, have you, (yeah) okay, and what languages do you speak when you are at home?
S	At home? (uh huh) I usually speak Pashto, with my little sister the one that is in year 2 or year 1 and I'm speaking to her in English
R	So at home it's Pashto with a little bit of of English sometimes as well. Okay, so do you speak... So English with your little sister (yeah), but you speak Pashto with other people in your family (yeah), okay. And can you read and write in Pashto as well?
S	I can't read or writing in Pashto
R	It's just for speaking is it? (yeah) that's fine. But you can read and write in English now can't you?
S	I can read and write in English
R	Okay, so in Pakistan, before you came to the UK, did you go to school?
S	Yes I go to school like for one year
R	For one year. Ok and what was it like at school in Pakistan
S	It was horrible
R	It was horrible? Tell me about it, if you can
S	If you didn't give a piece to the teachers, they're just going to bang you (OK) they were going to bang you on a electrical cables or stainless steel stuff (OK) or like a pipe and stuff yeah

R	So, you weren't very happy at school
S	It was horrible, when I was going home. I was so happy to go home. I didn't want to go school, but just feel like in year one and then that's it. Then I never went.
R	Okay. Okay. And what lessons or classes did you do, can you remember?
S	about a religious and English, maths, not geography, and did some other but I don't remember now.
R	Okay. And were there any lessons that you did like in Pakistan?
S	No
R	no. It's all bad, was it? (yeah) so, did you learn any English or was it all in Pashto
S	It was all Pashto and Urdu
R	In Urdu, OK
S	The lessons were in Urdu and English but we didn't know the meaning of it.
R	So can you speak or understand some Urdu as well?
S	Yeah, but I can't write it but I can speak it
R	Okay, that's all right, and so when you came to the UK, did you go to primary school before you came here or did you just come to this school?
S	Before I go I did got to primary school, I went to Year 5 at the end of year 5 and then year 6 and then I came here.
R	So how was primary school different from your school in Pakistan?
S	It was a lot different
R	Can you tell me about some of the differences?
S	The banging, yeah even that yeah, sometimes they were breaking people's hands if they make mistakes, and here they won't be able to bang you and they are nice with you and kind and they won't bang you and they will help you because they know that everybody can make a mistake yeah so in Pakistan they won't be able to give you food in the school like free school meals, and here they give you free school meal and everything.
R	Yeah, okay. Okay, so it sounds like you are happy to come to the UK for school then. Okay. So we're going to talk about the EAL classes that you went to before, okay? So tell me what you thought about the EAL classes.
S	EAL was a lot of fun, there was a lot of fun and games and sometimes a party, it was a lot of fun.
R	Did you enjoy the lessons? The EAL lessons?

S	Yeah, er, Tuesday and Friday was a lot sick days and there was a lot of fun. And there was like, A lot of I can't explain it, you know, I miss EAL now
R	you miss it now, do you? That's nice to know. So you enjoyed the lessons, then how did you feel about speaking in front of other students in the EAL classes?
S	I feel like shy, I didn't know how to do.
R	Okay, And what about reading aloud in front of other students? How did you feel about that?
S	I was just, alright.
R	That was all right. Okay. Why was that different from speaking?
S	Because sometimes you might get shy or like you might have pressure sometimes when you're speaking
R	You might have a what when you're speaking
S	Like a pressure
R	pressure,
S	In front of everyone and it might not be just one person and not a lot of people, and people might have pressure.
R	Okay but if you're reading something you don't have to think about what to say you can just read the words in front of you so was there less pressure then? (Yeah) And when you are working with other students in the class, how did you see yourself? How did you fit in with the other students in the class?
S	It was just all right,
R	It was all right. Can you tell me a bit more?
S	Oh, it was fun when they give you something innit and then we make it again and it was a lot of fun with the spaghetti and marshmallows was fun innit
R	Oh you remember the spaghetti and marshmallows! Okay And so, what about if the teacher asked you to work with somebody? Maybe you didn't know very well in the EAL class? How did you feel about that?
S	I feel like nervous (nervous) yeah but then after I didn't after I feel happy after like after five minutes (okay) because it was a lot of fun
R	So was it because the lesson was fun that you Stopped feeling worried or nervous? (Yeah) Okay. And what about speaking with the teacher? How did you feel about speaking with the teacher?
S	Speaking with the teacher I say I might say something wrong but I was (mumble)
R	You were what?

S	I was scaring at first when I was speaking with the teacher.
R	Yeah okay so at first you were scared, and then did that change?
S	Yeah that change, when I came to (school) first, I thought they were rude or like talking like nervous, then I think that's bad and I was nervous and I was scared of it, and then after when I came to school after like five, six days, then it was a lot of fun. It was all right
R	So it's just when everything was new. (Yeah). To start whether you felt nervous (yeah) and
S	Because it was my first time.
R	Yeah and you thought that people were looking at you and (yeah) but then you knew that people were going to help you.
S	And then they help me and they were my friends and random people were just come to me and helping me
R	Even random people! In EAL class or just in school
S	All of them, and I didn't know some of them, some of them were my friends, but others I don't know then and they just know me and want to help me.
R	Okay, and when someone knew joined the EAL class, How did you see yourself in that class when there was a new person?
S	I was thinking, who is this kid? It was weird at first and then it was all right, it was fine when I was used to them coming. I was happy because we think that we're gonna, we're gonna have a new friend.
R	So, did you want to make friends with that person? Did you want to...
S	I'm ready to find another friend
R	through the EAL classes. You made friends?
S	Even others, but they are in the other classes in the Q band or R band
R	And when somebody left our EAL class to go to a mainstream class, what did you think about that? So, you were still in EAL and other people had left.
S	I feel ashamed because I think why did you not go to the big classes, why did I fail my test? Then I feel nervous and angry
R	Okay, and then did that... What did that do to you, then? So, somebody else has gone before you, and you are feeling angry or nervous. And so, what did... what happened to you then?
S	I just feel sad and messing around and I wasn't doing anything, Then I feel sad then I was asking the teacher why I wasn't going to the big classes
R	And what happened next

S	And then after that I passed my test then my teacher told me you are going to move to new class, and when you tell me I was so happy, I feel a lot happier and I was just smiling at home
R	So you were a little bit jealous maybe when the people moved and you didn't? (yeah) yeah I want that to be me. Did it make you want to work harder?
S	Yeah I still work hard but I just do my best my ability I didn't know what to do
R	That's all we can do is now the best of your ability. Okay. So in the EAL class, how did you see yourself in the class? What was your role, what was your job in the class?
S	Like my job was to learn and I didn't want the others, sometimes they were looking at me and I think I did something wrong or I done something weird and I feel like scared, ashamed but not ashamed not like scared.
R	Mm-hmm. Yeah. And did that change. Then when you were in the area class for a while (Yeah). Tell me about how it changed
S	Then I was coming I was like I wasn't scared and just going to my seat and everyone was just is giving me a handshake and make friends with each other.
R	So now you are going to mainstream classes all the time, aren't you? So which subjects do you like
S	the most?
R	Yeah, which is your favourite ?
S	Maths.
R	Okay. Tell me about math lessons. Why are they good?
S	I love maths because, you know, the question. Is like hard innit but it's fun. I have a lot of fun when I'm trying to do and working out, I like to work out and then get when again the answers are in the other not getting, right? They're getting jealous.
R	So you're really good at maths are you? Okay
S	I got the higher score yesterday.
R	Well done. So you feel happy in maths then what about other mainstream lessons? What about things like?
S	Yeah. The all of them were all right, but even science is nice and in science in fact the physics (physics, yeah) and my English
R	How is English?
S	English is nice, geography Is easy, the worst lesson is history
R	Okay, why is that then?

S	History? Because they gonna ask you a lot of questions and a big paragraph of answer.
R	Yeah, okay, is there lots of reading in history?
S	Not that much but a lot of writing. Like two questions, you gonna give more than two paragraphs for answer.
R	Wow, there's lots of writing and that's the problem (yeah) I see. Okay. And how do you feel about speaking in front of other students in your mainstream lessons now?
S	I don't speak a lot in front of the students, other students because I can't properly face it. There's a lot of people. When I'm speaking just kids just coming in they're making fun.
R	Okay. Why?
S	But now they're not making fun now, I'm all right with it.
R	So, when you first joined the lessons, you didn't want to speak very much
S	I didn't want to speak in case the kids were making fun, and they were laughing at me and I felt left out but I was laughing then.
R	Okay, but now you feel better (yeah) do you Okay and what about reading aloud in front of other students
S	That is all right.
R	That's all right is it? OK ,and how do you feel about speaking with the teacher, either if you're asking for help or doing something with the teacher?
S	Asking for help? When you're asking for help, not shouting, just handing up and calling the teacher and they coming, they asking "what's up?" of "do you need help?" and you tell them yeah or no and they helping us.
R	Yeah, and you feel happy to ask for help in your lessons?
S	Yeah yeah.
R	Okay, and tell me about working with other students in your mainstream lessons in either a group or in a pair?
S	In mainstream lessons, yeah, it's all right but some of the students, they just, they, some of the bullying, they are swearing or saying shut up all the time and again I tell the teacher I'm not just trying to pound him or fighting them. And the teacher is trying to deal with them.
R	Okay. So I did that not happen in EAL lessons (no), This is something that's just in mainstream lessons.
S	It was happening before like before, but not now
R	but not now. Okay? So it's stopped now in mainstream lessonsYeah. Okay, but did it ever happen in EAL lessons? With people fighting or swearing?

S	Once the kids were trying to make fun of me and laughing about me and I making fun of me once.
R	So it doesn't happen very much in EAL, but it does happen or used to happen in mainstream. (Yeah). But it's better now then. (yeah) Okay. And who do you usually work with in mainstream lessons?
S	I work with (name) he's my best friend. And some other kids (names other students)
R	So these are people you know?
S	Yeah, when we need something like equipment, anything just giving us borrowing and giving.
R	Yeah, okay. So what's a teacher asks, you to work with someone you don't know very well in that mainstream class. How do you feel?
S	I feel just alright and not too bad.
R	Okay. (Yeah, yeah) why is that?
S	Because he's like a random student. I didn't know him. What he's like. if he's er respectful or not. Anything. I don't know about his opinion, anything.
R	Okay. So if you don't know that other student, are you a bit shy? Do you not talk as much as if you were with your friends?
S	Not that much when it random people sitting next to me. Maybe they might bully me because I didn't know to talk to them, if I know them, then I'm just talking to them
R	Okay. And when somebody new joins your mainstream class, how do you see yourself in the class? Does it change how you see yourself?
S	Yeah we feel happy, like we think we got a new kid, he's going to be new, our new friend.
R	okay. So you always try and think about making a new friend when someone new joins.
S	New friends, and to help with them and show them what to do
R	Okay and why is that what you want to do? Is that just because you are helpful person or...
S	Because I like to help with them and they can help next time. If I help them then they can come to me next time they can help me next time
R	Okay. So if you help somebody, then maybe they would help you in the future and it kind of carries on, doesn't it? (yeah) That's a nice idea. Isn't it? Okay So do you have to read aloud in classes?
S	Yeah in tutor time, in form time we reading aloud, reading time and get achievement points if we do well.

R	And it's okay for you reading aloud. (Yeah) Yeah, you don't mind that. Okay. So you said that you like maths quite a lot. So, does that make you feel more confident in math lessons?
S	Yeah, when I'm having science and maths. Before that it I feel like happy when I'm going with maths
R	Okay. Is there a lesson that you don't feel happy when you are going?
S	I don't like music because you're just getting papers and the kids are just throwing and doing the wrong stuff, in the music is like boring lesson, then the kids are snitching me, they saying oh that was him, he throwing the paper, and that wasn't me.
R	Okay (yeah). So is there more problems for the teacher to deal with in mainstream?
S	Yeah but then the second teacher is coming and they try to control the children. Just one or two people standing on the table and just banging on the keyboard.
R	That just happened, that's just in music is that? (Yeah), Okay.
S	It's not all of them it's like a three or four kids
R	Yeah. But that makes you a bit sad about going to music then because
S	So whenever I'm going from the class, I'm asking the teacher do I have a negative because you know they're making noise, and maybe the teacher give me a detention or something and I didn't know about it. Then the next day they're going to give me isolation so that's why I'm asking
R	okay. You want to make sure that yeah okay okay so you obviously, you like getting your achievement points. Yeah. You're very good at getting achievement points.
S	I've got 500 or something
R	Have you really! Wow! Have you got the most in the school?
S	Yeah - oh not in the school but I got the most in year 7
R	Have you? So is that something that you like about mainstream lessons as well? You get lots of achievement points (yeah) yes. So do you think that because the mainstream classes are bigger, does that make a difference to how you feel about being in them?
S	No, it doesn't make difference.
R	No, you're happy in a big group and in a small group
S	it's just all right
R	You just don't like it when there's bad behaviour.

S	Yeah bad behaviour and noisy. I told my maths teacher I sit alone and she lets me sit alone and she knows the kids are bullying on me (okay) so I sit alone
R	Okay, so you prefer to sit on your own then really?
S	Yeah now I do work alone I like to work alone because they are bullying on me. I like to work with a group but a group like they are nice to me and I be like nice with them
R	Okay. So do you find those a lot of bullying in the mainstream
S	I find a lot of bullying in music, that's it.
R	Just in music.
S	All of them are all right
R	And is it the same students in music and your other lessons or is it different students?
S	No, the same students, well some of them are like a bit different.
R	Maybe it's just music. It's a a different kind of lesson, isn't it music? Maybe there's a bit
S	Because it's a big lesson, there is a lot of children. So when the teacher is finding them, the children who throw the paper or anything, but she can't find them because there's a lot of childrens
R	Yeah yeah that's hard for them to be in control, isn't it a big room as well, the music room?
S	Yeah if you're trying to get him and if you can't see him
R	So, you're now in mainstream lessons all the time. (Yeah). So how do you feel about being in the mainstream lessons? Do you feel like all the other students or do you feel different in any way or just you just the same?
S	Just the same, it's all right, I feel happy when I'm going to class and I'm enjoying reading, and I'm just sitting in my space. And the teachers are shouting and reminding them and then they give negatives, they give negatives and I don't want negatives (of course) that's why
R	So is that's why you like to sit alone? So you're away from where there might be trouble
S	Yeah because they gonna give me a detention, last time there was a kid they were just messing and teacher said I'm going to give you a detention I said, but why I never done anything. The kids were just throwing paper, she told me you threw the paper twice and I never throwed it.
R	Okay? So for you it's better to be away than you can't be mixed up in that, okay? So, do you do you think the teachers are okay with you being on your own? Or would they like you to be in the group?

S	No. They're just telling me whatever you like you can sit anywhere. Some teachers like not all of them others will tell you sit here sit here they won't be able to let you to have your own choice (right) they will let you have a choice but, you know, the kids, they just talking all the times then, that's why.
R	okay. So do you think you have more choice or less choice about what you do in mainstream
S	I got more choice
R	More choice, okay, so when you first went to mainstream, if you can remember, how did you feel then? And do you think you feel different now?
S	Before I went to mainstream lessons it was a lot different at the start, the kids were like, didn't know what to do and the teacher was telling us what to do but after then like after one month to mainstream lessons then I moved to EAL. After EAL then I was in EAL and I was doing test I just failed it twice then at the last time nah, nah I failed it three times but then after that, the fourth time, I just passed my test and that time I became a librarian and student leader.
R	Yeah, yeah, okay. So your student leader now then, okay. So that's something that maybe you couldn't do when you were in EAL?
S	you know, it was easy. I was a I was a form captain. I wasn't like, year captain year captain is, it's not hard but they're gonna call you out of lessons so that's why
R	Yes so you went to form time even when you were in EAL, so were you form captain when you were in the EAL lessons?
S	Yeh I was still form captain.
R	So even before you moved to mainstream you were still being captain of... And being leaders of things
S	When I went to EAL and after that I became after like 2 or 3 months I became a student leader
R	So do you think that they EAL lessons gave you some confidence?
S	Yeah they gave me some knowledge stuff and then I didn't know what some of the words meaning and I learned a lot of stuff in EAL
R	Yeah, okay. So, do you think the EAL helped you?
S	Yeah helped me with my education so before a lot of struggling to speak, struggling more than that, now I'm all right a little bit.
R	Yeah, I think your speaking is brilliant. I haven't seen you for a few weeks and you're speaking is brilliant. I'm really impressed. So okay, so for you it's been a good thing to go back into mainstream lessons, then. Were you worried about anything before you went or not before?
S	Oh, well before the EAL, when I started here, Was struggling a lot to speak and to try and stuff like that. Yeah, sometimes. I didn't know what to say. I didn't know what meaning of those and I, some of the words I was struggling

	and didn't know what to do. Yeah, yeah. Then the teacher just told me they were helping me the teacher, they were coming for me to help me here.
R	Okay, so in mainstream lessons, now, do you find, sometimes you are still struggling a little bit. When there's lots of new words to learn?
S	No not struggling. But like, in a month, like, I'm a struggle like, four or five times not more? Yeah, well, when I'm having questions. I'm just asking. Yeah, and if the teacher didn't want to give me to answer, sometimes some teacher, some teacher might not give the answer sometimes, supply. So then I'm just checking at home and look in the dictionary (yeah okay) what does it mean? What word class is it?
R	So, do you do lots of work at home as well then?
S	Sometimes, not always.
R	Yeah. Okay. But just say there's a word. You think I want to know what that means.
S	Yeah, like when I having a homework, I'm just doing it in time because this teacher might give you a detention. So that's why. I don't want to get detention, the negatives.
R	Yeh, you just want all your green points, don't you, for everything on there, don't you? (yeah) Okay. Is there anything else you would like to tell me about what it's like for you at school?
S	I like to say this, I don't want to I don't want to go to other school but my parents and other friends tell me, come to EAL. Do you know (other) school, miss?
R	Yes, I've heard of it.
S	I didn't go there because I know this is best school because they got astro and not all the schools got astro and everything
R	Yeah yeah okay so we're nearly at the end of year seven for you. So when it's September you're going to move up to year eight and there's a new year sevens coming in and I'm sure we'll have some EAL students then. So with all your experience, what would be some good advice that you would give to new year sevens about EAL
S	I'll help them all, just show them what you have to do you, work out an easy way, how do you find a a word meaning in the dictionary stuff
R	If you were talking to a new year 7 and they were worried or they didn't really know what to expect when they came to school, how would you make them feel less worried?
S	I'll show them like I'll tell them a funny riddle like so they might give you answer, I'm give them the right answer and I just laugh, they're gonna start laughing. I make fun with them so that they feel happy. They will know that the school is nice

R	Okay, and what would you tell them about what it's like being an EAL student here?
S	I think that the EAL students is doing the work and the teacher helped them and you know how you have a project and stuff that they feel happy.
R	And do you think there's anything that we could do as a school? That... erm anything different that would help students like you when they are moving from EAL to mainstream. Is there anything different you think that would be a really good idea- Why didn't they do that?
S	This will be good for them to go to mainstream but they don't need to just to go to mainstream if they don't know anything because in Year 11 they are gonna get GCSE exams and they don't know the meanings of some of the words, they gonna fail the GCSE exam and then they gonna be older and they won't be able to learn properly. So they need to go to EAL first to learn properly if they don't know the meaning of it. If they knows it then its all right, if they don't know it, they need to go to EAL to learn everything because they need to think about their future. If it is, a lot important to know about it.
R	Yeah. Because I think sometimes people are worried about being different when they're in EAL. But I think you can see that it's a good thing. It's a thing that happened for a little bit of time to help you now, and then your future will be...
S	Your GCSE...
R	...will be really good.
S	...The GCSE exam, everything. It would be easy for you it, won't be that hard for you. Yeah, you'd get a good grade. Yeah, like grade 4 or grade... any.
R	Yeah, yeah. Okay. Is anything else that we haven't talked about, about EAL, your experiences, or things have been good, or bad?
S	I've had a lot of experience. People are getting the maths questions a lot wrong so I knew I was just shouted out the answers because the teacher didn't let me sometimes and I just get frustrated
R	Yes, I do remember you shouting out because you get frustrated (laughs), you have got lots of knowledge in here, haven't you? And sometimes it just has to come out. Okay, good, I think that's everything.

8.7.3. Interview with Zaynab

R	So we're going to start off with some questions, just about you and your background and your family. So, can you tell me which country you come from?
S	Pakistan
R	And when did you come to the UK?
S	12, November, 2021
R	2021. And do you know why your family came to the UK?
S	For study.
R	For study. For you, for your...
S	My siblings
R	For you and your siblings? Okay? So your family knew that education was good (yeah) in this country. Okay, so who is in your family in this country, who's come to the UK with you?
S	My dad, (yeah) me, my brother little brother, and sister
R	okay. And then your mum is coming soon, isn't she? (Yeah), yeah, good. And so at home, what languages do you speak
S	Me and my dad speak like Punjabi Urdu, like sometime my sister and me like speak English and with my brother because I speak with my brother him English is better speak and with sister and with brother, like my dad didn't know English
R	Okay, so it's better for you to speak with your dad in Punjabi and Urdu. (Yeah) but with your brothers and sisters, they can speak English. (yeah) So how old is your little brother?
S	He's two.
R	Oh okay, okay so he doesn't really... he didn't really know when you lived in Pakistan.
S	Then yeah, he's like one years old and without mum he came over here and me and my sister me and my sister look after him.
R	Okay. So you speak English together then. Okay. And what languages can you read or write in?
S	I can write Urdu. i can write Arabic and I can write English.
R	Okay, so can you read Arabic as well?
S	Little bit. Like when we read our holy book, our Qu'ran, Firstly, we learnt there, like little words in Urdu then is Arabic, little bit I can read, but Urdu I full read.
R	Okay. Can you write Urdu as well?(Yes) Yes, okay. So, which do you think is your best language?

S	I think so like my best language is like in Pakistan, you know, English is national speak. We can speak in Pakistan, English and other countries, but like, English is easy to write. And Urdu, it's harder to write.
R	Why is that?
S	But, you know, like in our Pakistan is then is like Urdu is easier, but in when we start to study in English, then I say it's like easy English.
R	Okay. So did you go to school in Pakistan before you came? (yes) Okay. How long did you go to school for?
S	I think so is in Pakistan, is no nursery. (Okay). We just like start the if people like babies are three years old, four years old they go to school. (Yeah), and I think so all And I think so play like like nursery play, they like in here and then one, two, three, four, five.
R	Okay, so did you do year one year... two... three
S	Yeah. all I'm in Pakistan
R	Okay. So, what were the teachers like in your school in Pakistan?
S	Like if you, if you have exam then miss is like no, say anything if it's wrong or not and if we know like read our test or we don't know everything, then they like (mumbles) in our hands like with stick, they hit them.
R	Okay. So how does that make you feel? When you were at school
S	Like, when they like, hit the people, the like student is crying (yeah) And they just don't know. They just like, shouting us and...
R	And this, did that happen to you?
S	Yeah. But like sometimes when we have Urdu exam or like something it's easier but like, math is easier. Is over here, we learning math in English, but in Pakistani Urdu is easier. Like lot of this happened to me. Like is cry once, though, when I was in Pakistan, I happened to me. My arm is broke (really!) Yeah. And some is well, Like praying hard and they slapped on our face. (wow)
R	So that sounds like it was quite different.
S	Yeah. Like little baby, like go to nursery if they are crying they just slapped it.
R	Okay, yeah, so not really very caring is it (yeah). So that's quite hard. Isn't it then? (Yeah). (pause) What.. do you remember what classes or what lessons you did in Pakistan?
S	I know we did science and maths English, geography and Urdu (yeah) Islamiad, like Islamiad is like we do RE or PD We do like all lesson in Pakistan without PE, we don't do PE, we just like do break. It's not like lunch, It does like little break shop and then they miss is stand, and if you in Pakistan and if you give 10p or something like that you get crips or something like that.
R	OK so you didn't do PE? No sport (no) Is that because the school did not do sport or was it a difference for girls and boys?

S	No. You know like in Pakistan is when I'm going to school is like both girl and boy. But like some parents don't want to go but like I went to this school because it's near. (Yeah) And we just like walk and we don't have a car like something like that in Pakistan and just we go and the student that teacher just head teacher just say, no sports.
R	Okay. So what was your favourite lesson at school?
S	My favourite lesson is was called geography.
R	What did you like.. why did you enjoy geography?
S	Because, you know, if we do it like some earthquake. Will learn about that one and it's Urdu in Pakistan is like easier. (Yeah). And here is harder to learn in geography but when I came to this school is only two lessons then I come to EAL.
R	Okay. So you learnt some English in Pakistan as well.
S	Yeah. It's just like book, like here in EAL, then answers. Then every day they give for example this one topic they give and they say, you read in home and then you say it was... if we don't read it they give us like detention not like detention here we just sit and they just slapped and...
R	Okay. So you had to do some reading at home and then to practice?
S	and then practice then next day miss is like I read like this you that's your line you read and then (I see) that is like test and
R	so lots of tests then (yeah) even though you are quite young (yeah).Did you have to wear a uniform when you went to school?
S	Yeah, it's like uniform. You know, shalwar kameez. (Yes). Yeah. shalwar kameez but, boys it's shirts like here but no like blazer just shirt and tie and other like sweater and the girl is shalwar kameez only like a scarf. Like here is we just put it like that here.
R	Okay. So when you came here, did you go to primary school before you came to here? (yeah) for one year? Or...
S	Not one year, I think so I'm going to April and then is I think April May June, then I'll just go it
R	Oh okay just for maybe one term. Okay, so how did you feel when you went to primary school here?
S	Like primary school my teachers like I didn't speak anything (yeah) but like little bit but when I came that teacher is like spoke me or like they talking about with me how's your feeling in Urdu. But then is, she teach me little, like, some of words Urdu some of English. Like, for example, how are you is meaning in English, and then in Urdu like that. Then I know like little bit. Then I came to school is like little bit I don't know but when I came to EAL like I know, I think so I'm not like some of us. And I don't know, like, little bit, but I think so I can.

R	Yeah. So you when you were in Pakistan and you were learning English, it was more about reading. (Yeah). So, you didn't learn how to have a conversation. It was just read this book at home. Stand up and read the lines...
S	Yeah, like for example, it was like they write like "how are you?" They just write like when you have an English exam and they say, what's meaning in Urdu, then we write in Urdu. Then, for example, it's write there in Urdu then we explain to in English, you know, here we if we choose Urdu Language and we do exam
R	So it's more about translating. (Yeah). From English to show you understand that it wasn't about communication. It wasn't about can you have a conversation? (Yeah), actually, it was just here are some words, read them. You tell me what it means, but tell me in Urdu. Okay. So you, you could understand a little bit when you came to the UK.
S	Yeah, I understand, like, like animals or like, something like that. I can understand. And, but like, I can't like speak full sentence. Like, and then they are know, like full sentence when I came speak English like little bit. When I came to, like, here in EAL, then I am speak, like full sentence or something like that
R	Yeah. So I suppose, if the if you read a book in your school in, Pakistan and you would know the words, like if it was about animals, you would know some words to animals. If your story was about going to the beach, you would know, some words about that, but you wouldn't know how to say hello. My name is, how are you? It's funny, isn't that okay? Right. That's really interesting. Thank you. So, let's think about now coming to this school and (yeah), our classes. So what do you think about our EAL classes?
S	I think when I came to EAL my English is better. But like sometime like when it's boring, like I don't like EAL, but like when is fun, like for example past tense, I'm such like and it's like this, I can like good feel like yeah.
R	Okay, so what makes it boring for you? Why do you think our lessons are boring sometimes ?
S	Sometimes, like sometime like work is boring (okay but why?) our feeling is not happy like some. For example, I have a science exam and I worry about my science exam and that's why I'm next lesson. I like don't like the...
R	So, it's maybe not the lesson, it's because your mind is thinking about something else. You want to be thinking about your science exam (yeah). You find it hard to think about your EAL lesson. Is that what you mean?
S	Yeah. But like when we have our exam or assessment? (Yeah) and I if I fail What happen? And that's why I like feel it's not good.
R	So sometimes it's in our EAL lessons, do you feel It is taking you away from your mainstream lessons so you don't have as much time in mainstream. Is that what you mean?
S	Yeah. Like when I am in 7A, like, I don't have a like, much like science, Technology (yeah) And I'm no worried about my lesson and is only, like maths exam. Yeah, now, I moved to 7B and it's there like technology, science and you

	know like science and English and maths is very important for our future. If it's not studying this, we can't be in our future and that's why we worried about, okay?
R	So, I wonder whether it's not really the lessons are boring, then it's, yeah, it's more. That you have different things that you are thinking about.
S	Yeah. But like, sometimes it's good but sometimes...
R	So, you talk about you liked it when we did the past tense (yeah) is that because you feel that is more of a proper lesson? (Yeah). And if we are doing some things and you don't feel like it's proper learning, is that part of it?
S	Yeah. Like you can already read. Like, for example, is like story and we give answer, we don't like to make. If we do past tense, regular verb is help to our future, how to like talk about in the past. And if we write, like, just for example, like with Miss (name), give us only like page of story and we say, give answer. That's no help our future, right? And I like, like we're doing talking about and past tense, how to speak in past and how to speak like now and how to speak tomorrow, like something.
R	Okay, okay. So, there are different things that you feel are important (yeah) And you like it, when we do the things that you think are important for your future. (Yeah). And not things that you think are a bit... maybe silly... or just yeah, not useful. Yeah, okay. So how do you feel about speaking in front of other people in our EAL lessons?
S	Is like, if we speak to like when I came in EAL like I shy. (Yeah). Other like now when we speak to our teachers every day came, and we can like speak better better and then we just.
R	Okay. So you, so before you were maybe shy. (Yeah). When you first came but now because you feel more confident (Yeah), your English is better. You are happy about speaking. Okay. What about, when I ask you to read aloud in front of other students? How do you feel about that?
S	Is like like I think is good. Like if we read our English what is called reading ages is bigger. (Yeah). When we do GCSE, if we like seven eight, nine is normal. And then we do GCSE, if we fail GCSE, if we do we have to do it again. (Yeah), and that's why I say if we read here and we just like focus on our study no like others like phone and just like focus on our study we can better in year 10 and we can better in our future.
R	Yeah yeah. Okay. So you feel when you're reading aloud that this is useful for you that is helping you to know how to say the different words.
S	Yeah like some is longer but I don't know. Like we put it like short then if we don't know that miss is say.
R	Okay. So you think when we are reading aloud, even if there are long words in there, that's not a problem. Because with the teacher You can say okay well let's go this bit, this bit and then you helps you to learn how to stay longer words. (Yeah). Okay good. And how about speaking with the teacher? How do you feel about that, if you need to ask for help or ?

S	Like if we need ask for like for example, I'm going to what's it called, maths. (Yeah). If we need her like when one of our new teacher, then we like we hand up and then we need help. And this is our help also
R	Ok thinking about our EAL lessons still, when you are working with other students, If I ask you to work either in a pair or in a small group, how do you see yourself in that group or in that pair?
S	What you mean?
R	So do you think you are you more of a leader in the group? And you are the person saying, this is what we need to do, this is the answers, or do you like to sit back and wait for other people to talk? or...
S	For example, other people know what we do, then they tell, if I know, then I can tell this we doing and (yeah), that we're doing this
R	So you're happy to be the leader if you need to be
S	Yeah. If I know like something for example, you told me to do this and other students don't know. (Yeah). And can I explain? Yeah
R	Yeah. Because I see you sometimes, yesterday, you were going around and helping other people when, because you had finished your work, you were helping other people. So and our group is quite small but if I ask you to work with somebody that you don't know very well or you don't get on with very well, how do you feel about that?
S	If miss has ask us to me to help with like, for example boys. (Yeah). And I can do like, we know like make a rude and like something like that being no naughty (Yeah). It's like I think it's like good to. If miss ask us we can do it.
R	Yeah, you'll try. Yeah. Okay. So when somebody knew joins our EAL class, What do you think? How does that make you feel? Does that make you feel different? Do you want to help them? Do you just let them get on with things or...
S	Like when we come (student name) in our school And I I think so, I need to help her. If she don't know English, if you speak her language then explain to her. If like I help her. In English, you're like teacher help her. If we know we can help to others. Yeah, we like some people say, if they are copy they get our marks. Okay, like get our numbers. (Yeah). And then if like the people, if we know we can help for example for some time we don't know. Just and there are other people is help us. But like I think we have to help a student if it's new.
R	Okay, so you want to, you, you feel that you're your job is to help them to make them feel happy in our in our class. (Yeah). Why is that? Why do you think that's what you you do?
S	But like yeah, in our Pakistan. Our like mum dad say you help you make a helpful. If the poor people is there, you can help and in in school like you've been a honest and you help them? Yeah. Yeah. That's why I think.
R	So it's kind of in your culture. It's in your heart that this is. It's just what you do. You help somebody?

S	like in our Pakistan teacher didn't have food. Just they like watching their phone or so, like something like that and like they are no, like helpful, like something like that.
R	So just not make you think even more I want to help people (yeah) because in the past, you have seen people who did not get help and maybe you saw how that made them feel. And you think...
S	I think like the people, some people is not doing helpful like they not helpful but like Allah is gives thing if if like if they no help. In our culture like our God, if they they know like our prophet Muhammad like they, they say you have to help. (Yeah), for people, for example, we are rich and we know help to poor people, for example, we poor, poor people is rich. Yeah, we need to help, for example, I have a 10p and if the poor people is it, I give 5p to poor people and 5p I have.
R	And everybody is the same. Yeah. Okay. Good. So it seems like you have just a good heart, a good culture that you want to, If you see somebody new and they don't understand your first thing is, I must help them. Yeah. Good. Okay. What about when someone leaves our class? So when you were in 7A and some students went to 7b, how did that make you feel? What did you think when that happened?
S	I think like later (student) is moved to 7B. (Yeah). And I am still no move to 7B. (Yeah). And I just like them Maybe they better than me in English. They went there. (Yeah). And I just say they work hard and I want to be a work hard and I am move, like when I moved to 7A. (Yeah). Like I read and pray and I like very happy like now I moved to 7b, there's so happy because I have a science lesson and that's why I'm so happy (Yeah). Like other students is work hard, they're different to our mind and other mind is like so different.
R	That's a very good thought. (Yes.) Yeah. Okay, so you can kind of see that you recognise that they worked hard and that's why they moved. And you then you know, well, I must work hard (yeah) and I can do the same. So you have been lucky. You have moved from REM to 7A and now to 7B quite quickly, haven't you? So what lessons do you go to now for mainstream? So you have maths and science
S	math science. Technology, drama, art ...
R	music
S	Yeah, music
R	You always had PE didn't you?
S	Yeah, PE
R	Yeah, okay. So, which subjects do you like from your mainstream lessons?
S	Like other EAL to move to?
R	So you.. you now have science and technology and drama and music. And so of those lessons, which ones do you like?
S	I like science (yeah) because we do practical. (Okay). Yeah. Is that like, I like science. Like we talking about different parts like physics and in chemistry we

	talk about chemicals and this. I like it. (Yeah). But I don't like is drama and music because you know, we are Muslim if we dancing and music. I don't like, like, I like singing. But my dad say, you can't be a singer like, something like that.
R	This for... because of your culture. (Yeah). Okay. Okay. So the drama and music lessons is because you feel, it's not right. It does not fit right with you.
S	Like if we, for example, if I move out of EAL, Yeah, then I go, my dad tell you, you don't choose drama and music. It's no helpful. And then it's not like allowing never Muslim people, but there's some girl is to like no wear scarf but like they have a different mind. Our parents have a different mind.
R	Yeah, yeah. Okay. So it sounds like science is a good lesson for you. So before you go to the lessons, how do you feel when you get, you know, you have science on your timetable? How do you feel before the lesson?
S	When I have science I am happy, so my favourite lesson. And when I'm going on just like when I have the first I check my book, I have a book or not. If I don't have a book, I feel like bored and if we don't have a book, we get a detention and negatives but like I think science is better.
R	Okay. Okay. So what about your other lessons like technology or...
S	Computing? Yeah, like technology. We make sometimes we make our food. Okay? Yeah. Like technology is like home. (Yeah). Like you we make something. (Okay) it's like I think.
R	So you can already do that.
S	Yeah, it's okay
R	Okay, so really for you, it sounds like science, is your favourite lesson, because again, you're thinking very much about your future, aren't you, and what is helpful for your future. Okay? So thinking about maybe your science lessons, then how do you feel about speaking in front of other students in those lessons?
S	Those lessons, like when I moved to 7B Yeah. Like first, I know the answer but I'm like can't speak like I shy but now if I know the answer, like for example if answer is wrong. (Yeah). But I think it is correct. (Yeah), but I just tell and Sir say that's wrong. That's right. And now I can like give answer. Yeah. If is wrong or right
R	So you don't mind if it's wrong. (Yeah). Just want to try.
S	Yeah, yeah. Our sir is saying you just try your best if it's wrong or right.
R	Yeah, that's brilliant. Brilliant. So because when you first went to 7B you were in science lessons was it. You didn't want to speak because you were shy. (Yeah) or because you didn't know the words yet or
S	I know, like, if I know that one, my friend say if, you know, tell the sir, yeah, but like I'm shy. Now I can like, give answer.

R	Okay. So what do you think has made you feel less shy? Is it because You have been in the lessons for a little bit and you are more comfortable with the people or
S	People have like different different memories but like some of good, some of that, but like, sometime if I give answer is correct, then I feel is happy I get it right. And like other people is maybe more confident than me or I think if I get it wrong, I say if I get, right this one next time next to next time and the sir said to me, if you have assessment, you got ten marks, next time you get 15, 20 is like target.
R	Yes, yes, yes. I suppose. If you don't try, you can't get it right, can you if you're always quiet. (Yeah), you can't get it right?
S	Yeah like, we just shy and if the like we do job interview for example. But yeah, we can't speak. If if we do job, we have interview and we can't just (indicates keeping quiet).
R	yeah you've got to speak! Okay so what about if you asked to read aloud in front of other students in your mainstream lessons? So in science or drama?
S	Like in form time yes Sir say to me like sometimes I can read louder. (Yeah). But like other lessons in science, they like didn't say you can read louder (okay) But when we ask, they ask for example, but we don't know answer, we just sit there and sir just come for example, (name) you know this answer? Yeah. I like sometimes once more time and I know answers sir say you like very good like world is explore. And I give answers everybody don't know, like I have you know BB bitesize (yeah) I wrote that this question like water animals in there and I just like you say explore and sir say everybody's don't know, you are new, like my second day, and then and then like sometime we know, like sometimes we don't know.
R	Okay. Okay. So and are you... you are happy talking with the teachers then as well in your EAL lesson sorry in your, your mainstream lessons. Okay. And what's about working with other students in your mainstream lessons?
S	Like my old mainstream lessons, like others, I have a like, my friends. And then I work with other people when we are talking with friends and sir say I have no problem with your boys and I say, it's okay working with boys.
R	Okay. So do you usually talk with other EAL students in your mainstream lessons? Or is it just everybody
S	Just like (names 3 EAL students) Yeah, when we were drama lesson, and sir is put us in team and sometimes (EAL students) is both in our team. (Yeah) And sometimes not, sometimes other students
R	But you you are happy. If it is people that you know, or people that you don't know, Do you just you just do it because that's what you've been asked to do. (yeah). And what about if someone knew joined your mainstream class? How do you see yourself? Then if it's an EAL student, joining your class, how would you see yourself? Is it like before we talk about?
S	Like (student name) is move and I ask to her you waiting by the library for go to science class, but I forgot and I go to science class and I tell the teacher the girl

	is new and I have to go to pick up her and miss say just go and then I help by her, and she say you know this one and I say I know you just like copy me or sometimes if you copy me you can't better and I explain to her this word... if I know
R	Okay. So that was really lucky for (student) then to come and join your class that you were there. So you would do the same if it was just a new student coming to the school, (yeah) would you feel the same? Or would you let someone else help them?
S	Yeah I'm not like if is them everybody is no help to new student and I can I can go and help her if you need any help. And for example, like some students is like specialists. Like yeah, they're like can't speak and then for example in wheelchair in our class. And then if that everybody's no help they can't walk and I think I can help her.
R	Okay so it sounds like you have a really good It's a really good ethos you. You see people that need help and you just do it. It doesn't matter who they are where they are
S	Yeah, for example, Is my friend said to me, can you watch my food And I'm not like other girls, if you see if it's other people is here. So say they're doing watch food or something like that. Doesn't matter. If people just make a fun, they different mind. I can do it. The friend message, can you close my laces, is I can do it. Yeah, I just I didn't say oh people is look me and make fun. Yeah, I just like ignore.
R	You're very grown up for a girl so young as you. You have a very sensible head on there. Okay. So, when you go into mainstream lessons, when we told you, you were going to move, say, from 7A to 7B, What did you think when you were told you are going to have more lessons?
S	Like, you know, when I moved to 7B Mr (name) told me. Yeah, like they did not told me, but they told us last name you moved to 7B and we just like going to Miss (name) and we just tell her did we move? And then we say, and I am very surprised how I move high like that. And I tell my friends and we're just, like, like crying, you know? (Yeah). Like, we're go home and crying how I like move..
R	Yeah, Because you moved quite quickly, didn't you? You went from REM to 7A and then very soon 7A to 7B. (Yeah). So so, you were surprised though, did you think you would have to stay in 7A for longer?
S	Yeah, I think like, I'm no better in English and I think, like, when I start my take tests like, (yeah).. And I like read so many duas. (Yeah). Like, shall I move? And like when we pray like crying. Yeah, Allah accepts our duas. And then maybe let's us have and then I move.
R	because you know, so you believe that you if you show your emotion, how strong you feel about something? Yeah. And it will be believed in your prayer will be answered. (Yeah). So what did you know about the different mainstream lessons before you went? Did you know what it would be like, did you know people in the mainstream lessons?

S	I know like all people in mainstream lesson, like when we are in something like R band or Q band, and like all people we know and then the same class but then in maths, It's like different, different some is lowest, some is highest
R	Okay, so did you have some friends that were in mainstream lessons (Yes) already? So did you talk with them about...
S	I talked them like, in no much but like, if we talk too much and miss is...
R	I mean before when we told you you're going to have these mainstream lessons. (Yeah) and you were talking to your friends and saying look at my new time table. (Yeah). And the late ask them about what the lessons were like.
S	Yeah. How would you like how is science, is the sir is shouting or not? Yeah, and they, just say, if you've been a naughty then sir is shout us, and if we're not, then no.
R	okay. So you did you know a little bit about what it was going to be like in the mainstream lesson?
S	Yeah. No. Like when I came to this school, I have like all lesson, then I went there then I know like all of them.
R	of course, Yes. Because you had that maybe a few weeks in normal lessons (yeah) and then take an out (yeah) for EAL. How did that make you feel, then were you happy to come out of all the lessons?
S	But yeah. Like, then they give me, you know, assembly hall? Yeah, I remember they give me like, 7A card, you know? Like, and they give me and it's just like English, English English. I don't know. Some of week ago then, like, I know, they are like, lowest. And then I know, then I say, like, you know, "take test" if I just like pray, and I don't know, like, when Miss (name) you are lowest you need to work hard, then I know this is, like, I need to go to like, work hard and go out of lessons and I when I like, I don't know when I came to EAL is like one month ago. I don't know, is hard, and I just like when I know like this is EAL. (Yeah) and if we don't know English then we came here. Yeah and if we know properly then we go out of other lessons.
R	Okay so were you, before you came to EAL did you find the, all the mainstream lessons very hard where you just sat there going I don't understand?
S	Yeah hard. (Yeah). You know, before I moved to EAL, (yeah), like I just sit there. No answer. (Yeah), no nothing (laughs). (Yeah). Just sit there, just sit there, nothing, like I have like confident when I came to EAL and then I know I have to give answer. Yeah, yeah. And we just like this some of weeks I just waste my life in that just like do nothing.
R	Right. Okay. So, It was actually.. you were quite happy to come out of those lessons to EAL first and now you are happy to go back to those lessons (yeah) but with your confidence and with your good English now.
S	Yeah you're like, we just sit there, we do nothing. There's no help,if we like do a good I am happy to came in EAL (Yeah). Like my English is better. (Yeah), that's no. Like if we in 7A in EAL our English is better. We move. For example, in year 8, our English is good. Then we know all answer. Then we do like GCSE

	is like easy. (Yeah). Yeah. If it if you don't know English GCSE is so hard. Yeah, that's like I think so, it's good.
R	So, it sounds like, then that you understand why you were taken out of the lessons first and then did you feel ready to go back to the mainstream lessons when you went into maths?
S	Yeah, I think I I think I I am ready to go, like back like, I know like, if I know like in all lesson, I firstly, I think like miss is ask me questions then I translate in Urdu in my mind right. Then I, I like, I think in Urdu this many. Then what is this in English then I can explain, I think so. I like to geography like something like that. Like, I just like work hard. Like, when we have assessment all day, like half night and I just do and then we have, when we have a like assessment and sir is give me back. My number is good and I say that.
R	Yeah, so you can see that your hard work is, has worked. You have got a good mark in your test, then.
S	Yeah. Like when we have a parent's evening. (Yeah. Yeah). The report, yeah. Is there like all is green, like in science Like assessment is good and then is green I think is like, no good and is other assessment I think is good. That's why miss is give me green. Yeah. It something like that.
R	Okay. So does it feel very different in mainstream lessons compared to our EAL lessons or are there some things that are the same?
S	I didn't like EAL is like no more students in EAL like other is like more students. Yes. I think like same. If I know in EAL answer I can hand up and you answer to teacher and other lesson, the same if I know then I can tell.
R	Do you think the teacher does the same things in mainstream lessons as we do in EAL lessons? Or are the teachers do, are they a bit different?
S	But like if like I think is same thing.
R	The same thing Yeah. Okay. What about the other students in the mainstream lessons? Are they the same or are they different?
S	Different they definitely a different. Like some students are a naughty and like make just like different but like in EAL sometime we like making naughty and sometime not. I think like other lesson is like more naughty people than us. Like, miss don't like respectful the teacher (right) and just do like that thing is different.
R	Do you think that's just because there were more students in the mainstream lessons (yeah) so it's harder for the teacher to see (yeah) everything?
S	and naughty is like yeah. Just like waste the time. (Yes. Okay). Naughty people is...
R	How does that make you feel if you think that the students are naughty in mainstream lessons?
S	I just like, is waste the time, waste our study like I think is like bad but like if we don't like being like some people, like other student and friend said, like you being a naughty and I say I'm not being a naughty. Like, if we been a naughty

	teacher is don't like us. If we've been a good, miss is see us and say hello hello like that to us. And naughty, miss is didn't.
R	Okay. So you, if you are a good student then you have a good relationship with the teacher (yeah) because you like them and they like you because you're good and you do your work.
S	Yeah, like if we've been a good, for example, we left school and miss is know (Yeah) they are good student and if we are bad, miss say go go! (laughs)
R	(laughs) Yeah, okay. So is it, is that what you expected going into mainstream lessons? Is it what you thought it would be like?
S	Yeah, I think I like all lesson.
R	So, when you, when you had your 7B time table and you you thinking all my day will be like this now
S	Yeah like when I was in 7A for example, 7A have all day EAL for example Monday. Yeah, we have only one day EAL. Yeah. Like, I'm like, so surprised we have a like, we have like other lessons. And we go, (yeah) just like other lessons.
R	Okay. So, do you think that mainstream is, is it what what you thought when you imagined in your mind what it would be like just to be in all the lessons with everybody else. Is it good like you thought it would be or are there things that are... we talked about the naughty children sometimes...
S	But like, I like other lessons like science. So I think I need to be like, one month EAL Like my English is then better like little bit more. (Yeah). Then it's better then I think. I moved to another lesson. Like I know all of them English. (Yeah). I can understand. (Yeah). And then I can give answer like I think if I just like move here to others, I think I need a little bit more help. (Yeah), my English then maybe. Yeah, it's good
R	So maybe when we get to year eight, you think, in year eight, you'll just be everything will be mainstream lessons and no more EAL help?
S	Yeah, you know Mr (name), (Yeah). He said to me, like when you speak to me, and when you came to this school and like in EAL yeah. Like, you know, like speak like better when you speak to me, and I think so, your English is better. Yeah. Sometimes you said to me
R	So that's nice to hear then, isn't it? I can see you smiling, that makes you feel happy, doesn't it? The people can see that you are, you're doing well. So now that you've been in your mainstream lessons for a little while and you've had more lessons, How do you feel about being in the mainstream lessons, are you just happy to feel normal or is do you ever feel worried still or like or don't like it?
S	Not like I just like don't like drama and music. But like I like other lessons. I happy to go and like when we have a like I think is EAL it's better and other is better but like other is like I when I have a science I'm so happy and oh, computer lesson. Yeah. Like I'm so happy. I think it's like both is like good.

R	Yes because you definitely when when you know that everybody else has EAL all day and you already have one lesson, you are very happy that you have... is it because you are learning about different things as well?
S	Yeah in like science. Yeah, like biology physics. Chemistry we like learn about different and like cells, and cells and difference and we know muscles and like something like that. We know all of our parts of body and you know
R	so it's so interesting to have different lessons. Okay. So when you move to all of mainstream lessons (yeah). Do you think you will miss being in EAL?
S	Oh yeah, I think like that sometimes. We have a like first lesson maths or PE. (Yeah), I miss EAL. Like first lesson like my daily routine is first lesson is EAL (Yeah). And like when we have like maths or PE. Then I I miss EAL
R	Because you just knew this is where to go. And then you think now where do I have to go? Which building, which room? Yeah, there's a lot more things to think about, isn't there?
S	We have a EAL, right we just go to EAL, and other lessons, we have a PE which room with teacher like
R	When you go from EAL. It's not just the lessons and the teachers when you are there, it's getting there and knowing where to go in the school because we have a big school as well. So there's lots more to think about isn't there not just when you're sitting at a desk knowing what to do. Are there any mainstream lessons that you really don't like? So you talked about drama music, I understand about why you didn't like those. So are there any others that you think no?
S	Like others is, all is Okay. Yeah. But like arts, like sometimes I don't like like much arts. Like well, sometimes we have, like, diamond painting in EAL, and like we're doing like some arts, I like, but sometimes, I don't like arts.
R	Just a little bit. So you do, if we make things in EAL, that's quite nice and, we did the music thing and you were brilliant at making your music instruments. So, like that kind of thing is a little bit but just not...
S	Yeah. like we're talking about instrument. Yeah. And like past tense is help us. Like when we go to music lesson like some we know this called this called. Yeah. And like for example story, we just wrote we don't know everything in there. We just like I think is then we like talking about in classroom, what's this called? I think it's good
R	Okay. So thinking about, so how we move students from EAL to mainstream lessons? Do you have any ideas of what we could do differently that would make it easier for students to move from EAL to mainstream other things that we could do to help?
S	Yeah. You know, if we if you feel like work hard like you know, if we are lazy person or like good person, I think like, if we work hard for the assessment, like we take test, for example we could do copy is no help of if we do copy you is a move us to other lessons but like our mind is no good. (Yeah). Our mind is like just lowest and we just we are is like no helpful. I think we just do take test in our mind if it's wrong and we just like I try our best, maybe this time wrong. Next time is good.

R	Yeah. So thinking about when you move to... is because you were saying about when we did about music and musical instruments in EAL that was helpful in your mainstream music lesson. (Yeah). So, for example, if we did some things about science in EAL, do you think that would help students when they moved to science lessons, or do you think it's more important that we just do English in EAL?
S	I think like, sometime in lesson, like a lesson, like science. We like talking about in EAL some of us. And this word we know and we tell that teacher like music class and we do like sports, like triple jump, some of student, we don't know, like some students and if we know like sports and when we go PE and other student, don't always like miss or sir say, what does this mean? We can tell them yeah. And instrument like last week. Was saxophone and miss say what this called. Everybody don't know. I just like tell them.
R	And you knew! (Yeah), brilliant. So I wonder if maybe we could before students move to mainstream lessons from EAL, maybe they need to have some lessons about that subject (Yeah). To help them before they move?
S	Yeah, I think so, like, help us. Like when we do, when we move to EAL and we like, we know this lessons. Like we talk about sports or instruments, and past tense. We know all of them. (Yeah). And for example have had in past tense and miss say you had this and for example, if we don't know and yeah, we just like sit there.
R	Yeah, yeah. So if we did a little bit about some science words in EAL, yeah, that would help. So you might know some of the words, To go to mainstream lessons. Yeah. Okay. So maybe that's something that we could think about for students when they move from 7A to 7B is having something, not just English but maybe having some lessons. Yeah, that would help you with some of the words you might need to know when you move to science, for example, do you think that would help some people who are maybe not as confident as you are (Yeah). They would know some words before they went to the lessons.
S	Yeah like sir or miss is give us a topic yeah for example for homework before sir tell us what this means. I'm go home and I go to BB Bitesize and I tested every single one, then I learnt it. Then I explain to in my mind in Urdu. Yeah what does this mean? If we have a this question, how do we give answer and then like some of us like when we do topic before, the sir is learn us, and then I'm, and then, I know the answer, I can tell sometime not, like sometime.
R	So sometimes the teacher will tell you next week, we are learning about forces or example and physics and you can and do they say go and look at this before the lesson?
S	No just, just they say, next week, we talk about flowers for example, okay?
R	So you go and find
S	Yeah, I'm going to Google or like miss is give me is like, when we have a assessment before we revise that this book. Yeah, and miss is give me login. I'm going there and I just like, look, what's, flower mean for example . And what's that means? And that I wrote in my book and if sir said that everything, you know.

R	Okay. Yeah. So that it sounds like that the mainstream teachers do help new students when they are joining and they give them some information and that but it's it is up to you as the student to do that work before
S	I just when I moved to 7B, I just read a one topic. We have a lot of topic and just, I just, I do my best. And I just er day or night, I just revise. Now, I have a assessment. I have a 14 out of 20 like something like that. And Sir say if you have like, five, 10, then you just make a target. (Yeah). You just try your best and Sir say if I know like you are new, you got 20 and I am very impressed. At you how you do it? And then I think like good but like some of we don't know, some of you know.
R	So the mainstream teachers though they understand that you are new and you can't know everything because the other students have been there since September. (Yeah). And you come and join maybe at Easter and do you have missed lots of work but you are trying to catch up yourself at home.
S	Yeah like sir is sending me all topic in Teams™ and I go to BB bitesize every single word and and translate and then when we have assessment then I know all of them. Yeah. Like I think like some students like (names 3 students) Yeah. Maybe they don't care about study. But just like interesting in sport. (Yeah) I think I'm interesting in all lessons like try our best.
R	Yeah okay so the teachers do you do things to help but it is up to you. (Yeah). If you want to go on to Teams™ to go and find the information about lessons you missed
S	yeah, it was like teachers is teach us and for example will be sometime we know don't know everything. Yeah so just go home and just translate in Urdu and my mind. Yeah. I just like firstly I brought this like for example pollination is I think this means yeah and sometime I think this means but is right. Yeah sometime is wrong or something.
R	So do you still translate everything into Urdu in your mind and then into English?
S	Yeah, like sometime, I know this answer. Firstly, I translate in my Urdu in my mind then I'm going to app, then I translate some but sometime is wrong.
R	So you still have to use Urdu a lot to help you to understand things, You don't think in English yet, yeah. Okay. Okay, brilliant. And last question, what advice would you have for students who are moving from EAL to mainstream lessons?
S	Other me or other other students?
R	Other students. So, for example, when maybe (student name) is ready to move, what advice would you give her about moving to science lessons?
S	Like, if you say to me like last week you are like in your move and like if I say oh I am like yeah I show to her like have feel is like bad. Why she moved? I'm not moving like she's worried and like I just I just say inshallah you move inshallah and I just pray for you inshallah you move you just like try your best and you join with us and like if I say I if I here to her I am moved to 7B you not used in 7A and she be bored and like she feels bad and yeah.

R	Okay. So, would you be talking about how the teachers put things on Teams™? So would you tell our EAL students, Oh, you must use Teams™. This has really helped me.
S	Yeah. Like I just advice if that everybody's don't know, like login, for example, in our maths lesson, somebody don't have a password like (name), sometimes if you don't have a password and then I give, for example, I know this answer and if everybody know I can give to everyone. Like they just write the best.
R	Okay, is there anything else you would like to tell me about what it's like being an EAL student in our school? That I haven't asked you about anything. I must tell Miss that.
S	Like is some people it's just like make a fun are you in EAL? You can't speak English. Some people is make a fun, I listen but I ignore. I say like, today she's my friend but she's do like that tomorrow. She's not my friend but I just ignore and I just say okay she's not my friend, ignore her. I just like, focusing on my study.
R	Yeah. And I just like, why do you think people make fun if you're in EAL?
S	Like we they just like make fun, they don't know English. So there's just like make fun and I just ignore.
R	Okay. So do you think that other students if they make fun, Do they think it's because you are not ...clever?
S	Yeah, that they just like make a fun of this. Yeah, they are no clever. They are this then we are moved like other lessons. For example. My friend be, she said, you are in EAL when I move to 7B she say why are you moving? You are in EAL . And you are in this. You are in this. Like when I came to, you know, I just like we were with Mr (name) every time. (Yeah). And when I moved to 7A, then my friends say oh why you move? Why you move up When she knows, she moved to 7B, she like, get a jealous. Yeah, like she get a jealous of me. And I said, like a, what, like you want? If for like, I'd been trying my best. I can move all EAL. (Yeah). And she like just got the jealous and
R	So you think that is that because suddenly you were very good and she didn't think that you were good. And now she thinks oh, hang on. Yeah, she's moving up and I am still here.
S	You like some of in science class? I give answer. She just look at me. She said, you said to me, you know, she no speak English, but yeah, like you give us like you being a jealous like something like that.
R	So she can't believe that. (Yeah. Yeah). That must make you feel kind of proud that yeah. You are better than they think you are.
S	Yeah, I think I think she's like, I think like, I am better. I think other. Is better than me , like they try better than join me. Yeah And I think I I'm not like show to people, I have this lesson you don't have a this lesson and people is like just bored and I just and I'm some girl is doing this to show to others. Yeah. Like my friend you should make you haven't you don't have a geography. I have a geography. But I just like, no. ignore

R	When you are ready. Yeah. You know that you will have geography. Yeah
S	And I think if I know if I don't know everything yeah about like other lessons, it's no help me. It's this this girls is just make a fun and if I just like, make fun of others but I change other school. Yeah. I know I lucky. The other school is don't have a EAL. For example, I am very happy to come to this school because here's EAL. Yeah, like my English is better, my friend. And my sister did go to (Name) Academy is not that, like EAL there, I like she know English but she said to me, you come here and I've say I'm not coming
R	You you know that this school is very good for. EAL. And you can see that this is a good thing for you.
S	Yeah.
R	Excellent. Great. That's been fantastic. Thank you very much for answering all my questions.

8.7.4. Interview with Faizal

R	So, first of all, can you tell me where do you come from? Which country?
S	Pakistan
R	Pakistan, and when did you come to the UK?
S	2019
R	Okay. And do you know why your family came to the UK?
S	Like they came for me to study here like to be the best toppest person like get degrees and everything like that
R	So you came for education, okay, so who is in your family in the UK?
S	My cousins, my mum, dad, my sister, brothers and everyone
R	So a big family in the UK then, okay. And at home what language or what languages do you speak?
S	I speak like Punjabi sometimes Urdu, or English.
R	So do you speak different languages with different people in your family?
S	Like some like older all my like cousins and everything, same language but someone else there is no more cousin or someone else. I don't know. I speak English with them.
R	Okay so with your cousins and your family, do you speak Urdu or Punjabi or both?
S	Both
R	both so everyone understands both do they (yes), okay .So usually when you go home it's Urdu or Punjabi. (Yes). But with friends from school and other people, it's English (yes), okay. And can you read or write in Urdu or Punjabi?
S	Nah, I can't write.
R	No, okay, can you read it at all?
S	No
R	No, okay so it's just, for you it's for speaking. (yeah) Okay
S	I used to write in Pakistan.
R	Oh did you?
S	We learned to teach things, but here I forgot.
R	So, because here you're writing in English all the time right now, you've forgot your Urdu writing (yes) okay. So did you go to school in Pakistan?

S	Yes (okay) I've been in nursery then, year one, year two, year three, year four (okay). then I came, no year three then I came year four here in my primary, year 5 year 6 then came here.
R	Okay. So what was school like in Pakistan?
S	Was like good, like study, not that well, like here, we study like we need to give fees and everything like that money, too much.
R	Oh, you paid money for school in Pakistan. Okay. And what what lessons do you remember having?
S	I had English, maths, Urdu, languages and geography there
R	Did you do any science or...
S	Yeah, it's sometimes, sometimes one day a week
R	Some science and things like PE or sport. Did you do that?
S	Yes. (Yeah). We had a lesson for that.
R	Okay. And what were the teachers like at your school in Pakistan?
S	They were very nice to me. Sometime, like, in Pakistan, this happened, like hits people like, they don't used to hit me. They used to hit other people that naughty like. I was good. My teacher is like kinds to me.
R	You were a good boy, were you? (yeah) So they only used to hit you if you were naughty, though, bad children. What was your favourite lesson?
S	My favourite lesson was maths.
R	Okay. is that because you were good at it? (yes) are you still good at it? (yes) So did you learn any English? You said you did languages but did you learn any English when you were in Pakistan?
S	Sometime, you know, in English? Like yeah, in English lessons. (Okay), because it's not in Urdu, English doesn't make sense in Urdu, so it's like it's all English. We learnt that lesson, I learnt a bit English. Then I came my next door neighbours like they starting to talking to me, then I got more good at that. Then I went to school then more good than I could speak
R	So did you learn some reading and writing in English in Pakistan
S	So like not that much like middle, you know?
R	A little bit, I suppose you were quite young, weren't ? Maybe only nine or so when you left Pakistan?
S	Eight or seven
R	So you're quite little, then, weren't you for learning, that? So what was the same about school in Pakistan? Did you have to wear uniform, for example?

S	Yeah, they were strict, a uniform, so like girls have like, we used to have like this, and girls had like shalwar kameez like other religion. Like, if you need to wear the scarf if you want to, like boys a pair of pants and shoes and shirt, t-shirt underneath.
R	Okay. Okay. And so did you go to school every day? Like you do here like from nine till three? (yes) okay, so you went to primary school when you came to the UK you had left the year five and six in primary school. (yes) Okay. So how was that when you came to UK first, what did you think about school?
S	Oh, I thought it was like, struggling for me is be struggling, but I got used to it and.
R	Why were you struggling?
S	Oh, because of my English innit, I didn't know I never came to school before. So I came before then I thought I'm struggling for this. So then I went to school then it's like fine to me.
R	Okay. So it was hard to start with where there any other children in your class that spoke Urdu or Punjabi? (Yeah), there were, okay. So did you speak with them in Urdu a little bit. (yeah) Okay. And they help to explain things to you. (Yeah) yeah okay okay. Right. Okay, so we're going to think now about our EAL classes in our school. So tell me what you think about our EAL classes.
S	I'll be honest
R	Please do!
S	So like I like some lesson of ELA But like, some not, like, like I feel it when I see them like my timetables, I always good. always good ELA, Then sometimes like go bad like, it's not fun, but all the time, I feel good to go in ELA. I have feel happy. Yeah, And my mum says that that's good. If you got ELA helps your English and everything like that. Then I say yes ELA is the best. (Okay) Because like it's good and it's middle middle. Like, it's more good than bad
R	Okay. Oh, that's good then. So do you think you usually enjoy the EAL lessons?
S	Yes, I do.
R	You do. Okay. You said, sometimes it's bad. Why, what makes it bad sometimes?
S	Oh like used to you, not now because I got in going to science everything but used to was all ELA and it was hot and everything like that.
R	Okay, so it was just a bit boring because it was just always same thing (yes), okay. And how do you feel about speaking in front of other students in our EAL lessons?
S	For me like, not like shy
R	No, you're not shy!
S	Yeah. Like I speak perfectly. Like I said something like sensible yeah like.

R	And how about when we do reading aloud in front of other students in the class? How do you feel about that?
S	Good. I love reading you know
R	Do you? Why do you love reading?
S	Oh because like reading helps your language and it goes like you know if you go on university or college it helps you there as well like you helps you in GCSE's tests, tests and like if you don't know that word then you study the word then you know probably then you know you know the meaning of the word.
R	Okay. Yeah. So reading, you think it helps you to learn more words and you understand the words better? (yes) Okay, good. So, what about speaking with the teacher? How do you feel about talking with the teacher?
S	Good, like I feel like good, like, I need to speak to this teacher. I speak it. So before I was so shy, I couldn't speak to a teacher, like, I don't want to read. But now in this school, I'm perfect
R	Okay. What made you shy at first?
S	If I get something wrong and everything
R	What do you, what did you think would happen If you've got something wrong?
S	Then like then people like laugh at me innit,
R	Okay (Like yeah), you didn't want people to laugh at you. So did you just not speak then?
S	I did sometimes yeah
R	Okay, but you're worried about being wrong. (yeah) So if you didn't think you were right you were shhh quiet. Okay. When you are working with other students in our lessons, how do you see yourself?
S	Like in other lessons?
R	No in EAL lessons first.
S	How do I...
R	How do how do you see yourself? Are you a leader? Do you like just to sit and listen or
S	Like a listen and read like, listen to people, like understand the word, listen to you, listen to Miss (name), like, listen, what she's saying, then you do that.
R	Okay, so when you're working, if I ask you to work in a pair (yeah) or if I ask you to work in a group. (Yeah). Do you let other people do the work? Or do you want to be in charge, like the team leader or
S	Like, I need to work as well because I need to be in all this thing, they can work as well, I can work together group work

R	Okay so you think it's important for you to join in?
S	Yes. (Yeah). Like then you study more innit like (okay), if don't, you lazy then you stay behind.
R	Okay. What about if I ask you to work with somebody that you don't know very well, have I asked you to work with maybe one of the girls in the class or how do you feel about that?
S	Like awful you know.
R	Awful! Why awful?
S	Because like, I don't want no work with girls. Like, I know who girls like in my family. Oh, I used to know with them. They can work with them but no now like I don't know, some girls like then I won't work with them, I could if I want to.
R	But you don't want to.
S	No
R	Is that because.. Is that's because of a culture thing? Or is it just you like to work with boys?
S	And it's not about the culture. It's like, I need to work with, like, I want to work with boys and I like to work with boys not girls.
R	Why is that, do you think?
S	Because... I don't know. I don't like it yeah
R	Can you tell me a bit more about why you don't like it?
S	Oh, because like they, like shout and everything like that, they don't understand (okay) like what they mean innit?
R	Okay. So, do you feel more comfortable with
S	With boys, yeah I'm uncomfortable with the girls.
R	Okay. So do you think you learn better?
S	Yeah, with boys but not girls
R	Okay. And when you were in Pakistan, were your classes girls and boys together, or was it all boys together and all girls together?
S	All girls, girls and boys together but I used to work in Pakistan with boys
R	So and was that normal that all the boys worked together and all the girls worked together? (yeah) OKay So do you think that's why you now for you that's normal, working with boys and girls work together. That's normal. So that's why you feel happy with that, okay? And what about when someone new joins our EAL class? How do you see yourself? Does it make you feel different about yourself when somebody new joins our class?

S	Not really. But like I seen that person, not really like I seen that person or this is my friend, he came to this while I like it but other person nah, I don't know them. Like I feel like, I don't know, who is that what culture is that like that? And then I don't like, I don't really talk to them (Okay). They probably don't know English, innit. (Okay). Maybe. Yeah. they don't know my language so
R	Okay. So do you just let the teacher?
S	Yeah, teacher explained.
R	Okay, so you just stay out of it. (Yes) And would it make a difference if the new person was a boy or a girl. If a new boy, joined the class. Would you talk to them? More than if it was a new girl?
S	No, both the same
R	Both the same, okay. But how would you get to know them then? Because they might be a really good friend, but you won't know if you don't talk to them
S	what the friendly like, they talk to you everyday, like, you're not like, friends, talk to you everyday, like, hey, like helps, you like everything, if he does that, like, I know that person is a kind person.
R	But maybe that person is shy and they they don't really understand what's going on and you've been in the class but ages and you know what it goes on.
S	Oh I dunno.
R	No okay. Okay. And what about when someone leaves our class? So for example, you've just gone to 7B, haven't you? But before that some other students in our class went to 7B and you were still in 7A. How did you feel then? What did that make you think?
S	I thought was going to stay behind forever.
R	Forever! Right. Okay, yeah.
S	yeah, forever. Like I don't want to like stay behind, I want to go forward to study more (Okay. Yeah.) So like, they happy I happy I'm happy to go in 7B maybe I go next year into all like I'll never come back to ELA like maybe I study more in ELA then I get good English.
R	So when you were in 7A and you saw some people move, you were first worried that you would stay there forever in 7A, did that make you think what you need to do?
S	yeah, maybe. Yes. Yeah, I need to study more. Maybe I'll go. Maybe, I don't go maybe my spelling, My effort is not right. I think to the, to go to that level. I need to study in more, then in holidays my timetable changed I go like what!. Yeah. I were like how, how? I didn't know. And then I was so happy. Yeah. So I've tried my best to go, maybe next year. My timetable is not more than ELA maybe
R	So were you a bit surprised then when you moved to 7B, you weren't thinking. It was going to happen. (Yeah), yeah. So but it was a good surprise. (Yeah). Okay. So, which subjects are you in now for your mainstream lessons?

S	Science, technology, computer science. PD. (Yeah), maths. (Yeah). drama music? (Yeah) drama. Yeah. So eight lessons.
R	Okay. Okay. So do you like your new mainstream lessons, (yeah) You like all of them? (Yeah) yeah okay. So you are really happy to be in more.(Yeah), more mainstream lessons now. Okay. Why what do you think is good about your timetable now?
S	Like we've we're going to have tests now. So I've been to ELA the most innt, like I've been started ELA when I was in year 7. Yeah, so like I didn't... I go for two lesson maybe in science lesson or music, or any lesson. There's not used to be in 7A. Yeah, so yeah, I've been two lesson and then now I got back to it. So I was proud, like, I'll learn more like go toppest. Maybe I'll go with that leave ELA maybe. Then I'm gonna like that year.
R	Okay. So yeah, because when you first started in year 7 you were in all the lessons weren't you for a bit and then you came out of those lessons to go into EAL and now you're going back to some of those lessons. So how did you feel when you first were taken out of lessons and into EAL?
S	First, I'll be honest, like first like I was in ELA and I feel best. I thought it was a good then I'll be a bit boring boring boring.
R	Okay, why did it get boring?
S	Because like, I told you before like it's only ELA like in one week all ELA there's nothing like fun lesson, like other people has fun lessons or something but we didn't used to.
R	Okay. So you don't think the EAL Lessons are fun. We do sometimes.
S	Now they are but before they weren't
R	Okay. Okay. So it's better. (Yeah). Okay. So then When you were in the lessons first, when you first came to school in September. (Yeah). Did you find the lessons hard? Did you understand what was happening because ?
S	Nah, I didn't find it hard because I learnt before in my primary as well, I (okay). Yeah, I learnt. there as well like. I passed my SATS as well. (Yeah. Okay. Okay). Yeah, it was like maths and English using grammar. (Yeah, okay). Then I need grammar more then I studied like, I came to this school like English more, better English good good, the best.
R	Okay. So you didn't find the lessons hard so were you a bit sad when you were taken out of the lessons and you just had EAL all the the time?
S	no, not that much sometimes
R	okay? But did you understand? Did you know that you needed a bit of help with English? And did you understand That's why you came out of some of the lessons?
S	Yeah, and I thought I need help with my English so then I can go training there. I'll go good at English. So that maybe I can move sets.

R	Yeah. Okay. So do you think now you have had some English lessons and now you're going back into mainstream lessons, you think you'll be able to go back into higher (maybe) better as well or maybe go higher quicker.
S	I try my best, you know.
R	That's all we ask, isn't it? Okay. So how do you feel about your mainstream lessons When you see your timetable for the day and you see you've got science and math?
S	Very happy, you know.
R	Yeah, More happy now? (Yeah) Okay And when you're in your so for example, a science lesson, how do you feel about speaking in front of other students in the science lesson?
S	Now, like I'll be honest like I feel like good like I tell the answers before in my like other lessons, I don't used to because I've got like I came like new so I didn't know about this school innit.
R	So when you first started in the lessons you were you feel a bit shy maybe? (yeah) So now you're going back into your science lessons and you've got even more English and it's getting better and better. (yeah) Do you think that helps you to feel different in your science lessons?
S	yeah more like effort in my lessons
R	More what in your lessons?
S	Effort
R	Oh effort, Okay so why do you make more effort in your lessons now?
S	Because I trained to like ELA. Okay. So once we had science lesson and we wrote like well something about maybe I don't know, I can't remember but it's not you
R	Oh, Miss (name) took you to a science lesson and did that make you think I want to do science? (yeh) Okay so now you're doing science and you're really happy about.
S	And we do sometime experiment. Like okay, like, we like and the teacher explains innit and before we do something, he tells he tells like the lot and he wroted on the whiteboard. But I understand it, then I write it.
R	You do, good. And do you think that's because you've had your EAL Lessons because.
S	Yeah because like we learnt like, like basic words, like we train English, how to speak, how to say, how to be manners. Like, in PD we do manners.
R	But you've learnt that in EAL as well, but okay. So it you have some more confidence?
S	Yeah I have confident to speak to someone.

R	Okay. So for teacher ask you to give an answer in the class in science you're not worried. (No) no. You can just give an answer. Yeah. Okay. What about if you have to do some reading aloud in a mainstream lesson like in science or maybe drama
S	It's fine
R	It's fine, is it not worried, you're just happy to do it. Good lad, well done. What about speaking with the teachers and your mainstream lessons?
S	I think not shy like confident in my like in my heart like in my body, like Imma do this I have to do this I have to train to do this (yeah) the bit used to, used to it
R	Did it take you a little bit of time do you think to get that confidence and to feel used to?
S	It used to
R	but now because you've been in science that's been for a little bit (Yeah) you fee happier? (Yes). Yeah. Okay and tell me about working with other students in your lessons, so either in a pair or in a group, how is that for you in your mainstream lessons?
S	Like good like. Like sometimes, it's hard you know
R	Ok, tell me about why it's hard.
S	Like the words like we didn't learn any in ELA I didn't heard before like I need to like ask my friend. He tells me and then I get used to it .
R	So sometimes you need to work with your friends then because I suppose you haven't been in the lessons since September, have you, so they've been doing lots of work. They've learnt lots of the words and you've got to do some catching up, maybe. (maybe) So do you usually work with your friends in mainstream lessons or do you work with other students that aren't EAL for example?
S	What do you mean?
R	When you're working with a partner or in a group in your mainstream lessons, do you work with people who haven't been in EAL lessons before? So maybe you don't know them very well.
S	Like I know all in my class but in another class like I don't know them really (Okay) But in my class I talk to them. Like I've been with them the most. (Okay). So yeah I know them now.
R	Okay. Are there many other EAL students in your lessons, your science lessons?
S	No
R	No? So it's just you in your science lesson? (yeah) So you have to work with students that maybe they don't, they just speak English. (yeah)And does that make it harder for you. Or are you okay?

S	It's easy
R	It's easy, is it? Why is it easy?
S	Like a yeah but like after like I know like how confident again. Yeah, I have confident to do this. I need to do this work because I need to go further.
R	Okay, so what about if the teacher asks you to work with somebody that you don't know very well? How do you feel about that?
S	Like not much happy. Not much sad middle. I'mma work with this student. Like how does he know English or I need to explain to him but I don't know his language.
R	Okay. And do you think sometimes that other student might feel the same about you? And they think oh, just do you know English does he know? Does he need help?
S	I dunno.
R	You don't really worry about what other people think, okay. And when someone new joins the class, so your mainstream class. How do you see yourself? Does it change how you see yourself? (Huh?). So if somebody new joins your science class for example, so maybe a student from EAL comes and joins your class or just a new student joins the school (Yeah) in your class. What do you do?
S	Like, I helped them, they don't know. English. I I work with them English, like sometimes I like, like, explain the word is and like (names female EAL student), she doesn't know that much. What does that word mean? And tell her in our language.
R	Okay, so you might be able to use your language then. So if someone new joins the class and you realise they speak Urdu or Punjab
S	Then I feel happy (okay) because then I can explain to them the more than I can explain to other person that is not my religion. (Yeah). So like I feel happy I can explain this person, it'll be good our way. He'll be like my stage. I want him to be my stage.
R	So do you find yourself, it's easier for you to talk in Urdu or Punjabi than it is to talk in English.
S	No (no) the same
R	It's the same is it okay? It was just you said about you could talk more if they were spoke your language
S	Yeah, (yeah), little bit. Yeah. But no, that much a little bit
R	Okay. So do you think you join in with lots of the activities in your mainstream lessons or do you do more listening?
S	Both same, mmm, like teamwork with person like when work pairs. (Yeah). And teacher tells us what to do. (Yeah). Well like 15 minutes done. We do 15 minutes, (right) The both the same, you know

R	So you know when to listen, you know when to talk, if you're, if you're in a group, do you usually listen more or do you talk more?
S	Listen more
R	Okay, why do you think you listen more in a group?
S	I talk more, I listen more like all my peers, like my friends, all they talk once then the other person talk once
R	So you take it in turns then, okay, but you're happy to join in and take your turn. Do you think you are more of a leader like a team leader or are you more of a person and just happy to do what someone tells you?
S	Like person, like, I, the person tells me what to do, then I do it. The person who doesn't tell me if they are tell them, they tell me,
R	So you're happy to be both. So if you understand, if you've got some ideas, you're happy to be the leader. And if you're not, you're happy just to listen to someone else that's got some good ideas. (Yes). Okay, lovely. All right. So, thinking about, we talked a little bit about what happened, when you went from 7A to 7B you were a bit surprised? (Yeah), in a good way or did you make you a bit worried?
S	Middle make me worried. Make me happy that's both
R	Okay, can you tell me about why you felt worried?
S	Because I thought like I might fail my test a bit because I didn't study the most and like others study like other people who study
R	okay, well for the take test that we do okay? So you won't expecting to get a good enough score then on your test
S	But I did!!
R	You did! (Yeah). Okay, so Then you felt, So then you felt happy. (Yeah). Okay. And what did you know about mainstream classes before you started going to them? Did you know what they were like? (like?) Did you know what would happen in a mainstream lesson?
S	They would happen, like they were before like different, different classes (student name) was in my class like the stages, like big to small least, who are not... So like my old class, people went to a different stages I'm like in different stage like other classes comes to my class yeah
R	Say that again. So you would...
S	So like you know like in in forms like in my form they is all together they don't they used to come in my lesson but they don't now because they change sets, then the other classes the other form comes in my class like they my class.
R	Okay. So those have been lots of changes in your mainstream. (Yes) and then okay how did that make you feel?

S	I thought like I was like oh you get used to these persons, like let people. Oh yeah I used to it and...
R	What did it? What did you have to get used to just Different people or they behave differently or talk differently?
S	Talk differently like didn't know before, like they came to this and this country. Then I came they born here. Some Muslim born here. (Yeah). That they know more English than me.
R	Okay. So how does that make you feel? When you are with people who are you know, they have more English than you.
S	Errr... Like I thought they were better than me. Like they don't go to ELA because they're born here.
R	So that made you think that they were better than you. (Yeah). Okay. Do you think that's true now or do you think...
S	Maybe (okay) maybe, no, I don't know
R	just that they're English is better than you, okay? But that doesn't mean that as a person
S	It doesn't makes like a person. Maybe I'm gooder than him, behaviour, like study more like get good marks in exam but he doesn't, like that
R	Yeah.(Yeah). But just because someone can't speak English well, doesn't always mean that they are going to be a better student. Does is it? (No). Okay. So did you talk to (student) and (student) because they moved to 7B before you did? (Yeah). Did you talk to them about what it was like in the lessons? Did you ask them questions? (shakes head) No, were you not interested to know what it was like?
S	No, I don't remember, I forgot.
R	You forgot to ask?! Okay, okay. So before you went to your first mainstream lesson, how did you feel,were you nervous or excited, worry or
S	Excited!
R	Excited? Okay, tell me about why you felt excited.
S	So I felt like excited, like, like, because like I'm gonna learn more in it, like the experiments in different different lessons and I'm a learn music, Imma learn drama, maths, like good at everything. Like I'm the toppest.
R	Yeah, okay, okay. So thinking about what the teacher does in lessons, is it the same in EAL and mainstream or is it the teacher a bit different in mainstream?
S	Different, like the teachers are different, they speak different. Like don't just speak like you, just speak like louder voice. Always, they have other voice like, yeah, okay, they don't dress like, you don't like they don't wear glasses.
R	Okay, so why do you think they speak differently ?

S	Because it's natural to them
R	Okay and what's about things that they that they do in the lessons? I mean there's more children, isn't there in your mainstream lessons ?
S	Yeah they Like struggle to teach. Some of my... today, I have science and Miss (name) her name is Ms (name) and she struggles like to teach us. This, these bunch of boys like makes her like upset, like, they don't listen her. Like then she can't like, teach us like she can't teach us properly like that other classes can, like, in my maths class Mr (name), he could not teach us properly because of like some of the child like students. Like they don't, they don't worry, they're gonna fail the test, they don't care. They don't like their mess around the whole lesson.
R	Okay. And how does that make you feel?
S	It makes me awful! You know, why? Because like I could not study, like mum, parents are gonna say how did you study like what happened? Then you, it's not the teacher fault, it the student fault. (Yeah). Because the teacher wants to like learn the teacher wants to study us like be the toppest (yeah), ever like move to a different set but the student don't wanna like they wanna stay in this set mess around, don't listen to the teacher, get in trouble, that's it.
R	Okay, so would you like to move up to be out of that then?
S	Because but nah, I could not,
R	Why can't you?
S	Because like he doesn't? He sits down and he says, I can't do anything. They're being naughty, it's not my fault you can't study guys, yeah.
R	So do you think it's making you a bit behind or a bit slower than than maybe other maths classes or science classes?
S	Maybe behind, you know.
R	And what do you think about that?
S	Like, I'm gonna stay behind like they're gonna go to the toppest. Like all the classes, our classes will be the behind and naughty class, but I'm in set 4 though
R	Okay, okay, so is that, is set one the top?
S	Yeah like set two, set three, set four, set five, the set five is the lowest
R	Okay, so you're in set 4.
S	Yeah, better than set 5. I want to go set 2 or set 3
R	How do you think you can do that?
S	Study hard

R	OK. Do you do much studying at home? (Yeah), Yeah. Okay, so if you do, even if you can't
S	I go to tuition Yeah, 20 pounds give, learn like the revision my science test
R	Right okay so you you have to pay for tuition, do you? (yeah) so you stay for an extra hour after school? (yeah) so you have maths tuition, do you? And is that just you and a teacher or is that a small group of students?
S	Me. Sometimes in my house is on my road sometimes it's lots of students, sometimes with me sometimes with (student) with me something like that.
R	Okay so it's different students from from school that go to tuition And is it just for maths you have tuition?
S	No, in school I do but in a home like a go to lessons, I have science, I have geography. Any lessons in that tuition.
R	Okay, so you have some tuition in school. Yeah. But then at home your family have someone that comes to help you with lessons as well. Okay? Okay. And do think that helps you in in school having the lessons at home,
S	Like both the same, They helped me both, like they study me
R	Yeah. So do you think that the extra help you have from home makes you better in school? Because maybe you've done things and you know some of the words already. Yeah. Okay You're quite lucky that aren't you really to do that? (yeah) You don't feel lucky.
S	I do. (You do) like my parents out of the best. And like they helped me to study more than I came here to do my degree and everything.
R	But some days you just want to go and play football or on your computer (yeah) of course you do (laughs). And okay. So do you think that the mainstream lessons was it, what you thought it was going to be, or is it different?
S	The same but the students are different,
R	okay? So other students more naughty than you thought they would be.
S	Yeah, awful!
R	Awful?! (yeah) we don't really have that problem in EAL do we?
S	Yeah no we don't. We be sensible. (Yeah). Sometime me. You know,
R	Little bit but (yeah) you're not bad. Are you? (no)That's just a bit too chatting? (Yeah). You're not you're definitely not naughty. Not like what it sounds like the problems you're having your math and your science lessons. So maybe because of the other students who aren't behaving very well, how do you feel after your lessons, does it make you feel frustrated? Or
S	I think about it, like, how am I study? They They're gonna be in year 8 in my set in and year 9 and year 10 until my GCSEs, you know, if they until my GCSEs, then I need to work on like I want to go in higher set that they are not in my set.

R	Yeah so does that make you more determined (yeah) that you need to work hard so you can get away from them and then you can do better and just leave them. (Yeah), at the bottom. Okay. So is there anything you wish was different about moving to mainstream lessons?
S	Not really no
R	No it's okay. Is that just maybe the behaviour? (Yeah), get rid of those naughty kids then. Okay and so when you first went to mainstream, did you think you were a little bit shy? A little bit quiet, or was it all right, right from the start?
S	All right
R	Right from the start? So nothing has really changed (no) about that then. Okay. So do you have any suggestions on how we could do anything differently in EAL? So obviously you're going to move to year 8 in September we'll have some new year 7s coming in (yeah) Do you think there's anything that we could do differently in EAL? That might make it even better?
S	More fun
R	More fun, okay.
S	Like study one lesson, other lesson like have games
R	Okay, Yeah, What kind of games do you think?
S	Like English games sometime like, (okay), computer games
R	Okay. So you do not think that when you do MySciLearn, does that not feel like a game?
S	No
R	No. Why not?
S	Because like it's like type of English innit. (Yeah). So yeah. But not it's not
R	It looks like a game to me when you're playing that
S	Sometimes it comes, but sometimes it doesn't
R	And is there any advice that you would give to the new year sevens If they're coming into EAL and you would want to tell them about it?
S	Like If they going it, like if they coming it, you know, like if they come in year 7 in EAL, then they work hard, make the teachers happy like going 7A 7B then go in the geography like every lesson, work hard for that, you know.
R	Is there anything else you would like to tell me about being an EAL student in our school that we haven't talked about yet today?
S	No, talked about everything, yeah.
R	Yeah, okay, Great. And that's all done, thank you very much.

8.7.5. Interview with Haleema

R	First of all, I'm going to ask you some questions, just about your family and your background where you come from. Okay, so where.. which country did you come from?
S	From Saudi.
R	From Saudi? Okay. And when did you come to the UK? Can you remember? Was that maybe six months ago or one year?
S	About one year.
R	And do you know why your family came to the UK from Saudi?
S	Because in Saudi, me and my little brother can't go school.
R	Why can't you go to school in Saudi? Do you know?
S	I can't remember.
R	You can't remember? That's ok. So, who is... so did you want to come to this country so you can go to school?
S	Yeah
R	Yeah, okay , And your little brother as well.
S	Yeah
R	So did your older brothers? Go to school in Saudi.
S	Yeah
R	Okay. But not you. So, who is in your family then you've got Mum,
S	Mum and dad and Can we say the name?
R	Yes you can and I will make it a secret in the project.
S	Brother 1, brother 2 and me and brother 3.
R	So (name) is your little brother. How old is (name)?
S	He's year 3.
R	Year 3, so he goes to primary school here. So, when you are at home, what languages do you speak?
S	Arabic
R	Arabic
S	Arabic and some English. I teaching my mum English.

R	You're teaching your mum? Brilliant. Okay. So mostly in your family, everyone speaks Arabic together (yeah) but sometimes you speak English with your mum (yeah) Do you speak English with your brothers at all ?
S	My little brother.
R	Your little brother. But with brother 1 brother 2 you're always speaking Arabic, are you? (yeah) And you can read in Arabic? (yeah) And can you write? (yeah) as well, okay. And any other languages, or just Arabic?
S	Arabic
R	Okay. So did you go to school at all before you came to the UK?
S	No
R	Did you go to anything like, at the mosque, or the temple? Did you go to school to learn about the Quran For example?
S	Yes, I read the Qu'ran, but not very well,
R	Not very well. Okay. So did you go and read the Qu'ran with a different kind of teacher?
S	I read with my brother and with my dad
R	So just dad and brother help you to learn. Did they teach you?
S	And my mum teaching me how write in Arabic.
R	Ah okay So mum can read and write in Arabic and she is teaching you?
S	And I am teaching my mum English
R	So you have Arabic and English school at home then
S	Yeah
R	So did you know any English before you came to the UK?
S	No
R	Nothing at all?
S	No
R	Wow. So this is all all your English now is you have learnt in the last year, maybe
S	yes
R	Brilliant, okay
S	Some I knew little bit.
R	Little bit. So how did you learn that then before

S	My brother 1, in year 6 was in the phone. He's writing and reading in Saudi.
R	So, did your brothers do any English lessons when they were at school in Saudi? (yes) And they did they teach you a little bit when they came home? (yeah) Okay, did you want to go to school? (yeah)
R	Okay you were sad when they were going to school.
S	I'm not (going)
R	You had to stay at home
S	Yeah
R	And you were sad
S	Yeah (giggle)
R	So, what did you do at home? Did you help mum ?
S	I help mum at home and I teaching my little brother some Arabic (okay) And my mum teach me some Arabic
R	and then you're teaching your brother
S	yeah
R	A whole family of teachers (laughs). You don't need to come to school, you have all the teachers at home. Okay. So when you came to UK, did you just come to this school? You didn't go to primary school first
S	No
R	No So this was your very first school was it (yeah) Wow okay. So you came to school, and you did EAL lessons.
S	Yes
R	So, what do you think about our EAL lessons?
S	It's good
R	It's good. Do you enjoy the lessons?
S	yeah
R	Can you tell me a little bit about why you enjoy the lessons?
S	Some lesson is good, some is not.
R	Okay. So tell me about the good lessons first, why are they good?
S	Because the teacher tells the student what we need to do (yeah) And... I like reading
R	Okay. So if the lesson has reading, then you are happy. (yeah) Yeah okay And which lesson... when is the EAL lesson not good?

S	PD.
R	PD? (yeah) Oh that's a different lesson. So just think first of all about our EAL lessons so with me and Miss (name), yeah, so just those lessons first and we'll think about PD in a minute, okay? So do you enjoy your EAL lessons
S	Some
R	Some, okay, can you tell me a bit about why? (pause) Are the lessons sometimes difficult, are they sometimes hard?
S	yeah
R	Okay
S	The year 7 all of them shouting and I can't say anything because they are shouting.
R	okay. Yes, some of the other children can be a little, they're talking, aren't they
S	Yes, they talking so much
R	OK And you are quite quiet. (yeah) okay, So do you like it better when it is just 7A (yeah) And not 7B together
S	yeah
R	because then it is smaller. So before it, when it was just you and (student) together, that was your favourite, wasn't it.
S	And before (student) is coming just me and you in the in the lesson
R	so a bit like when you're at home with mum, then just one person and one one teacher, and one student. Okay. When you first started first and it was just you and the teacher, this was this was okay, did you understand things?
S	With Mr (Name)
R	Oh yeah with Mr (name) yeah, so did Mr (name) speak with you in Arabic and English or just English?
S	Some Arabic (Some Arabic) And English, he's talking with me slowly and if I don't understand you know he's put it in computer in English and then another side in Arabic.
R	Okay So you could translate and you could read the Arabic and then you could understand, okay. Do you do that a lot to help you understand?
S	before?
R	Before yeah (pause) Did you need to use the translate? So put it in English and then see Arabic or put it in Arabic and see English
S	yes
R	Did you do that lots?

S	Yes
R	Okay. And now still a lot or little bit
S	A little bit
R	a little bit. Okay. So before we have our EAL lesson, how do you feel? Do you feel happy? Or do you feel eugh, EAL Lesson
S	(pause) Before I think the .. the lesson is so boring because I don't understand anything
R	Okay. Okay, so it was very hard for you (yeah) And now do you think the lesson? Do you understand some more?
S	Yeah
R	And does that make the lesson better?
S	Yeah
R	Okay. Now why do you think that you.... the lesson is better now? Why do you understand more?
S	Because you... you say what we need to do....
R	And you can understand that now. Yeah, okay. So when we are in our EAL lesson, how do you feel about speaking in front of the other students? If I ask you to give an answer or if you want to ask a question, How do you feel about speaking when there are other people there?
S	Before or now?
R	Okay, well before and then now
S	Before I just do like this (pointing action) and (yeah) And now I speaking, I'm speaking better
R	Yeah... Yeah? so before you just maybe pointing and but now you feel you can speak a little bit (yeah) Do you think you speak more when it is just 7A. And is it harder when it's 7B as well?
S	Yeah 7, 7A is like quiet, and 7B shout
R	yeah, it's noisy. Okay. And. How do you feel about reading aloud in front of our class?
S	I read, I read now is not so faster, slowly.
R	Mmhm yeah. (pause) do you think it is getting faster? Better. Your reading?
S	yeah
R	I think you are reading faster when we were doing some reading the other day and you're following with your finger but it was quickly quickly. I was thinking, this is so good reading, you're not reading every letter now. you can just read

	some words, don't you? (yeah) am always pleased when you read in our class because it's is good practise for you to do that.
S	I take some book from the library, like, today, I give her. I give her back (Uh huh). The book.
R	Yeah. And do you have some new books to read?
S	No, I don't take it today.
R	Okay, And when you take the books home, do you read them on your own or with your brother or with your mum?
S	sometime wi- in on (tuts) in my own and sometime with my brother
R	Okay, with your little brother? (yeah) You read to him do you? Okay And how about talking with the teacher? How do you feel about that? If you need to ask for help, or we are working together, is this okay for you? Does it made you feel a little bit worried or do not like it
S	Is little bit worried...
R	Little bit worried. Can you tell me why you feel a little bit worried?
S	Cos I talking to the teacher I explain the the (pause) something you teaching teaching us about it
R	Yeah Is it sometimes hard to think of the word that you want? So you know what you want to say? Maybe in Arabic. But the words in English may be.
S	It's hard
R	It's hard yeah But you are learning more words every day aren't you?
S	yes
R	So every day a little bit better, do you think? Yeah so when you are talking with the teacher, What do you think the teacher will do or if you if you don't know what to say? If you can't find the words in English, What do you think the teacher will do? (pause) Do you think the teacher will be happy or angry, or What do you think? (pause) do you think the teacher does not mind if you can't find the words?
S	The teacher is help me
R	Yeah good because if you even if you can say one or two words, then the teacher can help you to find some more words and then you have a sentence altogether.
S	Yeah But my dad say, don't speak English in the... in the home, speak Arabic, and then out in the school speak English because we, we when we speak English all the time, We forgot the Arabic.
R	Of course but that's quite difficult, isn't it then, you have very different language at home. And a different language at school. So all the time, your brain is going. English Arabic. English Arabic, changing, aren't you

S	You sleeping, Arabic then you wake up English, sleeping Arabic, wake up English
R	So do you find sometimes you are tired because your brain is always thinking oh is it Arabic now or English?
S	Yeah because we have two language
R	Yeah So I sometimes think on.. by Friday, You are eugh!. I have... I have had enough
S	Yeah and I have Arabic school I think on Sunday
R	So more school then and more learning
S	Yes I have just one day is weekend.
R	One day for rest. Gosh yes, that's quite hard then, isn't it?
S	My little brother can can't speak arabic very well... no. er. Me and my little brother in Arabic school, brother 1 and 2 can speak Arabic and write Arabic
R	Okay so they don't have to go to Arabic school then?
S	No
R	No oh They can relax then on sunday
S	Yeah, they have a two... two weekend
R	Yeah. How long do you go to school for on Sunday, then, is it all day?
S	No, like 2 hour or 3 hour (okay) We have a break at school, First we do like read Qu'ran and then we writing and then we do like spell spelling test and then we she give us some- something we reading at home.
R	Some practice at home as well. (yeah) So you have homework from Arabic school and homework from English school.
S	English school (in unison) I have a two book and the and book for spelling test and er (tuts) like this one. You put it in the pit.
R	So lots of work for you then.
S	Yes
R	So, when you are at Arabic school, is that.. does that feel the same as here or does? It feel like it is different?
S	I understand all the all the word that we said in in Arabic school but here, I'm not understand all the word.
R	Okay. So do you think Arabic school is easier? (yeah) And this is harder for you. (yeah) Do you do... this is the teacher the same. Do they do the same kind of things that teachers do here? Or is it a different kind of lesson?
S	She ask questions and the student to answer.

R	Okay. So that's a bit the same. Okay. And do you have to do writing practice?
S	yeah
R	How many children are in your class at Arabic school? Do you know how many?
S	No
R	A big class or small class
S	Big class
R	Big class. Okay. So that's different because in this school in EAL it's small, a small class
S	It's... it's three class is a school up, to to little children. And er own me and my little brother and another one to to the good arabic.
R	Okay. So kind of the top middle and bottom. Yeah. And do you change classes then when you're Arabic is better? (yeah) Yeah, you can move up. So, that's a bit like here, then when your English is better, you can move up.
S	Yeah
R	So some things are a bit the same then, aren't they yeah. Okay. So, thinking again, about this school, when you are working with other students, how do you feel then? Is this okay, or is it not good, or is it good??
S	It's okay.
R	It's okay. What about if you work with people that you don't know very well, how do you feel then?
S	It's like I talk with. I talk the or something I know how to do it. I know how to say.
R	Yeah. So if you know what to say then it's okay
S	Yeah
R	And if you don't know what to say, you are just quiet. So usually in our lessons, you work with (student) (yeah) Is that best for you?
S	yeah
R	Why is that?
S	Because sometimes me and (student) speak Arabic in the class and sometimes we speak English.
R	Okay, so when you're talking Arabic together, are you usually talking about the work or is it just chatter?
S	Sometimes chatter and sometimes work (mumble)
R	So does it help you to talk together in Arabic about the English work? (yeah) Because you can explain to each other? (yeah) Better. Okay, So if you are

	working with somebody who does not speak Arabic in our class so maybe if you're working with (student), for example, is that harder for you? (Pause) Or is it still okay?
S	Still okay
R	Still okay. Is that because your English is a bit better now? (yeah) And before just nothing
S	Just quiet
R	Just quiet, yes sitting and maybe drawing (yeah) So do you do drawing because the lesson is just too hard sometimes and you don't know what to do (yeah) So you want to sit quietly because you love your art, don't you? (yeah) Okay Do you think that happens less now and you can do more work in the class and less drawing?
S	When you give me the first homework, you know this me and (brother) is do it. He help me
R	Oh, the was and were we that we had last week. Yeah. Okay. Okay. Yeah. And did. You, did that help you to understand it?
S	Yeah, he explain to me
R	In Arabic
S	Yeah
R	Okay and then you could do it in English Yeah, okay. Okay. Well that's good. That's good practice for (brother) as well isn't it. Yeah
S	So my dad say in the home, write one page in...write 10 word in English and practise and write one page in Arabic and writing all the page (okay) and reading.
R	Have to do both then, so both can get better
S	Yeah because my little brother don't like speak Arabic. He want just speak English.
R	Yes, well, I suppose he.. he hears English lots, doesn't he, he's not. Because he's only little, maybe he doesn't really remember when you were in Saudi and everyone was talking Arabic
S	He can speak Arabic but can't read and writing very well
R	No, but he's only little, isn't he (yeah) Yeah. Maybe when you were little you couldn't read or write in Arabic either. So he will learn like you are like you learn as well. Okay. So when (student) joined our class, for example, how did you see yourself in our class? Did you think that you could be erm someone who could help (student), or did you just think she needs to get on with it? (pause) When she joined our class, what did you think about that? (pause) Did you want to help her?

S	Yeah, she's not really very well and I'm not really very well. She help me and I help her
R	Okay, so you were like the same, you were together yeah So in it was just when you were in the REM group just together.
S	Yeah
R	You were the same and then you both moved to 7A (yeah) Together Yes. So you can still help each other?(yeah) Okay. What about when some of the students move from, say seven A to seven B. What do you think about that?) When you are still in 7A and they have moved to 7B, like (student) and (student) moved to 7B. What did you think about that? (pause)
S	I think he they good English and they move to 7B. when I good English I move to 7B.
R	Yeah. Okay. So how how was that going to happen? (pause) How will you get to 7B then? (pause)
S	I practise at home. Reading and writing. When I come to school I know what I need to do it.
R	Yeah. It's practise practise, isn't it? So
S	Sometimes I do Classcharts at home in the phone
R	Okay so you do your MySciLearn at home do you as well Brilliant so extra practise then. (yeah) because you like reading, don't you? (Yeah) So this is good practise for you
S	I practice Arabic and English and I help my mum
R	Yeah, you have a very busy life, don't you? So, do you think you will move to 7B soon or a little bit longer?
S	Little bit longer
R	Little bit longer, yeah. Okay. (pause) But you did move from the REM group, to 7A and you started to go to maths and PD as well. OK so tell me about your maths lessons and your PD lessons
S	Maths lessons is some... sometimes good, sometimes fun, sometimes bad
R	Okay can you tell me about when it is good and when it is fun
S	When the Miss talking with us, like not about the maths it's good. But when the miss just writing writing and don't use the calculator, just use er think just writing it;s not good.
R	Okay, is that because the maths is hard for you?
S	Some questions

R	Some questions, okay? Because before you'd not done maths (no) No. Okay. So now you have to do maths and English at the same time (yep) Because the numbers... are the numbers different in Arabic.
S	Yes The number 9 in Arabic the same the 9 in English like this (draws in the air)... the 8 like this (draws in the air) in Arabic, the 7 is, no the seven like this, 8 like this
R	Okay, okay so you have to learn not just new letters you have to learn (numbers) Numbers as well! Wow. Okay so there is a lot for you to think about isn't there, even in maths
S	Yes English and maths, same lesson
R	Yes for you, Every lesson English and maths English and PE, English and.. Isn't it?.
S	Yeah, English and every lesson
R	Yes, yes exactly ok. Okay. Do you think that math is so someday you say it is bad. What what makes the maths lesson bad?
S	When the miss say don't talking don't do anything just writing.
R	Mm-hmm. Is that because you need to talk with somebody to help you understand it.
S	Yes
R	Okay. So if it's just everybody silent. (yeah) And you think I don't know what to do (yeah) You get a bit stuck then (yeah) So do you are you happy to ask the teacher though, for help?
S	Yeah sometimes I ask the teacher for help
R	And is that, is that good then (yeah) Yeah And do you understand when the teacher is explaining things to you?
S	Yeah. Sometimes the miss say I'm good maths I'm good er study (okay) and sometimes I'm not
R	Okay, so why are you sometimes good and sometimes not?
S	Because sometimes the lesson is boring, just we have to write and sometimes not.
R	So when you say boring is that, because there's just the English, Just too much and your brain's, like, oh, I'm done with this. (giggles) Yeah but maybe if. So if you were talking in Arabic, you would be okay?
S	yeah
R	Yeah okay Is there anybody in your maths class That can speak Arabic?
S	yeah

R	Okay. And do you talk with them in Arabic at all?
S	One boy and me and (EAL student)
R	Okay Okay. And are you allowed to talk together in Arabic or just English?
S	Just English. Sometimes me and (EAL student) talking in Arabic
R	Okay, are you chattering? Are you talking about the work?
S	(Pause) er Sometimes about the work
R	But usually chattering (giggles) but that's because you can't do the work.
S	Yes, and when like she giving us the paper and she say I give you 10 minutes to do it and then she do it in the board and we have to copy and put tick if it right and put cross if it's not
R	Okay and is it usually lots of ticks for you or some ticks and some crosses
S	Some ticks and some cross
R	Okay so if you have a cross, do you... do you ask the teacher for help or do you ask mum or dad for help or your brothers?
S	When we do the maths homework in the maths work at the school she did give us homework
R	She does or doesn't? (err) She gives you homework?
S	no
R	No homework, So just in the lessons.
S	Yeah
R	Okay, so if you don't understand it in the lesson, that's it. (pause) yeah so you can't go-
S	Sometimes you put the in the paper. This one. She puts like this. (mimes)
R	Mm-hmm.
S	(mumbles)
R	In a folder or something?
S	No It's this one in the paper like this. Is like red one (mimes)
R	A red one?
S	And you have a card like this paper is all right you put it like this (mimes)
R	Oh like a stamp?
S	yes

R	Oh okay okay
S	A red stamp (Yes ok) for everything is good and not good and
R	Okay so if If there, if one day, the lesson is bad and you have lots of crosses, do you have time to ask the teacher and.. about it and say miss I I don't understand or is it just the next lesson, it's something different?
S	If next lesson she give us like today we do for number 4 another lesson we do for number 3
R	Mm-hmm. Okay. So you don't really have time to do something again again.,
S	Sometimes the teacher in the class and another miss help the.. the students.
R	Okay, so there's two people, two teachers, and is that good? Then if there is another teacher can, do, they come and help you?
S	yes
R	Is that always in the lesson or just sometimes
S	sometimes
R	Sometimes... so sometimes you are just on your own (yeah) And sometimes someone can come and help you
S	Yeah When I need help, I put my hand up and then she's coming.
R	Okay. So, one of the teachers will come then.
S	Yeah
R	And you are happy, then to say, I don't understand. Miss, can you tell me again?
S	yeah
R	And does that help then? You understand a bit better?
S	Yeah and she have another paper and she do it in her paper and I will like read the number and write it
R	Ah okay so you can copy (yeah) Yeah okay
S	Sometimes
R	Sometimes. And that helps you to understand then, does it. Okay. So do you sit next to (student) in maths? (yeah)Yeah okay. Do you have to work with other students in maths or just the person next to you, so just (student)?
S	Eer all the people, all the students, he do like with (pause) his own, just me and (student) do it together.
R	Okay, everybody else is just do you do your own work?
S	Yeah

R	So you don't have to work in pairs or in groups in maths?
S	no
R	No It's just on your own, okay? Okay, so you also do PE lessons and PD
S	yeah
R	So you have pE and pD
S	Yeah (laughs)
R	I think you like PE, don't you
S	Yeah All the lesson miss said well done (student's own name) well done (student's own name) after the when we finish play after I helped miss with when we put when she want putted the like shot putt away or this one, I help miss
R	You get lots of positive points in PE then
S	Yeah yeah she she last lesson she said I want putted you three or five points
R	Wow. Because you're so helpful. (yeah)you love PE. Don't you as well? Do you like it because there is not much no reading and writing in PE is there
S	No (giggles) we just play
R	Just play but you can understand the instructions in PE
S	Yeah we do like some group and do some instructions this one like do this do this
R	Yeah, yeah, okay. So is it easy because you can look and understand as well as listening?
S	Yeah we can do like this one we can put it in the PE or this one or watch we can't put it in PE
R	No, of course not. Of course. Yeah. So when the teacher is giving instructions for PE you can listen and understand but does she show you what to do so you can look and go, ah OK I need to do this.
S	yeah, she do it and then we copy
R	You copy yeah, you can use your eyes. (Yeah). As well as your ears to help you
S	She's like you, I don't want to she I don't want to see your ears show me your nose
R	(laughs) exactly you see Okay, so then in PD. how is that lesson?
S	In PD. the miss, the teacher Give us the booklet. And we, and we have to write it (okay) We have like she said, like one for example, they and then she say, you write. And when you finish tell me,

R	okay, so again, is that working on your own? Or is it working with other people?
S	I sit next to (student) sometimes (Student) help me and sometimes I do on my own
R	Okay, but there's more reading and writing in PD (yeah)
S	Sometimes she show us how video (okay) yeah And then we have to do is same..
R	Mm-hmm So when you watch a video, is that easy for you or is it hard for you?
S	It's easy
R	easy
S	Because you see what we need what you do and then you copy.
R	Yeah. Okay. Okay. So for you, it's helpful. If people can show you what to do (yeah) And you don't just have to listen or read. (Yeah) you can see and you can copy. Okay good. All right. So before you went to maths lessons, for example, what did you think when you were told you are going to go to the math lessons now, Did you feel happy or worried or excited or scared or How did you feel?
S	Feel like it's easy but it was not easy (giggles).
R	(giggles) Oh no. So you thought it would be oh there's no problem. (Yeah). Okay. Why did you think it would be easy?
S	Because I'm not do it before
R	Oh, I see. Okay so you thought what could can go wrong? (yeah) okay. So, when you went to the first math lesson, where you Oh my gosh. (Yeah). What is this? yeah
S	Sometimes I use the calculator. (mmhmm) and some is not.
R	Okay. And did you understand how to use the calculator? (Yeah). You could follow the numbers. Okay. Yeah) And so thinking about your math lessons, and your EAL lessons. What is the same and what is different about the lessons?
S	Is the same is the English with EAL lesson and the English with maths lesson
R	okay, okay? And it's the English. The same. Is it easy English in maths or is it hard English in maths?
S	It's... hard some is hard some is easy
R	Yeah. But sometimes there are special words. (Yeah), that we don't use in. EAL (Yeah). That are just for maths things so you have to learn new words. (yeah) don't you. What about what the teacher does? So, does the teacher do the same things in mainstream lessons and EAL lessons or is the does the teacher do different things?

S	Is the same because the miss show how to do it, the work and then you have to do it.
R	Okay, so that's the same then. Yeah. And the other students in maths lessons
S	I have two teacher two class in the in the maths lesson (Okay) one teacher his name is Miss (name) and another teacher I don't know his name
R	Okay. So you have two different teachers.
S	Yes and two different class
R	Oh wow. Okay. So why do you have to two different classes, do you know?
S	No
R	No okay, It's it the same work in the two different classes or is it different work?
S	different work
R	Different . Okay. so Is one class big and one class small? (pause) or are they both the same students?
S	Same students
R	Same students?
S	But the class and the teacher is different.
R	Okay. Mmm. Interesting. Okay. So are the students are the students in math lessons or because it's a big a bigger class, maybe 20 (yeah) or 30 students
S	One class is (tuts) one class is BF15 and another class is BF 19
R	OK
S	19 not 90
R	90 yeah
S	Its not same class
R	No. Okay And after you've had a math lesson, how do you feel? Are you tired? Are you-
S	Tired
R	Tired (yeah) yeah is it because so much listening (yeah) yeah ok. So is there anything you wish was different about moving to maths lessons or other mainstream lessons? (pause) So you thought before you went to maths lessons. Oh it will be okay. It will be easy. (yeah) Because you didn't really know, and then you went to the lesson and it wasn't easy (yeah). So before you move to 7B for example, and you have more different lessons, what do you think we could do to help you to know what it's going to be like? (pause)
S	I think when I in 7A I'm now study about the I I study like some English we use it in another lesson and when I go the 7B I think it easy to to study.

R	okay? Because you have more English. (Yeah). Okay. Okay. So do you think you do you think you were ready to move to 7A to go to maths lessons? Did you think your English was enough for maths lessons? Or do you think maybe you needed more English?
S	Needed more English
R	Needed More ok so more EAL lessons (yeah) before you went to maths (Yeah) yeah okay, so we need more lessons before you can go to science and before you can go to computers then (yeah) yeah.
S	And technology
R	Yeah do you think they sound hard
S	Yeah
R	So, do you? Do you think you like going to mainstream lessons going to maths and PD and PE? (pause) Or would you like to be an EAL all the time? (pause)
S	PE
R	You like PE. (Yeah), but maybe not maths (no) laughs so If you could just do EAL and PE.
S	Yeah First timetable I do just Mr (name) and PE Mr (name) and PE just
R	And then you were happy (laughs) (yeah) and then we said no. Now you need to go and do maths and you went Ohhh
S	Yeah drama is good and we play games and like we do like when we eating this table and we eat like this (mimes eating)
R	So you pretend (yeah). Okay. So you like drama then (yeah) Is that helping you with your English do you think (yeah) drama lessons?
S	And sometimes the teacher give us like little book we have to read it
R	Okay. And how do you feel about doing that in a lesson?
S	Sometime me and (student) read the book and sometime me and (student) read the book.
R	okay, okay. And do you have to read it out loud in front of the class or just together
S	together
R	Just Together ok
S	Just the like three peop- three people do do team two people another team like this
R	So then everyone is doing their little work in their little group (yeah) okay and you usually work with people you know (yeah) so what about if the teacher asks

	you to do some do that with some new students that you didn't know? How would you feel? (pause)
S	Sometime, I do with another people, but it's not really just play
R	Oh okay Is that because you don't want to read or there's just no reading to do?
S	No reading to do
R	so you're happy if you're just doing the playing bit (yeah) with other people
S	Yeah when I know people and the teacher give us the little book I read it with the people I know and when we play I play with people I don't know.
R	Ok Ok so... (bec-) go on
S	Because when you play we don't say anything just we play games and like this you don't have to say anything or read or like
R	So you can just communicate with your with a smile or with (yeah), okay? So you don't use it to help you with your English, then you can just is this some time for you to relax then? (Yeah). Do you think it will be good if when you feel happy and you can use your English? (Yeah), yeah. Do you think that will happen in the future?
S	Yeah, but when I'm angry, I don't want to use my English
R	When you're angry (yeah) why is that?
S	When I happy I want like I want read and write and talk like this (yeah) but when I'm worrying I don't want to do anything
R	No OK, so what things make you worried then or make you angry.
S	When all the read all the write all we don't have any...
R	There's no fun. (Yeah), there's no time just to go (exhales). (yeah) Ok Do you need a little bit of time in the day then just for your brain to have a rest
S	sometime in like in Saturday with my family. We go to garden big garden I sleep there is like I think it's the green is the tree and the (pause)
R	Yeah trees and flowers (yeah) and the grass (yeah) and you love that do you? (yeah) and you can relax ok
S	And the birds (yeah)
R	Mmhm its nice to see
S	Sometimes I need to relax
R	You need to relax (yeah) Yeah. So do you think that and maybe at the end of a lesson or the end of a day? You are just I can't do any more. Do you feel like that sometimes?

S	Yeah sometimes I will sleep sometimes in middle sometimes I'm not tired after school and sometimes I'm so tired when I have PE last lesson I'm so tired (laughs) you know I told you I want buy slush I go before the cup I like red one and green one and blue one like this
R	Oh wow, so you had earned your slush that day then from all that PE (yes) OK so when you have EAL lessons all day, do you think you are not so tired? And if you have a day where you have maths and PD and PE, do you think you feel more tired? (Yeah), at the end. Yeah. Is that because you have to do more English
S	More English and more another english like play and do reading like this (yeh) like sometime I have day like I have English and drama and English and art (yeah) yeah
R	How is that day for you? Is that a good day? Or is that a hard day
S	A hard day.
R	Hard day yeah, So if you have three lessons are EAL this is this is easy day
S	I like the day when I have four lessons with (yeah EAL) like tomorrow tomorrow I think tomorrow we have all lessons EAL
R	EAL Yeah. This is a good day for you then. So do you think when you move to 7B and you have more lessons (more lessons), are you excited about this or not?
S	excited
R	You are excited? (Yeah). Okay why, why are you excited then?
S	(Pause) Because is... (pause)
R	So you want, do you want to go and learn about the different lessons?
S	Yeah different lessons and different English
R	Yes, even though it will be hard. (Yeah). Okay. (pause) Is that anything else you want to tell me about being at school? That we haven't talked about anything that is very good or very bad or (pause)Have we talked about everything?
S	We talk about everything
R	Okay, do you think that one more question, I think, do you think that other children in the school? What do you think they feel about EAL students? Do you think that do you feel lucky to be in EAL? Or do you think I wish I wasn't in EAL. (pause) do you understand or not. (No) no So, you are in EAL lessons for most of your week, you have maths PD and other students have maths and science and technology, and computers. Do you think they see you as different because you don't have those lessons.
S	Think they think they lucky
R	You feel lucky okay

S	They said if she don't she don't have science or technology or all of this lessons.
R	You feel lucky? (Yeah). Okay. Is it hard when you have to move around the school and go and find. So you have two different maths classes. Yeah. You have to go and find different rooms. Does that make it hard as well? Or is that okay?
S	Its okay because I know where's the room
R	Okay. So you know, now, you know where to go, but when you first saw on your timetable, not just AGA2, I have to find BF19. Where is this?
S	Yeah I ask you know the teacher is outside (yeah) I ask where is this room where is the
R	So you are happy to ask the teachers say, where's this room? (Yeah). Okay. What about when you go to the restaurant? If you go to the canteen at lunchtime is that okay? Or is that a bit scary?
S	It's okay. I buy food from same teacher.
R	Okay. And does she speak Arabic? Or did she speak English?
S	Just speak English
R	Just speak English, ok.
S	Another miss in the canteen she speak Arabic she from Sudan
R	Okay. Did you talk to her in Arabic sometimes or not?
S	Sometimes
R	Sometimes but you like to use your English in school. Do you (yeah) because for you, English is school. Arabic is home (yeah) do mum and dad speak any english?
S	My mum said the English too hard
R	(Laughs) does dad speak any english (yeah) yeah dad does
S	when you give us homework sometime my dad is help me (oh) and sometimes my brother (OK) sometimes my little brother
R	Sometimes your little brother helps you!
S	Yeah! My little brother's very good English
R	Oh really (yeah) oh cos he's year 3 isn't he. Okay how do you feel when your brother can help you and he is year three and you are year seven
S	I don't know because he's little he don't know like very well Arabic I think the English his language when he's bigger (yeah) yeah (yeah)
R	But you can, you can still help him with his Arabic and he can help you with English so it's still the same then it's just ... lovely . Okay. So when we have

	<p>new year, sevens coming in September and you will be year eight. Yeah, you will change, right? You will be year eight. Yeah. And we'll have new year sevens. What do you think you would say to the new year 7 if they are coming to our EAL classes, what would you want to say to them? (pause) Would you tell them that it's good? And they are lucky to have EAL lessons or would you say, ah no, you want to go into the mainstream lessons</p>
S	<p>No you lucky</p>
R	<p>Lucky (yeah). That's okay, I think that's everything. Thank you very much</p>

8.7.6. Interview with Umais

R	Let's start with some nice easy questions. So first of all, where do you come from
S	Pakistan.
R	Pakistan. And when did you come to the UK?
S	2 October Yeah, which fall last year before last year?
R	last year?
S	No, before last year
R&S	(in unison) 2021.
R	And do you know why your family came to the UK?
S	Yeah, my father came here like 20 years. Yeah, he lived here and then we came here because he was here
R	So, does Dad have a job in the UK?
S	Yeah
R	So he'd been living here before and you came to join him?
S	Yeah
R	Okay. And who's in your family, in the UK?
S	My siblings and my parents.
R	Okay. So how many siblings do you have?
S	I have three sisters and two brothers,
R	Three sisters, and two brothers. Okay, and where are you in the family? Are you the biggest, or the littlest or in the middle?
S	I'm twin.
R	You're a twin?!
S	Yeah
R	I never knew that!
S	I have sister in this school, a sister and a brother.
R	Okay. So you have a twin sister? Yeah. Goodness. I didn't know that. Okay. And so, what languages do you speak at home?
S	Punjabi

R	Punjabi, okay. And do you speak Punjabi with everybody at home?
S	No I speak Urdu or English with my brothers
R	Okay so Urdu or English with your brothers but Punjabi with mum and dad, okay? And what about with your sisters?
S	Yeah, English or Urdu
R	Okay, so does it... how do you decide what language you want to use?
S	Like we just speak English, like sometime my brother sister, starts speaks with them
R	Okay, so if they start speaking with you in English, you will reply in English
S	Yeah
R	And if they start in Urdu, you reply in Urdu
S	Yeah
R	Okay. Are there some things that you find easier to talk about in one language and not so easy in the other language, or it is both the same really?
S	The same. .
R	It's the same. Okay and can you read or write in...
S	Yeah, I can read and write Urdu.
R	Urdu. Okay, so just Urdu.
S	Yeah
R	Okay. So, before you came to the UK, in Pakistan, did you go to school?
S	Yeah
R	You did. Okay, can you tell me about what it was like at school in Pakistan?
S	Yeah, like we only stay in one class.
R	Okay
S	Like one class. But different teachers.
R	Okay
S	And school was very strict.
R	Very strict. Okay What makes you say it was strict?
S	Like, if you are late or you make a mistake, they like... you have to stand in sun.

R	Oh really, like a punishment?
S	Yeah.
R	Okay, so if you're late, or if you haven't got things, okay
S	Yeah
R	Okay. Okay. And then you had different teachers that came to you so the students stayed still.
S	Yeah
R	And the teachers had to do the moving. (yeah)Okay. So what lessons did you have? What subjects?
S	We had English, English grammar. Islamic, like about Islam and maths... And art.
R	Did you do anything like science or geography or history?
S	No, oh yes, science, um, science, and geography
R	Okay, so you said you had English lessons and English grammar lessons, so you learn to read and write a little bit. (yeah) Okay, did you practise speaking English, or was it all about reading and writing?
S	We.. we don't, we didn't speak Urdu at school. We speak English in English lessons,
R	Okay
S	You have to answer in English
R	Right yeah
S	If they ask you question you have to answer in English.
R	So you did do some speaking practice as well then. Were your other lessons in Urdu in school so just English lessons in English? (Yeah) Everything else in Urdu
S	Okay. What was your favourite lesson in school there?
R	Science
S	Yeah, why did you like science?
R	Because I'm good at science.
S	Yeah, so it's easy if we like a subject and we're good at it, isn't it? Okay, was there anything else that was either the same as, like, school in UK or things that you think were very different?
R	Was same, like school there starts at like 8 and here, and home time at there is three, something and here

S	And did you have to wear a uniform?
R	Yeah
S	Yeah. Same kind of thing. But on Friday we had half day because we had to pray.
R	Yes, yes. Okay. Okay And then did you go to primary school in the UK before you came to this school? (Yeah)you did. Yeah. For one year or for... Did you join in year 5 or 6?
S	I joined in year 6. Like, when year 6 started after two, two months.
R	Yeah. Yes. Because you came in October, yes. Okay. So how, how did it feel going to primary school in the UK?
S	It was difficult when I started here, when I was g...
R	Why was it difficult?
S	Like everyone's used to speak English. They... like some some people speak Urdu most of them speak English
R	Okay, so how was your English when you first came to UK, then?
S	I could understand, but like couldn't speak as well.
R	Okay, so your listening skills were quite good, but you weren't, was it, you weren't very confident to speak or you just didn't really know how to make...
S	Yeah I wasn't confident but my listening is very good. Yeah I got 100% in EAL
R	Yeah , yeah. So this is the practise you had in Pakistan with your listening skills but maybe because you hadn't had chance to speak with other English speakers.You weren't so confident. Okay. All right. So then you came to our school and when you first came did you go into all the mainstream lessons?
S	Yeah
R	For a bit and then you came out to join some EAL lessons. (yeah) So how did you feel when you came out of mainstream, where you happy, because mainstream was hard for you or where you sad because you liked it in mainstream
S	I liked both of them. (Okay).Yeah In EAL you have to stay in one class but in mainstream you go to different classes. You meet different teachers.
R	Yeah. Okay, okay, so when you first came into the EAL classes, did you like them?
S	yeah
R	you did. Can you tell me about why you liked them? What was good about them?

S	play games and have computer lessons. CBL.
R	Yeah. Okay.
S	yeah
R	Okay So why do you enjoy the CBL?
S	Yeah
R	Okay. What was it about that that was good for you?
S	MySciLearn.
R	Uh-huh. Okay.
S	Yeah it was fun, like it was about study but was games.
R	okay, so you didn't really feel like you were studying, then, you feel like you're playing computer games, okay? And how did you feel about the thinking about, when you first came into EAL, I know that's a little while ago now, how did you feel about speaking in front of other students?
S	Confident
R	You were confident. Okay. So even though when you are at primary school you weren't confident?
S	yeah
R	In speaking by the time you came to year 7
S	yeah
R	How... What was diff... what had made that change for you?
S	Like at the start of the year 7 if I knew the answer but I couldn't tell the teacher but now I can tell.
R	But now you can. So at the beginning you weren't very confident then still
S	But in EAL there not lot of students like 8, 9 students so that's why I can now like speak in front of more students.
R	Yeah, okay. So did it help that we had small classes?
S	yeah
R	Okay. And what about when you had to do reading aloud in EAL classes? Was that... how did you feel about that?
S	I was confident because I used to doing in Pakistan as well
R	Okay. So even if there were difficult words or longer words, you you
S	Yeah can read it

R	Good, good And how do you feel about speaking with the teacher? Either if you feel you need to ask the question or if you were working with the teacher to do something. How did you feel about that?
S	I can ask you or Miss (name). But I'm not like fully confident to ask the mainstream teachers, but now it's okay, I can ask like if I have questions. But at the start I couldn't.
R	You couldn't. So even in EAL classes, did you feel you didn't want to speak to the teacher? Or was that okay?
S	That was okay, after EAL it helps lot me about speaking to teachers and reading a lot.. aloud.
R	Good, good, Okay. So when you were working with other students in EAL lessons, how did you see yourself in the, in those groups? Do you think that you are more of a leader or were you more of a listener?
S	A leader.
R	You were a leader. What made you... what made you feel you could be a leader?
S	Like you know (Name,) everyone like (Name) asked me What to do, what to do then I tell them
R	So what do you think... why do you think they used to ask you?
S	I don't know. They think I'm smart.
R	Well you are smart, aren't you? So they were right! (laughs) Okay.Okay, and when someone new joined our EAL class, did... what did you do then? What did you... How did you see yourself then? Did you feel that you could just leave them to get on with things. Or did you want to go and help them?
S	I want to go help
R	Okay. And why was your feeling to help them?
S	Because I help my friends so I help everyone in class.
R	Yeah, okay. Good. And before you left EAL. So when you were in, for example, in the 7A, maybe you were one of the first people to leave though... but when someone went maybe to 7B or went into mainstream, what did you think about that?... When you were still in EAL and other people were going to different lessons. What did you think about that?
S	My sister used to go... She was like to mainstream lesson, I won over, and I was EAL, she was in here, she wasn't. So that's why she used to like, tell me about other lessons, how it, how it works, and then this way.
R	You wanted to go to mainstream lessons, okay? So that must have been quite interesting that you were in EAL, but your sister wasn't.
S	Yeah

R	Yeah. So is her English a little bit better than yours then or not really.
S	No, she, but she is confident, she can speak to teachers, but but I was like, quiet, that's why I came to here.
R	I see. I see. So really for you. It was about building your confidence.
S	Yeah
R	It wasn't really that you couldn't use English but you were just very quiet about it. Okay? Okay. So did you have lots of conversations at home then with your sister about... Talking about how your day was different to hers. What kind of, what kind of things did you talk about?
S	Like, I when, I told her that we got gifts from EAL. she said she wanted to go
R	she was jealous and she wanted to go. Okay? Okay. So, do you think that it was good, that you went to EAL?
S	Yeah
R	Okay, even though really you wanted to go to mainstream. Okay, so when you started to move into mainstream lessons, what did you know about it before, you knew some things maybe from your sister?
S	Yeah
R	Did you know everything about mainstream before...
S	Not everything, some things a bit
R	So what things do you think You knew?
S	I knew that they do lot of work and you have to like you have to talk to everyone. Like you have to do group work.
R	Yeah okay
S	And I didn't knew was that.. Like.. you... If you don't know like
R	Go on, keep going.
S	I don't really like know now, I forgot but I didn't knew was that. They don't give a lot of homework.
R	They do or don't
S	They don't
R	Don't okay.
S	In EAL they give a lot of homework
R	Oh really. You think we have lots of homework in EAL?
S	yeah

R	Okay. Why do you think we have more homework in EAL then?
S	So we can improve.
R	Yeah yeah. I didn't think we did very much homework in EAL.
S	No but like, sometimes, Miss (name) gave lot.
R	Oh okay
S	some links like wasn't working and then we have together all work like when you reset we have to do like all of the work
R	I see, I see So when you get the work on class charts.
S	Yeah Some links don't work and then you refresh we get other work from Miss (name)
R	Okay, right so you are very do you know what conscientious, do you know what that means.
S	mm .. yeah
R	You like to make sure you've done all your work don't you
S	yeah
R	So some other students might think that link's not working I can't do that, but you would want..
S	Yeah, I ask you and Miss (name)
R	Yeah yeah So you went to make sure you done everything, don't you? You want to have 100% ticked off and done which is very good, it's very good. Okay. So did you feel ready to go to mainstream lessons?
S	yeah
R	You did. What made you feel ready?
S	Like, I could speak to teachers.
R	Yeah
S	And I could perform like in front of the students when we did with teddy bears, we had our , I'm confident now, I can speak front of teacher and all students.
R	Yeah, so for you it was mainly about getting your confidence wasn't it?
S	Yeah
R	Okay, so tell me about what it's like being in mainstream now then so you've been there for a little while.
S	Yeah

R	How is it in mainstream?
S	You have to go to different classes. You meet different teachers You have. You do miss some other children. Like you make new friends. And other, yeah
R	And was it easy to make friends when you joined the mainstream classes?
S	yeah.
R	Did you know some people already from form, for example, and, and from your primary school, maybe?
S	Yeah but I'm not with my form group now,
R	Aren't you?
S	Yeah I'm with other form groups
R	Oh you've changed have you?
S	Yeah
R	Why have you changed?
S	I don't know, They just gave me the other lessons. I used to be in R band, but now I'm in Q band.
R	All right. Interesting. So tell me about something that are different between EAL and mainstream so you were talking about the small groups in EAL, I guess in mainstream it's....
S	Like more students, maybe 30
R	Yeah okay
S	In EAL you have less children so you can speak.. you like can speak to teachers and others you can share like what you can share your answers with others. And if you go to, then after you go to mainstreams, then it'll be easy for you to speak to other students and teachers.
R	Yeah. Yeah. Because you've had that practise.
S	yeah
R	Okay. So those are some things that we do the same in EAL and mainstream the talking together and talking to the teacher. So that's something that you could do quite easily and when you moved, okay? So if there's maybe 30 children in a class, and not eight or nine. How is that? How does that make you feel? How is that different?
S	When I like started mainstream lessons, I was bit curious to like, ask teacher about questioning like, what's your name and about them? Now, it's good. You feel bit bad when like some children, make fun of you but But you you ignore them and do your work. What you're doing

R	Yeah. Why do you, why did they make fun of you?
S	Not me, but like some do some, do some children, make fun of others, so, they didn't make one of me but like others.
R	Okay, so you just see that happening. Yeah. And that's not really something that happens in EAL.
S	In EAL like students are like, very mannered. And in mainstream, like they don't speak to teacher as they like should, They speak like they shout at teachers
R	Yeah, so that's something that's different and if you're not really used to that because the that doesn't happen, then you have to, you get used to don't you, okay?
S	Did you meet any of your teachers before you went to mainstream lessons or you just had a new timetable and suddenly you were
R	I did meet some.
S	You did. Yeah
R	Music and art.
S	Okay. Yeah. So, do you think that mainstream was what you expected it was going to be like, or was it?
R	It was like same as I expected.
S	And was that a good thing?
R	Yeah, yes. Okay, okay. And how do you feel after your mainstream lessons now? do you feel, does it make you feel more tired? Or because there's lots of children...
S	Yeah, tired, like, feel more tired. in EAL you have to stay in one class. And like, you don't do as that much homework like you do in mainstream lessons.
R	Okay. Okay. So getting used to moving around the school...
S	Yeah And you have to do like do independent in mainstream lessons.
R	Yeah. So yeah so independent work. Yeah okay so we don't do that very much in EAL
S	Yeah like sometimes
R	A little bit again to get you used to doing that kind of thing, okay. What lessons do you really enjoy in mainstream?
S	English
R	Okay. Yeah
S	Geography and music

R	Okay. Then why do you like those lessons?
S	I like to play piano. We are doing that. In English, that's easy. We have to do past tense and this so we already did, we have to make paragraphs so I know how to make or do so that's good.
R	OK So that was because you'd done these things in EAL already
S	yeah
R	Yeah. Okay. Do you think it's easier for you?
S	yeah
R	To do that. And
S	English is more easier.
R	So maybe some of the people that haven't had EAL lesson
S	Yeah. They're like, like they don't know past tense, future tense.
R	So they're asking you for help. that's really good, isn't it? That there's you the EAL student and then English students are asking you for how that must make you feel quite good.
S	Yeah
R	How do you feel about speaking in front of other students in your mainstream lessons?
S	Now normal
R	Now it's normal
S	Yeah, you I I read, I read a lot in lessons so that's why I can speak front of them.
R	you do reading aloud in lessons as well, do you? okay
S	And I can say difficult words. Science words and difficult words.
R	They are difficult, aren't they, in science. So even in science you're quite happy to speak and read aloud?
S	Science is my favourite
R	Good good, Okay. So and do you think that that is because you had that chance to build your confidence?
S	Yeah, in EAL.
R	And what about speaking with the teachers in mainstream lessons? Is that OK for you?
S	Yeah, it's OK now, I can speak.

R	And when you first started was that bit different
S	Yeah bit different
R	So why was it difficult for you when you first started?
S	I want to use to speak, like, in primary school. I was very quiet. So, that's why here I was quiet after I joined EAL, I can speak now with teachers, students
R	Yeah, okay. Are you quite a quiet person normally?
S	Yeah.
R	Okay. So you're not the kind of person that's going be standing up shouting and, you're quite calm and in general.
S	yeah
R	So then that's quite a big thing for you to do to be able to stand up or just speak out in front of a bigger group of people and in a different language to what you would speak, maybe at home, that's quite a lot of steps Isn't it to go through.
S	Can't go like from here to here (student made steps with hands)? You have to go like there and come back.
R	That's right. Yes. Yes. So the the work in EAL helped you build those little steps into your confidence. And how do you feel about working with other students in lessons, either in pairs or in groups?
S	Yeah, I have some friends in the lessons now so it's more like. Could like. I'm confident to speak with them and share my answers
R	Yeah, okay, so that's now. So when you first went to the... from EAL to mainstream, did you... Were you back to being a little bit quiet again?
S	No,
R	No Okay. So you felt quite confident straight away.
S	Yeah because in EAL we read a lot
R	Yeah okay
S	So that's what I'm confident
R	Okay. But we don't do a lot of things like science or geography or history, so we didn't, you wouldn't really learn much about that from EAL. But.. Was it just because you felt more confident in general, you didn't have to
S	I try, I try. I don't just leave. I try to answer the question if I don't know, but I try so I got it, right. I think of it. Yeah, I joined the word together then.

R	Okay, so you right from the start, you were happy to to try and okay. That's, that's really good because that's quite a difficult thing to do in a subject that you don't really know very much about.
S	yeah
R	Obviously you've got your, very intelligent aren't you as well. So Okay, so you talked about having friends in your mainstream lessons. Now, do you usually work with your friend or do you get to choose who you work with?
S	The person who you sitting next to you have to work with
R	You, okay and who decides to use it next to
S	Teacher
R	The teacher
S	Yeah, we have seating plan
R	Okay, okay, so even if you don't know or, you don't like the person next to you,
S	To do that, they do this. Because then you you can more confident, and you get more confident and like you speak to like different peoples .
R	Yeah. Okay. So do you always sit in the same place or does the seating plan change sometimes?
S	They change sometime after half term.
R	Okay, okay. So you know, you might be working with one person for one half term and the next half term a different person.
S	yeah
R	So you have to work with lots of different kind of people then.
S	yeah
R	And when someone new joins your class, What do you do? How do you see yourself then?
S	I help them, like if they don't know anything I ask teacher for them. (Okay) I helped them a lot.
R	Do you help them because you remember...
S	They are new and I know I know things so they should know as well because they are in same class as me. So they, they need to know as much as I know.
R	Yeah. Yeah. Do you think it helps that you remember how you felt? And maybe you don't want other people to be
S	like me like quiet and not feel happy in lessons

R	Yeah. Okay. That's good. That's good. Is there anything that you wish was different about when you moved from EAL to mainstream?
S	Yeah, they should have some computer lessons
R	Okay. what in mainstream?
S	Yeah
R	Okay. What do you mean by that? Tell me more
S	like in science you have you should like go do some computer lesson, you should just search about science. And yeah
R	Okay. So, do you think it would help to do that? Something like that, maybe before you go to science lessons? Would that help? So when we were in EAL, I said we didn't we don't really do science lessons and things we just think about English. Would it help to do some lessons?
S	Yeah. Yeah, then you'll kind of search your own. Like if you don't know anything, you can search, research about that.
R	Yeah. Okay. Did the teachers help you because when you join the mainstream lessons it's not at the beginning of the year like everybody else. You join maybe in Christmas or Easter. So you have missed some of the lessons.
S	Yeah we have tests now, PBs, Like what we have done. All that year but We haven't done all.
R	So what happens about that then? If you haven't done it,
S	Then I've got a book from my sister, and do that.
R	Okay, you have an advantage then that your sister could help you. Okay. So is it up to you to find out about or does the teacher put things on Teams™?
S	They put things on the team you can do from there and you can do your own on Google.
R	Okay. But it's up to you. So the teacher might say to you. This is some things that you have missed, go and have a look at this if you're, you want to
S	They put everything, they put everything you have done all that year, and then it's up to you to revise.
R	Okay, okay, but if you had questions about it, maybe you didn't because you haven't done much science before. If you had questions about it, what would you do?
S	I message my teacher.
R	Okay . And have you had to do that?
S	Yeah

R	I done lot. I message teachers.
S	Okay. Yeah. So what happens when you send them a message?
R	Yeah, they reply me back after maybe after five ten minutes. or, after next day.
S	So you you're happy to have a... you have a message conversation with them about that, okay?
R	So first of all, you moved and you went to maths and drama and music and things like that. And then the next phase you went to science and geography and things like that. Do you think that some lessons are easier for you to do as an EAL student?
S	English
R	English is so easier or harder
S	easier
R	Oh yeah.
S	Because we have learned how past tense and we have learnt how to make paragraphs. That's why
R	Yeah So you've got an advantage.
	So when you first came to the school you went into all the lessons with everybody else and then you did some EAL tests and then you came out of some of the mainstream lessons for a bit. And did you feel that was the right thing to do for you? Or did you think I wish I had stayed in the mainstream lessons
S	No I think that was right, I learned a lot from EAL.
R	And then you were happy when you could go back there. Yeah. Okay. Is there anything else that you would want to tell me about? What what's been like for you at school that we haven't talked about?
S	You should give rewards.
R	rewards?
S	Not everyone but like. Who do hard work Yeah. Like, in mainstream lessons they give rewards, like, I have three rewards trips.
R	Oh, Rewards trip oh okay
S	I have three coming up
R	Wow. That shows how brilliant you are. Is that for different subjects?
S	yeah
R	Which subjects are they for?

S	One is for highest achievement points in year, One is for maths work, and one you give, that's not reward trip but
R	Oh yes you're going to come with us to the ThinkTank? Okay. Good. Okay. What about? So you're going to move up to year eight very soon. And we'll have some new EAL students coming in in year seven if you could give them some advice. What would you tell the new year seven EAL students
S	I would say never give up. There's nothing impossible. Everything is possible. If you want to achieve something, try hard and work on that. Yeah.
R	Very good advice. Very good advice. Again, very grown up from you there, okay. I'm still quite interested about you and your your twin and how you have such a different experience of school. Were you ever jealous of your sister being able to go into mainstream?
S	No.
R	Was she jealous of you... sometimes? Or...
S	Yeah sometimes when I get gifts, or postcards.
R	Yeah okay, Did she understand why you were in EAL and she wasn't?
S	Yeah she knew, I don't used to speak a lot in lessons. That's why
R	But she doesn't have that problem.
S	Yeah, she is Ok with teachers.
R	Okay, that's interesting. So even though you are twins and you are in the same house, you have the same experience, same life, different personalities, mean you needed different things.
S	Yeah my brother was in EAL as well.
R	Okay, is he bigger?
S	Yeah he's in year 9 now. Miss (name) know about him. He was in EAL too when he first came. When he was in year 8 and he went to mainstream in year 9.
R	Okay. So you've got other younger brothers and sisters, so are they at primary school?
S	Yeah, one is in nursery and one is in year 2 or 3 and one is at (School) in year 10.
R	So I guess that they're younger brothers and sisters, they won't have more chance to practise their English. Won't they say, they probably won't need the EAL when they come over
S	Yeah, my little brother can speak good English.
R	Oh okay yeah but can he speak good Urdu?

S	Yeah,
R	He can as well! because sometimes when they learn English better then they're not so good at Urdu then. But he can speak both well. So you've got a brother in year 10 different school?
S	sister
R	Sorry sister, So is her. Does she need any help with EAL or not really?
S	Yeah, for past tense, future tense because she joined very late and it's now in it's now year 10. So she have GCS coming up next year. so it's hard for her.
R	Yeah. Okay
S	Yeah to cover all that in EAL in year 9. like what other students did, but she didn't
R	Yeah of course, That must be quite interesting in your house and with all these children doing slightly different things and needing slightly different help must be quite hard for mum and dad to be helping everyone. Do you help each other?
S	Yeah, my big brother help a lot.
R	I think that's probably everything. Unless there's anything else that you want to tell me about your experience that you haven't had chance to say
S	No, it's Okay.
R	Thank you very much.

8.7.7. Interview with Aqib

R	So we're going to start off with some hopefully nice easy questions about you and your family, your background. So first of all, where do you come from?
S	I come from Saudi Arabia
R	From Saudi Arabia. And when did you come to the UK?
S	Maybe like one year?
R	One year ago. (Yeah), okay. And do you know why your family came to the UK?
S	Because my father will like get, he's at the university of Birmingham (oh really), he will get the... That will get. I don't know what's it called
R	So your dad is studying, is there. So he's like me, at university? (Yeah). Okay. So he wanted to come to Birmingham. (Yeah). so he can finish his studies. Then what does he want to be when he is finished, do you know?
S	He will, I think he's a teacher in Saudi Arabia but he's study and will go back.
R	So your family will go back to Saudi (yeah) okay. Do you know how long you will be in the UK for then?
S	Like I think three years left.
R	Three years left. Okay, okay. So how do you feel about coming to the UK and then going back to Saudi?
S	I don't understand this question.
R	Okay. So you were living in Saudi and you have friends and family there, then you come to the UK for maybe four or five years and then you go back to Saudi. Yeah. So you come to UK, you learn English, you make some friends here, and then you have to leave and go back to Saudi (yeah). So do you feel that is going to be okay? Do you feel a bit?... I don't know... sad that you are leaving people in Saudi and leaving people in Birmingham, and going back to Saudi.
S	Yeah, this will be a problem.
R	It'll be a problem.
S	Because you leave people there, and you leave people there (yeah) because there you will cry at people and if you go there you will cry. (indicates moving between places with hands)
R	Yes. So, but maybe you have friends in both places so you can go on holiday to both places as well. Okay, so who is in your family in the UK?
S	All of my family, like my, I have three sisters, my three sisters, and my brother and my mum and father.
R	Okay so you have three sisters and one brother. (Yeah.) So are they bigger or smaller

S	Smaller
R	All smaller, so you are the biggest (yeah) Okay. So, what languages do you speak at home?
S	I speak Arabic, just Arabic
R	So does everybody in your family speak Arabic at home?
S	Yes, they all speak Arabic
R	So you don't speak English at home, maybe with your brothers or sisters?
S	Sometimes speak, sometimes we read English.
R	Okay. But usually, everyone speaks Arabic together at home. Okay. And can you read and write in Arabic as well?
S	Yes I can
R	Okay. So did you go to school in Saudi before your family came here? (yeah) Can you tell me a bit about what it's like to go to school in Saudi?
S	When I go to Saudi, the school is a bit scaring me like when I want to answer a question, I don't want to answer a question, I'm scared.
R	Why were you scared to answer a question?
S	I don't know, but I feel like get I scared from the teachers
R	Scared from the teachers? Are teachers very strict in Saudi?
S	Some teachers, but in Saudi Arabia, I don't make a lot of friends.
R	Okay, do you know why?
S	No.
R	No? Just difficult for you. Okay. So were all the teachers strict or just some of them?
S	Some of them
R	And then the teachers that weren't strict, what were they like?
S	Sometimes they let us play games, but I don't like to play games.
R	Okay, tell me why.
S	I don't know, but I'm a bit scared in Saudi Arabia and I don't like to talk with the people.
R	With students or with staff
S	students
R	Students. Okay

S	When I go back to Saudi Arabia, I will make students, er, friends (okay) because there's ... there are new people.
R	So were the classes big, lots of students In Saudi, or small or about the same as here? Can you remember?
S	Maybe 30, 37
R	Okay, so about the same then. So how long did you go to school for in Saudi?
S	When I was year 6 I came here (okay) so 6 years.
R	So you had 6 years of school in Saudi?
S	What it is called? When it was small I go there.
R	So did you go to nursery or play school? (yeah)
S	So maybe, say seven years,
R	Okay. And then you left when you're in year six, so maybe, three or four years of school in Saudi. Does that sound about right?
S	Like I start in year 1.
R	Oh, so, five years then, yeah. Okay. And what lessons did you do in Saudi?
S	I do computing, I do like qu'ran and about our... what is it called.
R	Your religion, (yeah) about Islam?
S	Yeah and we do like science, and maths, English and that's it.
R	Okay, so you learnt some English in Saudi as well. So did you learn reading and writing or was it more speaking practice?
S	It wasn't good. I wasn't really good at English (okay) I didn't care about it
R	So did you not care about it because you didn't think it was useful for you? (yeah) And then you come to the UK. Oh dear. I see. So do you wish you had listened a bit more in English lessons? (Yeah!) So do you remember, did you practise any reading or did you learn to write at all in English?
S	They teach us about like sing a song in English, like small songs not.. In a book. (okay) In the book, they... they had a book. There is everything on it, no.... We.. we don't have to write, like in maths there's questions and we have to, (mimes writing) yeah....
R	Yeah, but in English just for reading
S	The teacher will show us about words.... yeah
R	Okay, so what was your favourite lesson in Saudi?
S	Computing.

R	Okay. Is that something that you enjoy a lot? (Yeah), you like playing on computers at home? (Yeah) What do you do?
S	I play sometimes like games. Sometimes I try to pr.. program... yeah
R	Okay. Yeah. So what do you do? Do you use things like Scratch?
S	Yeah I use Scratch but sometimes like you know, there's.. there is Roblox, okay, there's like you can make some games something like that and scripts (okay) sometimes I go to YouTube and see how they make it and I make it the same with them so I learn.
R	Okay, so you're teaching yourself about computers as well. (yeh) That's very good. Okay. Did you go to primary school in the UK? Or did you just come to this school?
S	I go to primary school like two months, then go to Saudi Arabia then I came back then I come this school
R	Okay so you just had maybe two months school at primary school. (Yeah). Okay. So how was that different or the same to your school in Saudi? What did you think when you first came to primary school?
S	It's different it's like it's good like there is like pencils you can take
R	There's what you could do?
S	Like there's, what is it called, like equipment you can take, and you know the people are like help you. But... like there's you know the people, how can I say it..., the naughty people
R	The naughty people?
S	Yeah, when they disrupt the lesson, I don't like the lesson
R	So in Saudi did you have naughty children like that? Were there naughty children as well. (Yeah) okay. So it's not that it was a new thing for you, but you just don't like it. (yeah).
S	Like now when I go to maths like the lesson is boring because the teacher always shouts at the naughty peoples, and the naughty boys disrupt the lesson and I cannot learn anything
R	I see, so for you, you are very interested in learning and making sure that your learning is good then aren't you?
S	Because in the future I need it.
R	Yeah. Does it make you frustrated, then when children are naughty, you just want to do the lesson and the teacher can't. (huh?) Does it make you feel a bit... Angry a bit You are just stop doing that. I want to listen. (yeah) does it make you feel like that? (yeah yeah) Okay. So thinking now about our EAL classes. So when you came to our school, did you come straight to EAL classes?
S	No

R	No. Okay. What happened then?
S	I was in other mainstream classes. (Okay). So it's was too hard. (Okay). Yes, my friend ...He was helping me. So... but it was difficult.
R	Does your friend speak Arabic like you?
S	He's from, he's from England but he doesn't speak like Arabic, some words
R	Okay, but he could still try to help you in English then? (yeah) Okay, so the lessons were too hard. So you came to our EAL lessons. So how did you feel when you came to EAL?
S	I felt like comfortable, yeah it's good for me. It's not that hard.
R	Okay. So do you enjoy our EAL lessons? (Yeah). Can you tell me a bit about why?
S	Because it's fun. But it's fun and I like it (Yeah) and there's a good teachers (okay) ...yeah
R	Yeah, so how do you feel before the lesson? Are you excited? Are you looking forward to the lesson?
S	Before EAL (yeah).The lessons wasn't very good for me. Okay. Because I cannot understand anything.
R	So now when you know, you have EAL lessons on your time table, are you like, oh good I have EAL today. (Yeah), that's how you feel now, is it?
S	Yeah when I got to EAL the time goes so too fast,
R	Why do you think it goes fast?
S	Because I enjoy it.
R	Good, that's really nice. So then after the lesson are you sad it is over? (yeah) Okay. So it sounds like the EAL lessons are really good for you. So how do you feel about speaking in front of other students in our lessons?
S	There is not like there is not as children there so I can talk a lot, (okay) In maths I cannot talk because there is like naughty children... fight over. They don't like me. And, and they don't like to, And they don't like to talk about like next to many people
R	So in our EAL classes then you.. are you are comfortable to speak in front of other people, (yeah) And what about when we do reading aloud in our lessons, how do you feel about doing that in front of other students?
S	In our lessons it's OK because I know them and they know I don't speak English, yeah
R	Okay so why is it important that students know that you don't speak English very well? Why is that important that students know? How does that help you?
S	I don't understand

R	So you feel happy to read aloud because the other children in the class know that your English is not very good yet. (Yeah). So why is that good for you?
S	Because, because like, when they doesn't know I speak English very good. They are like they were like talking, more difficult English... (pause)... I dunno
R	So is it that in our classes, we try to make sure that the English is not too hard for you, that you can understand things. And then you feel that you can do things in the lesson. (Yeah). Because it's the right level of English for you. Okay. And what about speaking with the teacher? Either to ask for help or if you're doing some work, how do you feel about that?
S	It's okay like, like it. I know them and I can join the lessons so yeah. It's okay
R	So you feel quite relaxed. Yeah. When you are working with other students in the lesson, how do you see yourself then? Are you more of a leader or are you more of a listener or...
S	I don't understand
R	So when you are working... so I give you some work to do in the class and I say, you can work together, maybe you and (student) work together or you and the other boys work together. So when you are working in a group, do you like to just listen to other people talking, or do you like to be the leader of the group and say, I think this is the answer I think this is what we should do?
S	A leader
R	You're a leader. Okay, good. Okay. What makes you feel like you are a leader or that you can be the leader?
S	Like if I have the answer and the work it's not difficult for me... So I'll be the leader because... Because like, I have the answer. Yeah. If they still listen to me, maybe they will. They will... like accept my question... I mean answer, yeah like they accept my answer (mumbles) they will get answer (mumbles) if I accept (mumbles)
R	Sorry, say that again for me. So if they accept your answer...
S	If they accept my answer, then I will give it to you, (okay) like but if they don't accept it, so they will get answer
R	They get their own answer?
S	Yeah I mean like if I don't have answer
R	Oh okay so maybe they have the answer, okay, so you can...if you know the answer, you will be the leader and you will tell people and if you're not...
S	I'll tell them the answer, yeah.
R	and if you're not sure you will listen (Listen to them) to other people, okay. I think at the minute you are very good at giving answers in lessons. You have really got the past tense when we have been working on it. You are very good at that. Do you enjoy that? (yeah) Yeah. Okay. And what about if I ask you to

	work with somebody that you don't know very well, maybe if you have to work with one of the girls, say, in a class, how do you see yourself then?
S	Like, like the leader or... (Yeah), yeah. If I have the answer, is the same.
R	It's the same, okay, that's fine. And when someone new joins our class, how do you see yourself then?
S	(pause) Like, the same question?
R	So does it change.. So we have somebody new coming into our class so like when (student) joined our class. Does it make you.. How does it make you feel? Do you feel different that there is, there was a new person here or are you just the same?
S	Think different (okay) Because like I don't know about him like her yeah
R	Okay. So what is it about him or her you say you don't know... what... why does that make a difference ?
S	Like I don't know where he is from so.. I don't feel comfortable.
R	Okay, okay, so do you not feel comfortable because they're just a stranger to you (yeah) okay. And do you think about how good their English is and how good your English is, or is it more about them just being as a new person...
S	So maybe they have like more English than me So I don't like to talk next to them because they like don't ...I dunno
R	Go on, keep going you're doing really well.
S	(Sighs) like (pause) How can I say it ? (pause) One day, but (pause) I want to talk like
R	I know, you're doing so well. Don't worry, keep going.
S	When there are more English than me so like, I don't know.
R	Does it make you feel bad about yourself? If their English is better, you think I should be better? Or do you think, oh, I can learn from them because their English is better.
S	I can learn from them but they are strangers, stranger so I don't like to talk with them
R	Okay. So does it take you a little bit of time to get to know somebody (yeah) and then maybe you feel more comfortable (yeah), okay? So it's more about them being new and you don't know them (yeah). You're not so worried about if their English is better, it's just it's a new person and that's...
S	I don't like if they speak English like oh and when I answer the question they will not laugh at me because when we came the with the rules so if someone laugh maybe he will get a negative.
R	Yeah, yeah, yeah. So, is that really important to you about the rules we had at the beginning of the year about helping each other

S	...helping each other and and don't laugh when someone ...
R	And so, if someone does laugh, how does that make you feel?
S	Feel like why it didn't... Like why i didn't learn English?
R	Yeah. Okay. Okay. Yeah, as hard, isn't it? Then, if you (yeah), but I I think usually in our class, people are quite good at helping each other (yeah), and if we do laugh, it's not because we are being nasty. Do you think? that maybe sometimes it's it's just sounds a bit funny when we get it wrong, doesn't it? And then when we come laugh, we go. That was silly. Yeah. It's and it maybe you don't feel bad inside.
S	No, because it's just like a joke.
R	Yeah, okay. And what about when someone leaves our class to go to 7B or if they go to mainstream? What do you think about that? So you are still in 7A. (Yeah). And they have gone to 7B or they have gone to mainstream
S	I don't want to leave EAL
R	You don't want to leave EAL (no) at all?
S	No
R	Oh dear okay, why?
S	Because I like it I enjoys it
R	Okay. Are you not excited to go and do different lessons like science or computing?
S	I want to do science so 7B OK but I'll not leave EAL
R	Okay. So you're happy to move to 7B (Yeah) but no more. (Yeah). Okay, so when somebody else goes to 7B or mainstream you don't mind, you are happy you're still in EAL. Yeah?
S	I feel sad that they leave...Yeah.
R	But because they are friends. They were a part of our group.
S	Yeah
R	Does it make you think about your English and how you are doing?
S	Yeah like er I like feel I must (pause, sighs) I must improve my English to, yeah, to go to 7B
R	Okay so is that something that's important to you (yeah) because then you can do science and computing
S	Like to script in my home. So sometimes I need English. (Yeah). Like to remember things or like when I know thing, when I know, I know English like I save the words from the script in like that. Yeah
R	From the script?

S	Yeah, like coding
R	okay. So when you go home you you do reading and writing in English, do you?
S	I don't do writing (okay) reading sometimes.
R	So why do you need to use English sometimes to record things? (pause) It's that what you said?
S	No like, when like I save the words in my brain
R	When you need to remember them. Okay So thinking now about mainstream classes So you do maths and drama
S	Maths and drama and PE and PD
R	Yeah, and do you do art as well? (yeah) Okay. So which subjects of those do you like?
S	I don't like drama. Maybe art. I don't like, I like just to talk
R	So is this why you don't like art because there isn't much talking in art?
S	Like if I like maths, maybe.
R	Okay. So tell me about your maths lessons.
S	It's quite hard from the naughty people, because of the naughty people (right) but like, the teacher is good. He helped us. (Yeah). But the students I don't like them,
R	Okay. Do you not have many friends in the math lessons then?
S	(EAL student) sits next to me
R	Oh, that's good then isn't it. So how do you feel before you have a maths lesson then and you see on your timetable next? Is it happy, sad or in the middle?
S	Middle
R	Okay so you said you when you see EAL on your timetable you are happy, when you see maths you are a bit mmmmm.(Yeah). Okay. Is that because you know it's going to be a bit hard (yeah) you know there's naughty children in there. So, how do you feel about speaking in front of other students in maths?
S	Hard.
R	Hard. Okay. Why is it hard?
S	Because, you know, There's, there's some people don't like me in the class.
R	Why don't you think they like you?
S	It doesn't like me because like When I talk they copy my voice (makes mocking sound) like that

R	And so do you feel different? (Yeah). In maths lessons because... your voice is different. Your accent is different?
S	Yeah. Like in maths like there's no people so (there's new people?) that like there's people I'm not like I'm not like very friends with them.
R	Yeah, okay so that makes it hard for you to speak then in front of people. Do you worry that if you say something, other students are going to copy your your voice? (Yeah). Does that make you not want to speak?
S	Like the most, I don't care about them.
R	Okay, good.(Yeah), yeah. So, do you still speak then? Even if you think they will copy you
S	I can speak with the teacher but I don't like it to speak with the naughty people. I speak with (EAL student), it's OK.
R	Okay. So if the teacher asks you, they are asking people to get answers and the teacher asks you you will give the answer.(Yeah) yeah okay. What about if you need to ask a question in front of the other students?
S	Like the most I don't ask from like in front of the people. I got to the teacher and I ask them.
R	Yes. Okay. Is that because that's more comfortable for you to be just talking to the teacher (yeah) and not with everybody else. Okay. And is that because you aren't very friendly with the other people. (Yeah). Yeah. So you'd sooner just not talk in front of them. Yeah. Okay. Do you have to do much reading aloud in front of other students? Maybe not in maths? Maybe in drama, for example, do you have to read aloud?
S	We have to act like the in front of people.
R	Okay. And how is that?
S	It's a bit.... You will be a bit nervous but still Okay. Because everybody like they, they will do it. So we'll do our best.
R	Yeah, good. Do you think everybody is nervous about acting in front of...
S	No... no like if they have good work (yeah) they will do to probably if they like they are nervous so they won't do it properly.
R	Okay. And how about speaking with the teacher? So you've said you like, you are okay to speak to the teacher in maths, you like to do that to ask for help but what about in your other mainstream lessons, like drama or art?
S	It's OK, I speak with them
R	And what about if the teacher asks you to work with someone, you don't know very well. So maybe in drama. How do you feel about that?
S	I didn't work like with... with... like I didn't work...
R	others

S	Yeah others, in drama I have (names several EAL students) so it's OK.
R	So do you usually work with those people do you? Yeah, you can choose who you work with. Yeah. Okay. So the teacher doesn't say you, you you, and you, you are working together and you just have to work with those students
S	In PE they do that
R	And how is that in PE?
S	Like I don't like it to work with them
R	Okay, can you tell me a bit about why? How you feel?
S	Because like, (pause) they aren't good like
R	They aren't good. (yeah) At what?
S	They don't do the PE lesson properly, they just take the ball and they play
R	They don't follow the rules (yeah) and that makes you a bit cross, does it? (yeah) because you want to do things properly, don't you (yeah) that's why you come to school, isn't it? (yeah) So, in most of your mainstream lessons. It sounds like you can work with somebody that you know already and usually from one of our EAL. (Yeah) classes as well so that's, that's better for you. (Yeah). Okay
S	Because they know I doesn't speak English a lot.
R	Yeah, and they are the same, aren't they? They don't speak English a lot either, so you can help each other. Then do you have many other children in your lessons that speak Arabic or not? (No), so you have to use English all the time. (Yeah). Okay. Does that make you feel a bit more tired maybe after a lesson like a maths lesson or a drama lesson?
S	I don't understand
R	So because you have to use English all the time in your mainstream lessons, but the teacher, and the other students, they don't think about your English level. Yeah. So they are just talking normally so you have to think and work quite hard to understand the lessons. So at the end of the lessons, do you feel tired maybe because your brain has been working really hard.
S	sometimes
R	So do you think you feel more tired after a mainstream lesson than after an EAL lesson?
S	Mainstream lessons
R	yeah. Because it's you having to (yeah) work... because I always think our EAL students, you have to work twice as hard as everybody because you are listening in a different language and you are learning maths. (Yeah), you're listening in a different language and you're doing drama. So there's lots of things that I always think that it's hard for you, but you all do a brilliant job, okay.

	What about if someone new joins your maths class or your PE class? Maybe if it's another EAL student, that joined the class. What would you do?
S	Help him like... Like if I like If he doesn't know what to do, I'll help him
R	And if they were not an EAL student, just an English student, would you still feel the same?
S	No.
R	No. Why not?
S	Because they will talk English like different, difficult for me.
R	Okay, so you would just leave them to.. for other students..
S	Yeah because I will not understand anything
R	Okay. So you understand how the EAL student feels even if they don't speak Arabic, even if they spoke Urdu or French or something, you would still feel that you want to help them if they were EAL like you. (Yeah). Okay. So is that because you feel you that you understand each other (yeah), even if it's not in the language, you understand what that person is (Yeah), trying to do. Okay. So do you think that you join in with lots of your mainstream lessons as as much as you can? Or do you think sometimes you just sit and listen because it's hard?
S	I didn't understand this question.
R	That's okay. So in your mainstream lessons they're in your maths lessons and drama. Do you think that you do the activities, you do the work a lot or sometimes is it just too hard, so you just sit back and go
S	No, if it's too hard, I will tell the teacher (okay). And my normal maths teacher he said, like he says, if you don't know, if we don't know what to do, just tell me, don't sit there. So why I will come to school if I sit there
R	Okay. So you can make sure you go and speak to the teacher and tell them then. And do the... how do the teachers help you, maybe they don't speak Arabic. Do they... what do they do to help you?
S	I think they were they were know like, I don't speak English like a lot, so they will speak like how can I say it like English but not difficult.
R	Yeah. Okay. So maybe they will choose their words carefully. So they don't use hard and long words. They use shorter words. Maybe speak a little bit slower. (Yeah). For you. So you have time to listen and work it out. (Yeah). Okay. So, when you were first going to maths lessons, did you know much about the mainstream lessons before you went? Or was it a bit of a surprise or a bit of a shock when you went to the mainstream lesson?
S	My friend was helping me so... So he he told... he told the teachers I can't like speak English so the teachers like like they say before I came to EAL they say, go to EAL and they will help you
R	So when you first came in September, they knew straight away, the teachers. (Yeah), but you were finding it too hard because of the English. Okay, so when

	you went... so you knew a little bit about how the mainstream lessons were then because you went for a few weeks, okay. So when you went back to maths - or did you never leave maths, you just kept going all the time. (yeah) Okay. So what is... do you think there was lots that is different about mainstream lessons and EAL lessons? Or is it kind of the same like what the teacher does, for example.
S	Like the teacher doesn't know like (pause) They have to... like... explain to the children, like in the difficult English. So they will not... they will not explain to me, just me. They will explain to all class so they have to... They have to like speak different difficult English. They will speak like fast and like that.
R	If they are speaking fast, if they're using difficult English, do you ask the person next to you to help you or do you ask the teacher or both?
S	Sometimes the teacher. Sometimes, my friend
R	Okay. So, does it depend? If the teacher is very busy, maybe dealing with naughty children, and they haven't got time, I will talk to (EAL student) (Yeah, yeah). So, do you feel the teacher has enough time to help you in the lesson, or is it more up to you to?
S	Like (pause), like you mean like the teachers will help me in the lesson (yeah) or
R	You have to get on with it by yourself
S	If I understand. I will ...I will do it by myself. Yeah. But if the.. like if I don't understand.. I don't know what to do, I will tell the teacher.
R	Okay, so do you think the teacher always has enough time (no) to come and speak to you? (No) No, okay. Why do you think that is?
S	They have to help the others and like er... and the naughty children... yeah, they will not get enough time to help me. Like if they help me like the the people will talk... yeah
R	Okay. So do you think that when you go to more mainstream lessons? So when you, your English is good and you go to 7b and you go to science and computing and technology, how does that make you feel? Do you think it will be okay? Or do you think it will be...
S	I think it will be difficult (Okay), like I will be scared when I go to like 7B. So I don't know how I will do science.
R	Yeah. Okay, so what do you think we could do in EAL to help you not to feel scared about going to science?
S	(pause) I don't know, Looks like The like I'll go to science but I'm not like I'm not scared because I don't know English. When the test come... So like the half of the, that's like the half of the lessons I didn't come to it.
R	Okay, yes. Because if you join 7B in the middle of the year, then the students will have done some work already.

S	So at the end of the year I'll not understand everything, (okay), like they done... did the basics, they will go to the hard work. So I'll not understand anything .
R	Okay. Is that what makes you worried about moving? Maybe now you feel your English is not so good, I think it's getting much better but before you can go to science, we have to make sure that your English is a good level, don't we? Then your English maybe won't be such a problem. But it is more about the subject the what you will do in the lesson.
S	Yeah, computer... computer science. It's I think it's okay because like I know about yeah yeah
R	So it's the lesson so did you didn't do very much science at primary school really did you a little bit but not very much.
S	I don't have science at primary school
R	Okay. So it will be very new then won't it? (Yeah). Okay. Maybe the teachers will be able to help you though. Do they put work on Teams TM ?
S	The science teachers?
R	Yeah maybe they put work on there. Do the math teachers put work on Teams TM ? (Yeah). Okay so maybe the science teachers (I think so) will as well but maybe it's more work for you at home to go and look at things.
S	He explains to us in class, but I have to explain to myself if I look at Teams TM
R	Do you have... Do Mum and Dad speak enough English to help you with things like that at home?
S	Yeah, my father
R	Yes of course, because he's studying at university, isn't he? So maybe dad will have to help you a little bit at home. Do you think that that would happen
S	Sometimes I can help myself, like if I open it from Google I can I can go somewhere and translate it. I can translate the page. (Yeah). But some like the most I don't do it like that because like I want to read the English, yeah...
R	Yeah So do you try to read English first? And then if it's
S	yeah if it's like difficult words and I don't understand... I tried to understand, but if I didn't, yeah, if I didn't understand it. Sometimes, there is, like pause just like some words in Google, and put the word, and like , give you the what does it means. So I go there so I know what it means
R	So would you go to a dictionary first and then go to translate?(Yeah). So you'd look at, look, the word up in a dictionary and see if you can understand from the meaning of the word still in English (yeah).And then if that doesn't work, then go and look at the word in Arabic. (Yeah). Okay. That's good. Then that you're still always trying to use your English. Do you use maybe the words around if you're looking at the whole sentence? Does that help you to understand the words? Sometimes you can guess...
S	...sometimes...

R	...what it means. Okay. Do you like reading in English then? (Yeah) Do you read books or websites or things in English at home?
S	Sometimes like I take my phone before I go to sleep like I listen to something in English
R	Okay, what kind of thing? Do you listen to stories?
S	Stories. I like the.. Like the... the listening is important. So, you know, the like how to talk, yeah, and how to talk and teaching new words, like use the words before it after it
R	Okay, that's really good. So are you just listening or do you read and listen to the same thing
S	Before I sleep, I listen. But sometimes before the weekend I take like books so I read then one day I bring it back to school
R	You borrow books from the school library. Oh good. Is there anything else that you think we could do to help you when you to get ready for moving to 7B?
S	I think. I think like that subjects like you cannot do anything to help like
R	I'm not a science teacher, sorry.
S	You could not like change that test or something.
R	Okay. So soon, you're going to be an year 8 and then we won't have some new year sevens coming into our EAL classes. What advice would you have for students who are coming to EAL?
S	I don't understand the question
R	So, We have new year seven starting in September and you will go and be year eight, okay? (yeah) So you have been through year seven, you know what it's like to be an EAL student and a mainstream student in our school (yeah). So we have new students and they do not know anything yet. (Yeah). Okay, so what would you say to them either something that is good to do, something to think about, something to not to do or something to be careful. What things would you tell them to help them?
S	I will tell them like Just like, don't be like, don't be friends with the naughty children and don't go to the library. Like I read the books, try to read, if you don't understand, ask your brother or your mother or your father like that?
R	Yeah. Because if you, if you understand then that's how you're going to learn, isn't it? (yeah) So do you always try and ask if you don't understand, you don't just kind of go. I don't understand that. I'm moving moving on to something different. Do you always try and understand it first? It sounds like you don't like to give up. You work very hard, don't you? (yeah). Okay. Is there anything that you think we could do differently in EAL? That would help students like you
S	Like do something different in EAL. Maybe like every week like go to the library like, 30 minute, .go to the library... and do listening good or anything.
R	Maybe to encourage people to do more reading in English.

S	Yeah Reading is important.
R	Yeah. Why do you think reading is important? I agree with you, I think it is important as well
S	You will see new words and you will try to understand it. If you don't understand, like there is like your friends will have you. Like. Yeah. (Yeah). And you will... you will know how to read. (Yeah). And listening is important. (Yeah). So you will you know how to talk and the accents
R	Okay. Is there anything else that you want to tell me about that we haven't talked about school, about being an EAL student.
S	The people doesn't know like I speak English. So like mainstream... doesn't like (pause) When I start in EAL... When I start in EAL you must tell the teachers and the students like he doesn't know a lot of English so they will know
R	So you think it's important for the other teachers to know about you. Do you think that will make the teachers help you more (yeah) so if you just joined the class and they don't know that your EAL. Yeah. So you think it's important to say miss, I am EAL, I need some different help or some extra help, okay? Because some people don't like to say they are EAL they want to just be the same as everybody else. But for you, it's important to say, no, I am a bit different, this is why, and this is how I need some help. (Yeah), okay. Okay. That's good because it's part of your identity, isn't it? That you come from Saudi and you have a different background to other people? Okay. One more question. So because you are going to be in UK, just for maybe four or five years and then go back to Saudi. How do you think that makes you feel about learning English?
S	Important. Because I feel like English important. I need this in the future and they need it in the UK. So like... in the future, when I work I have to... I have to... English is important language in the world. So I need it that like... Now, like when I want to go on like and holidays... Like in Germany, they were not Arabic or something they were put English, maybe so yeah
R	So wherever you are in the world, if you can speak some English, usually there is somebody that can speak English, isn't there?
S	When you go to the airport, they would say their language and in the English. So yeah, you understand everything
R	So, do you think you will need to use English in the future for your job or for studying? Even if you go back to Saudi, you think you will still need to use your English?
S	Yeah maybe in the future, I'll come back to UK maybe or like USA maybe. And I need it for my job. Yeah. It's so important.
R	Yeah, okay. I was just interested because some students, they know when they come to the UK, that they will, maybe stay here forever but you know, that you will only be here for four or five years, and then you family will go back to Saudi. So I just wondered if you felt different about learning English because maybe you won't need it in five years time, but it sounds like, you know, you will or you almost certainly will need it in the future

S	like in Saudi Arabia I will go to my cousin they say like you're lucky you will study English it's like it's important.. I need it in the future. It's important language and I need it to my job, like the most jobs you need English (yeah) so in Saudi Arabia like there's the English people go to Saudi Arabia a lot now so I translate maybe? (Yeah) I can make second job or something
R	yeah. So you can use your two languages together, then can't you, you'll be very important won't you because you can...
S	Maybe they will ask some questions like they doesn't know where to go or something. I ask them like that. I mean, they ask me so I'll tell them like where to go or something
R	So are there many people in Saudi that speak English? (no) So you would be quite special then wouldn't you when you went back to Saudi, and it sounds like your family will be quite jealous as well. Maybe you have to be the English teacher when you go back to Saudi or your cousin's will want to come to your school. Excellent
S	I think it's important, you know, you need it in the job and in the world and everything need English.
R	I think that's everything. Thank you very much

8.7.8. Interview with Mehvish

R	So first of all, hope you're some easy questions just about you in your background and your family. So can you tell me where do you come from?
S	Italy
R	From Italy. Okay, when did you come to the UK
S	When my baby sister was born
R	So, how long ago was that, do you know
S	Three years, maybe
R	Three years ago, okay. And you know why your family came to the UK?
S	Because... (pause) because my grandma died
R	Your grandma died? Oh I'm sorry. Was she in the UK?
S	No Italy - I didn't want to make my grandad feel bad so I leave him some space.
R	So the family came to the UK (yeah). So do you think your family will stay here for a long time or will you go back to Italy or somewhere else? (Yeah) you think you will live in the UK?
S	Yeah.
R	Okay. So were you born in Italy as well? (Yeah) you were. Okay. So you speak Italian do you (yeah). So what other languages do you speak at home?
S	A bit of Urdu, English, Italy and that's it.
R	So do your parents speak Italian as well
S	Yeah, my mum, my sister and my brother and my dad speaks other language like Romania, Italy and Bangladesh, Urdu and another language. And Arabic.
R	Wow! So why does your dad speak so many different languages?
S	Because they've gone many places. And his mum goes out they can and his family goes Pakistan.
R	So your dad's family is from Pakistan, so that's why you can speak Urdu then. Okay, so your dad has travelled a lot
S	And Morocco
R	So everywhere he goes he learns the language! OK So you can speak Italian and English and a bit of Urdu. But mainly at home you speak Italian, do you? okay. And do you have brothers and sisters at home as well?
S	Two brothers, three sisters.

R	Okay, and where are you in the family? Are you biggest in the middle?
S	My brother is biggest, I'm a bit medium, Yes, my sister is a bit, a bit medium, and my little sister is a toddler and my baby brother is a baby.
R	wow, okay, so you've got everything from a baby to a brother that's older than you. So how old is your older brother?
S	13
R	And then at home you've got mum and dad as well. So do mum and dad work, Oh I guess mum's very busy with the baby. Does dad work in the UK?
S	Yeah, he works in a shop, but I take care of my baby brother because my mum is too tired. She cooks and then I washed the dishes and I cook with her.
R	So you're like mum's helper at home are you? (yeah) Okay. So can you read and write in Italian?
S	No I only can speak. (just speak) I can write some words.
R	And what about in Urdu? (no) No, so English (yeah) So, when you lived in Italy, did you go to school in Italy? (shakes head) No you didn't. Do you know why you didn't go to school?
S	There was corona.
R	Okay. Okay, so when you came to the UK, that was the first time you went to school, was it?
S	Did you ever go to school at like the mosque or the temple or anything like that?
R	I gone mosque
S	What was that like then, going for lessons there
R	It was tricky because there was Arabic words in there and I can't speak Arabic so I read so slowly that I can understand.
S	So did you have to try and read a little bit of Arabic? (yeah) And did you learn to speak any Arabic?
R	No, my neighbour can speak Arabic so he teach me some bad words
S	I bet that was not helpful at the mosque then was it! okay
R	So this was in Italy so you went to a mosque in Italy and you learnt a little bit about so were you learning about the Qu'ran.(yeah) So do, you don't read the Qu'ran, do you just you listen to other people...
S	No I read the Qu'ran and the teacher said can you read this slowly so I read it slowly for her because she has deaf problems

R	She's deaf
S	One ear deaf, one ear OK.
R	So you can read a little bit of Arabic but just very slowly, okay? So, when you were at the mosque reading, the Qu'ran and things, was this with lots of students or just a few students.
S	a lot of student, everyone was looking at me and I was embarrassed
R	Oh no! Was it because you couldn't read very much (no) and they could all read, could they?
S	No, 3 students couldn't read so I helped them to read,
R	So did you stay together? (yeah) but everybody else (yeah) so that was not nice for you then
S	I was angry because everyone looking at me.
R	So nobody the most tried to help you then?
S	One student helped me
R	Okay. So do you think that people didn't help you because it was just a very big class. (Yes). And it was maybe hard for them to help you.
S	Yeah, and everyone had to learn this a book
R	So everyone was busy with their own learning. Did the teacher help you with a bit though?
S	Yeah, so I sit by the teacher and then, if I, if I am, if I got stuck, I said at the teacher. Can you help me with this? And they help me.
R	So did the teachers speak to you in Italian?
S	Yeah they speak to me in Italian.
R	So an Italian teacher helping you to learn Arabic?
S	Yeah, that weird
R	Yeah it is a bit weird, isn't it? Okay. So, how old were you when you came to the UK
S	Seven
R	Seven. So did you go to Primary School in the UK? (Yeah) Right. So, how much English did you know when you first came to the UK?
S	I listened to my dad and say something English, I said hello to my new friends at primary and how are you?

R	So you knew a little bit that dad had taught you. So what was it like, coming to primary school in the UK
S	Good, I make new friends like (names).
R	And did they speak Arabic or Italian?
S	One speak Arabic and one speak Romania
R	Okay. Oh, so did you all have to speak English together then? (yeah) That makes you learn English quickly, doesn't it okay? And what kind of lessons did you have at primary school?
S	Art, reading and maths English. And then one more geography.
R	Okay, so did you start to learn English better than when you were
S	Some teachers was helping me speaking English. And they took me from the class and then she took me. I was practising phonics with her.
R	Okay, so a different teacher took you out just for working one to one. (Yeah). To help you with your English. Okay, well, that was good then, wasn't it? (Yes). Okay. And what did you enjoy learning at primary school?
S	I like learning math because it's my favourite subject.
R	Is it still your favourite. (Yeah). You good at it? (Yeah) Okay. And what were the teachers like at primary school?
S	Nice, amazing and one teacher was angry, he was strict.
R	Why was he strict?
S	Because everyone was shouting that I was covering my ears because I'm the teachers shouting in my ears as fitting
R	Oh no, you didn't like that now. So you knew a little bit about school from primary school before you came to this school and so it was not too different when you came here? (no) So you started off in our EAL classes, didn't you? So, what did you think about our EAL classes when you were in them
S	Good because there was my friends so I can talk to her something in English. And we talked a bit and she was my partner for EAL. We talked.
R	Did you talk in English? (yeah) Okay, so it made you happy you had some friends. So these were friends from primary school as well?
S	No, my friends they got a different school.
R	Oh no. So you have to start making new friends when you came here.(yeah) Did nobody come from your school?
S	One boy.

R	But no girls that were your friends. Okay, so although you knew about school it was quite, was it little bit scary coming here on your own?
S	Yes, scary because I don't know any people over here. So I'm meeting new friends.
R	So when you first came to school, did you go to all the mainstream classes here? (yeah) And then you came out to do the EAL lessons (yeah), okay So how did you feel when you came out of the mainstream lessons into EAL?
S	Nervous
R	Nervous, why did it make you feel nervous?
S	Because everyone was looking at me and all the boys were looking at me
R	in the EAL lessons. (Yeah). Okay.
S	And that makes me nervous
R	Okay, why do you think they were looking at you?
S	Because they think I'm new.
R	Okay. That makes you feel a bit nervous. (Yeah.) Okay. And so this was just because everyone was new together. So it was a new, another new class. Yeah to get to know then but there was only maybe nine or ten students in there. Yeah. So was that easier to make friends in the EAL class because it was small or does it just still make you feel nervous?
S	Easier but I hate boys when they look at me and I hate boys when they talk to me.
R	okay
S	(eurgh) (laughs)
R	Is that bec..., why, why is that, why don't you like working with boys?
S	I don't know
R	Is that a thing about that maybe from your culture, that boys and girls should be separate or not?
S	No, because other girls like boys.
R	Okay, it's just awkward. (Yeah). Okay. Okay. So did you enjoy the EAL lessons?
S	I like you and Miss (name).
R	Okay. So the teachers helped you. So you have to think back now, how did you feel about speaking in front of other students in the EAL classes?
S	Good, because (student) helped me to ask something to you.

R	So having your friends around you
S	Yeah like a group
R	Gave you some confidence. Because you were quite quiet in the lesson to start with
S	I like quiet
R	Okay. Are you quiet person normally like at home? (yeah) Okay so you don't you don't like to go around shouting and singing and things.
S	My sister sings and dance
R	Not you though! Okay. So how did you feel about reading aloud in front of other students?
S	Nervous, because I hate shouting to my voice
R	What you don't like your voice or you just don't like being loud?
S	I hate being loud
R	Okay, so if someone asks you to read and read loudly
S	No!
R	Okay, so that was more about your personality, though. It wasn't because you're worried about your English. (No), just your personality just sooner be quiet in the background, okay? So how did you feel about speaking with the teachers then?
S	Good .
R	So is that because that was just you and the teacher talking
S	Yeah and they helpful
R	So you weren't nervous about talking to the teachers?
S	No, but with the boys I am.
R	So if you were, when you're working with Mr (name) for example, is that OK?
S	Yeah, because he's a teacher
R	Okay, so when you had to work with other students in our EAL classes, How did you see yourself in that group where you more of a leader or a listener?
S	Listener, but I don't listen
R	You don't listen!
S	A bit, a bit I don't listen

R	Okay, why not?
S	I was daydreaming about sleeping (laughs)
R	(laughs) I see, now I understand. So why are we day dreaming about sleeping?
S	because I'm too lazy to do everything
R	You're very honest
S	I am
R	Okay so you prefer just to listen and let other people do the work. (Yeah). Because you're lazy. (Yeah). Okay. Not because the English is hard (no) just because you're lazy. (Yeah). Okay, fair enough I can't really argue with that. What about if I ask you to work with somebody you didn't know very well, so if I asked you to work with one of the boys for example?
S	No, I said no straight away.
R	And that's just because you don't like boys.(No) Not because you're worried about your English. It's more about the boys.
S	No they might beat me up.
R	But not in the classroom! I would never allow that in the classroom!
S	But what if they beat me up outside?
R	Why would they do that though?
S	Because like, they cracking their knuckles. One student in mosque and cracking his knuckles and did this (mimes pretending to throw a punch) and I dodged it.
R	So does that make you worried all the time? (yeah) so you had a bad experience once and that makes you nervous. I hope that student got told off! (yeah) And then when somebody knew joined our EAL class, what did you feel you should do then?
S	Help her because she doesn't understand, like (student) she doesn't understand, like English to understand say hello, How are you? And we talked a bit.
R	Why would you want to help? Is that because you remember?
S	I remember when I was when I was new in EAL I didn't learnt English.
R	Yeah. So remember how you felt? Yeah. You think oh, maybe they feel the same? (yeah) Yeah. Okay. And what about when someone left our class to go to mainstream, or to go to 7B before you and you were still in the EAL? What did you think about that?

S	I feel happy because all the boys gone to the different groups but I left. Yeah, and yeah, I feel nervous because after they were police and everything, but they were not, there was nice. They were nice and amazing.
R	Okay, so do you worry about what people think about you? (Yeah), okay. Is that because something has happened in the past or is it just because you are a bit of a, maybe bit of a nervous person?
S	A bit of a nervous person
R	So you're always very (quiet) quiet. And so if it was a boy that left the class you were happy (yeah) What about if a girl left the class?
S	I always say, don't leave me with all the boys!
R	Okay, and what about... Does it make you think about your English at all when someone left because they had done the take the tests and they moved up? Did you make you think about your own English when somebody else left or you just thought about how many boys were there?
S	All the boys are left.
R	So now you are in mainstream classes all the time now for everything. (yeah) So tell me about that. What, which subjects do you like?
S	Maths
R	Yeah, of course. Still good at it?
S	Yeah, yeah. I got all correct on maths and if you get good at maths, you go on a trip.
R	Okay. So you're going on a trip. (Yeah). Well done. Okay. So maths is a good lesson. What are the lessons are good?
S	Art, but I hate drawing eyes because it's haram.
R	Drawing eyes is?
S	Haram. Yeah. like eyes. Because angels are scared of eyes.
R	Okay. Okay, so if you were drawing things like, I don't know a pen or something, but not if you're drawing faces, okay? But are you good at art?
S	Yeah, a bit.
R	a bit. Okay, any other lessons that you like,
S	Not English, geography because the teacher help me. And I say, I said what's this what's that and they said that this is Italy. This Pakistan that's Egypt.
R	Okay, so the geography teacher helped.(Yeah). Okay. Why do you think the geography teacher was helping you?

S	Because I really don't know the answers. So she helped me saying the questions again and again.
R	Okay, why do you think she had to say the questions again?
S	Because I didn't understand the questions.
R	Because the words were too hard, or did she speak too fast or?
S	She speak too fast.
R	Okay. Is that a problem you have in other lessons or not really?
S	In art, she speak so fast and geography.
R	Okay. So if the teacher speaks too fast, it's hard for you to understand.
S	Yeah, so I put my hand up and say can you say that again but slower.
R	Okay. And you feel happy to do that?
S	No I feel nervous because everyone is looking at me and say why you put your hand up and I say she speaking too fast. Then one girl say if she speak too fast yeah tell me and I translate it to you but she's Italian so that's good
R	So that's good then, there's another Italian speaker in your geography class. So you feel okay speaking with the teacher then if you need to ask for help or something like that.
S	Yeah even though are mens. but alright
R	Yeah, okay. So with men teachers and with women teachers (yeah) you can do the same, might be bit more nervous with the men teachers? (yeah) What about speaking in front of other students in the lesson?
S	If it boys eurgh, but if girls, all right.
R	Okay. But in your lessons, I guess there are but always boys and girls together?
S	Boys are sitting next to me, so I say can you move up or back, and then the teacher say come in the middle, and I said I don't want you so I sit to and I sit next to the teacher.
R	Okay, and that makes you feel more comfortable. So again it sounds like you're how you feel about speaking. It's more about the audience. It's more about the people who you think are looking and listening. It's not about you being worried about your English. (Yeah). Okay. So do you believe your English is good enough?
S	A bit but some teachers are speaking too fast and I put my hand up and say can you say that slower.

R	Okay it's good that you do that then because maybe the teachers don't realise that it's hard for you a little bit. Okay, what about if you have to read aloud in front of other students in the lessons?
S	I feel nervous and anxious because I really hate um shouting my voice
R	Does the teacher also say speak up!
S	Yeah and I say quietly even though um the teacher says speak up speak up!
R	And what about working with other students in lessons and pairs or in groups? Can you choose who you work with?
S	My friends because they always chatterbox.
R	Is that a good thing?
S	Bad thing
R	Bad thing
S	Because I hate talking so much
R	You hate talking (uh huh) So if you're with your friends and they're all talking (uh huh) you don't have to talk (no) you can just listen.
S	so run away from them because they talk too much (okay) and shouting.
R	So, if the teacher says to you okay here's the activity going work in your pairs or in your groups, how is that for you?
S	Good but if they, if the paper say shout I would run away from class and and go outside to take a calm breath
R	So sometimes you have to go out, do you? (Yeah). Okay. And do you have a little pass that means you can do that (no) but you just feel you need to do that sometimes (yeah). Okay, does that happen a lot?
S	A lot because everyone is shouting in our class so I... close the door on the class and the I just take a calm breath and come back in when I'm ready.
R	Okay. And the teacher understands that you need to do that, do they?
S	The science teacher don't let me because he doesn't know me
R	Right. Okay. Is this because it's a new science teacher?
S	No, he's a new.
R	But the other teachers understand that sometimes for you all the noise is just a bit too much. (Yeah). And you need to go outside and be calm. But that, again, that's nothing to do with your English level. It's to do with your personality, and how you...Do you think that being EAL makes that harder or do you think it...

S	It's not really that hard
R	Okay, it's not about that English level, that's not what's making you nervous or anxious? (no) It's just the noise (yeah). Okay. What about if that teacher asked you to work with someone, you don't know?
S	I would say hello even though it's a boy because we are doing a work from them even though I'm the new we have to still work from them (yeah) I just speak one guy and I say hello and um stop talking now
R	Okay. So you just do your work together (yeah) and then that's it. Okay. And if someone new joins your class, how do you see yourself then? Do you think oh I should go and help them or do you just think somebody else will help them? I just want to be quiet over here.
S	I'm gonna be quiet.
R	Okay, what about if it was EAL student? Would you ...
S	Help them
R	You'd want to help them, like you said before because you know, (yeah), it's like maybe they are quiet as well, okay. So it sounds like you prefer to sit and listen, really? (yeah) You don't want to be the leader in groups, just... Do feel confident in lessons?
S	no
R	Why... what could make you feel more confident, do you think?
S	going outside for a bit because I hate screaming and shouting in the class (okay) and then take a calm breath and coming in when I'm ready, and some girl explain to them and sir say stay there a bit.
R	And does that make you feel better? (yeah) do you feel that the teachers and the school is doing enough to help you? (yeah) Do you work with any of the coaches, for example. (No), no. Okay. I just wondered if there was something, maybe that would help you to get more confident so you didn't need to go out of lessons so much, if you could have some different things to do, that would help you feel more confident.
S	I would stay out like what the teacher said.
R	What did you think when you were told you were going to be in mainstream lessons all the time?
S	I feel nervous, and some girl say hello there's a new girl here and the teacher say what your name and how old are you, so I say my name and how old I am. Yeah, there's some guy was looking at me in my eyes.
R	And you don't like that, do you (no) Okay. So did you know very much about the mainstream lessons before you went? (Yeah). So, how did you know about them, from friends? Or did you remember from when you first started in September and you went for a few weeks?

S	First started in September
R	So, thinking about how you were in September and then when you went back, after you've been in EAL for a while, how different was that?
S	Very very different. It's a classroom was small and the other classrooms, and when I was in September, it was a real, a large enormous classroom.
R	Okay. So then how did you feel about going back to those big enormous classrooms after our nice small EAL room?
S	So big classroom was shouting and my ears bleeding and then and the small classroom just a bit shouting. A bit shouting, like nursery.
R	Okay. So going from the small EAL class back to the big mainstream class now. Did your better English make you feel any different when you went back to mainstream?
S	No
R	No. Okay. So do you think it was good that you was in EAL for a while Or does it not really make different for you?
S	I was better than EAL
R	You were better in EAL or better than EAL?
S	No, Better in EAL
R	Okay. Why do you think that ?
S	Because every teacher is helping me, but some teacher don't even help me.
R	So, is it because the you don't get as much help in the mainstream lessons? Why do you think that is?
S	Because people will shout to my name and call me names.
R	Okay. So you had some problems when you went to mainstream lessons did you? And did they, have the problems got sorted, is it better now?
S	No one girl call me names.
R	Okay, and is this something that your teachers know about?
S	Yeah, I told them I go to Mr (name) office.
R	Okay So is it it's being sorted? So teachers, are they know about it, okay? They're doing something to stop it and to help it. (Yeah. Okay) So were you about worried about going to mainstream lessons (yeah). Okay. Do you still feel worried in mainstream lessons?
S	A bit.
R	A bit? Is it getting better? Or is it kind of the same?

S	Kind of the same because the teachers say to me this loud as, as you can. And I say no because then boys and girls will look at me and then I hate raising my voice and speaking to those girls. (Yeah), except for my friend.
R	Yeah, when you're with your friends it's different, isn't it? Okay. So, It sounds to me like making... in EAL the the idea was to help you improve your English (yeah) to make you feel like you can do more work in the mainstream classes because your English would be better. Do you think that happened for you or not really?
S	It happened.
R	It did (yeah). Okay. But still the because you are a quiet person (yeah). Do you think mainstream lessons will always be hard for you?
S	It's not that hard but the science teacher is a boy Mr (name). He always shouts and he's shouting so I told him can I leave the class for a minute and he say no. Because "why you need to leave the class? Are you scared . And I say no.
R	Okay, okay. So that's about The teacher and the environment is not about the, the lesson itself. It's not that the work is hard. It's being in that lesson.(Yeah), is a bit hard. And maybe because you are a quiet kind of person that do you think that will not change? (No). So it's some things about school will always be hard for you, even if your English is perfect school, will still be a little bit hard for you because you prefer quiet and calm. (Yeah), environment. Okay. And I guess mainstream lessons are definitely not always calm and quiet, are they? Are there any lessons where you feel it is okay?
S	English is okay for it because I'm really learning about Shakespeare and and the teachers calm but Miss and the PD teacher Miss (name), yeah, she shout a lot so I told her to leave can I leave the classroom and she say no again.
R	Okay, okay so sounds like some of the teachers don't really understand some things that you need to help you to learn then. So, that never happened in EAL though, did it?
S	When I got my period, and I told Miss (name) can I leave the classroom because my tummy hurts and she leave me and go outside. (okay) I get moody when I get periods.
R	We all do. Well, I do as well. So that that's another thing that makes it difficult (yeah) doesn't it sometimes being a girl in school
S	I wanna be a boy
R	Sometimes, I think it would be easier, but they have different problems, I suppose, don't they? And they maybe think it's easier to be a girl! So (pause) How do you feel about being in the mainstream class?
S	It's good
R	It's good. (Yeah). Do you feel that you are learning? (Yeah)
S	Yeah but the teacher talking too much.

R	Okay. Do you think how you feel about mainstream classes has changed? Now you've been there a while
S	Yeah changed I don't feel nervous, just a bit I feel nervous, yeah.
R	You're more settled. (Yeah). What's helped you to feel more settled?
S	It's make me I'm more settled because meeting new friends even though it's a boy (oh okay!). I'm keeping and talking to a boy but this girl say why you talking to a boy and even my dad said that, even though you are Muslim you can even talk to boys, it's not we don't let them get to you, be resilient.
R	Yeah. Because you have to be able to talk to boys, don't you? Yeah. And you can just be polite to them. You don't have to do anything else do you (yeah), just to do your work, be friendly, be kind, and then, that's it. Yeah, okay. Is there anything else about being in school but we haven't talked about yet that you...
S	No
R	No. Okay, so you are going to be in year eight, in September and we will have some new year sevens in our EAL classes
S	My sister go year 6 and then year 7 then she coming in this school
R	So not next year, the year after. (Yeah). Okay, so okay, well thinking about your sister when she comes to join the school. What would you tell her about?
S	I tell her don't be scare and they're kind and friendly, they help you even though it's boys and don't worry just be resilient and don't give up because I know how it feels in EAL
R	So do you think we've done a good job in EAL (yeah) good. Do you have any suggestions, any ideas of things that we could do differently in EAL that would maybe make it better?
S	I don't know what you guys are doing in EAL
R	Okay well what for what you can remember was there anything that you wish was different? So when you moved from, from EAL to mainstream, is there anything you wish was different about how we made sure you were ready for mainstream?
S	a test them how to read and write
R	Yeah, (yeah. So we do the take-tests. (Yeah), quite a lot. Do you think that's helpful?
S	Yeah, that's the easy. But so someone cheats on their phone sometimes on take-test.
R	Okay. Well, what do you think about that, then?

S	That's cheating because how can you even learn in the future and why are you cheating?
R	Yeah, so if you're cheating in the test, then we think that the English is better. And then she goes to a lesson and she can't use her phone and then suddenly she doesn't understand things. So how do you feel about... after your day at school? Are you tired? Are you proud? Are you? Are you looking forward to the next lessons or the next day?
S	I feel tired because about exams, it keeps in my head all day. And then I feel remembered that boys are looking at my eyes.
R	So, a lot of what you feel needs to be about (boyfriends), boys, and girls, and friendships, and things like that. It's something that you think about more than whether is my English good enough. Am I learning English better? That doesn't, that doesn't really worry you. You don't think about that. Do you think your English is just getting better? And that's why you don't worry about it or you don't think about it or .
S	I think about it
R	you do okay
S	So I told my dad that my English is some that are some of my dad said that read a book as so it can make you better and then my dad teach me how to say difficult words.
R	Okay, so Dad helps you at home as well
S	Even my mum in Italian, so she reading Qu'ran in Italy, Italian.
R	What about your other brothers and sisters? Do they help you at all?
S	My brother only plays on PS4 and my sister plays ipad, she doesn't want to learn about tests and exams (okay) and then my little brother I take care of him and my sister even my cousin because he comes to my house every day, nearly every day.
R	So your older brothers and sisters, they're just playing, they're not bothered. Do you think you are most interested in school and and doing well in exams then and nobody else (no), is really bothered? So in your family, all your brothers and sisters, it's you that is interested in school.
S	Even my dad say don't give up be resilient and just keep learning yeah, about exams.
R	Yeah, so dad is... encourages you (and mum) and mum
S	And my aunty and my uncle
R	But they've given up on your bigger brother and sister because they're just on their Playstation and iPad, they're not bothered. How old are they then?
S	And my sister is a 10, my brother is 13, and then my little sister is 5 and my little brother is 1.

R	Okay, so your brother and sister are not that old then. So they should be thinking about their exams
S	And my sister and is five, she watched a lot of ipad and phone
R	In English or Italian
S	Italian
R	Italian okay so she's not even learning English then when she's doing that?
S	No. So she went to school today and they making sure she is year 2.
R	Okay so she's going to go see what it's like for year two (yeah) so it will be a bit of a shock then when it's not just lots of iPads and games and she has to do some learning.
S	Then she will be tired from work.
R	Yes! Okay. All right, I think that's probably everything. Is there anything else you think that we haven't talked about, about EAL lessons and mainstream lessons
S	No
R	No, okay, thank you very much.