

2014

## English Language Acquisition by Chechen Programme Refugees in Roscommon, Ireland

Liana Rose [Thesis]  
*Technological University Dublin*

Follow this and additional works at: <https://arrow.tudublin.ie/lcdis>



Part of the [Other Teacher Education and Professional Development Commons](#)

---

### Recommended Citation

Rose, L. (2014). *English Language Acquisition by Chechen Programme Refugees in Roscommon, Ireland*. Masters Dissertation. Technological University Dublin, 2014.

This Dissertation is brought to you for free and open access by the Learning Teaching & Assessment Programme Outputs at ARROW@TU Dublin. It has been accepted for inclusion in Theses by an authorized administrator of ARROW@TU Dublin. For more information, please contact [arrow.admin@tudublin.ie](mailto:arrow.admin@tudublin.ie), [aisling.coyne@tudublin.ie](mailto:aisling.coyne@tudublin.ie), [vera.kilshaw@tudublin.ie](mailto:vera.kilshaw@tudublin.ie).

**English Language Acquisition by Chechen Programme Refugees  
in Roscommon, Ireland**

**Liana Rose**

**MA in Higher Education**

**2014**

**English Language Acquisition by Chechen Programme Refugees  
in Roscommon, Ireland**

**Liana Rose**

**D12123029**

**MA in Higher Education**

**Dublin Institute of Technology**

**2014**

**Supervisor: Claire McAvinia**

## **Declaration**

I, Liana Rose, certify that this research report is my own work and I have not copied the work of any other student or individual. Any ideas, information, quotations derived from other sources have been duly referenced.

## **Abstract**

This research explored the acquisition of English by Programme Chechen refugees who arrived in Ireland ten years ago. Very many of them had less than a basic level of English. To meet the language needs of the newly arrived Chechen Programme refugees an intensive English course was set up by the local Vocational Education Committee. However, refugees' basic needs such as health care, parental care took precedence over language provision. The research found that they were unable to fully participate in and benefit from the course. The process of acquiring English happened to a large extent outside the classroom. This research also looked at how the Chechens have acquired language outside the classroom and within their social environment since their initial English language course. The collective case study research with a qualitative approach produced a number of findings that complemented each other. The findings from the assessments, the questionnaire, the semi-structured interviews, individual case studies and notes made from empirical observation all reinforced each other. The experiences of the individual personalities which became apparent in the individual case studies also shared a lot in common. This research has shown that the Chechens in Roscommon town have become well integrated; they are independent and plan to stay. Most of them speak English quite well and are continuing to improve by participating in local society. Based on the results of this research, it is recommended that the initial language course for programme refugees should be set up at an appropriate time for them, after a period of time for settlement.

## **Acknowledgements**

I would like to acknowledge the professional guidance and support of my supervisor Dr Claire McAvinia in compiling the present research. I would like to thank the supervising coordinators Dr Claire McDonnell and Dr Roisin Donnelly for their constructive suggestions and enthusiastic encouragement during the workshops.

I would also like to express my very great appreciation to Margaret Fawcett for her assistance throughout my research. I wish to thank Siobhan Hardiman for encouraging me to submit my work and Freha Arfan for her technical support.

I wish to thank my family and friends for their support and patience while I was carrying out the research.

## Table of Contents

Chapter 1: Introduction .....	1
Recent history of global refugees .....	1
Refugees in Ireland .....	2
Chapter 2: Literature Review .....	5
Refugees Worldwide.....	5
Refugees in Ireland .....	8
Chechen Programme Refugees.....	11
Language Acquisition of refugees and the role it plays in Integration. ....	12
Learning theories that influence Second Language Acquisition .....	13
Motivation and Student Autonomy .....	15
Types of motivation .....	16
Chapter 3: Research Methodology and Methods.....	20
Methods and Instruments .....	23
Data analysis .....	25
Ethical Implications.....	25
Participants' profile.....	27
Individual case studies .....	27
Chapter 4: Analysis and Findings .....	28
Analysis of the Questionnaire .....	29
Interview Results.....	33
Beliefs about classroom tuition .....	34
Independent language learning .....	35
Language self-assessment .....	35
Individual Case Studies .....	36
Chapter 5: Discussion of findings.....	45
A summary of findings across the individual cases.....	45
Language Acquisition and Integration .....	45

Motivation.....	46
Participants' Autonomy .....	47
Attitudes towards the host country.....	48
Chapter 6: Conclusions and Recommendations .....	50
Conclusions .....	50
Recommendations .....	52
References .....	54
Appendix A .....	64
Appendix B .....	69
Appendix C .....	76
Appendix D.....	78
Appendix E .....	83
Appendix F .....	101
Appendix G.....	103
Appendix H.....	105
Appendix I .....	112

## **List of Tables and Figures**

Table 1: Refugees hosted (top ten), 2012 (UNHCR Global Trends, 2013) .....	8
Table 2: Numbers of programme refugees invited to Ireland between 1956 and 1999 .....	10
Table 3: Outline of main theories of second language learning from A Review of the Key Theories ..	14
Table 4: Folkestad (2008) tabulates major paradigms in qualitative research .....	21
Table 5: Language Test Results .....	28
Table 6: Countries through which the Chechens came to Ireland.....	30
Figure 1: Number of Places Offered to Syrian Refugees (O'Carroll, 2014).....	7
Figure 2: Number of Refugee Application in Ireland between 1994 and 2008 (Office of the Refugee Applications Commissioner, Dublin, 2008) .....	10
Figure 3: Types of Motivation .....	18
Figure 4: Country of birth of the children.....	30
Figure 5: Number of children and length of time in Irish schools by families .....	31
Figure 6: Beliefs about Language Learning.....	32
Figure 7: How the participants think about language acquisition outside the classroom .....	33



## **Glossary of Definitions and Abbreviations**

### *Definitions*

#### **Asylum Seeker**

A person who is seeking to be recognised as a refugee. If they are granted this recognition, they are declared a refugee.

#### **Programme refugee**

A person who has been given leave to enter and remain by the Government, usually in response to a humanitarian crisis, at the request of the United Nations High Commissioner for Refugees (UNCHR).

#### **Refugee**

A person who has been recognised as needing protection under the Refugee Convention, a refugee is defined as someone who: has a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group, or political opinion; is outside the country they belong to or normally reside in and is unable or unwilling to return home for fear of persecution.

#### **Convention Refugee**

The United Nations Convention relating to the Status of Refugees 1951 and 1967 Protocol.

**Note:** The refugees have now an Irish citizenship. In this study I move loosely between using the term students, refugees and participants depending on the context

## ***Abbreviations***

**CEFR** - Common European Framework of Reference for Languages

**CSO** - Central Statistics Office

**ECRE** – European Council on Refugees and Exiles

**EM** – Extrinsic Motivation

**ESL** - English as a Second Language

**ESOL** - English for Speakers of Other Languages.

**EU** - European Union

**IILT** - Integrate Ireland Language and Training.

**IM** – Intrinsic Motivation

**L2** - Second Language

**ORAC** – Office of the Refugee Applications Commissioner

**RIA** - Reception and Integration Agency is responsible for coordinating reception and integration for asylum seekers and refugees.

**RLSU** - Refugee Language Support Unit

**HAP** - Humanitarian Admission Programme

**UNHCR** - United Nations High Commissioner for Refugees: an International UN agency mandated to co-ordinate international actions and responses for the protection of refugees and other displaced people.

**VEC** - Vocational Education Committee: a state education provider responsible for managing adult and further education at a city/county level.

**VTOS** - Vocational Training Opportunities Scheme: supported by the European Social Fund, VTOS is to assist unemployed adults progress into education, training and employment.

## **Chapter 1: Introduction**

This research looks at Programme Chechen refugees in Roscommon town. A group of 30 Chechen refugees were placed in Roscommon by the government in 2005. They were housed and given English language lessons.

The purpose of the research is to explore how well the Chechens have fared since 2005; how well their English has progressed; how well they have integrated and how settled they feel in Ireland. It asks the questions:

- What is the Chechens current English level?
- How have the Chechens acquired any improvements they have made in language?
- What attitudes and beliefs about language acquisition do the Chechens hold?
- What has motivated the Chechens to improve their English and to integrate?
- What difficulties have the Chechens encountered in their experience of living in Roscommon?

The research begins by charting the recent history of refugees and political response worldwide. Then the research looks more specifically at refugees in Ireland.

In Chapter 2, in order to provide some background, the Literature Review covers a history of refugees worldwide up until the present; a history of refugees in Ireland; a description of Chechnya and its recent conflict with the Russian Federation. The second part of the literature review explores literature about second language acquisition and the role this plays in integration. Then follows learning theories that influence second language acquisition. Finally, the review looks at student motivation and autonomy.

Chapter 3 on Research Methodology and Methods outlines the type of research that is used, that is Qualitative Research. This includes a collective case study. The methods for collecting data are assessment, questionnaire, interviews and case studies. Finally the Ethical implications are covered.

The data analysis and findings are presented in Chapter 4 and the Discussions in Chapter 5. The research ends with Conclusions and Recommendations in Chapter 6.

### **Recent history of global refugees**

According to the United Nations High Commissioner for Refugees (UNHCR) Convention and Protocol Status of Refugees (2007, p.16), a refugee is defined as someone who:

“(has) a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his(her) nationality and is unable or, owing to such fear, is unwilling to avail him(her)self of the protection of that country; or, who, not having a nationality and being outside the country of his (her) former habitual residence as a result of such events, is unable or, owing to such fear, unwilling to return to it”. These people are the most vulnerable, and include persons who have survived violence and torture and women and girls who are at risk of violence.

UNHCR was established in 1949 and the United Nations (UN) was established four years earlier. Jointly they have helped victims of extensive human rights violations, famine, epidemics, genocides in countries such as Chile, Cambodia, Bosnia, Burma, Syria, Sudan by relocating them around the world, by assistance with food, water, shelter and quick response to complex emergency situations. In 2011 the UN and UNHCR won the Nobel Peace Prize (The Nobel Foundation, 2011).

The UN High Commissioner for Refugees, UNHCR, estimates that global resettlement needs amount presently to some 800 000 refugees. For 2011 the agency concluded that 172 300 refugees needed to be resettled. The USA, Canada and Australia were more responsive to the appeals than other countries.

European countries with an annual quota for accepting refugees are Finland, the United Kingdom, the Netherlands, Denmark, France, Ireland, the Czech Republic, Romania and Portugal. In addition, there are countries that have accepted refugees in *ad hoc programmes* (Hammarberg, 2010).

As a response to UNHCR and the European Commission, Ireland has an obligation to accept refugees.

### **Refugees in Ireland**

Since the early part of the nineteenth century when more than 2 million Irish people fled for a better life, the Republic of Ireland has significantly changed in demographic trends; it is no more a country of mass emigration.

In the middle of the 1990s the Irish economic boom attracted a lot of migrant workers from many EU and non-EU countries. Among the immigrants there were also asylum seekers and programme refugees. Even now, despite the recession, when many Irish people choose to leave the country to find employment, thousands of immigrants continue to come to Ireland, the majority of whom are from non- English speaking countries (Piaras, 2001). According to the latest census in April 2011, the population in Ireland sharply increased to 4,588,252

(CSO). In 2011 the number of non-Irish nationals had increased to 544,357 compared with 348,404 in the 2006 census (ibid). About 12% of Ireland's population are migrants including asylum seekers and refugees. Asylum seekers and refugees seek out new lives in new countries after having escaped wars, persecution, discrimination, prejudice, injustice. But their tumultuous journeys do not end when they encounter unexpected challenges in their country of asylum including learning a new language, adapting to a new cultural environment, going to a new school for children. Refugees themselves confess how vitally essential language learning is in adjusting to a new life (Keyes & Kane, 2004). It would be impossible for refugees to get over all these challenges if they did not have an appropriate timely support (Stewart, 2011). In the case of programme refugees the Irish government has responded by providing accommodation, personal support and language tuition.

The Irish government considers learning English “a key success factor to facilitate immigrants to integrate into society at social and economic levels (..), range of governance structures and organisations have been established all with differing degrees of emphasis on meeting the English language needs of this diverse group of people (..) to equip immigrants with the necessary linguistic skills to enable them to function capably within society” (Horwath Consulting Ireland, 2008, p.10). This is particularly so concerning programme refugees who have been invited to live in the country and are expected to stay.

The refugee population in Ireland includes people of all ages. There has been little research on adult refugees' language learning inside or outside the classroom. I am interested in how the Chechen programme refugees have acquired language skills especially through means other than classroom tuition. I am also interested in finding out to what extent acquisition of the host country's language affects integration into the local society. Language learning and education remains essential in the orientation of refugees into a new country (Elmeroth, 2011; Delgado-Gaitan, 1994).

In 2005 30 programme refugees from Chechnya were admitted for permanent resettlement in Roscommon. Most of them had no English and just a few of them a little. Research conducted by the Integrate Ireland Language and Training (IILT) in 2006 recognised the importance of responding to the refugees' language needs because very many of them had less than a basic level of English and “a policy orientation toward integration of refugees within which proficiency in English was identified as central “(IILT, 2006, p. 8).

To meet the language needs of the newly arrived Chechen Programme refugees, ESOL (English for Speakers of Other Languages) classes were set up by IILT in cooperation with Roscommon VEC. IILT, the former Refugee Language Support Unit (RLSU) was formed in

1996 with the main aim “to develop English language provision linked to vocational training for refugees” (Ward, 2006, p.22).

The Chechen refugees were provided with intensive tuition (four to six hours a day). However, upon arrival the refugees were preoccupied with basic needs such as health care, parental care which took precedence over language provision. They did not attend classes every day or the full amount of hours they were expected to. At this early stage of settling into a new country, the refugees were not highly motivated to attend classes.

Motivation has a direct influence on language acquisition; the importance of student motivation and how it influences learning and performance is well documented. Pintrich (2003) notes the correlation between what students do and learn and how this influences their motivation.

This study will look specifically at this group of Chechen refugees resettled from their previous refugee camps into Roscommon town and at the progress they have made in language acquisition skills outside the classroom since their initial intensive language programme.

## **Chapter 2: Literature Review**

In this literature review I will address issues around refugees, in particular programme refugees in Ireland. Additionally, in order to give a foundation and background to my research into the Chechen's language acquisition, it has been necessary to look at theories of language learning, acquisition and motivation.

There has been a lot of research into the language acquisition of children and students. There has been little research into language acquisition of non-academic adults; there has been very little research into the language acquisition of refugees and no such research in Ireland.

This chapter consists of the following sections which explore themes relevant to the research.

1. Short recent history of asylum seekers and refugees worldwide.
2. Refugees in Ireland.
3. Programme Chechen refugees.
4. Language Acquisition of refugees and the role it plays in Integration.
5. Learning Theories that influence Language Acquisition.
6. Motivation and Student Autonomy.

### **Refugees Worldwide**

There are many definitions of the term of refugee. My preference comes from the fuller and sympathetic definition of Guy S. Goodwin-Gill (1996).

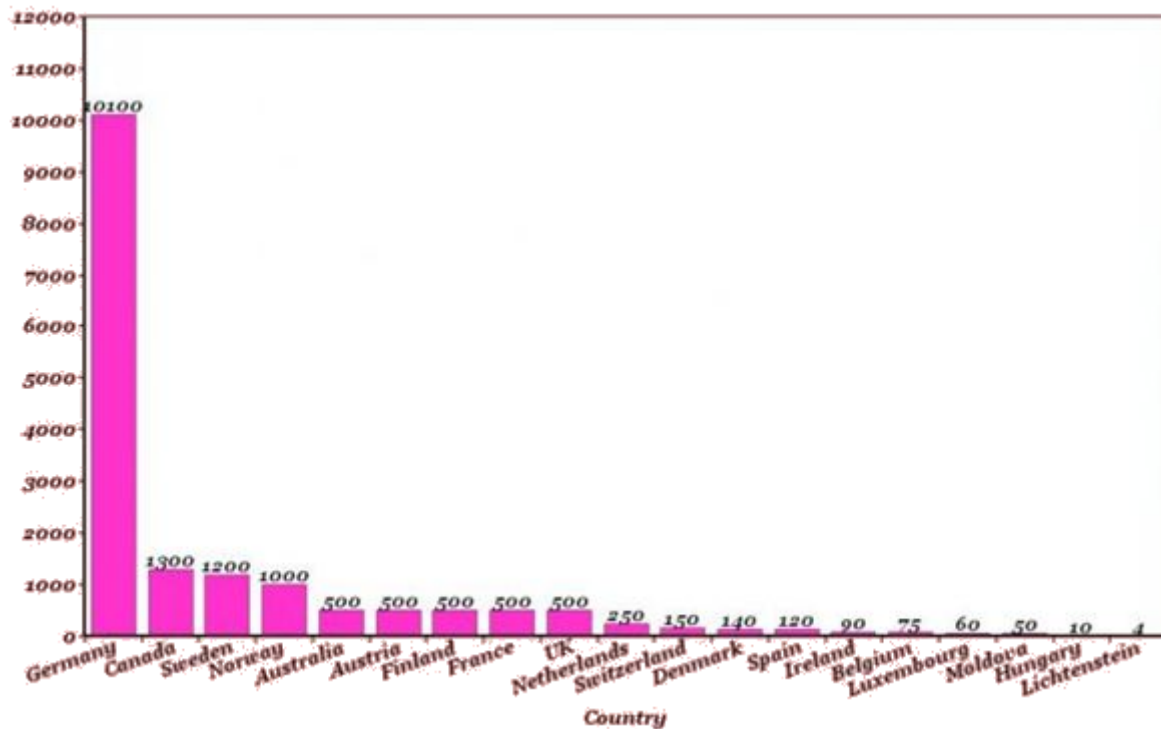
The term "refugee" is a term of art, a term with content verifiable according to principles of general international law. In ordinary usage, it has a broader, looser meaning, signifying someone in flight, who seeks to escape conditions or personal circumstances found to be intolerable. The destination is not relevant; the flight is to freedom, to safety. Likewise, the reasons for flight may be many; flight from oppression, from a threat to life or liberty, flight from prosecution; flight from deprivation, from grinding poverty; flight from war or civil strife; flight from natural disasters, earthquake, flood, drought, famine (p.1).

Economic refugees, Armenian refugees, Austrian refugees, Convention refugees, Programme refugees... The definition and description of the class of refugees has undergone many changes in order to facilitate, to justify aid and protection of people fleeing their countries of origin, and thus to indicate entitlement to the pertinent rights and benefits, to address human challenges (Harzig, C., Hoeder, D., Gabaccia, D.R., 2009).

A history of refugees is a reflection of the world history of nations and states. For instance, Armenian refugees are the victims of the Armenian Genocide from 1915 to 1922 when about 1.5 million Armenians were killed during the period of the Ottoman Empire (Hovannisian, 2007). The next wave of refugees was from Russia, when the 1917 Russian October

Revolution overthrew the tsar regime and Bolsheviks came to power forcing many people who were dissatisfied with the Bolsheviks to flee. As a result of these waves of refugees, under the auspices of the League of Nations, the first international organisation, the High Commission for Refugees, aimed to sustain world peace treaties and arrangements was established in order to deal with the problems of refugees, in this case Russian refugees. Later in 1932, the High Commission responded to the needs of refugees fleeing from Germany (Caestecker& Moore, 2014). The end of World War II resulted in a new refugee crisis and thereafter the International Refugee Organization was founded by the United Nations “to deal comprehensively with all aspects pertaining to refugees’ lives” (Goodwin-Gill, 1996, p.2). The 1951 Convention of the United Nations High Commissioner for Refugees defined and adopted the status of refugee which was later ratified by sixty countries. Geographically, the refugee crisis is extending from year to year: in 1948 a Palestinian exodus was caused by a Zionist military group attack on Arab villages; in August 1972, the military ruler of Uganda, General Idi Amin expelled 90,000 Asians accused of being “bloodsuckers”; the Chilean refugee crisis was created by Pinochet’s military coup in 1973; the 1992 Balkans conflicts caused 2.7 million to flee; the attempted genocide of more than a half a million Tutsis in Rwanda in 1994 created a major refugee crisis; about 5 million Iraqis have left their homes since the Iraq War in 2003; during the ongoing Colombian conflict, since 1964 an estimated 4 million people have left their homes and currently, the civil war in the Syrian Arab Republic has created the worst refugee crisis in recent years when 2.5 million Syrians have fled abroad and another 6.5 million have been displaced (Harzig, C., Hoeder, D., Gabaccia, D.R., 2009; UNHCR, 2013). All refugee crises affect surrounding countries and the rest of the world. Figure 1 illustrates how different countries have received Syrian refugees.





**Figure 1: Number of Places Offered to Syrian Refugees (O'Carroll, 2014)**

Germany has accepted more than 10,000 Syrian refugees, the most of any country. Ireland has offered resettlement to 90 Syrian refugees compared with 10 in 2012. This year pursuant to the Humanitarian Admission Programme (HAP), Syrian refugees living in Ireland will be reunited with their vulnerable family members.

At the end of 2012, there were 15.4 million refugees out of 45.2 million people displaced worldwide under duress (UNHCR, Global Trends Report, 2012). Most refugees seek asylum in neighbouring developing countries and many reasons contribute to their choice. Firstly, language – as many neighbouring countries use the same language which makes it easier for refugees to resettle. Secondly, religion – neighbouring countries often have the same religion. Thirdly, the refugees hope that one day there will be a chance to return to their homes and so they prefer not to go far from their homes. Fourthly, to go to further countries, other continents may be problematical for the refugees as they may not have the opportunity, language, finances to flee, particularly for large families which the majority of them are (Moolley, 2014).

Table 1 shows worldwide ranking of acceptance of refugees in 2012.

Rank	Country of asylum	Total	Per 1000 population	Rank	Per \$b GDP	Rank	Asylum seekers
1	Pakistan	1,638,456	9.44	16	3,181.47	20	3,284
2	Iran	868,242	11.74	13	870.85	32	17
3	Germany	589,737	7.17	19	184.64	58	85,560
4	Kenya	564,933	13.94	12	7,433.33	8	41,944
5	Syria	476,506	23.35	5	4,419.01	10	2,222
6	Ethiopia	376,393	4.54	34	3,654.3	15	844
7	Chad	373,695	33.29	2	17,795.00	3	181
8	Jordan	302,707	48.93	1	7,761.72	7	2,936
9	China	301,037	0.22	97	24.31	88	265
10	Turkey	267,063	3.67	39	237.39	51	14,051

**Table 1: Refugees hosted (top ten), 2012 (UNHCR Global Trends, 2013)**

In total, developing countries accepted 80% of the world's refugees. The largest number of refugees of 1.6 million chose Pakistan as their host country, most of them from Afghanistan, the biggest source country for 32 years; one out of four refugees worldwide is Afghan. Taking into consideration the figures of refugees during a year, an average of 23,000 persons per day leave their homes due to violence and persecution and seek protection either within the borders or in other countries.

### **Refugees in Ireland**

By contrast to many European countries with long traditions of refugee protection, strong legal frameworks and functioning national asylum systems, "the Republic of Ireland has a problematic history in relation to refugees" (Moreo & Lentin, 2010, p.10).

Up to the 1990s, the Irish state was reluctant to facilitate refugee settlement. During World War II the number of Jewish refugees was as low as 60 and these left the country in less than 2 years after their arrival.

Ireland ratified the Convention on Human Rights (1951) in 1956. This created a legal distinction between asylum seekers and refugees. It established the right to work of refugees, entitlement to welfare provision, benefits, housing, education and training. Ireland fulfilled this obligation in a piecemeal fashion in the decades following 1956 (Loyal, 2011).

In 1966, the Protocol relating to the Status of Refugees extended the right to seek asylum to all nationalities, without geographical or chronological limitations (Goodwin-Gill, 1996; UNHCR, 1967).

Michael D. Higgins made this point in a speech at a reception marking the 21<sup>st</sup> anniversary of the Irish Refugee Council. He said that although Ireland signed the Refugee Convention in 1956, there was no system in place for asylum seekers and refugees. The first legislative framework was set out in the Refugee Act 1996. It was implemented in 2000 and made “tremendous changes in the asylum process” (Higgins, 2013).

An asylum seeker is a person who seeks to be recognised as a refugee under the terms of the 1951 Convention relating to the Status of Refugees as defined in Section 2 of the Refugee Act, 1996. Asylum seekers do not have the legal rights of refugees until their applications for refugee status have been granted (Goodwin-Gill, 1996; UNHCR, 1967)

A convention refugee is a person who fulfils the requirements of the definition of a refugee under the terms of the Geneva Convention relating to the status of refugees as defined in the Refugee Act, 1996, as amended and is granted refugee status (ibid).

A programme refugee is a person who has been invited to a country under a Government decision in response to a humanitarian request, usually from the UNHCR either for the purposes of temporary protection or resettlement (ibid).

In 1956 the Irish government accepted its first programme refugees from Hungary. 530 Hungarians fled the Soviet invasion and were accommodated in an army camp in Knockalisheen, County Clare (Murray & Healy, 2006).

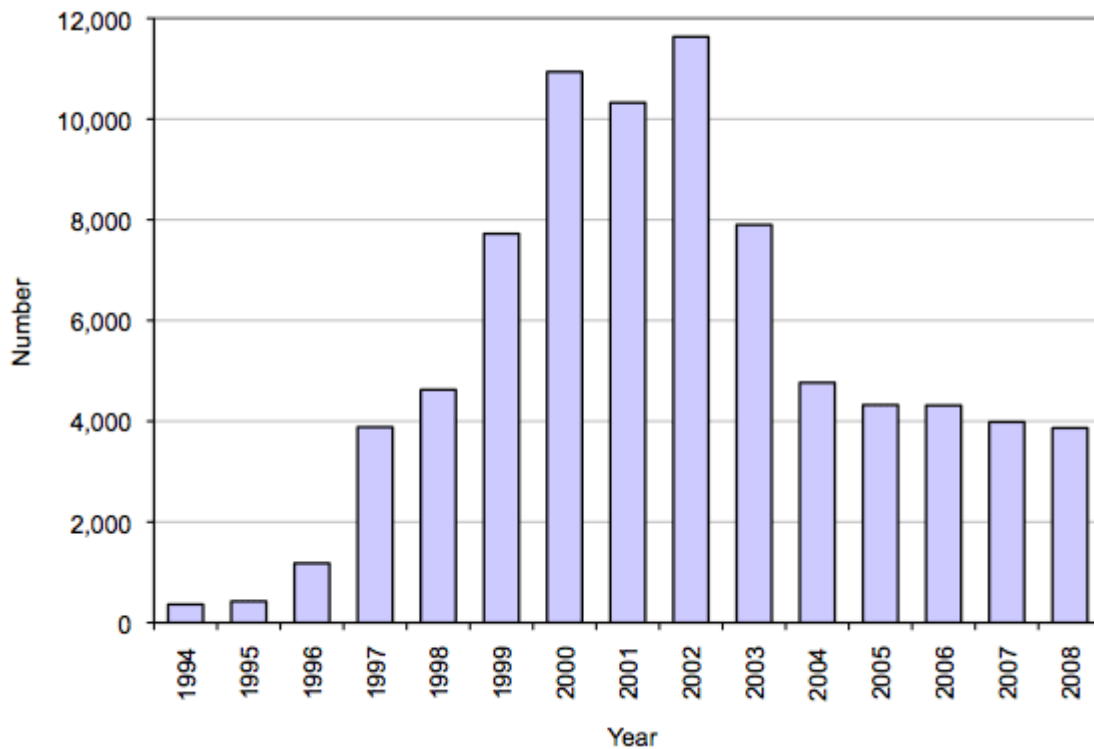
In 1973 there was a wave of refugees from Chile who fled the aftermath of the Pinochet military coup and were supported by the United Nations High Commissioner for Refugees. Ireland and Luxembourg were the only European countries that refused to give refuge to Chilean refugees. Minister Cooney, Minister for Justice and Equality at the time said that “they will not change their outlook on arrival in this country” and would engage in political agitation. The government was fearful of Chileans being Marxists. Later the Irish government reluctantly accepted only 12 Chilean families (ibid).

Further refugees who came into Ireland under the UNHCR programmes were Vietnamese in 1979; Iranian Baha’is in 1985, Bosnian in 1991, Kosovar in 1999 (Irish Refugee Council, 2006). Table 2 shows number of programme refugees who arrived in Ireland between 1956 and 1999 and the countries they came from.

Nationality	Year of Arrival	Numbers Registering
Hungary	1956	530
Chile	1973	120
Vietnam	1979	212
Bosnia	1992-99	1,228
Kosovo	1998-99	1,053

**Table 2: Numbers of programme refugees invited to Ireland between 1956 and 1999**

Between the years 1994 and 2008 the most significant increase of refugee applications occurred between 2002-2003. Figure 2 illustrates this.



**Figure 2: Number of Refugee Application in Ireland between 1994 and 2008 (Office of the Refugee Applications Commissioner, Dublin, 2008)**

It was generally thought that the significant increase of asylum applications in 2002-2003 was a direct result of the economic boom (Loyal, 2003). However, Watt (1998) thinks differently. Ireland kept its borders open when other countries, such as UK, Denmark, France, The Netherlands were introducing restrictive practices and making it increasingly difficult to apply for refugee status. Nevertheless, the number of asylum seekers in Ireland has been steadily decreasing since 2003 (Irish Refugee Council, 2006). Both the perceived economic

status of the country and regulations affecting asylum seekers influence the number of asylum seekers.

### **Chechen Programme Refugees**

I had taught Chechen Programme Refugees when they first arrived in Roscommon and subsequently I became interested in researching their history and background as follows.

I begin with map illustrating Chechnya's geographical relationship to the Russian Federation and the bordering countries to which most of the refugees fled - Georgia and Azerbaijan.



**Geopolitical map of the Caucasus region (2008) (<http://en.wikipedia.org/wiki/Caucasus>)**

As of summer 1999, there were about 600,000 Chechens in Chechnya. At present more than half of those people are refugees. They fled Chechnya because of the war between separatists and Russia.

In 1991, after the collapse of the Soviet Union many republics became independent states. The subsequent Chechen government and population were split between those who wanted to

maintain close links with Russia and those who wanted greater separation. Russia invaded Chechnya in order to keep its hold over Chechnya. It was a brutal conflict in which many civilians suffered greatly. Thousands were killed and thousands fled the country. Chechnya has also lost almost all of its former non-Chechen population, several hundreds of thousands of different ethnic groups – Russians, Armenians, Ingush, Georgians, Ukrainians and many more (Harzig, C., Hoeder, D., Gabaccia, D.R., 2009).

In 2005, Ireland accepted 41 Chechen programme refugees, and 30 of them were resettled in Roscommon. Before coming to Ireland they were in emergency refugee camps in Georgia, Azerbaijan and Kyrgyzstan.

### **Language Acquisition of refugees and the role it plays in Integration.**

In response to the increasing number of people seeking asylum in Ireland and in order to meet their needs an Interdepartmental Working Group was established by the Minister for Justice, Equality and Law Reform Mr. John O'Donoghue in 1998 (Interdepartmental Working Group Report , 1999).

The aim of the Working Group was:

"To review the arrangements for integrating persons granted refugee status or permission to remain in Ireland, including the appropriate institutional structures for the delivery of these services and to make recommendations."

The Working Group had representation from the following departments:

- Department of Justice, Equality and Law Reform (Chair)
- Department of Education and Science
- Department of Enterprise, Trade and Employment
- Department of Environment and Local Government
- Department of Foreign Affairs
- Department of Health and Children

The role of the Department of Education was to provide education for the school-going age refugees' children and also English language training for adult refugees (ibid).

In order to co-ordinate arrangements for English classes The Refugee Language Support Unit was established and funded by the Department of Education and Science so refugees could be fully integrated into Irish society.

The Working Group adopted the definition of Integration:

“Integration means the ability to participate to the extent that a person needs and wishes in all of the major components of society, without having to relinquish his or her own cultural identity” (ibid p.9).

The most comprehensive approach to integration has been developed for Programme Refugees. Measures have been developed by the Refugee Agency, which provide a variety of support such as housing, language tuition and employment training (Watt, 1999).

English is considered “a key success factor to facilitate immigrants to integrate into society at social and economic levels (..) a range of governance structures and organisations have been established all with differing degrees of emphasis on meeting the English language needs of this diverse group of people... to equip immigrants with the necessary linguistic skills to enable them to function capably within society” (Horwath Consulting Ireland, 2008, p.10).

Ellis (1997) makes the point that people learn a language inside or outside classroom. Coleman and Klapper (2005) also discuss language acquisition “within social and instructional environments”. This research is particularly interested in how the Chechens have acquired language outside the classroom and within their social environment since their initial English language course.

### **Learning theories that influence Second Language Acquisition**

Over the past century, researchers including Skinner, Chomsky, Piaget, Vygotsky (1987), Krashen (1977, 1987) and McLaughlin (1987) have carried out research and put forward many different approaches to explain how language is acquired, how the human brain works to attain language. There is no single theory that is able to explain the process. But all theories are interesting in respect of understanding why different people acquire language at different levels, with different periods of progress. Some modern theories in second language acquisition are rooted in general learning theories.

The main theories are summarised in Table 3.

<b>Theory name</b>	<b>Popular</b>	<b>Brief Explanation</b>	<b>Relevant Theorists</b>	<b>Linked with</b>
Behaviourism	1940-1970	Learning is habit as a result of stimulus response conditioning	Skinner Sampson	
Nativism	1970s	There is a language module in the brain which enables us to learn languages.	Chomsky Pinker	
Krashen's Model (Nativism Socioculturalism)	1980-present	SLA requires natural communication and interaction focusing on meaning and understanding rather than form.	Krashen	Nativism Socioculturalism
Cognitivism	1980s-present	There is not a specific language module in the brain and second language is a conscious and reasoned thinking process with deliberate learning strategies.	Vygotsky	Behaviourism Connectionism Socioculturalism
Noticing	2000s-present	Learners build up knowledge through exposure to linguistic cues which strengthen neuron connections.	Ellis	Behaviourism Cognitivism
Constructivism	2000s - present	Learning is social and interactive. It should involve two-way communication, build on prior knowledge, be interesting, be challenging, practical and involve action, experience and reflection.	Dewey Vygotsky	Behaviourism Socioculturalism Cognitivism
Socioculturalism	2000s-present	All cognitive development is as a result of social interaction – learning is first socially mediated then	Vygotsky	Behaviourism Constructivism
Scaffolding Theory	2000s-present	A learner reaches greater learning with an expert in support with timely interventions than they could without.	Bruner Ross	Socioculturalism
Visible Learning	2000s-present	Learning is dependent on the teacher and requires goal setting , active participation, context , support, practice, challenging activities and continuous visual feedback.	Hattie	Cognitivism Socioculturalism

**Table 3:Outline of main theories of second language learning from A Review of the Key Theories**



All the above theories build upon and interact with each other to some extent. From my experience of observing the Chechens in my research, I found that Krashen's model, constructivism, socioculturalism the most relevant. Explanations of these three theories all include the importance of natural communication, interaction, practical experience and sociointeraction. For Krashen language acquisition is a subconscious process which leads to fluency whereas language learning is a conscious process of learning rules and structures. In my study I use the term acquisition rather than learning because all students to a certain extent acquire language by picking it up "informally" and not through learning rules in a classroom situation.

Wink and Putney (2002) summarize Vygotsky's emphasis on the role of the social environment in all learning processes, "his conviction that all learning was first accomplished through the language that flows between individuals" (p.28). This research looks at the role social interaction outside the classroom plays in language acquisition.

### **Motivation and Student Autonomy**

One of my research questions is what has motivated the Chechens to learn English since their arrival. My professional experience as an English language teacher has shown me how important student motivation is.

Motivation has a direct influence on second language acquisition; indeed the importance of student motivation and how it influences learning and performance is well documented (Dornyei, 1994; Meng-Ching, 1998; Gardner, 2000). Pintrich (2003) notes the correlation between what students do and learn and how this influences their motivation. Students who are well motivated learn well; when the learning is successful they become more motivated.

Different researchers in psychology and other disciplines define the meaning of motivation in different ways. However it is generally believed that motivation is multifaceted. Motivation, according to Gardner (1985) involves "the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language"(p.54).

Motivation must include features such as persistence, attendance to tasks, a desire to achieve goals, enjoyment. Motivation is the driving force behind the effort of a learner (Gardner, 2001).

In Gardner and Lambert's (1959) "Orientation Index", learning a new language is either integrative or instrumental. Integrative orientation means that the learner wants to know more of the target language, more about the host culture and to become part of it. Instrumental

orientation means that the learner wants to use it as a “tool” to obtain a job, to be better educated.

## **Types of motivation**

### ***Integrative motivation***

In Northern Ireland, Wright and McGrory (2005) based their study on Gardner’s framework of language learning to categorise adult Irish language learners’ learning motivation. The results of this study showed that an integrative orientation was dominant for the adult Irish learners. Learning Irish for them was to learn more about their cultural identity. In comparison, the results shown in Gan et al. (2004) study show that the motivation for Chinese college students to study English as a foreign language was for “test preparation” or “winning a scholarship for graduate study in a Western country” (p.240). These studies indicate that cultural beliefs and social contexts have an impact on language learners’ learning motivation. (Gan et al., 2004; Rueda and Chen, 2005; Wright and McGrory, 2005). In his article about Gardner’s integrative orientation, Dornyei (2003) disagrees with Gardner when he claims that integrative motivation is not applicable in some social contexts, particularly when learners are not in the target language environment. In spite of a different emphasis, these findings are not contradictory since they both reflect positive attitudes towards the learning process. (Noels, 2001).

### ***Developmental, Resultative motivation***

Following on from the early pioneering work of Gardner, Lambert (1959, 1972), other researchers have developed and identified other types of motivation with different emphases. For Clement and Kruidenier (1983) in their study of orientations in high school students of Spanish, English and French, there were four orientations regardless of the contexts: Travel, Friendship, Knowledge and the Instrumental orientations.

In addition to integrative and instrumental motivations, Cooper and Fishman (1977) identified another type of motivation as Developmental or Personal. This type of motivation includes activities such as watching movies, following sport, reading books and magazines in the target language.

Ellis (2008) states that various types of motivation are included in reasons for someone to learn an L2 and identifies another type of Motivation – The Resultative Motivation. In other words, learners who are successful may become more motivated.

### ***Intrinsic and Extrinsic motivation***

To analyze language learners' motivation, Self-Determination Theory (SDT) is considered in different studies as "the process of utilizing one's will" (Deci, 1980, p.26). According to the Self-Determination Theory, there are two types of motivations: intrinsic and extrinsic. Intrinsic motivation (IM) is based on the learner's freedom of choice when it is a pleasure for the learner to become engaged (Deci & Ryan, 1985). To define IM, one might want to include interest, although Schunk et al. (2008) point out that "interest is not a type of motivation but rather an influence on motivation" (p.237). Students' interests do not always "reflect intrinsic motives" (ibid).

Further Vallerand, (1997); Vallerand et al., (1989, 1992) subdivide Intrinsic Motivation into three types: IM Knowledge; IM Accomplishment; IM Stimulation. The first type is to develop competence, to explore new ideas. The second type is to achieve a goal and the third one, IM Stimulation, refers to students' feelings and sensations about the activity, e.g. satisfaction from doing the chosen activity, excitement, relaxation, pleasure, fun. IM Stimulation of motivation, is characterized by a sense of "flow" (Csikszentmihalyi, 1975, p.8) when students, for instance, are delighted by the sounds, melody, rhythm of prose or poetry in a foreign language.

In contrast to Intrinsic Motivation, Extrinsic Motivation (EM) is goal-oriented and instrumental. Students participate in an activity to get a grade, to do it as a compulsory subject. The majority of extrinsically motivated students would give up the activity if they had a choice. Vallerand (1993) also subdivides EM into three types, three levels of self-determination. They are: external regulation, introjected regulation and identified regulation. External regulation brings about beneficial outcomes from the process of learning; introjected regulation arises from internal pressure to perform an activity when language learning is not a need, but is to avoid or reduce shame or guilt if he/she does not speak the host language. The highest level of EM identified regulation based on students' need to achieve high results. The language learner who is striving to be fluent as a native speaker will consequently continue working on pronunciation. It is a challenge, it is self-satisfying and there is neither internal nor external pressure.

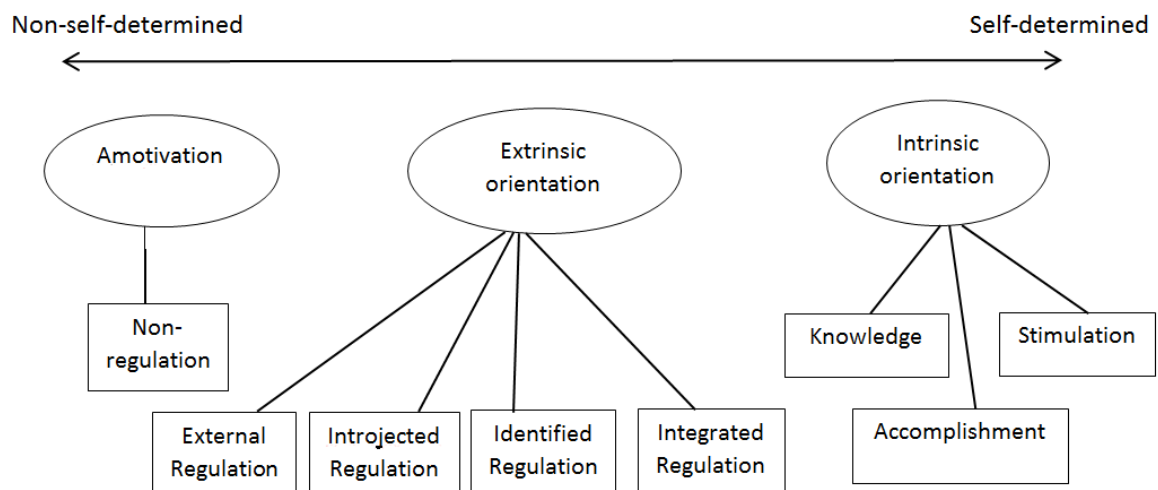
### ***Amotivation***

Deci and Ryan (1985) study Amotivation as a contrast to all types of IM and EM among North American L2 learners for whom an English language programme is compulsory. Sometimes some of these students have no motivation, do not take part in classroom activity,

they are not concerned about the consequences, they give up as soon as possible (Abrahamsom et al, 1978).

Researchers Browm (1994), Crooks and Schmidt (1991), Ushioda (1996) and Dornyei (2001) hypothesize that IM and EM could lead to a better understanding of language learners' motivation in predicting L2 learning outcomes. Ramage (1990) identified continuing and discontinuing students and came to the conclusion that continuing students were more intrinsically motivated as they learned language just for "language's sake" (p.189). Discontinuing students were more extrinsically motivated, as language learning for them is a tool for other aims, not just as a learning process.

This survey on motivation shows there are different types and degrees of motivation. People too are different and their motivation to succeed in a certain task varies according to their abilities, circumstances and goals. Students might fit into Noels' diagram at different points and at different times depending on their task and aims.



Orientation subtypes along the self-determination continuum

(adapted from Ryan &Deci,2000)

**Figure 3: Types of Motivation**

## *Student Autonomy*

According to Knowles (1995) “ there is convincing evidence that people who take the initiative in learning (proactive learners) learn things better than do people who sit at the feet of teachers, passively waiting things (reactive learners). They enter into learning more purposefully and with great motivation” (p.22). In other words, learner’s autonomy increases learning effectiveness. Benson (2007) postulated that “language learners are more capable of autonomous action (..) than teachers typically suppose” (p.24).

Dickenson (1995) describes autonomy in L2 learning as one of the best aspects of motivation, and at the same time, one of the most difficult things to develop. Non-English speaking incomers, such as migrant workers, asylum seekers and refugees often do an English language course initially. Subsequently, their motivation to progress their English on their own and outside the classroom depends very much on their individual motivation. This research looks at how the Chechens have individually progressed since their initial English language course.

The Literature Review has given background information about refugees and in particular, Chechen refugees in Ireland. It has researched language acquisition, integration through language, influences on language acquisition and types of student motivation.

This research explores the language acquisition of the Chechen refugees in Roscommon.

The Research Methodology and Methods of this research follow.

### **Chapter 3: Research Methodology and Methods**

While there is considerable research around second language acquisition, it is dominated by language teaching for children and third level students; there is little research regarding adult learners particularly programme refugees. The research design for this thesis was conceived to look at the language contacts and language acquisition of the Chechen programme refugees in Ireland.

Language is what people use in their daily lives and what they use to express, create and interpret meanings and to establish and maintain social and interpersonal relationships (Kramsch, 1994). Social interaction provides the necessary opportunities to practice and improve learners' communicative competence and ability (Schuman, 1986).

This research looked at the progress the Chechens have made in language acquisition outside the classroom since their initial intensive language programme; to gain insight into the external factors in their language acquisition.

This research is about language acquisition. This requires personal interaction between the researcher and participants. It is therefore qualitative research.

“Qualitative research is a useful approach wherever an investigator is concerned with discovering and describing second language acquisition in its natural state or context and where there are no assumption about what that activity consists of or what its role is in acquisition” (Selinger,H., Shohamy, E., 1989, p.124).

Qualitative research involves collecting data from a variety of sources, such as observations, notes, tests, questionnaires, interviews, case histories (ibid, p.122).

<b>Paradigm</b>	<b>Characteristics</b>	<b>Status of data</b>	<b>Methodology</b>
Naturalistic- Positivism	<ul style="list-style-type: none"> <li>• the social reality is real</li> <li>• important that the researcher does not affect /influence the data</li> <li>• quotes are marked “..”</li> <li>• focus on “What” questions</li> </ul>	Facts about behaviour and attitudes	Random samples Standard questions Tabulations
Ethnomethodology - Constructionism	<ul style="list-style-type: none"> <li>• search for production of meaning reality is produced through interaction</li> <li>• focus on “how” – question</li> </ul>	Mutually constructed	Unconstructed Open-ended interviews
Emotionalism	<ul style="list-style-type: none"> <li>• purpose: to get on the inside</li> <li>• focus on the subject’s own feelings both the researcher’s and the subject’s feeling is empirical material</li> </ul>	Authentic experience	Any interview Treated as topic
Post-modernism	<ul style="list-style-type: none"> <li>• worried about self-consciousness</li> <li>• research constructs the reality by producing description on it</li> </ul>	-	De-constructing texts

**Table 4:Folkestad (2008) tabulates major paradigms in qualitative research**

Both Stake (1995) and Yin (2003) base their approach to case study on a constructivist paradigm. This approach is what is used in this research because it focuses on “how” questions in open ended interviews. The research focuses more on attitudes and beliefs than on facts about behaviour produced from “what” questions. There is a degree of Emotionalism in the research since some of the data is derived from Authentic experience and focuses on participants’ feelings.

The richness of the case study is related to the amount of detail and contextualization that is possible when only one or a small number of focal cases and issues are analyzed. The researcher’s ability to provide a compelling and engaging profile of the case, with suitable

examples and linkages to broader issues, is also very important (Yin, 1994). According to Seliger and Shohamy, “The case study approach is used where the investigator is interested in describing some aspect of the second language performance or development of one or more subjects as individuals” (1989,p.125). Consequently, it is particularly suited to exploratory inquiry. According to Yin (2009), the case study research method as an empirical inquiry that “investigates a contemporary phenomenon within its real life-context, when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources are used” (p.13). To summarize his definition, a case study must have three aspects: sources, context and use of theory to generalize results.

A case study involves intensive observation of a small number of subjects to determine patterns or features. There can be flexibility in the amount of structure imposed on the study; free observation of spontaneous speech in a variety of settings or semi-structured interviews can be used.

Nisbet and Watt (1984) summarise the strengths and weaknesses of case studies. Slightly adapted these are:

- The results are more easily understood by a wide audience (including non-academics) as they are frequently written in everyday, non-professional language.
- They catch unique features that may otherwise be lost in larger scale data (e.g. surveys).
- They provide insights into other, similar situations and cases, thereby assisting interpretation of other similar cases.
- They can be undertaken by a single researcher without needing a full research team.
- They can embrace and build in unanticipated events and uncontrolled variables.

#### Weaknesses

- The results may not be generalizable except where other readers or researchers see their application.
- They are not easily open to cross-checking; hence they may be selective, biased, personal and subjective.
- They are prone to problems of observer bias, despite attempts made to address reflexivity.

This case study required qualitative research. It was designed to explore the experience of acquiring English by a small group of Chechen refugees. It would develop a collection of short individual case studies of these participants. Yin (2003) describes this as an exploratory type of case study. He further differentiates between single and multiple case studies. A single case study focuses on one particular entity; a multiple case study focuses on more than one particular entity. In other words, this research would focus initially on the small group of



Chechens. Stake (1995) also identified multiple case studies and describes them as collective case studies. He uses the term collective case study when more than one case is examined. Thus this research is both a qualitative case study of a group of Chechens but also includes a case study of the individuals within that group. My findings will be discussed for elements that can be generalised from the findings from my case studies with the group and with the individuals.

## **Methods and Instruments**

### **Data collection**

Second language data are different within educational, sociological and linguistic contexts and the importance of this awareness in second language research gives rise to different conclusions about the significance of different kinds of data (Cohen, 1984, Seliger, 1983).

The most popular data collection instruments in case studies are interviews, participant observation, tests and questionnaires. These were included in my research. The data in this research was collected in the following ways:

- an assessment of participants' English proficiency in order to evaluate their current level of English
- a questionnaire in order to discover the Chechens' attitudes and beliefs about language acquisition
- semi-structured interviews in order to understand what has motivated the Chechens to improve their English and to integrate
- individual case studies and empirical observation in order to reinforce and further explore the Chechens' experience.

### ***Assessment***

A Cambridge diagnostic Online Test for beginners (see Appendix A) was given to evaluate the participants' language ability (<http://www.cambridgeenglish.org/test-your-english/>).

The test consisted of 25 multiple-choice questions and was based on Standard English vocabulary and English grammar. A test for beginners was deliberately chosen in order to show a range of ability. From their spoken English, it was clear that some of the participants had acquired quite fluent English whereas others had not. The results of the test showed this range. Participants who scored over 23 were "good beginners". But the range of scores from 6 to 24 did illustrate the range of ability. The participants were able to see the answers at the end of the test and were encouraged to self-evaluate.

The second test, ESL Language Studies Abroad (see Appendix B), was to find the participants' approximate level according to the European Language Framework: Beginners, Elementary, Pre-Intermediate, Intermediate, Advanced (see Appendix C for a description of the language competencies of each level). It consisted of 40 multiple-choice questions. At the end of the test the participants were given their results immediately.

### ***Questionnaire***

In constructing a Questionnaire I was guided by Dornyei's study "Questionnaires in Second Language research" (Dornyei, 2003).

The questionnaire (see Appendix D) was divided into four sections:

- 1- personal data, 2 – past language learning experience, 3 – beliefs about language learning, 4 – attitudes to independent language learning.

Demographic information taken from the questionnaire included students' age, gender, native language, their marital status, educational background.

Taking into consideration the students' English level and according to Dornyei's recommendations (2003) the questions were simplified in order that they could be understood easily.

In order to "avoid a great deal of frustration and possible extra work later on" (ibid, p.65) and to ensure the usability of the questionnaire items, to eliminate confusing or misleading items from the questionnaire, a pilot questionnaire was given to three current ESOL students before the running of the survey (Moser & Kalton, 1971). These three students were excluded from the data in the study.

### ***Semi-structured interviews***

"Each of us has a story to tell if the right person happens to come along to ask" (Wolcott, 1995, p. 24)

There are many definitions of the concept of Interview, but I prefer the one given by Kvale who says, "An interview is a conversation that has a structure and purpose," (1996, p.6).

According to Folkestad (2008) "Interviews allow the respondents to reflect and reason on a variety of subjects in a different way (..)we can get a deeper insight in how they think and reflect" (p.1). Thus interviews in this research were carried out as a tool to get information about the participants' language behaviour.

Unlike structured interviews, where the interviewer plays a neutral role and does not insert his or her opinion in the interview, in semi-structured interviews the interviewer follows the guide, but is able to stray from the guide when he or she feels this is appropriate. According to Bernard (2006), the semi-structured interviews provide reliable, comparable qualitative

data. Semi-structured interviews are often preceded by observation in order to develop an understanding of the topic of interest necessary for developing relevant and meaningful semi-structured questions (ibid). I was able to observe the participant group on making contact with them, discussing the research project and its ethical implications of my involving them in my research. These preliminaries were friendly and relaxed and gave me some insight into how settles these Chechens may be. Consequently I was able to write the questions for my interviews with some prior knowledge. The semi-structured interviews in this research allowed for further discussion.

### **Data analysis**

In my research, there were several stages of data analysis: ongoing analysis, notes, data entry and triangulation.

As Flick (1998) points out qualitative researchers should be self-reflective throughout their study. Data analysis is an on ongoing and iterative process. Notes were taken after the interviews. The interviews were audio-taped and transcribed for analysis (see Appendix E).

One of the main stages in data analysis is data coding (Yin, 2006; Stake, 2010). By putting the data into the categories of Attitudes, Beliefs, Motivation and Integration, I used triangulation. Triangulation facilitates validation of data through cross verification from two or more sources. I was able to use the questionnaire, the interview and empirical notes taken over a period of two months.

### **Ethical Implications**

It was important that participation in this research was voluntary; there would be no pressure on any person to participate.

Taking into consideration that the research concerns the lives of participants, gave rise to a number of ethical issues: informed consent, confidentiality, and anonymity. The participants were informed of the aims of the research.

An Information Sheet was prepared in which the former VEC Chechen refugees students were invited to take part in this research. They were informed that they could withdraw at any time without any consequences. Section 6, General Policy, ORS states that “Researchers should consider obtaining informed consent as a process, not just a consent form, by which the research study is thoroughly explained to the potential subject”. This recommendation was followed carefully. The participants were told that the purpose of the research was to

assess their current English proficiency in order to discover how much English they have acquired since their arrival.

The participants were informed that they would be asked to:

- complete a questionnaire with 28 questions about their experience of and attitude towards learning and using English; this would take about 30 minutes.
- complete two standardised multiple-choice tests of about 30 minutes each;
- take part in interview with 10 questions which would take 20-30minutes.

The participants were asked for their permission for their interviews to be taped. They were informed that all the information gathered would be confidential and not given to any external body; that it would be anonymised and stored securely. Only the researcher would have access to the data in connection with this study. When the results of the research are published or discussed in conferences, no information would be included that would reveal their identity.

Before the research began the participants signed a consent form (see Appendix F). They were told that they were free to ask me any questions about this research and they were given my phone numbers. The participants were also informed about the potential benefits for themselves such as to be able to evaluate their own progress and to discuss strategies for further improvement.

The DIT Ethics Committee form and the Fieldwork Risk Assessment Form (see Appendices F) were completed. The consent form, information sheets, the questionnaire, the interview questions were sent to the DIT Ethics Committee for approval.

I strove to avoid any kind of questions or statements both in the questionnaire and in the interviews that could harm the participants emotionally. Interviewing refugees who have suffered trauma, needs to be sensitive towards their vulnerability (Majka & Mullen,1992; Weine et al., 1998).

I understand how important it is to adhere to ethical norms, codes and policies for the conduct of research and it should not be a “surprise that many different professional associations, government agencies, and universities have adopted specific codes, rules, and policies relating to research ethics” (Reznik, 2011). I appreciate the Ethics Committee’s respect for research participants as well as for the researcher. No ethical issues arose for the participants and they were very cooperative throughout all the components of the research.

## **Participants' profile**

The subjects for this study were eight adult Chechens who arrived in Roscommon as programme refugees in 2005. They were given an intensive English language course on arrival in which I was involved as a teacher and translator at the outset. I have continued to be interested in their progress. This research has afforded me an opportunity to chart their progress and integration. In my experience as an English language teacher, I have noticed that very little interest has been shown in the language progression and integration of asylum seekers and refugees locally in County Roscommon, that is in rural Ireland. I wanted to work with my previous students whom I knew.

I contacted the VEC for the addresses and phone numbers of the Chechen refugees. Of the 15 contacts I was given, five had been at school in 2005. They had been too young on arrival to be part of the initial intensive course and had learned English at school. Their experience therefore has been very different from that of their parents. Two of the original group were temporarily away. I worked with the remaining eight. Of the eight, there were three married couples and two sisters. This was a convenience sample.

## **Individual case studies**

The individual case studies were written as an amalgam of information from the questionnaire, the responses during the interviews and from my empirical observations of the participants while interacting throughout the research.

I noted my responses to the data in memo form during the interviews, and reflected on each interview as I completed it (see a transcript of these notes in Appendix G).

## Chapter 4: Analysis and Findings

This Chapter will present the findings from analysis of data gathered. Following completion of the data collection, the following data had been gathered.

1. The online results of the diagnostic language test and the test to find approximate level and scores of each participant were put on an Excel spreadsheet.
2. The results of the questionnaire were translated into tables and charts.
3. The interview transcripts were scrutinised (see Chapter 3).
4. The individual case studies were written up together with the notes from my empirical observation.

The findings are presented in the following sections.

### 1. The results of the language tests.

Assessment of participants' English proficiency.

Name	Cambridge Online Test Score of out of 25	ESL Language Test English Level
Zahra	24	Advanced B2
Ali	21	Intermediate A2
Raiana	17	Pre-intermediate B2
Salikh	23	Advanced B2
Meret	6	0
Zulikhan	11	Pre-intermediate B2
Abdula	0	0
Aisha	19	Pre-intermediate B2

<i>None</i>	2
<i>Pre-intermediate B2</i>	3
<i>Intermediate A2</i>	1
<i>Advanced B2</i>	2

**Table 5: Language Test Results**

All eight participants have lived in Roscommon for exactly the same amount of time. It is therefore noteworthy that the Cambridge test scores spread from 0 to 24.

One of the participants refused to do the test. While this participant wanted to take part in the research, he has serious hearing difficulties and insisted on speaking Russian throughout. He says that he has very little English and he can no read in English.

Another participant had the very low score of 6 and this participant refused to do the second test because she said it was too difficult. The scores of 23 and 24 out of 25 indicate that these participants would have been able to do a diagnostic test for a higher level.

The following are the guidelines for the level taken from the European Language Framework (Council of Europe, 2001).

Pre-Intermediate B2: Can use a variety of strategies to achieve comprehension, checking comprehension by using contextual clues, familiar with frequently used expressions and conversation of routine matters.

Intermediate A2: Can understand the main points of clear standard input of familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest.

Advanced B2: Can understand a wide of range of demanding, longer texts, and recognise implicit meaning. Can express him/herself frequently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social and professional purpose (Common European Framework of Reference for Languages, 2001).

The results of the second test to ascertain level correspond with the scores of the Cambridge test. The two highest scorers (23 and 24) reached Advanced level; the participant who scored 21 is Intermediate; three with scores 11, 17 and 19 are Pre-intermediate. Two participants felt they were unable to do the test because it was too difficult.

It is interesting that after ten years in Ireland, only two out of the eight participants in this research have reached fluency. Two have very little English.

### **Analysis of the Questionnaire**

The questionnaire consisted of four parts: personal data, past language learning experiences, beliefs about language learning and attitudes toward independent language learning.

The results of the questionnaire are summarised below. The detailed results are in Appendix H.

**Section A. About you**

There were five females and three males, all of whom had come to Ireland through another country and not directly from Chechnya.

Table 5 shows the countries through which they had come.

Azerbaijan		2
Georgia		4
Armenia		0
Kazakhstan		0
Other country	Kyrgyzstan	2

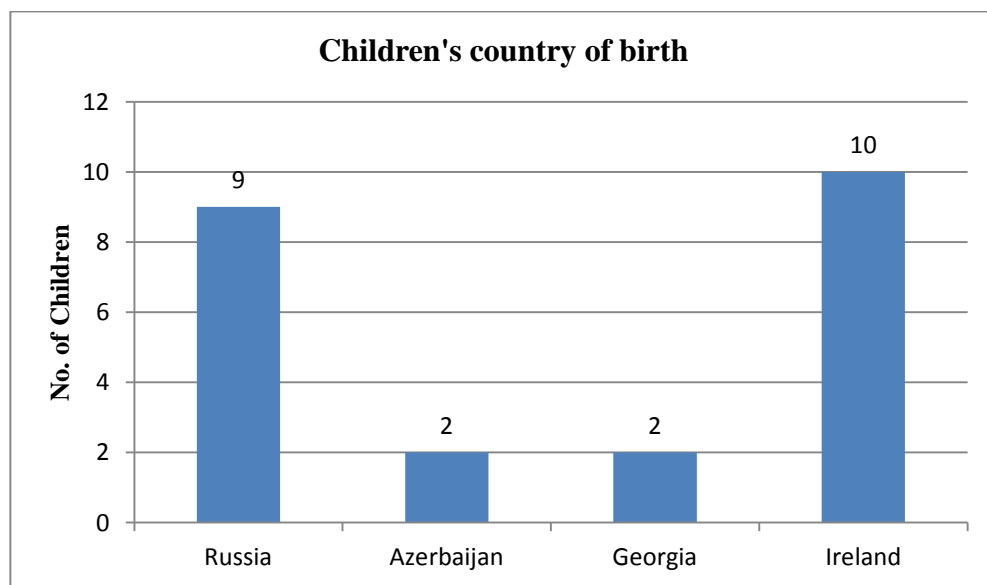
**Table 6: Countries through which the Chechens came to Ireland**

Most of the participants fled Chechnya to bordering, former Soviet countries: Azerbaijan, Georgia and one couple to Kyrgyzstan. They stayed in refugee camps in Azerbaijan and Georgia.

Four of the participants had stayed for between three and five years in a refugee camp; four had stayed for up to eight years.

The participants are aged between 35 and 54. These refugees all arrived in Ireland as mature young adults within quite a narrow age range. They all have children and each family has at least one child born in Ireland. Ten of the children out of 23 were born in Ireland.

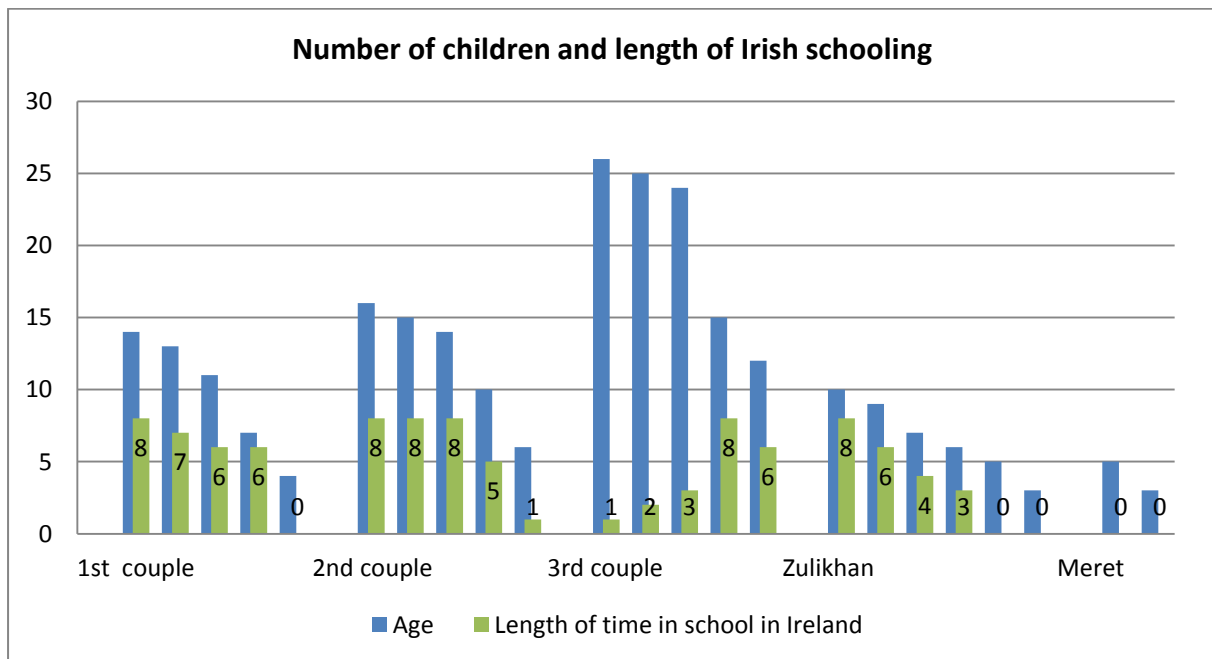
The following table shows where the children were born.



**Figure 4:**



Non-native speakers' language acquisition seems to benefit from having children in native-speaking schools (see Chapter 4, individual case studies). The parents themselves talk about the importance of having school age children as beneficial to their own language.



**Figure 5: Number of children and length of time in Irish schools by families**

In addition to Chechen, all the participants speak Russian, two speak Georgian, two Azerbaijani and one Kazakh.

These languages are separate languages with little relation to Chechen. Georgian and Azerbaijani are languages of the refugee camps in those countries.

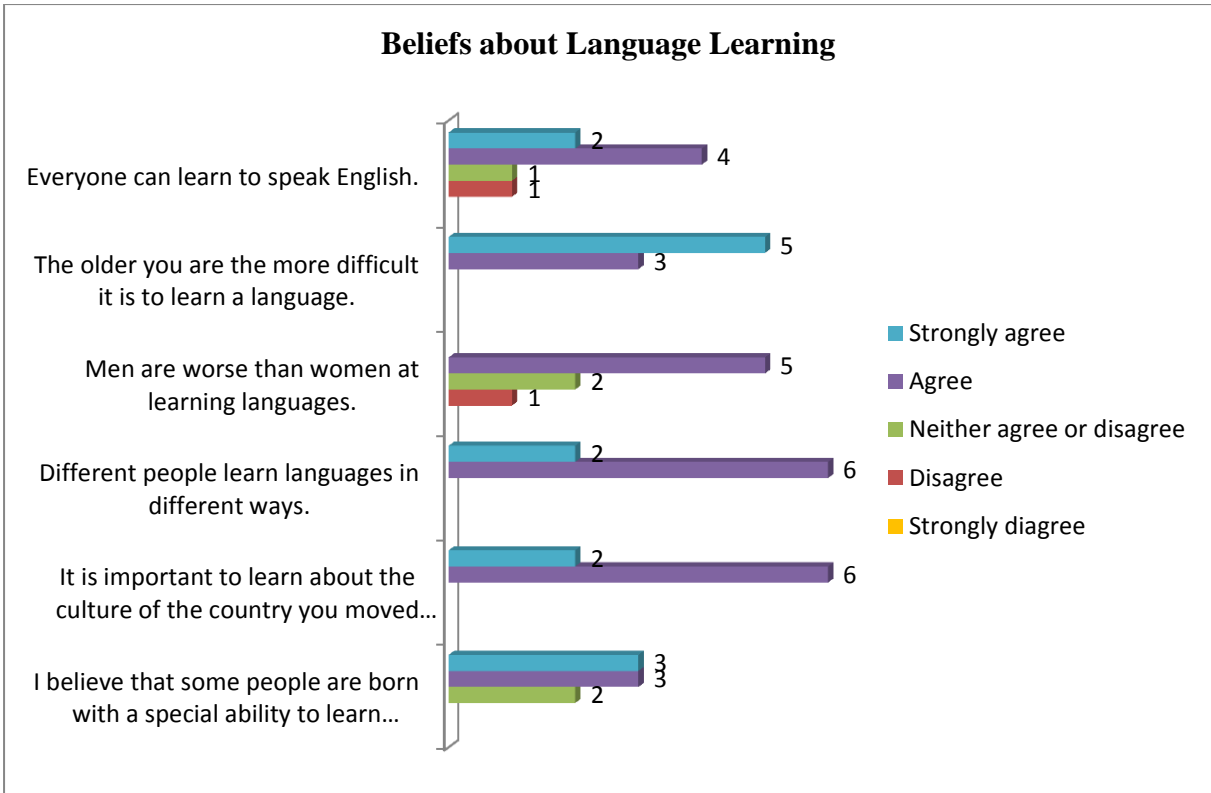
When asked how good they thought their English on arrival in Ireland was, four participants said they had no English then and four said their English was not good. This result compared with the results of the tests indicates considerable improvement on the part of some of the participants.

***Section B. Past Language Learning Experiences***

Four of the participants learned a foreign language at school. They learned English, Georgian and Kazakh and they enjoyed it. Four of the participants continued their education into third level and three of those did a language which they enjoyed.

***Section C. Beliefs about Language Learning***

The following results in Figure 4 illustrate the participants' beliefs about language learning.

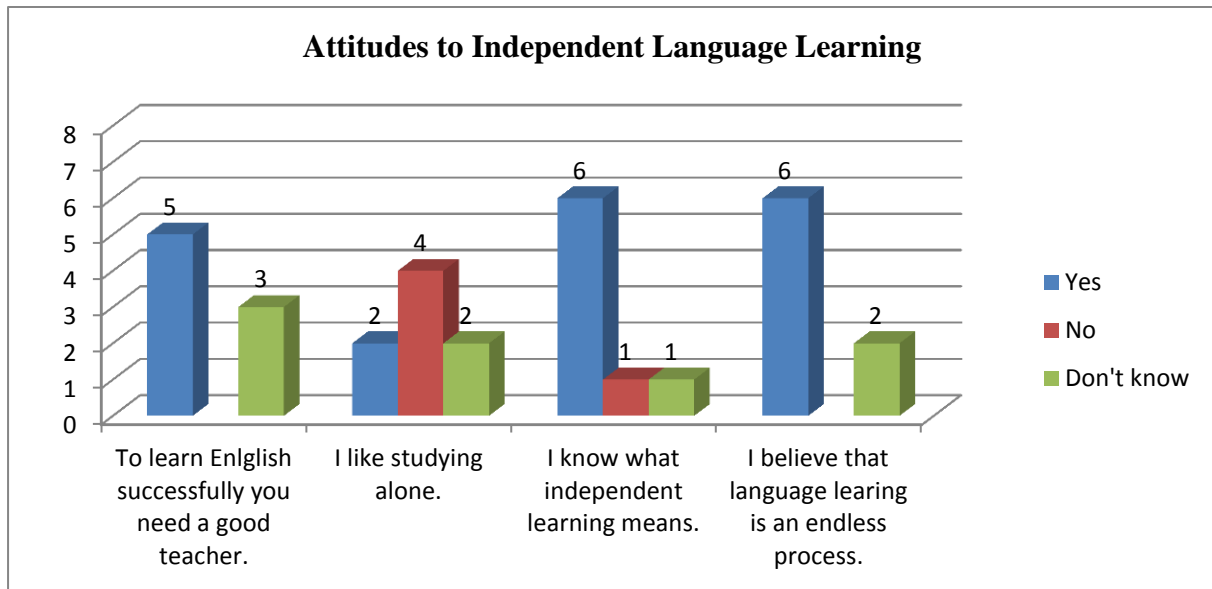


**Figure 6: Beliefs about Language Learning**

- four of the participants strongly believe that everyone can learn to speak English; two agree and two have no opinion
- all believe, and five strongly believe, that one of the main obstacles to learning language is age
- the five women think that men are worse than women at learning languages
- the majority agree that all people learn languages in their own ways and it depends on their personal abilities.
- learning about the culture of the country of the target language ranks quite high in the opinion of the participants.
- only three participants think that that some people have innate abilities to learn languages.

**Section D. Attitudes to Independent Language Learning**

Figure 7 shows how the participants think about language acquisition outside the classroom.



**Figure 7: How the participants think about language acquisition outside the classroom**

Five out of eight participants believe in tutored or instructed language learning and three do not know whether they need a teacher or not. As a result most of them do not like learning on their own. Almost all of them know what independent learning means. The majority of the participants believe that language learning is an endless process.

**Interview Results**

The interview questions are in Appendix I. The interview was semi-structured with opportunities for the students to enlarge upon their answers.

One of the eight students has quite serious hearing difficulties and participated very little. Data from this student was excluded from the analysis.

**Attendance at the initial course**

An initial English course had been set up for four hours five days a week for the first three months and then six hours for a further 12 months. The classes started as soon as the Chechen Refugees arrived. One refugee attended all the classes, one attended most classes but took time out to go to counselling and one couple shared the classes in order to mind their children.

I started attend English classes after two months because first two months my wife was attending English classes and I was minding child. After two months she was minding child and I was attending English classes (Ali)

Other students missed classes because of housing and health problems.

I have a lot of problems with my house this time because we have very cold and very damp house with fungals. And we looking, me and my husband looking for other houses, for other house, yeh. And we spend a lot of time for looking for other house this time was very difficult to find another house (Raiana)

I couldn't do all classes because I always sick: pain in my headache, I have depression, because my parents killed Russian Army because I have it (Meret)

One student attended only 2 classes.

I go only two classes because I am sick first time, second time I was pregnant, third time I have small child and I stay home (Zulikhan)

All the students had health problems: headache, backache, jaundice, hepatitis. Attendance at the initial intensive course was not good because at that early stage of their arrival in Ireland there were many external difficulties. All the housing offered was poor.

When I came to Roscommon I am not goes to English classes because I have a son with Down syndrome and I have a daughter five years old, and we live far from the classes, it was complicated for me. And about after one year I will be I go to English classes, two months (Aminat)

Additionally, all students were offered trauma counselling at the same time as the English classes. Most importantly as far as class attendance is concerned, all the students except one single woman, arrived in Ireland with children, including a 2 year old Down syndrome child. No child facilities were offered.

### **Beliefs about classroom tuition**

All students said the course was useful and enjoyable.

I found them very helpful (Zahra)

This was very helpful, I enjoyed it (Ali)

I think it was very helpful because we came we have no English, just a little bit but no speaking, no talking with English, it was very difficult time (Raiana)

I liked it. I was very happy with English because it is very necessary to know in Ireland(Saikh)

Following the initial course students were encouraged to join the regular VEC weekly evening ESOL classes.

All the students joined a daytime VEC computer beginner's class.

Yes, I attend some English classes with a woman teacher was, and about two-three times may be (pause) and then yes, I go to computer course, it was about one month may be I was there (Aminat).

I after I was in VTOS course in Roscommon town. and finished it was 2 years long (Salikh).

## **Independent language learning**

The participants continued to refer to the handouts they had been given at the initial course.

They watched TV, read children's books.

One student studied English online.

Yes. I need. I do online (Salikh)

## **Language self-assessment**

All the participants except one thought that they their English had improved.

Yes, of course. I think it's improved because when I came I haven't hadn't any English (Raiana)

The exception was the participant who thought that she has regressed.

Before I was single time I have good English (..) I get married I stay home all day and always. I don't have English. I have little bit (Meret)

The service of a paid translator was made available on the refugees' arrival. Now the participants no longer use a translator.

One participant asks a friend whose English is better to speak on the phone to the ESB, for example.

Very seldom. Usually when I talk on phone. For me it's difficult to understand there on phone because they are talking too fast and, very seldom (Raiana)

What has helped to improve the participants' English?

All the participants said that their children have helped them.

I think English classes and my children because I spend a lot of time with children during English. I help them they help me and we all together learning English (Raiana)

Em.. I think so, because I have a good practice (Zahra)

To try speak in all the time in English language. Practice, conversation. I have lot of friends, and of course at my work (Ali)

Neighbours' children. Every, because I'm not shy speak with them. (Laughing)  
Especially I am shy speak with adults because their English is good is their own language but with children no problem (Aminat)

Yes, I think when I come English. When I come Ireland I don't have English. When eh.. I help my children learn homework when I explain I learn myself. This very good for me and for child (Zulikhan)

The participants also said that speaking to local people, to neighbours, to people in the shops, watching TV, watch children's movies with subtitles and reading books has helped to improve their English.

My friends (Zahra)

First, I am talking with my kids, not all the time, but I do. Most of the time only English (Ali)

With my kids, at work, then with my Irish friends I have plenty Irish friends. (Zahra)

Eh (pause) everything. When I goes to shop I listen people how they talk, when I watch movie then again I am listen and eh..good is because I have good memory, for me is easy (Aminat)

I think most important is communicate with people and communication with people, neighbours, some where it might be office, anywhere else (Salikh)

All the participants were grateful to the Irish government and said that they intend to remain in Ireland.

### **Individual Case Studies**

The information for these case studies has been taken from the assessments, questionnaire, interviews and my empirical observation. The direct quotations are from the interviews (see Appendix E) and other information from the notes made after the interview (see Appendix G). The names of the participants have been changed.

#### ***Couple 1 – Raiana and Salikh***

Raiana had scored 17 out of 25 in the Cambridge test and was therefore a “good beginner” at Level Pre-Intermediate A2.

Regardless of the fact that Raiana did English at school in Chechnya and a two month course in the refugee camp in Georgia, her answer to the question about her level of English before coming to Ireland was “not good”. Raiana attended 5 out of 14 months of the intensive language course. The reason she could not attend all classes was similar to the other participants:

didn't go all the classes because I couldn't, I was pregnant and I have four children. And I have a lot of problems with my house this time because we have very cold and very damp house with fungals. And we looking, me and my husband looking for other houses, for other house, yeh. And we spend a lot of time for looking for other house this time was very difficult to find another house.

She believes the initial course played a significant role in her language acquisition in order to cope with difficulties she experienced on her arrival in Roscommon.

I think it was very helpful because we came we have no English, just a little bit but no speaking, no talking with English, it was very difficult time (Raiana)

She learned English with her children.

I think English classes and my children because I spend a lot of time with children during English. I help them they help me and we all together learning English. And they when first time went to school they hadn't English and I hadn't any English and

we learned together. I learned their some books with them. Together we were learning together all new words. There I first time saw some word “kids” I didn’t what’s mean that’s word. Because I know children but I didn’t know what’s kids. After checking on the dictionary and I see it’s same

Raiana believes that her children and watching TV are the most significant factors in her language improvement.

I think my first English classes and my children and TV (laughing).

She speaks English as much as she can.

Usually with children, with neighbours, outside, in the work, in the hospital, everywhere speak English (Raiana)

She watched TV a lot before she started working. Now she has less time. She works part-time as a kitchen assistant in a take-away. She is very enthusiastic; she tries to take every chance to learn language with her children, through listening to them when they talk to each other as they usually use English. Sometimes she speaks to them in Chechen so they keep up their mother tongue but they prefer English which is easier for them.

And I try speak Chechen language because they forgot our own language but they speak always English. For them easy speak English (Raiana)

She wants to stay in Ireland. The main reason is her children who are growing up in Ireland.

I think I stay because my children all childhood was in Ireland and their all friends everything is here for them. I think all future my children and my future is here in Ireland.

She would like to continue her education here In Ireland but she thinks that her English is not good enough. She finished school in Chechnya but didn’t continue her education as she got married. She is full of hopes that one day she will continue her education.

Salikh had scored 23 out of 25 in the Cambridge diagnostic test and his Level was Advanced B2. This was the second highest score in the group.

Salikh is Raiana’s husband. He has a degree in Engineering but he had not studied English before coming to Ireland. His wife did a two month language course in a refugee camp while he was looking after his children and elderly mother. He attended all classes of the intensive course on arrival in Roscommon. He did a two year course with VTOS which included business administration, bookkeeping, computer course and communication. Salikh has achieved fluency in English. He uses a translator only:

When I need to translate some official documents.(Salikh)

Salikh always speaks English outside the home except:

With my family I try to speak in Chechen language to save it for..save our culture and language because everywhere else, everywhere you speak in English language and only some chance to speak Chechen language (Salikh)

He believes that the main ways to improve English are:

Communication with people, neighbours, some where it might be office, anywhere else... read and watch TV.

He is ambitious and goal orientated. As an engineer, he is inventive, ingenious.

He told me that the three years in the refugee camp in Georgia were the worst in his life. He could hardly bear the monotonous days as he had been engaged in different interesting projects before the war.

Now he is carrying on working on his various ideas here, in Ireland where he believes he has much better opportunities than anywhere else.

He also told me that he got a patent from Galway authorities for the invention of a mobile clothes dryer in Irish rainy weather. He built one in his backyard. He also built a few dryers for his friends.

He sees his future in Ireland and he explains why:

I thought I'll return to Chechnya but now I can see my children have much more opportunities here and the mentality of them is mostly Irish than for..from other places. They'll have more opportunity and more competitive in this place (Salikh)

### ***Couple 2 – Zahra and Ali***

Zahra had scored 24 out of 25 in the Cambridge test. The Cambridge diagnostic test for beginners was given in order to get the range of ability among the participants. Zahra's English is much better than Beginners. Zahra's Level was Advanced B2.

Zahra scored the highest result in the test. Her score of 24 out of 25 inspired her to continue further online testing so she registered with an authorised exam centre to apply for a Business Language Test.

Her level of Advanced B2 means that she can understand the main ideas of texts; that she can interact fluently and spontaneously in new situations.

Zahra was among those who attended the least number of English classes of the provided intensive course. She attended classes for only two months out of 14. The reasons she gave were absence of child minding facilities and poor accommodation.

I even do not want to talk about it. It was the worst house I ever lived. You remember it? I worried about my children, especially the little one, she was always sick when we lived in that house. Even in the refugee camp my children did not get sick. We never could warm the house, if it was windy outside the same was inside.



During the interview she also demonstrated high oral skills as well as in reading in the provided test. She believes she has good English because she has a lot of practice.

In my opinion I have a lot of Irish friends and all my neighbours are Irish, and I am I am I have a lot of practice to talking with them all the time at English. And I think it's helped me to improve my English a lot.

Before coming to Ireland Zahra did a two month English course organised by the Norwegian Red Cross while she and her family were in the refugee camp in Georgia. She said they were very basic and only twice a week or less. She speaks fluent Russian and Georgian. She studied Georgian at school, she enjoyed learning languages and she got high marks.

Possibly because of her enjoyment of learning languages, she has achieved a high level of proficiency in English.

Zahra is a highly motivated person; she is very ambitious for her children and seriously looked for work on arrival. Acquiring good English was a priority in order to achieve what she wanted. She worked as a volunteer in a charity shop before she got the job she has at the moment. She started work four years ago as a kitchen assistant and now has been promoted to manager. She is happy to work in a catering business even though she has a Law degree. She was prepared to work in a charity shop and as a kitchen hand for her self-esteem and ability to develop her English.

Zahra and her husband arrived in Ireland with four children aged between 10 and 2. Her fifth child was born in Ireland. None of her children had English when they came to Ireland. She was determined to help her children to adjust at school and for them to learn English. Through helping her children and interacting with their school, Zahra's own English improved. Her daughter has won a prize for Irish, and all the children are near the top of their classes.

She challenged the school when they wanted to send her son to a special school for slow learners when in fact the problem was with his poor eye sight.

All these achievements would be impossible without support of Zahra's husband Ali.

Ali had scored 21 out of 25 in the Cambridge test and his Level was Intermediate A2.

Ali is Zahra's husband. He came to Roscommon with his wife and four children.

When he arrived in Ireland he had no English. Ali learned Chechen and Russian at school. Upon arrival in Roscommon he:

Started attend English classes after two months because first two months my wife was attending English classes and I was minding child. After two months she was minding child and I was attending English classes (..) we swapped (Ali)

Despite the fact that he could not attend the full intensive course, he found the classes very helpful. Then he continued learning English with the VEC by attending regular evening classes. He also did a Computer course in order to practice English.

It's study when you have conversation every day on English language (Ali)

He feels confident that his English has improved and he is able to communicate without a translator except for some situations:

May be some technical or deep English (Ali)

He also believes that the only way to improve language skill is practice

to try speak in all the time in English language. Practice, conversation. I have lot of friends, and of course at my work (..) every day you are learning something new (Ali)

He worked as a crane driver in Chechnya. He was a hard worker and adjustable to difficult situations. He came to Ireland with the motivation and skills he had had beforehand. He had showed himself able to face challenges and in Roscommon he looked for a job because he did not want to be on social welfare benefits. After having failed to find a job, he set up his own business which he now runs successfully. He was very proud to show off his van with his name on it. At the moment he is not working because of his health. His wife told me that he was brutally beaten in Chechnya and he has not recovered completely.

He uses every opportunity to speak in English, and talking to his children at home for him is a very important means to improve language. He enjoys speaking English.

Both Ali and Zahra are sure that they are not going to go back to their mother land.

I think I settled for ever in Ireland. .. I am not sure about Roscommon, but in Ireland, it's yes, I am sure about it (Ali)

Of course, yes. I love Ireland and we are settled in Ireland and I don't think so we will move it. Never I think Ireland is forever (Zahra)

### **Couple 3– Aminat and Abdula**

Cambridge test score 19 out of 25.

ESL Language Studies Abroad – Level Pre-Intermediate B2.

Aminat came to Ireland from Kyrgyzstan with her family where they had stayed as refugees for about three years.

Aminat had no English on arrival. She finished secondary school where she did not do any other foreign language.

And on arrival in Roscommon Aminat could not attend the intensive English:

Because I have a son with Down syndrome and I have a daughter five years old, and live far from the classes, it was complicated for me. And about after one year I will be I go to English classes, two months.

Aminat is married with five children. They all went to school in Roscommon except her youngest son who was only two when they arrived. He needed 24 hour care as he suffers from Down syndrome. She was surprised at all the number and amount of benefits for her child with Down syndrome compared to what she had in Chechnya.

When her youngest son went to a playschool for children with special needs she had time to do two month English classes and one month computer course.

Aminat is a very good example of independent language learning.

I study alone, watch TV, watch movies with subtitles and I like children's cartoons especially Pepper Pig (Aminat)

She believes that the best ways to improve English is:

children's movies with subtitles and read books I think (..)Because they speak very clearly and very slowly (Aminat)

Aminat considers she has a good memory and she learns language through listening.

Aminat spends a lot of time at a playground with her son. She speaks English to other children and she appreciates that

...especially with kids when outside you know they playing I can speak with them and like they teach me.(Aminat)

She feels more comfortable speaking English to children than to adults.

Especially I am shy speak with adults because their English is good is their own language, but with children no problem.(Aminat)

Unlike her older children who:

All the time do correct me you know and laughing because they told me "Mom, you speak very not good English you have your English is very you know like you speak every time make mistakes you know everywhere, and they try to correct me and I shy and I not speak with them you know. All the time they laughing.

Aminat feels responsible for every member of her family and she thinks that they take advantage of this. She does all the household duties. Aminat told me the story when she had to make a phone call about the car insurance for her two older sons. Neither of them wanted to do that, as she explained they do not like talking on the phone with authorities. So Aminat did it for them. She imitated voices for three persons including herself.

They listen me, my sons stay with me and they listen me and they was so laughing. Like, they told me: "Mom, you big artist!" (Laughing)

She understands that it was a breach of the law:

They was beside me and they listen and they knows everything what I talk what about I talk to company. I know may be it's criminal but what can I do.

She is happy in Roscommon and prefers it to any other city in Ireland. She is quite confident that she is staying here for good and justifies why:

I will not going to move. I like Roscommon. Roscommon is peaceful place and then here you know than Dublin, Limerick, I like Roscommon (Aminat)

### **Abdula**

Abdula refused to do both tests and spoke Russian throughout the research.

Abdula came to Ireland with his wife Aminat and five children.

He suffers from hearing difficulties. He has very little spoken English and doesn't read in English.

His wife says that he relies completely on her and their children. He socialises only with his compatriots. Like the other Chechens, Abdula wishes to keep ties with his relatives in Chechnya; he goes to his native village in Chechnya and stays there for longer period of time than the others. Nevertheless, he is satisfied with his life and is happy to live in Roscommon.

### **Zulikhan**

Cambridge test score 11 out of 25.

ESL Language Studies Abroad – Level Pre-Intermediate A2.

Zulikhan had no English when she arrived in Roscommon. She did only two classes of the intensive language course because:

No, I go only two classes because I am sick first time, second time I was pregnant, third time I have small child and I stay home.

Zulikhan came to Ireland with her husband and two year old child. They came from Azerbaijan where they were registered as refugees. Zulikhan picked up Azerbaijani while living there and she speaks Kazakh which she did at the secondary school in Kazakhstan. Zulikhan's parents were deported to Kazakhstan from Chechnya in 1944 when Chechen people were suspected of collaboration with the Nazi Army. In the 1990s Zulikhan with her parents and five brothers and sisters returned to Chechnya, to the native village of their parents. Her parents were killed during the war in Chechnya.

When Zulikhan came to Ireland she was expecting her second child. Now Zulikhan has six children. She says that she learned English together with her children at the time they started going to school.

I have to... I have to my children homework, I read with them school book... I help my children learn homework when I explain I learn myself. This very good for me and for child (Zulikhan)

Zulikhan believes she has improved her English and now feels sufficiently confident that she does not need a translator's services any more:

Only first and second years we need only translator but now never. I no need translator. (Zulikhan)

Zulikhan speaks English when:

I go to the parent meeting, I go to the shop, I go to the post office. What? My husband doesn't help me because he working, he is not at home and everything I make myself.

Zulikhan sometimes speaks Chechen to her children because:

my husband say talk with children in Chechen language because I always talk in English and very important talk Russian language, Chechen language because my children never no talk my nationality language (Zulikhan).

Zulikhan enjoys her life in Ireland, in Roscommon and she says:

I stay here because I very like Irish people, very friendly, very nice people, very nice country, because my children going to school. Em. My children like Ireland. I like this country.

## **Meret**

Cambridge test score 6.

Meret refused to do the second test; she said it was difficult for her.

Meret is Zulikhan's sister. They came to Ireland together.

Meret had no English on her arrival in Roscommon. Meret could not attend the English intensive course due to her health: she suffered from trauma and she had depression:

I couldn't do all classes because I always sick: pain in my headache, I have depression, because my parents killed Russian Army because I have it... I have every day headache, pain in my teeth ...

Meret was also depressed over the change of climate:

Climate I think so, because in my country always hot summer time and winter time in snow, here autumn time, summer time, in spring time always rain.

In 2008 Meret got married and now she has two children of five and two. Her husband is Pakistani and they met in Azerbaijan where he did his degree in engineering and worked for an oil company. He speaks Russian.

Meret considers that her English has not been improved; on the contrary it has regressed, for before her marriage it was better. Now she does not have time to learn because she devotes all her time to her two sons.

Before I was ... single time I have good English.  
I get married I stay home all day and always. I don't have English. I have little bit (Meret)

She believes that when they go to school she will take up English again and that:

English classes very important for all people (Meret)

Meret has enough English to socialise with her neighbours.

All my neighbours are Irish. They always ask about my clothes, national clothes because I have scarf and long dress. I change every day and they asked you have a lot of clothes ( laughing).

Meret's children speak English and understand Russian and Urdu.

Meret completely relies on her husband as a translator to fill all the necessary official forms, to pay the bills because:

My husband have English, good English because he is from Pakistan (Meret)

Meret and her husband are well settled in Roscommon but in future they will move to England:

Because my husbands' all relatives live to England (Meret)

Her marriage to a Pakistani man has made her case different from the others. They speak Russian together.

Analysis and findings derived from the assessments, questionnaire, interviews and empirical observation in this chapter will be discussed in the following Chapter 5.

## **Chapter 5: Discussion of findings**

### **A summary of findings across the individual cases**

- All the participants found the initial English course helpful in spite of the fact that not all of them could attend a full intensive course.
- In this sample, the more highly educated participants have achieved higher English competence.
- Parents with children who spent more time in Irish schooling have better language proficiency; they gain vocabulary through reading children's books.
- All the participants are happy in Roscommon and planning to stay.
- Unlike some other groups of refugees who live close to each other, the Roscommon Chechens live in different parts of Roscommon town with English speaking neighbours. They enjoy socialising with these neighbours and consequently this has affected their language acquisition.

Chapter 5 begins with a summary of findings from the individual cases; it discusses the role of language acquisition in integration; motivation and student autonomy and attitudes towards the host country.

### **Language Acquisition and Integration**

“Integration means the ability to participate to the extent that a person needs and wishes in all of the major components of society, without having to relinquish his or her own cultural identity” (Watt, 1999,p.9).

This study found that the Chechens after ten years in Ireland were quite well integrated into Irish society. This was demonstrated by the fact that more than one of the participants wanted to point out that they do not need a translator any longer. They want to be independent. Nevertheless, all the participants have preserved their own cultural identity by speaking Chechen at home and encouraging their children to do so. The findings showed that it was the fathers who wanted Chechen spoken at home. This points at an interesting fact that men are more concerned about keeping up with their cultural identity than women, men have stronger sense of identity.

The Irish government was anxious to facilitate these programme refugees by providing accommodation and language, and employment training (Watt, 1999). The language training took the form of an intensive English course on the Chechens arrival into Ireland.

The attendance and completion of the course varied among the refugees for a number of reasons: health issues, accommodation problems, lack of child minding facilities. Only one of the eight participants completed the course, although they all said in interview that they had found the course useful. However, they said that, after having lived here for some time and having acquired some level of competency in English now might be a better time for an intensive language course.

Ellis describes a second language learning as “the way in which people learn a language other than their mother tongue, inside or outside classroom” (1997, p.3). This study found that the Chechens acquired their English mostly outside the classroom.

### **Motivation**

The Constructivist theory of Dewey and Vygotsky (Table 2) seems to have most relevance to the Chechen’s acquisition of English. Their learning has been social and interactive. They all enjoy talking to their English speaking neighbours and their children. Even the partially deaf participant, who has hardly any English, makes a point of greeting his neighbours in English. Vygotsky also states in his socioculturalist theory that all cognitive development is a result of social interaction. All the Chechen parents interact well with their children’s schools; they talk to the teachers and go to parents meetings.

Vygotsky emphasises the role of the social environment in motivating learners. Unlike other refugees, who often live close to each other and within quite a closed ethnic community, the Chechens live in different parts of Roscommon town; they are surrounded by English speakers and an Irish environment. Therefore they are not socially isolated and do not suffer from a lack of language learning opportunities with native speakers. This welcome interaction further increases motivation to improve. Motivation and attitude are very important issues as far as language learning is concerned.

When Gardner discusses motivation, he talks about “desire to achieve the goal of learning the language plus favourable attitudes towards learning the language” (1985, p.54). All the participants in this study wanted to learn English at the outset and want to improve. Their attitude towards Ireland and towards English is favourable. They all want to stay in Ireland. Theirs is an example of integrative motivation. For all of them, in spite of their situational difficulties, acquiring English has been a pleasure (Deci and Ryan, 1985).

Cooper and Fishman (1977) identified another type of motivation as Developmental or Personal. Activities, such as watching movies, following sport, reading books and magazines in the target language, are all activities the Chechens engage in.



Watching TV and reading books identifies Developmental or Personal Motivation. Watching TV exposes learner to authentic language, spoken by native speakers. Unlike the methodical process through textbooks where vocabulary and grammar are carefully controlled, by watching TV the learners get a sense of what authentic language sounds like; they get accustomed to the real rate of speech of the language. The Chechens' rate of speech of English is close to that spoken by the Irish. This shows that TV is an excellent way to get used to the regular speed at which native speakers talk. The Chechens like watching children's TV and children's cartoons, and English movies with English subtitles for the hard of hearing. The language of children's cartoons is easier to understand than the language for instance of comedies which uses more slang and colloquialisms. TV is also used as a source of listening to the language when it is on, for example, in the kitchen.

Reading children's books is a natural way to acquire a new language. It is easier for learners to gain vocabulary as it is inherently repetitive in children's books. Children's books have simple grammar and vocabulary. Cute pictures of fuzzy ducks and teddy bears help both children and parents to follow the story line and learn new vocabulary easily, sometimes just by looking at the pictures. Children's books are a real tool for learning a language in a fun and engaging way (Zulikhan).

Resultative motivation Ellis (2008) describes learners who are successful and so become more motivated. Most of the participants retain a positive attitude towards acquiring English; they haven't given it up because they found it too difficult. The more successful of the participants, those who are working, have become more motivated to get better at English. This is supported by the literature and by the work of Knowles.

“ There is convincing evidence that people who take the initiative in learning (proactive learners) learn things better than do people who sit at the feet of teachers, passively waiting for things (reactive learners). They enter into learning more purposefully and with great motivation” (Knowles, 1995, p.22),

### **Participants' Autonomy**

Autonomous learning is impossible without motivation. Almost all the participants are eager to learn English, they are curious about the people who speak the target language and their culture. The Chechen refugees have decided by themselves what and how to learn English, whether they want to learn by themselves or with others. Each learner has her or his own individual needs and preferences. Autonomous learning bolsters intrinsic motivation and interest in the host country. Being autonomous learners, the participants draw on their

intrinsic motivation when they accept responsibility for their own learning and commit themselves to develop the skills of reflective self-management in learning. Success in learning strengthens their intrinsic motivation, their learning is efficient and effective.

Additionally, the participants are highly motivated on behalf of their children. They are very ambitious for their children; they want them to do well at school and to speak English well.

Their decision to stay in Ireland has in some cases been influenced by seeing their children happy and settled here. They believe that their children are developing an Irish mentality and they are comfortable with this.

The level of language skills depends on the ability and motivation of the learners (Okada, 1996). As has been mentioned previously, all the participants have been living in Ireland for the same time. However, their level of language competence varies according to their individual abilities, skills and motivation.

The students who had the highest scores in the tests and are most fluent in English all had previous higher education. They were previously used to learning, some of them learning new languages and they appear to have found learning English easier than the other participants. The student who scored the highest score in the tests attended the least number of classes in the initial course. However this participant has a higher education.

### **Attitudes towards the host country**

For the most part, the Chechens' acquisition of English has been successful because they have positive attitudes towards Ireland their host country.

Unlike asylum seekers, programme refugees do not have a choice of the country of their resettlement. The Chechens came to Ireland through third countries where they had stayed for more than three years. It was exhausting to wait for the authorities' decision where to be sent for a safe place to live. In one case a family was twice refused by the Netherlands and Denmark. When they learned that Ireland had accepted them they were relieved and happy at the same time. All the Chechens were very happy to come to Ireland and consider Roscommon as their native town. After the trauma and upheaval of their earlier lives they find the quiet and peace of a small town like Roscommon very attractive. These positive attitudes have undoubtedly affected their language acquisition.

Two participants run their own businesses. Setting up one's own business is another way of achieving full integration into a host country by personal contribution into a society.

It is noteworthy that all the participants are now Irish citizens which appear to be a significant demonstration of their successful integration into a new society which is again no more “a new society”, it became their home land, home town.

The research was limited in that the number of participants was small and the findings are relevant in the context of the experiences and knowledge of those involved only. Findings are subjective as the qualitative research methods were used.

## **Chapter 6: Conclusions and Recommendations**

### **Conclusions**

This research explored the acquisition of English by Programme Chechen refugees who arrived in Ireland ten years ago. The aim of the research was to look at the current level of the Chechens' English; their attitudes and beliefs towards acquiring English and their motivations to improve their spoken English.

The collective case study research with a qualitative approach produced a number of findings that complement each other. The findings from the assessments, the questionnaire, the semi-structured interviews, individual case studies and notes made from empirical observation all reinforced each other. The individual personalities which became apparent in the individual case studies also shared a lot in common.

Data collected from the two assessment tests showed considerable variation among the participants from very little English in the case of one participant with hearing difficulties to quite fluent. The most fluent participants are employed or have taken the initiative to become self-employed. They also have a third level education background. Additionally, these better performing participants have children who have been longer within the Irish educational system. However, none of the participants have near native speaker fluency. Their speed when speaking English is close to native speaker's speed but there are approximation and errors even in the most fluent. Little (2003) considers that approximation and errors appear to be normal for languages learners and "have a positive role as a ladder that gradually ascends towards native speaker proficiency" (p.3). At the same time he states "that the majority of naturalistic second language acquirers never attain native speaker proficiency" (ibid, p.3). The Chechens recognise that they will not attain native speaker proficiency. However they are very pleased that their children at school are rapidly attaining a proficiency in English that is close to that of native speakers'. Regardless of errors they may make, the language skills acquired by the Chechens in speaking, reading and writing have resulted in making them feel happy and confident when using English in everyday communication and when completing official documents.

The process of acquiring these language skills happened to a large extent outside the classroom. All the Chechens found the initial intensive English course on their arrival helpful. However their situational difficulties at that time regarding housing, health and child care meant that they were unable to fully participate in and benefit from the course. Little says that classroom or instructed learning would speed up the language acquisition process

but it would be wiser to provide the initial host's country language at a time when the refugees "are emotionally and psychologically ready to do so" (ibid, p.17). The Chechen participants in this research voiced the same sentiment.

The Chechens' positive attitudes towards Ireland were decisive in their motivation to learn English. Even in the case of the participant whose English is very limited, he demonstrates the same positive attitudes. Like the other Chechens he is quite content with his resettlement and pleased that his children speak English very well. Certainly it is generally thought that it is easier for children to learn a new language because "children have fewer distractions and responsibilities (..) than adults" (ibid, p.11).

In the questionnaire the Chechens said that they thought the older you are the more difficult it is to learn a new language. This attitude did not show up in the assessment test results. Little considers that physical age is not an important factor in learning a new language. What is more important is the learner's openness to a new language, assumption of a new cultural identity, "...to start learning a new language at any time of life and to make worthwhile progress" (ibid, p.11). The Chechens gratitude towards Ireland and pleasure to be here gave them this openness to learning English and wanting to closely associate themselves with Irish culture and society.

From the cognitive point of view, motivation centres on individuals making decisions about their own actions caused by the external factors. For the most part, the Chechens' motivation was intrinsic.

Pursuant to Gardner, in this case with the Chechens, integrative orientation is dominant because the language learners are in the country of the target language. This consideration is reinforced by the Chechen's positive attitudes towards the language and the host country, their beliefs about the language and language acquisition which play a key role in their success in language learning and their happy settlement in Ireland.

Apart from intrinsic motivation the research discovered other types of motivation such as extrinsic, developmental or personal and resultative. This indicates that the participants are attempting to master their language skills for different aims, such as to get a job, to use technology as an aid to learning and following their initial success, to continue achieving more and more.

The research clearly showed that the Chechens developed autonomous learning of English thus showing their interest in acquiring English. Their strategies varied according to the individual: seeking out more English classes, seeking out other courses, looking for employment in order to practice English, watching TV, consciously following their children's

acquisition of English, reading with their children in order to extend their vocabulary. Autonomous learning arises from a freely chosen and natural wish to communicate. The research demonstrated that the Chechens effectively developed and exercised their autonomy. Little stresses that “The success of any refugee programme must be judged by the extent to which the refugees in question find long-term employment and thus become financially self-sufficient” (Little, 2000, p.15) Some of the mothers in this research have young children who they are minding at home but they look forward confidently to the time when they will be able to get jobs. The fact that half of the Chechen participants in this research have acquired sufficient English to gain employment in English speaking businesses or to have set themselves up as self-employed and financially self-sufficient, demonstrates the success of the programme Chechen refugees settlement in Roscommon. While they want to retain their cultural identity and language, they also want to be part of Irish culture, learn and improve their English.

### **Recommendations**

In order to enhance second language acquisition by programme refugees the following recommendations are suggested.

1. There is no doubt that it takes time for refugees to get over the trauma they suffered before arriving in a host country, to settle in a new environment, to develop positive attitudes towards a host’s country language. Thus, to take into account all the above the language courses should be undertaken by refugees at an appropriate time for them. The language courses provided should be less intensive at the beginning when there numerous situational difficulties. After a period of time for settlement an intensive course might prove more beneficial.
2. Women with young children should be taken into account when setting up English language courses so they are able to attend regular courses. Child-minding facilities need to be available.
3. Adult learners with special needs should also be taken into account by providing one-to-one additional classes.

This research has shown that the Chechens in Roscommon town have become well integrated; they are independent and plan to stay. Most of them speak English quite well and are continuing to improve by participating in local society.

Following on from this research, it would be interesting to look at the children, those who arrived with their parents into Ireland and those who were born here, this second generation's attitude towards Ireland and Chechnya.

## References

- Abramson, L.Y., Seligman, M.E.P., & Teasdale, J.D. (1978). Learned helplessness in humans: Critique and reformulation. *Journal of Abnormal Psychology*, 87, pp.49-74.
- Benson, P. (2007). Autonomy in language teaching and learning. *Language Teaching*, 40 (1), 21-40.
- Bernard, H. Russel. (2006). *Research methods in anthropology. Qualitative and quantitative approaches*. Fourth edition, ALTAMIRA Press.
- Bowring, J., & Bake, C. (2005). The ECRE Country Report.
- Brown, H. D. (1994). *Teaching by principles*. Englewood Cliffs, NJ: Prentice Hall, pp. 15-33
- Brown, H.D. (1987). *Principles of Language Learning Theories*. Englewood Cliffs: Prentice Hall Regents.
- Brown, J. D. (1995). *The elements of language curriculum*. Boston, MA: Heinle & Heinle.
- Brown, J.D. (2001). *Using surveys in language programs*. Cambridge, UK. Cambridge University Press.
- Burt, M., Peton, J.K., & Adams, R. (2003). Reading and adult English language learners: A review of the research. Washington, DC: Centre for Applied linguistics.
- Caestecker, F., & Moore, B. (2014). *Refugees from Nazi Germany and the Liberal European States*. Berghahn Books.
- Caron, V. (2002). *Uneasy Asylum: France and the Jewish Refugee Crisis, 1933-1942*. Stanford Studies in Jewish History and Culture. Stanford University Press.
- Clement, R., & Kruidenier, B.G. (1983). Orientations in second language acquisition: I. The effects of ethnicity, milieu and target language on their emergence. *Language Learning*, 33, p.272-291.
- Coleman, J.A. & Klapper, J. (Eds.) (2005) *Effective learning and teaching in modern languages*. London and New York: Routledge.



- Common European framework of reference for languages. (2001) *Learning, teaching, assessment*. Council of Europe. Cambridge University Press.
- Cook, V. (2001). Using the first language in the classroom. *Canadian Modern Language Review*, 57(3), p.408
- Cooper, R.L., & Fishman, J.A. (1977). A study of language attitudes. In J.A. Fishman, R.L.
- Copeland H. ( 1952). A Student-centred Program: The Program in Practice at Franklin and Marshall College. *The Journal of Higher Education*. 23(3), pp. 145-172.
- Copper, & Conrad, A. (Eds.), *The spread of English*. (pp.239-276). Rowley, MA: Newbury
- Crooks, G., & Schmidt, R.W. (1991). Motivation: Reporting the research agenda. *Language Learning*, 41, 469-512. New York: Addison Wesley Langman.
- Csikszentmihalyi, M. (1975, p.8). Beyond boredom and anxiety. San Fransisco: Jossey-Bass.
- Deci, E.L. & Ryan, R.M. (1985). *Intrinsic motivation and self-determination in human behavior*. NewYork: Plenum.
- Deci, E.L., & Ryan, R.M. (1985). The general causality orientations scale: Self-determination in personality. *Journal of Research in Personality*, 19(2), pp.109-134.
- Delgado-Gaitan, C. (1994). Russian refugee families: accommodating aspirations through education. *Anthropology & Education Quarterly*, 25, 137-155.
- Dickenson, L. (1995) Autonomy and motivation: A literature review . *System*, 23, pp.165-174
- Dornyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78, 273-283.
- Dornyei, Z. (2001). *Teaching and researching motivation*. Essex: Longman.
- Dornyei, Z. (2003). Attitudes, orientations, and motivations in language learning: Advances in theory, research and applications. *Language Learning*, 53 (Supp11), 3-32.

- Dornyei, Z. (2003). *Questionnaires in Second Language Research. Construction, Administration and processing*. Lawrence Erlbaum Associates, Publishers. Mahwah, New Jersey and London.
- Dulay, H., Burt, M. & Krashen, S. (1982). *Language Two*. New York: OUP.
- Ellis, R. (1997). *Second Language Acquisition*. Oxford, UK: Oxford University Press
- Ellis, R. (2008). *Second Language Acquisition*. New York, Oxford University Press.
- Elmeroth, E. (2011). From refugee camp to solitary confinement: illiterate adults learn Swedish as a second language. *Scandinavian Journal of Educational Research*, 47, 431-449.
- Entzinger, H. & Biezeveld, R. (2003) *Benchmarking in Immigrant Integration*. Rotterdam. Erlbaum Associates.
- European Council on Refugees and Exiles (ECRE) - Country Report 2005
- Eurosphere, (2008). Diversity and the European Public Sphere. Towards a Citizens' Europe. Eurosphere working paper series. Online Working Paper No. 13. Retrieved March 9, 2013 from [http://eurospheres.org/files/2010/08/Eurosphere\\_Working\\_Paper\\_13\\_Folkestad.pdf](http://eurospheres.org/files/2010/08/Eurosphere_Working_Paper_13_Folkestad.pdf)
- Ewald, J. D. (2007). Foreign language learning anxiety in upper-level classes: Involving students as researchers. *Foreign Language Annals*, 40(1), pp.122-142.
- Folkestad, B. (2008). *Analysing Interview Data*. Eurosphere working paper series. Online Working Paper, no.13. Retrieved November 4, 2013 from [http://eurospheres.org/files/2010/08/Eurosphere\\_Working\\_Paper\\_13\\_Folkestad.pdf](http://eurospheres.org/files/2010/08/Eurosphere_Working_Paper_13_Folkestad.pdf).
- Forrester, M. 1996. *Psychology of Language: A Critical Introduction*. London, SAGE Publications Ltd.
- Gan, Z., Humphreys, G., & Hamp-Lyons, L. (2004). Understanding successful and unsuccessful EFL students in Chinese universities. *Modern Language Journal*, 88(2), pp.229-244.

- Gardner, R. C., & Lambert, W. E. (1959). Motivational variables in second language acquisition. *Canadian Journal of Psychology*, 13, pp.266-272.
- Gardner, R. C., & Lambert, W. E. (1972, pp.6-18). *Attitudes and motivation in second language learning*. Rowley, Mass.: Newbury House.
- Gardner, R.C. (1985, p.54). *Social Psychology and second language learning: The role of attitudes and motivation*. London: Arnold.
- Gardner, R.C. (2000). Integrative motivation and second language acquisition . In Z. Dornyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp.1-20). Honolulu, HI: University of Hawai'i Press.
- General Policy, Section 6 "Informed Consent", Office of Research Support. The University of Texas at Austin. Retrieved December 12, 2013 from <http://www.utexas.edu/research/rsc/humansubjects/policies/section6.html>
- Gregersen, T. (2003). To err is human: A reminder to teachers of language-anxious students. *Foreign Language Annals*,36, 25-32.
- Guy S. Goodwin-Gill, 1996. *The Refugee in International Law*. Second edition. Clarendon press. Oxford, p.1.
- Hammarberg, T. (2010). Europe should accept more refugees in need of safe resettlement. The Councils of Europe Commissioner's Human Rights Comment. Retrieved December 5, 2013 from [http://commissioner.cws.coe.int/tikiview\\_blog\\_post.php?postId=102](http://commissioner.cws.coe.int/tikiview_blog_post.php?postId=102)
- Harzig,C., Hoeder, D., Gabaccia, D.R. (2009). *What is Migration History?* Polity Press.
- Higgins, M. (2013). Remarks by President Michael D. Higgins. Reception Marking the Twenty-First Anniversary of the Irish Refugee Council. Aras An Uachtarain. Thursday, November 7, 2013. Retrieved March 2, 2014 from <http://www.president.ie/speeches/reception-marking-the-twenty-first-anniversary-of-the-irish-refugee-council-aras-an-uachtarain/>
- Horwath Consulting Ireland in association with RAMBOLL management and Matrix knowledge Group. (2008). Final Report to office of the Minister for Integration and the

Department of Department of Education & Science, Development of a National English Language Police and Framework for Legally-Resident Adult Immigrations.

Horwitz, E. K., Horwitz, M. & Cope, J.(1986). Foreign language classroom anxiety, *The Modern Language Journal*, 70(2), pp.125-132.

Hovannisian, R. (2007). *The Armenian Genocide: Cultural and Ethical legacies*. New Brunswick, NJ: Transaction Press.

Howarth Consulting Ireland (14<sup>th</sup> July, 2008). *A final report to Office of the Minister for Integration and Department of Education and Science. Development of National English Language Police and Framework for legally Resident Adult Immigrants*. Ramboll management. Matrix Knowledge group, p.10. Retrieved March 10, 2013 from [http://www.education.ie/en/Publications/Policy-Reports/horwath\\_final\\_report.pdf](http://www.education.ie/en/Publications/Policy-Reports/horwath_final_report.pdf)

Integrate Ireland Language and training. (2006). Wider Equality Measure Study. *Measure 17 of the EHRDOP*. The Equality Authority.

Integration Understanding: A Two Way Process - Report to the Minister for Justice, Equality and Law Reform by the Interdepartmental Working Group on the Integration Refugees in Ireland. (1999). Government Stationary Office, Dublin.

Irish Refugee Council. (2013). *Promoting and Enhancing the lives of Refugees*. Annual Report.

Johnson, D. W. (1979). *Educational psychology*. Englewood Cliffs, NJ: Prentice

Joyce, C. 2008. Annual Policy Report on Migration and Asylum 2007: Ireland. ESRI: Dublin

Jurkunen, K. (1989). *Situation –and task-specific motivation in foreign-language learning and teaching* (Publications in Education No.6). Joensuu, Finland: University of Joensuu.

Keyes, E. F., & Kane, C. F. (2004). Belonging and adapting: mental health of Bosnian refugees living in the United States. *Issues in Mental Health Nursing*, 25, 809-31.

Knowles, M.S. (1995). *Self-Directed Learning: A Guide for learners and Teachers*. Chicago: Association Press.

- Kramersch, C. (1994). *Context and culture in language teaching*. Oxford: Oxford University Press.
- Krashen, S.D. (1977). The Monitor Model for Adult Second Language Performance. In Burt, M., Dulay, H., & Finocchiaro, M. (eds.), *Viewpoints on English as a Second Language*. New York: Regents,
- Krashen, S.D. (1987) *Principles and practice in Second Language Acquisition*. Prentice-Hall International, Englewood Cliffs, NJ.
- Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage
- Lamb, M. (2004). Integrative motivation in a globalizing world. *System*, 32, pp.3-19.
- Lightbown, P.M., & Spada, N. (1993). *How Languages are Learned. Oxford Handouts for language teachers* Oxford: Oxford University Press
- Lightbown, P.M., & Spada, N., (2006). *How Languages are Learned*. Oxford, UK; Oxford University Press.
- Little, D. (2000). Meeting the language needs of refugees in Ireland. Refugee Language Support Unit. University of Dublin, Trinity College.
- Little, D. (2003). English Language Proficiency benchmarks for non-English-speaking pupils at primary level. IILT, Dublin
- Loyal, S. (2011). *Understanding Immigration in Ireland. Ireland in a Global Age*. Manchester University Press.
- Majka, L. & Mullen, B. (1992). Employment retention, area of origin and type of social support among refugees in the Chicago area. *International Migration Review*, 26(3), 899-926.
- Meng-Ching, H. (1998). Cultural studies and motivation in foreign and second language learning in Taiwan. *Language, Culture and Curriculum*, 11(2), 165-182.
- McLaughlin, B. (1987) *Theories of Second-and Language Learning*, London: Edward Arnold.

- Miranda , M. V. (2009). *Creating a successful community college student: using behaviorism to foster constructivism*. The Community College Enterprise, Spring 21-38.
- Moreo, E., & Lentin, R. (2010). From Catastrophe to marginalization the experiences of Somali refugees in Ireland. Migrant Network Project, Trinity Immigration Initiative, Trinity College Dublin in association with HAPA- Horn of Africa People's Aid, p.10.
- Moser, C.A., & Kalton, G. (1971). *Survey methods in social investigation*. London: Heinemann.
- Murray, E., & Healy, C. (2006). Irish Migration Studies in Latin America. *Society for Irish Latin American Studies*, volume 4, 4, October 2006, p.223. Retrieved March 12, 2014 from <http://www.irlandeses.org/0610.pdf>
- Nisbet, J. & Watt, J. (1984). Case study: In J.Bell, T. Bush, A. Fox, J. Goodey and S. Goulding (eds) *Conducting Small-Scale Investigations in Educational Management*. London: Harper & Row, 79-92.
- Noels, K.A. (2001). Learning Spanish as a second language: Learners' orientations and perceptions of their teachers' communication style. *Language Learning*, 51 (1), 107-144.
- Noels, K.A. (2001). New orientations in language learning motivation: Towards a model of intrinsic, extrinsic and integrative orientations and motivations. In Z. Dornyei & R. Schmidt (Eds.). *Motivation and second language acquisition* (Technical Report #23, pp.43-68). Honolulu: University of Hawai'i. Second Language Teaching and Curriculum Centre.
- O'Carroll, S. (2014). Ireland will take in 90 Syrian refugees this year. *TheJournal.ie*, January 31, 2014. Retrieved February 2, 2014 from <http://news.ie.msn.com/ireland/ireland-will-take-in-90-syrian-refugees-this-year>
- Office of the Refugee Applications Commissioner (ORAC). (2008) Annual Report. Tiberlay House, Dublin
- Peck, S. (1977). *Language Play in Child Second Language Acquisition*. In C.A. Henning (ed.), Proceedings of the Los Angeles Second Language Research Forum, June, 1977.

- Piaras, 2001. *Immigration into Ireland: Trends, Policy, Responses, Outlook*.
- Pintrich, P.R. (2003). A Motivational science perspective on the role of student motivation in learning and teaching contexts, *Journal of Educational Psychology*, 95, 667-686.
- Proudfoot, M.J.,(1957). *European Refugees, 1939-1952: A Study in Forced Population Movement*. London, Faber & Faber.
- Ramage, K. (1990). Motivational factors and persistence in foreign language study. *Language Learning*, 40, 189-219
- Reznik, David B., Ph.D. (May 1, 2011). What is Ethics in Research & Why is it important? *National Institute of Environmental Health Sciences, USA*. Retrieved December 10, 2013 from <http://www.niehs.nih.gov/research/resources/bioethics/whatis/>
- Robert Wood Johnson Foundation (RWJD). Qualitative Research Guidelines Project. Retrieved February 3, 2014 from <http://www.qualres.org/HomeSemi-3629.html>
- Rueda, R., & Chen, C.B. (2005). *Assessing motivational factors in foreign language learning: Cultural variation in key constructs*. *Educational Assessment*, 10(3), p.209-229.
- Sampson, G. (1997) *Educating Eve, The Language Instinct Debate*. London and Washington: Cassell.
- Seliger H.W., & Shohamy, E. (1983). *Second Language Research Methods*. Oxford University Press.
- Silverman, D. (2001) *Interpreting Qualitative Data: Methods for Analysing Talk, Text and Interaction*. London, Sage.
- Schunk, D. H., Pintrich, P. R., & Meece, J., L. (2008). *Motivation in education* (3rd ed.). Upper Saddle.River, NJ: Pearson Merrill Prentice Hall.
- Stake, R. E. (1995), *The art of case study research*, Thousand Oaks, CA: Sage
- Stake, R. E. (1998). Case Studies. In N. K. Denzin & Y. S. Lincoln (Eds.). *Strategies of qualitative inquiry* (pp. 86-109). Thousand Oaks, CA: Sage.

- Stake, R. E. (2005). Qualitative case studies. In N. K. Denzin and Y. S. Lincoln (eds.). *The Sage handbook of qualitative research* (3rd ed.), pp. 433-466. Thousand Oaks, CA: Sage
- Stewart, J. (2011). *Supporting Refugee Children: Strategies for Educators*. University of Toronto Press, Higher Education Division. World Rights.
- The Nobel Foundation. (2011). The official website of the Nobel Prize. Retrieved March 2, 2014 from [http://www.nobelprize.org/nobel\\_prizes/peace/laureates/2011/](http://www.nobelprize.org/nobel_prizes/peace/laureates/2011/).
- UNHCR. (1967). Convention and Protocol relating to the Status of Refugees. 60 Years UNHCR. Retrieved February 21, 2014 from <http://www.unhcr.org/3b662aa10.html>
- UNHCR. (2007). Convention and Protocol relating to the Status of Refugees. Geneva. Retrieved February 21, 2014 from <http://unhcr.org.au/unhcr/images/convention%20and%20protocol.pdf>
- UNHCR (2013) UNHCR Global Trends. Annual Report. Switzerland.
- UNICEF Iraq (2013) Syria Crisis Bi-Weekly Humanitarian Situation Report, 12-25 January 2013 Syrian refugees and food insecurity in Iraq, Jordan and Turkey. Retrieved February 10, 2014 from <http://data.unhcr.org/syrianrefugees/regional.php>
- Vallerand, R.J. (1997). Toward a hierarchical model of intrinsic and extrinsic motivation. In M.P.Zanna (Ed.), *Advances in experimental social psychology* (Vol.29, pp.271-360). San Diego, CA: Academic Press.
- Vallerand, R.J., Blais, M.R., Briere, N.M., & Pellitier, L.G. (1989). Construction and validation of the Academic motivation Scale. *Canadian Journal of Behavioural Sciences*, 21, 323-349.
- Vallerand, R.J., Pellitier, L.G., Blais, M.R., Briere, N.M., Senecal, C., & Vallieres, E.F. (1992). The Academic Motivation Scale: A measure of intrinsic, extrinsic, and amotivatin in education. *Educational and psychological measurement*, 52, pp.1003-1017.
- Vallerand, R.J., Pellitier, L.G., Blais, M.R., Briere, N.M., Senecal, C., & Vallieres, E.F. (1993). On the assessment of intrinsic, extrinsic and amotivation in education: Evidence



on the concurrent and construct validity of the Academic Motivation Scale.  
*Educational and Psychological Measurement*, 53, pp.159-172.

Vernant, J. (1953). *The Refugee in the Post-War World*. London, Allen and Unwin.

Vygotsky, L.S. (1987). *The Collected works of L.S. Vygotsky, Volume 1. Problems of General Psychology. Including the volume Thinking and Speech*. R.W. Reiber and A.S. Carton (eds.). New York: Plenum Press

Ward, T. (2002). Asylum seekers in Adult Education, A Study of Language and Literacy Needs. City of Dublin VEC and County Dublin VEC, p.22.

Weine, S.M., Vojvoda, D., Becker, D.F., McGlashan, et al., (1998). PTSD symptoms in Bosnian refugees 1 year after resettlement in the United States. *American Journal of Psychiatry*, 155(4), pp.562-564.

Whatt, P.(1999). *Refugees and Asylum Seekers in Ireland*. Ireland Institute, Dublin.

Wider Equality Measure Study supported by Equality Studies Unit, Measure 33A of the EHRDOP. (2006). Integrate Ireland Language and Training (IILT), p.9.

Wink, J.,& Putney, L.G. (2002). A vision of Vygotsky. Boston: Allyn & Bacon.

Woolley, A. (2014) *Contemporary Asylum Narratives. Representing Refugees in the Twenty-First Century*. University of Lincoln, UK: Palgrave Macmillan.

Wright, M., & McGrory, O. (2005). Motivation and the adult Irish language learner. *Educational Research*, 47(2), pp.191-204.

Yin, R.K. (1994). *Case study research: Design and methods*. Thousands Oaks, CA: Sage.

Yin, R.K. (2009). *Case study research: Design and methods*. Fourth edition. Newbury Park, CA: Sage.

## Appendix A: Cambridge Test

or the questions below, please choose the best option to complete the sentence or conversation.

### 1. When can we meet again?

- When are you free?
- It was two days ago.
- Can you help me?

### 2. My aunt is going to stay with me.

- How do you do?
- How long for?
- How was it?

### 3. When do you study?

- at school
- in the evenings
- in the library

### 4. Would you prefer lemonade or orange juice?

- Have you got anything else?
- If you like.
- Are you sure about that?

### 5. Let's have dinner now.

- You aren't eating.
- There aren't any.
- Tom isn't here yet

Next

### 6. The snow was ..... heavily when I left the house.

- dropping
- landing

- falling
- descending

**7. I can't find my keys anywhere - I ..... have left them at work.**

- can
- must
- ought
- would

**8. When a car pulled out in front of her, Jane did well not to ..... control of her bicycle.**

- miss
- lose
- fail
- drop

**9. According to Richard's ..... the train leaves at 7 o'clock.**

- opinion
- advice
- knowledge
- information

**10. When you stay in a country for some time you get used to the people's ..... of life.**

- habit
- custom
- way
- system

**11. The builders are ..... good progress with the new house.**

- getting
- doing
- making
- taking

12. She is now taking a more positive ..... to her studies and should do well.

- attitude
- behaviour
- manner
- style

13. My father ..... his new car for two weeks now.

- has had
- has
- is having
- had

14. What differences are there ..... the English spoken in the UK and the English spoken in the US?

- among
- between
- beside
- with

15. At 6 p.m. I started to get angry with him because he was late .....

- as usual.
- in general.
- typically.
- usually.

16. .... you get your father's permission, I'll take you skiing next weekend.

- Although
- Provided
- As
- Unless

17. A local company has agreed to ..... the school team with football shirts.

- contribute

- supply
- give
- produce

**18. I really enjoy stories that are ..... in the distant future.**

- found
- set
- put
- placed

**19. That old saucepan will come in ..... when we go camping.**

- convenient
- fitting
- handy
- suitable

**20. Anyone ..... after the start of the play is not allowed in until the interval.**

- arrives
- has arrived
- arriving
- arrived

Next

**21. I didn't ..... driving home in the storm so I stayed overnight in a hotel.**

- fancy
- desire
- prefer
- want

**22. The judge said that those prepared to..... in crime must be ready to suffer the consequences.**

- involve
- engage

- undertake
- enlist

**23. Marianne seemed to take ..... at my comments on her work.**

- annoyance
- insult
- offence
- indignation

**24. You should not have a dog if you are not ..... to look after it.**

- prepared
- adapted
- arranged
- decided

**25. The farmhouse was so isolated that they had to generate their own electricity .....**

- current.
- supply.
- grid.
- power.

## Appendix B: English Test. 2

### English Test

#### Question 1

Please select the best word to complete the following sentence:

I come \_\_\_\_\_ England.

- to
- from
- at
- in

#### Question 2

Please select the best word to complete the following sentence:

There aren't \_\_\_\_\_ people here.

- much
- many
- a lot
- some

#### Question 3

Please select the best word to complete the following sentence:

Tim \_\_\_\_\_ work tomorrow.

- isn't going
- isn't
- isn't going to
- isn't to

#### Question 4

Please select the best word to complete the following sentence:

I'd like \_\_\_\_\_ information, please.

- an
- some
- piece
- a piece

#### Question 5

Please select the best word to complete the following sentence:

\_\_\_\_\_ to school yesterday?

- Do you walk
- Did you walked
- Did you walk
- Have you walked

#### Question 6

Please select the best word to complete the following sentence:

I went to the shop \_\_\_\_\_ some chocolate.

- for buying
- for buy

- to buy
- buy

Question 7

Please select the best word to complete the following sentence:  
'I don't like coffee.' '\_\_\_\_\_ do I.'

- So
- Neither
- Either
- No

Question 8

Please select the best word to complete the following sentence:  
'Have you visited London?' '\_\_\_\_\_'

- Not yet
- Ever
- Already
- Not

Question 9

Please select the best word to complete the following sentence:  
Is Jo \_\_\_\_\_ Chris?

- taller that
- taller
- as tall as
- more tall

Question 10

Please select the best word to complete the following sentence:  
You should \_\_\_\_\_ your homework.

- make
- do
- work
- give

Question 11

Please select the best word to complete the following sentence:  
'Where's the \_\_\_\_\_ post office, please?'

- most near
- near
- more near
- nearest

Question 12

Please select the best word to complete the following sentence:  
Would you mind \_\_\_\_\_ the window?

- closing
- close



- to close
- closed

Question 13

Please select the best word to complete the following sentence:  
He's interested \_\_\_\_\_ learning Spanish.

- on
- to
- in
- for

Question 14

Please select the best word to complete the following sentence:  
How long \_\_\_\_\_ English?

- do you learn
- are you learning
- have you been learning
- you learn

Question 15 Please select the best word to complete the following sentence:  
His office is on the second \_\_\_\_\_ of the building.

- floor
- level
- ground
- stage

Question 16

Please select the best word to complete the following sentence:  
The doctor gave me a \_\_\_\_\_ for some medicine yesterday.

- note
- receipt
- prescription
- recipe

Question 17

Please select the best word to complete the following sentence:  
Can you tell me when \_\_\_\_\_ ?

- the train leaves
- does the train leave
- leaves the train
- does leave the train

Question 18

Please select the best word to complete the following sentence:  
I \_\_\_\_\_ a reply to my letter in the next few days.

- hope
- expect

- wait for
- get

Question 19

Please select the best word to complete the following sentence:  
When Simon \_\_\_\_\_ back tonight, he'll cook dinner.

- comes
- will come
- come
- shall come

Question 20

Please select the best word to complete the following sentence:  
We arrived \_\_\_\_\_ England two days ago.

- to
- in
- on
- at

Question 21

Please select the best word to complete the following sentence:  
'Why are you so hungry?' 'Oh, I \_\_\_\_\_ breakfast this morning.'

- hadn't
- didn't
- didn't have
- haven't

Question 22

Please select the best word to complete the following sentence:  
You \_\_\_\_\_ better see a doctor.

- did
- would
- should
- had

Question 23

Please select the best word to complete the following sentence:  
You should \_\_\_\_\_ swimming.

- start up
- get off
- take up
- take off

Question 24

Please select the best word to complete the following sentence:  
'Did you speak to Juliet?' 'No, I've \_\_\_\_\_ seen her.'

- nearly
- hardly

- often
- always

Question 25

Please select the best word to complete the following sentence:  
He told me that he \_\_\_\_\_ in Spain the previous year.

- has been working
- had been working
- has worked
- had been worked

Question 26

Please select the best word to complete the following sentence:  
She looks \_\_\_\_\_ she's going to be sick.

- as if
- as
- likes
- if

Question 27

Please select the best word to complete the following sentence:  
The best way to learn a language is \_\_\_\_\_ a little every day.

- speak
- in speaking
- to speaking
- by speaking

Question 28

Please select the best word to complete the following sentence:  
She \_\_\_\_\_ me to go to school.

- said
- told
- suggested
- made

Question 29

Please select the best word to complete the following sentence:  
I want to be a teacher when I \_\_\_\_\_ .

- grow
- age
- grow up
- am more years

Question 30

Please select the best word to complete the following sentence:  
I'm fed up \_\_\_\_\_ this exercise.

- with doing
- to do

- to doing
- for doing

Question 31

Please select the best word to complete the following sentence:

After ten years working for the same company, she \_\_\_\_\_ from her job yesterday

- renounced
- resigned
- reneged
- reconsidered

Question 32

Please select the best word to complete the following sentence:

She has been \_\_\_\_\_ of murdering her husband.

- charged
- accused
- arrested
- blamed

Question 33

Please select the best word to complete the following sentence:

You aren't allowed to use your mobile so \_\_\_\_\_ .

- it's no point to leave it on
- it's no point in leaving it on
- there's no point in leaving it on
- there's no point to leave it on

Question 34

Please select the best word to complete the following sentence:

You \_\_\_\_\_ the cleaning. I would have done it tonight.

- needn't have done
- couldn't have done
- can't have done
- wouldn't have done

Question 35

Please select the best word to complete the following sentence:

They have put speed bumps on the road to \_\_\_\_\_ accidents.

- evade
- prohibit
- prevent
- forbid

Question 36

Please select the best word to complete the following sentence:

We would never have had the accident if you \_\_\_\_\_ so fast.

- wouldn't been driving
- hadn't been driving

- had driven
- wouldn't drive

Question 37

Please select the best word to complete the following sentence:  
The tree \_\_\_\_\_ by lightning.

- was flashed
- struck
- was struck
- flashed

Question 38

Please select the best word to complete the following sentence:  
If only I \_\_\_\_\_ richer.

- am
- were
- would be
- will be

Question 39

Please select the best word to complete the following sentence:  
\_\_\_\_\_ the better team, we lost the match.

- Despite of being
- Despite
- Despite being
- Although

Question 40

Please select the best word to complete the following sentence:  
By this time next year, I \_\_\_\_\_ all my exams.

- will have taken
- will take
- take
- have taken

### Appendix C: Common European Framework. Levels of English

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making, etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2+					
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.

<b>B1+</b>					
<b>B1</b>	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
<b>A2+</b>					
<b>A2</b>	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like 'and', 'but' and 'because'.
<b>A1</b>	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

## Appendix D: Questionnaire

### Section A: About you

Please complete the questionnaire by ticking the boxes. The questions are for my research as a student at Dublin Institute of Technology. Please ask me if you are unsure.

1. Name \_\_\_\_\_
2. Gender
  - female
  - male
3. Did you come to Ireland through another country?
  - Yes
  - No
4. If you answered Yes to the previous question, please select the country you came through:
  - Azerbaijan
  - Georgia
  - Armenia
  - Kazakhstan
  - Other: \_\_\_\_\_
5. How long were you there?
  - 1-2 years
  - 3-5 years
  - 6-8 years
  - 9-10 years
  - more than 10 years
6. How old are you?
  - 18-24 years old
  - 25-34 years old
  - 35-44 years old
  - 45-54 years old
  - 55-64 years old
  - 65 years or older
7. How old were you when you arrived in Ireland?
  - 18-24 years old
  - 25-34 years old
  - 35-44 years old
  - 45-54 years old
  - 55-64 years old
  - 65 years or older
8. Have you got any children?
  - Yes



No

9. If you answered Yes to the previous question, please fill in the table:

Age	Country of birth	Length of time in school in Ireland

10. Do you speak other languages?

Yes

No

11. If you answered Yes to the previous question, please tick the appropriate answer:

Russian

French

German

Georgian

Other \_\_\_\_\_

12. What level was your English when you arrived in Roscommon?

None

Not good

Good

Very good

## Section B. Past Language Learning Experiences.

The following questions are about your past language learning experiences in your secondary school or college/institute. In your answers you do not need to make references to any particular teachers or courses.

13. Did you learn a foreign language at school?

Yes

No

14. If you answered Yes to the previous question, please select the languages you did.

English

French

German

Other \_\_\_\_\_

15. Did you like learning languages?

Yes

No

16. Did you continue your education after school?

Yes

No

17. Did you do a language in your further education?

Yes

No

18. Did you enjoy it?

Yes

No

## Section C. Beliefs about Language Learning

The following questions are about beliefs people have about learning English.

Read each statement and decide if you:

- (1) Strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree, (5) strongly agree:

		<i>1 Strongly disagree</i>	<i>2 Disagree</i>	<i>3 Neither agree nor disagree</i>	<i>4 Agree</i>	<i>5 Strongly agree</i>
19.	I believe that some people are born with a special ability to learn languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	It is important to learn about the culture of the country you moved to if you want to speak its language well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Different people learn languages in different ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Men are worse than women at learning languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	The older you are the more difficult it is to learn a language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	Everyone can learn to speak English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section D. Attitudes to Independent Language Learning

		<i>Yes</i>	<i>No</i>	<i>Don't know</i>
25.	To learn English successfully you need a good teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	I like studying alone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	I know what independent learning means.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	I believe that language learning is an endless process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **Appendix E: Transcript Interviews**

### **Zahra**

Interviewer: How many years have you in Ireland?

Sahra: 8 years.

Interviewer: You were required to attend English classes when you first came to Roscommon.

Zahra: Yes, I was really required to attend English classes when I came to Roscommon, and I did 15 hours a week.

Interviewer: how long did you attend?

Zahra: Two months.

Interviewer: Did you go to all classes?

Zahra: Not,I didn't. No, I didn't because I had to look after my child.

Interviewer: What did you think about your English classes?

Zahra: I found them very helpful.

Interviewer: Have you attended any English classes or any other classes since that time?

Zahra: No, not all.

Interviewer: Did you still study English alone?

Zahra: yes, I did.

Interviewer: Do you think your English has improved?

Zahra: I think so.

Interviewer: How often do you rely on a translator?

Zahra: Not at all.

Interviewer: Well done. Can you tell me what helped you to improve your English?

Zahra: In my opinion I have a lot of Irish friends and all my neighbours are Irish, and I, I am..I am.. I have a lot of practice to talking with them all the time at English. And I think it's helped me to improve my English a lot.

Interviewer: Good. Who do you talk to in English?

Zahara: My friends.

Interviewer: Do you use it at home?

Zahra: With my children.

Interviewer: Do you speak in English to them?

Zahra: Yes.

Interviewer: And do you speak any other languages to them? Chechen language?

Zahara: Yes, my own language.

Interviewer: Do they all know Chechen language?

Zahara: Yes, they do.

Interviewer: Do you think your English is improving all the time?

Zahra: Em.. I think so, because I have a good practice.

Interviewer: Do you think you are going to stay here in Ireland?

Zahra: Of course, yes. I love Ireland and we are settled in Ireland and I don't think so we will move it. Never. I think Ireland is forever.

Interviewer: Good. Thank you.

---

## **Ali**

Interviewer: How many years have you in Ireland?

Ali: I am living in Ireland 8 years. For 8 years and 4 months I think.

Interviewer: You were required to attend English classes when you first came to Ireland to Roscommon.

Ali: Not really. I started attend English classes after two months because first two months was attending English classes and I was minding child. After two months she was minding child and I was attending English classes.

Interviewer: It was her turn?

Ali: Yes, we swapped.

Interviewer: How many hours a week did you do?

Ali: Sometimes 15, sometimes 30-25 .

Interviewer: Hours a week?

Ali: Yes.

Interviewer: And did you go to all classes?

Ali: Almost all.

Interviewer: Good. What did you think about your English classes?

Ali: This was very helpful, I enjoyed it

Interviewer: Can you speak louder, please?

Ali Yes, I can. I enjoyed my English classes. When I came in Ireland I had none English.

Interviewer: You didn't speak at all?

Ali: No.

Interviewer: Have you attended any English classes or any other classes since that time?

Ali: Yes, I did. Second year when we came, second year I attended with VEC English and computer courses.

Interviewer: It was in English the computer course?

Ali: English language and computer course.

Interviewer: Did you still study English alone?

Ali: Eh,... I think it's study when you have conversation every day on English language

Interviewer: Do you think your English has improved?

Ali I think so.

Interviewer: How often do you rely on a translator?

Ali: Em,.. I used may be four five years ago translator.

Interviewer: And now?

Ali: That's it. I am not using now translator.

Interviewer: You don't need it at all?

Ali: May be some technical or deep for deep English

Interviewer: At work?

Ali: Not, I don't think at work. And for just for conversation I don't need any translator.

Interviewer: Good. Can you tell me what helped you to improve your English?

Ali: To try speak in all the time in English language. Practice, conversation. I have lot of friends and of course at my work. .

Interviewer: What in particular was important for you to improve your English?

Ali: Emm...I think it was conversation. Main what you need to do it's conversation, talk with people, to use language.

Interviewer: And who do you talk to in English?

Ali: First, I am talking with my kids, not all the time, but I do. Most of the time only English with my kids, at work, then with my Irish friends I have plenty Irish friends.

Interviewer: Do you think your English is improving all the time?

Ali: I think so, because we are...when you are working have conversation with people. Every day you are learning something new.

Interviewer: Do you think you are going to stay here in Ireland? In Roscommon?

Ali: I think I settled for ever in Ireland.

Interviewer: In Roscommon?

Ali: In Roscommon? I am not sure about Roscommon, but in Ireland, it's yes, I am sure about it.

---

## **Raiana**

Interviewer: How many years have you lived in Ireland?

Raiana: I think about 9 years. It will be 9 in October this year.

Interviewer: So you came to Ireland in 2005.

Raiana: In 2005

Interviewer: You were required to attend English classes when you first came to Roscommon. How many hours a week did you do?

Raiana: Ee.. how many hours? It was 3 hours a day,, it's 3-4 days a week.

Interviewer: How long did you attend?

Raiana: May be 5-6 months.

Interviewer: Did you go to all classes?



Raiana: No, I didn't go all the classes because I couldn't. I was pregnant and I have four children. And I have a lot of problems with my house this time because we have very cold and very damp house with fungals. And we looking, me and my husband looking for other houses, for other house, yeh. And we spend a lot of time for looking for other house this time was very difficult to find another house.

Interviewer: What did you think about your English classes?

Raiana: I think it was very helpful because we came we have no English, just a little bit but no speaking, no talking with English, it was very difficult time.

Interviewer: Have you attended any English classes or any other classes since that time?

Raiana: Yes, I attend a few English classes after, but I not too long. I think a few months. Few times it was two times some evening English classes I think about one month and other English it was two months I think may be two three months.

Interviewer: All that once a week?

Raiana: Some classes was evening classes one I think two times a week, it was two hours I think. And other one I don't remember I think two three hours a day it was three days I think

Interviewer: Did you still study English alone?

Raiana: Eeh, I study English every day. I every day I know new words, new everything eh new.

Interviewer: Do you think your English has improved?

Raiana: Yes, of course. I think it's improved because when I came I haven't hadn't any English

Interviewer: How often do you rely on a translator?

Raiana: Very seldom. Usually when I talk on phone. For me it's difficult to understand there on phone because they are talking too fast and, very seldom.

Interviewer: Can you tell me what helped you to improve your English?

Raiana: I think English classes and my children because I spend a lot of time with children during English. I help them they help me and we all together learning English. And they when first time went to school they hadn't English and I hadn't any English and we learned together. I learned their some books with them. Together we were learning together all new words. There I first time saw some word "kids" I didn't what's mean that's word. Because I know children but I didn't know what's kids. After checking on the dictionary and I see it's same

Interviewer: You found out..

Raiana: Yes, I found out that children and kids it's one word. And I learn the same a lot of new words with children, eh.

Interviewer: Do they all go to school?

Raiana: Now yes, my four boys at school and girl go this September, now she is in playschool but in September she will go to school too.

Interviewer: What in particular was important for you to improve your English?

Raiana: I think my first English classes and my children and TV (laughing).

Interviewer: TV? How often do you watch TV?

Raiana: Now not too often, but I am working now. I am a lot of busy but before I am a lot of watch some movies, some all a lot of things on TV. I am listening, I am reading books and I think it was everything helpful.

Interviewer: Who do you talk to in English?

Raiana: My children talk and neighbours

Interviewer: Do they speak in English at home?

Raiana: Usually children always speak in English

Interviewer: Between themselves?

Raiana: Usually between themselves and sometimes with me. And I try speak Chechen language because they forgot our own language but they speak always English. For them easy speak English.

Interviewer: But you also speak Russian language?

Raiana: Yes.

Interviewer: Do they speak in Russian?

Raiana: Eh, a little bit. They know some words, Russian words. Usually with children, with neighbours, outside, in the work, in the hospital, everywhere speak English.

Interviewer: Do you think your English is improving all the time?

Raiana: Yes, of course. I think it's all the time improving and improving.

Interviewer: Do you think you are going to stay here?

Raiana: Yes, of course. I think I stay because my children all childhood was in Ireland and their all friends everything is here for them. I think all future my children and my future is here in Ireland.

---

### **Salekh**

Interviewer: How many years have you lived in Ireland?

Salekh: 10 years.

Interviewer: You were required to attend English classes when you first came to Roscommon.

Interviewer: How many hours a week did you do? Do you remember?

Salekh: I can't say exactly but I think I had good attendance.

Interviewer: And how many hours a week did you do?

Salekh: perhaps 15

Interviewer: 15 hours?

Salekh: Yeh.

Interviewer: And how long did you attend the classes organised by Roscommon VEC?

Salekh: All the time.

Interviewer: Did you go to all classes?

Salekh: Yes.

Interviewer: What do you think about your English classes?

Salekh: I liked it. I was very happy with English because it is very necessary to know in Ireland.

Interviewer: Have you attended any English classes or any other classes since that time?

Salekh: Yes. Yes, I after I was in VTOS course in Roscommon town. And finished it was 2 years long.

Interviewer: For two years?

Salekh: Yes.

Interviewer: Did you still study English alone?

Salekh: Yes. I need

Interviewer: Do you think your English has improved?

Salekh: Yes, of course.

Interviewer: How often do you rely on a translator?

Salekh: Very seldom.

Interviewer: You said very seldom. When?

Salekh: When I need translate some official documents.

Interviewer: Can you tell me what helped you to improve your English?

Salekh: Communication, with people, neighbours, some where it might be office, anywhere else.

Interviewer: What in particular was important for you to improve your English? What do you think?

Salekh: I think most important is communicate with people and communication, with people, neighbours, some where it might be office, anywhere else.

Interviewer: Who do you talk to in English?

Salekh: Em, for everyone except my children and wife.

Interviewer: What do you mean except my children and wife? You don't speak in English?

Salekh: With my family I try to speak in Chechen language to save it for.. save our culture and language because everywhere else, everywhere you speak in English language and only some chance to speak Chechen language.

Interviewer: Do your all children speak Chechen language? Do they know Chechen?

Salekh: Yes, they know. But the English language they know much better.(smiling).

Interviewer: Do you think your English is improving all the time?

Salekh: Yes, because I live in Ireland and everywhere I have to speak in English, it's additional experience for me.

Interviewer: Do you think you are going to stay here?

Salekh: Yes. Now I think, because before I thought I'll return to Chechnya but now I can see my children have much more opportunity here and the mentality of them is mostly Irish than for.. from other places. They'll have more opportunity and more competitive in this place.

Interviewer: You mean in Ireland, in Roscommon?

Salekh: In Ireland, in Roscommon, in Europe, this place where the English language is main language.

---

## **Meret**

Interviewer: How many years have you lived in Ireland?

Meret: Now 10 years. We come to 2004

Interviewer: Not in 2005?

Meret: No, no. 2004 because we stay in Azerbaijan 3 years. We came to Azerbaijan 2001.

Interviewer: From?

Meret: From Azerbaijan eh.. from Chechnya

Interviewer: From Chechnya?

Meret: Yeh. Before I lived in Chechnya. Eh.after my parents killed Russian Army we came to I moved to Azerbaijan. I stay in Azerbaijan 3 years. After came to Ireland, Roscommon.

Interviewer: Why did you stay in Azerbaijan for 3 years?

Meret: Because we wait Unity decision some question about all families Chechen families.

Interviewer: Were you registered as refugees?

Meret: Union emm..

Interviewer: With the United Nations.

Meret: Yeh yes, sorry. United Nations.

Interviewer: When you first came to Roscommon you were required to attend English classes

Meret: Yeh.

Interviewer: How many hours a week did you do? Do you remember?

Meret: Eh..I don't remember. I think 4-5 days a week.

Interviewer: How many hours?

Meret: Every day 3- 4 hours. 3 and half I think so.

Interviewer: Did you go to all classes?

Meret: No. I couldn't do all classes because I always sick: pain in my headache, I have depression, because my parents killed Russian Army because I have it

Interviewer: I am so sorry.

Meret: Thank you. I have every day headache, pain in my teeth because we change some...eh..

Interviewer: Climate?

Meret: Climate I think so, because in my country always hot summer time and winter time in snow, here autumn time, summer time, in spring time always rain. I was told to have counselling . Why they did not say psych..psychology Russian.

Interviewer: What did you think about your English classes?

Meret: I think good. Because we come to only em.. We come to Ireland we don't have English because these classes, English classes very important for all people

Interviewer: Thank you.

Have you attended any English classes or any other classes since that time?

Meret: I didn't because I don't have time.

Interviewer: Did you still study English alone?

Meret: No, because I am busy. I have two children. I look after children.

Interviewer: Do you think your English has improved?

Meret: Before I was ... single time I have good English.

Interviewer: And now?

Meret: I get married I stay home all day and always. I don't have English. I have little bit.

Interviewer: No, I don't think so, your English is good.

How often do you rely on a translator?

Meret: Emm.. this 5-6 years we no ask some translator because my husband have English, good English because he is from Pakistan.

Interviewer: Who do you talk to in English?

Meret: I talk with my neighbour.

Interviewer: Are they Irish?

Meret: Irish, yes. All my neighbours are Irish. They always ask about my cloths, national cloths because I have scarf and long dress. I change every day and they asked you have a lot of cloths (laughing).

Interviewer: Are you planning to stay in Ireland?

Meret: About 20 years I think. After 20-25 I think we move to England.

Interviewer: Why to England?

Meret: Because my husbands' all relatives live to England.

Interviewer: In England

Meret: In England. I want to move to England. I hope so.

### **Zulikhan**

Interviewer: How many years have you lived in Ireland?

Zulikhan: I came to Ireland from Azerbaijan. I live in Ireland 10 years.

Interviewer: When you came to Roscommon you were required to attend English classes when you first came to Roscommon. How many hours a week did you do?

Zulikhan: five day three hours a day.

Interviewer: How long did you attend?

Zulikhan: Eh.. two classes

Interviewer: Did you go to all classes?

Zulikhan: No, I go only two classes because I am sick first time, second time I was pregnant, third time I have small child and I stay home.

Interviewer: So you didn't attend all classes, just..

Zulikhan: Just only two classes.



Interviewer: Have you attended any English classes or any other classes since that time?

Zulikhan: No, I didn't, I was pregnant again.

Interviewer: And do you think your English has improved?

Zulikhan: Yes, I still study English alone at home. I have to... I have to my children homework, I read with them school book. I go to the parent meeting, I go to the shop, I go to the post office. What? My husband doesn't help me because he working, he is not at home and everything I make myself.

Interviewer: How often do you rely on a translator?

Zulikhan: Only first and second years we need only translator but now never. I no need translator.

Interviewer: Good. Who do you talk to in English?

Zulikhan: I talk with my children, I talk with my neighbours in English.

Interviewer: Do you speak in English to your children?

Zulikhan: Yes, and my husband say talk with children in Chechen language because I always talk in English and very important talk Russian language, Chechen language because my children never no talk my nationality language.

Interviewer: Do you think your English is improving all the time?

Zulikhan: Yes, I think when I come English when I come Ireland I don't have English. When eh.. I help my children learn homework when I explain I learn myself. This very good for me and for child.

Interviewer: Which is great.

Zulikhan: Because very good help for me by myself. This very interesting for me.

Interviewer: Good. Do you think you are going to stay here?

Zulikhan: Yes, I think I stay here because I very like Irish people, very friendly ,very nice people, very nice country, because my children going to school. Em.. my children like Ireland. I like this country

Interviewer: Thank you.

**Aminat**

Interviewer: How many years have you lived in Ireland?

Aminat: About 9 years we live in Ireland and we came to Ireland in 2005.

Interviewer: Did you come from Chechnya?

Aminat: No, we came from Kyrgyzstan, is Asia. We lived there as asylum seekers about 3 years.

Interviewer: And when you first came to Roscommon you were required to attend English classes. How many hours a week did you do?

Aminat: When I came to Roscommon I am not goes to English classes because I have a son with Down syndrome and I have a daughter five years old, and we live far from the classes, it was complicated for me. And about after one year I will be I go to English classes, two months.

Interviewer: But it was different course?

Aminat: No, just English course. Yes, it was English course but it was different in first time when we came. It was English course.

Interviewer: And have you attended any English classes or any other classes since that time?

Aminat: Yes, I attend some English classes with a woman teacher was, and about two-three times may be.

Interviewer: Did you do computer course?

Aminat: And then yes, I go to computer course, it was about one month may be I was there.

Interviewer: Did you study English alone?

Aminat: Yes, I study alone, watch TV, watch movies with subtitles and I like children's cartoons especially Pepper Pig.

Interviewer: Why?

Aminat: Because they speak very clearly and very slowly. I speak English with my son because he speak just English, not our language. He pick easies language for him and I speak with him. And its good practice for me. And I like read children's books, it's easy to understand and I take a dictionary and when I read I not know some words

Interviewer: You don't understand.

Aminat: And I open the dictionary and can translate and it's very easy to understand and it would too good for me for improve English

Interviewer: And you think your English has improved?

Aminat: Yes, of course. When I came my English was zero Now I can talk, I can understand,

I can do phone and speak by phone and fill forms, everything.

Interviewer: You don't rely on a translator?

Aminat: No, now no.

Interviewer: Not at all?

Aminat: No. And English is good but grammar is I have no grammar because my I not you know not enough goes to classes

Interviewer: You didn't have enough English classes?

Aminat: Eh, no time. It was complicated

Interviewer: What helped you to improve your English?

Aminat: Eh..Everything. When I goes to shop I listen people how they talk, when I watch movie then again I am listen and eh good is because I have good memory, for me is easy

Interviewer: To remember.

Aminat: Remember, yeh. And everywhere, everywhere in Ireland. I can, especially with kids when outside you know they playing I can speak with them and like they teach me.

Interviewer: With your neighbours' children?

Aminat: Neighbours'. Every, because I'm not shy speak with them. (Laughing) Especially I am shy speak with adults because their English is good is their own language, but with children no problem.

Interviewer: What in particular was important for you to improve your English?

Aminat: I do not know, may be kids' children's movies with subtitles and read books I think.

Interviewer: Thank you. And who do you talk to in English?

Aminat: My children.

Interviewer: Do you speak in English at home?

Aminat: Yes, I speak especially for me just for practice you know and I speak especially with my youngest son because he is just speak English. I speak with my just youngest son English because with him I feel comfortable but not with my other boys and my girl.

Interviewer: Why?

Aminat: All the time do correct me you know and laughing because they told me "Mom, you speak very not good English you have your English is very you know like you speak every time make mistakes you know everywhere, and they try to correct me and I shy and I not speak with them you know. Or when I talk by phone I goes to another room and close the door and then I talk. And I feel not comfortable with my children, with another children not my youngest it's good, it's ok. He for him and for me we understand better and but not my boys and girls. All the time they laughing.

Interviewer: Do you think your English is improving all the time?

Aminat: Yes, it's improving, because in our house I am the driver, I am the cook, I am the .. I am do the everything. I do phone call and can fill any forms and I talk at home

if somebody came to with some question just I go and I give the answer, and phone by phone nobody wants talk by phone or do something.

Interviewer: Why don't they want to talk on the phone?

Aminat: I don't know, they.. first when we came I take with myself everything, for me it was easy to do than explain them and to ask them, for example for my husband to explain him.

Interviewer: Does he speak English?

Aminat: No, he has a little English just because he has hearing problem and bad memory, and he can't speak English, he can understand a little bit but he not speak English at all. And my boys, they speak good English, they have good English but they don't like talk they make phone calls any departments, any offices, for them is difficult.

Interviewer: But they phone their friends?

Aminat: Friends easily. But not some.. for example, to make appointment in hospital. I can tell you what happened last week I need the phone call to the car insurance company and it should go do my son but for him it was difficult and I did it myself, like I imitate my son's voice and speak like my son and then they ask me the second son and I change my voice again imitate and then again I speak with like my eldest son and then they ask they want talk with mom about the card to make payment and then I talk with my voice. It was three roles I play.

Interviewer: It was easier for you to do that?

Aminat: Yes, they was so laughing. They listen me, my sons stay with me and they listen me and they was so laughing. Like, they told me: "Mom, you big artist!" (Laugh

I did easily them, explain them and it was for me easy. They was joking it was criminal, but what should I do if they can not do it properly, for me it was easy. They was beside me and they listen and they knows everything what I talk what about I talk to company. I know may be it's criminal but what can I do.

Interviewer: Do you think you are going to stay here?

Aminat: Yes, of course. I like Ireland and we want to stay here.

Interviewer: In Roscommon? Or are going to move?

Aminat: No, no, no. I will not going to move. I like Roscommon. Roscommon is peaceful place and then here you know than Dublin, Limerick, I like Roscommon,

Interviewer: You prefer Roscommon to Dublin, Limerick.

Aminat: Yes, yes. I like Roscommon, I don't know why.

Interviewer: You told us why. Thank you.

## **Appendix F**

Research Information Sheet

### **DUBLIN INSTITUTE OF TECHNOLOGY**

Second language (the host country's language ) acquisition among Chechen programmed refugees in Roscommon, Ireland.

Liana Rose, BA in Teaching English as a foreign language, a second year MA student in Higher Education .  
Supervisor: Dr Claire McAvinia, Learning Development Officer DIT Learning, Teaching & Technology Centre, Upper Mount Street, Dublin 2

### **CONSENT TO PARTICIPATE IN RESEARCH**

You are invited to participate in this research carried out by Liana Rose.

Your participation is voluntary. Even if you agree to participate now, you can withdraw at any time without any consequences.

### **PURPOSE OF THE STUDY**

The purpose of this study is to assess your current English proficiency in order to discover how much English you have required since the initial language programme and consequently to evaluate the effectiveness of the language teaching programme on the arrival of the Programmed Refugees in County Roscommon.

### **PROCEDURES**

If you volunteer to participate in this study it will involve :

- completing a questionnaire with approximately 20 questions about your experience of learning and using English. This will take about 30 minutes.
- an assessment of your English using a standardised multiple-choice test. This will take you 30 minutes. This is not for any external body; it is for the purposes of this research only.
- an individual oral assessment which will take 15-20 minutes;
- an interview with 10 questions which will take 20-30minutes.

With your permission, I will audiotape and take notes during the interview. If you choose not to be audiotaped, I will take notes instead. If you agree to being audiotaped but feel uncomfortable at anything during the interview, I can turn off the recorder at your request. Or if you do not wish to continue, you can stop the interview at any time.

The research will take place in Roscommon VEC at agreed times.

### **POTENTIAL BENEFITS TO SUBJECTS**

It is hoped that by taking part in the study you will be able to evaluate your own progress and discuss strategies for further improvement.

### **CONFIDENTIALITY**

Any information or data obtained during this research and that can be identified with you will be treated confidentially.

It will be anonymised and stored securely.

Only the researcher will have access to the data in connection with this study.

When the results of the research are published or discussed in conferences, no information will be included that would reveal your identity.

If you have any questions about this research you can ask me. My email is [roseliana09@gmail.com](mailto:roseliana09@gmail.com), mobile 0860819460.

Signature

Date

## CONSENT FORM

<b>Researcher's Name:</b> LIANA ROSE (use block capitals)	<b>Title:</b> MRS																
<b>Faculty/School/Department:</b> DIT Learning Teaching and Technology Centre																	
<b>Title of Study:</b> Second language (the host country's language) acquisition among Chechen programmed refugees in Roscommon, Ireland.																	
<b>To be completed by the:</b> <b>subject/patient/volunteer/informant/interviewee/parent/guardian</b> ( <i>delete as necessary</i> )																	
<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">3.1 Have you been fully informed/read the information sheet about this study?</td> <td style="text-align: right;">YES</td> </tr> <tr> <td>3.2 Have you had an opportunity to ask questions and discuss this study?</td> <td style="text-align: right;">YES</td> </tr> <tr> <td>3.3. Have you received satisfactory answers to all your questions?</td> <td style="text-align: right;">YES</td> </tr> <tr> <td>3.4 Have you received enough information about this study and any associated health and safety implications if applicable?</td> <td style="text-align: right;">YES</td> </tr> <tr> <td>3.5 Do you understand that you are free to withdraw from this study?</td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• at any time</li> <li>• without giving a reason for withdrawing</li> <li>• without affecting your future relationship with the Institute</li> </ul> </td> <td style="text-align: right; vertical-align: bottom;">YES</td> </tr> <tr> <td>3.6 Do you agree to take part in this study the results of which are likely to be published?</td> <td style="text-align: right;">YES</td> </tr> <tr> <td>3.7 Have you been informed that this consent form shall be kept in the confidence of the researcher?</td> <td style="text-align: right;">YES</td> </tr> </table>		3.1 Have you been fully informed/read the information sheet about this study?	YES	3.2 Have you had an opportunity to ask questions and discuss this study?	YES	3.3. Have you received satisfactory answers to all your questions?	YES	3.4 Have you received enough information about this study and any associated health and safety implications if applicable?	YES	3.5 Do you understand that you are free to withdraw from this study?		<ul style="list-style-type: none"> <li>• at any time</li> <li>• without giving a reason for withdrawing</li> <li>• without affecting your future relationship with the Institute</li> </ul>	YES	3.6 Do you agree to take part in this study the results of which are likely to be published?	YES	3.7 Have you been informed that this consent form shall be kept in the confidence of the researcher?	YES
3.1 Have you been fully informed/read the information sheet about this study?	YES																
3.2 Have you had an opportunity to ask questions and discuss this study?	YES																
3.3. Have you received satisfactory answers to all your questions?	YES																
3.4 Have you received enough information about this study and any associated health and safety implications if applicable?	YES																
3.5 Do you understand that you are free to withdraw from this study?																	
<ul style="list-style-type: none"> <li>• at any time</li> <li>• without giving a reason for withdrawing</li> <li>• without affecting your future relationship with the Institute</li> </ul>	YES																
3.6 Do you agree to take part in this study the results of which are likely to be published?	YES																
3.7 Have you been informed that this consent form shall be kept in the confidence of the researcher?	YES																
Signed                      Date _____06/01/2014_____																	
Name in Block Letters Signature of Researcher Liana Rose_____ Date __06/01/2014																	

**Please note:**

- For persons under 18 years of age the consent of the parents or guardians must be obtained or an explanation given to the Research Ethics Committee and the assent of the child/young person should be obtained to the degree possible dependent on the age of the child/young person. **Please complete the Consent Form (section 4) for Research Involving 'Less Powerful' Subjects or Those Under 18 Yrs.**
- In some studies, witnessed consent may be appropriate.
- The researcher concerned must sign the consent form after having explained the project to the subject and after having answered his/her questions about the project.



Appendix G: Written Notes

February 2014

**Salish** in the refugee camp Saturday 8  
 we did the same things every day. (39-326)  
 Daily routines with no interest in life, just to survive. accomod.  
 A small house with no heating, to find fire woods - wasn't easy, went to the nearest forest/wood - a bit more interesting.  
 They thought "I was crazy" when he told about his drying timber machine. He didn't have enough money to go to Thilisi to get the licence. Sunday 9

Schools were not always open. English? There were only women in English classes. (40-325)

**Zahra** compared her first house in Roscommon with her house in the camp. accou.

March  
 M 3 10 was getting sick which never happened before ??  
 T 4 11 18 25  
 W 5 12 19 26  
 T 6 13 20 27  
 F 7 14 21 28  
 S 1 8 15 22 29  
 S 2 9 16 23 30  
 Wk 9 10  
 Worked as a volunteer in distrib. food "I had to do s/th"

Ali

February 2014

One day A. went to Thilisi Tuesday 11  
 to meet his brother and he didn't come back. (42-323)  
 After 2 days she had to go to find him. He was detained, at one of the Police st. just for being Chechen, he was beaten, broken ribs, Health.  
 She brought him back to the camp. It took him half a year to recover.

Ali didn't want to tell what's happened to him that day. He still sometimes has backache, other headaches. He had already had tomography (twice), OK, but still headaches. He showed me the Van, A's flooring, tiling, etc. His wife is driving a family car, him - his Van.

March  
 M 3 10 17 24 31  
 T 4 11 18 25  
 W 5 12 19 26  
 T 6 13 20 27  
 F 7 14 21 28  
 S 1 8 15 22 29  
 S 2 9 16 23 30  
 Wk 9 10 11 12 13 14

February 2014

Meret - told how her parents <sup>(44-521)</sup> were killed. She is not against the Russians, she is against the war, "any war".

She is looking forward to <sup>waiting for her children</sup> leaving E. from her children.

She hopes she "will get back E" when they start school.

"I don't want strangers to look after my children"

St. wants herself to be with them all the time, mother's duty.

1. English

2. Children

3. School

} acquisition

March						
M	3	10	17	24	31	
T	4	11	18	25		
W	5	12	19	26		
T	6	13	20	27		
F	7	14	21	28		
S	1	8	15	22	29	
S	2	9	16	23	30	
Wk	9	10	11	12	13	14

v. Work - when they go to secondary school

England - in 20 years

February 2014

Week 7

St. Valentine's Day

Md. - his hearing is getting <sup>Saturday 15</sup> worse. <sub>(46-319)</sub>  
Speak loud

Jogging, cycling, playing Football with his children & neighbours.

Quite happy!

I speak half Chechen, half Russian & a little E. to my neighbours.

Good for his sons got married.

Worried about his son <sup>head</sup> ~~head~~ <sup>116</sup> ~~116~~ overweight (Down Syndrome) tries to get involved him to sport.

death / hearing problem  
Sport

Neighbours

February

	3	10	17	24	
	4	11	18	25	
	5	12	19	26	
	6	13	20	27	
	7	14	21	28	
1	8	15	22		
2	9	16	23		
5	6	7	8	9	

March

M	3	10	17	24	31
T	4	11	18	25	
W	5	12	19	26	
T	6	13	20	27	
F	7	14	21	28	
S	1	8	15	22	29
S	2	9	16	23	30
Wk	9	10	11	12	13

## Appendix H: Questionnaire Results

### Section A. About you

*Question 1* – Name. This was necessary for me to be able to write the individual case studies.

*Question 2* – Gender

Female	Male
5	3

*Question 3*

Did you come to Ireland through another country?

YES	8
No	0

*Question 4*

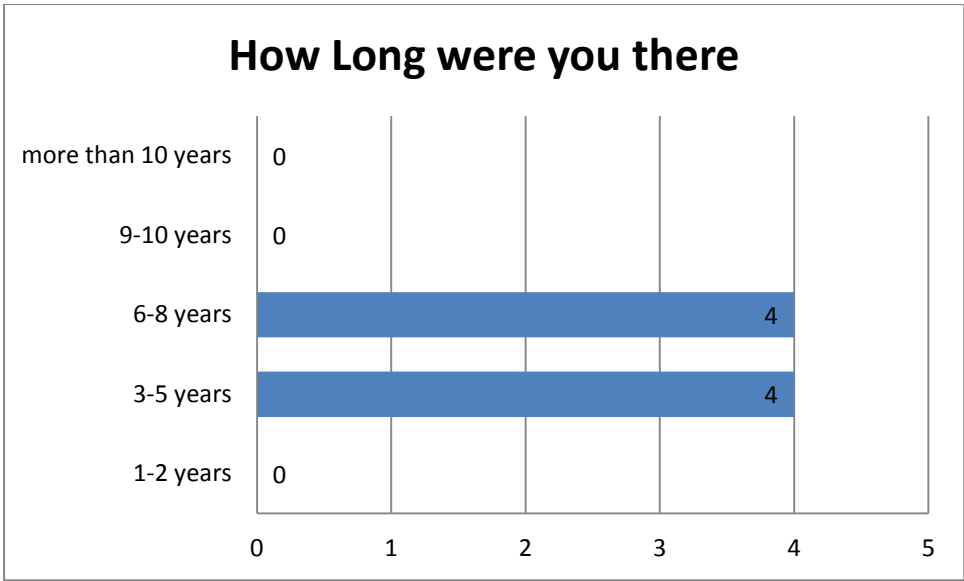
If you answered Yes to the previous question, please select the country you came through.

Azerbaijan		2
Georgia		4
Armenia		0
Kazakhstan		0
Other country	Kyrgyzstan	2

Most of them fled Chechnya to bordering, former Soviet countries: Azerbaijan, Georgia and one couple to Kyrgyzstan.

*Question 5*

How long you were there?



Four of the participants had stayed in the camp refugees for three years and more.

*Question 6*

How old are you?

18-24	25-34	35-44	45-54	55-64	65 or older
0	0	4	4	0	0

All these refugees were mature adults between a narrow age of 35-54.

*Question 7*

How old were you when you arrived in Ireland?

18-24	25-34	35-44	45-54	55-64	65 or older
0	0	4	4	0	0

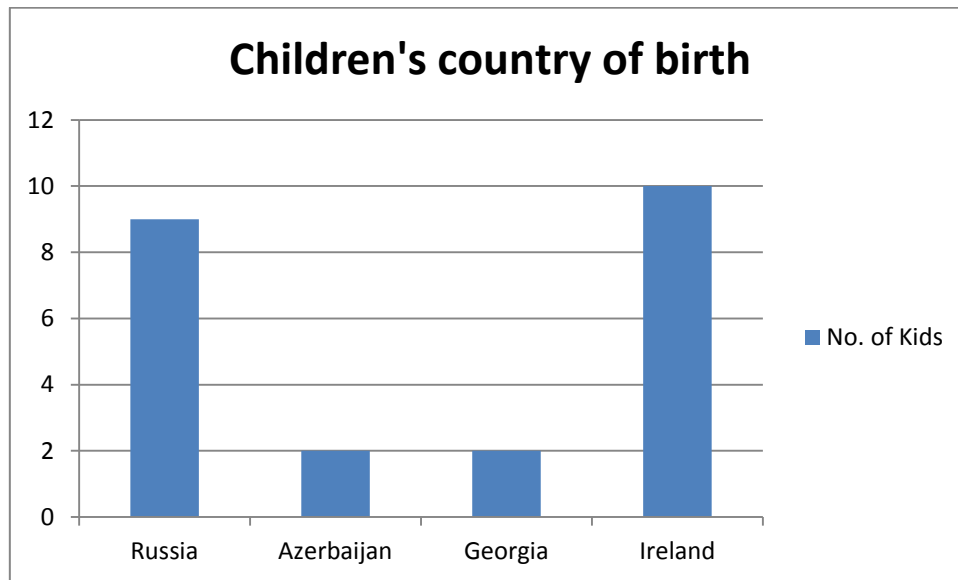
*Question 8*

Have you got any children?

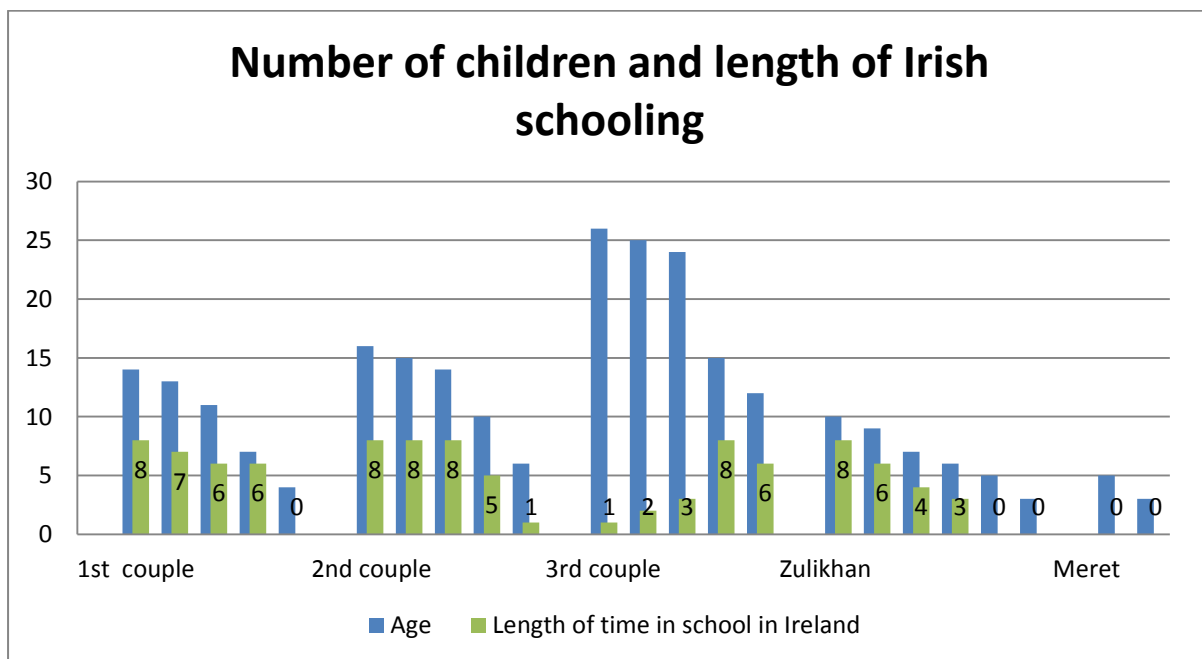
Yes	8
No	0

**Question 9**

If you answered Yes to the previous question, please fill in the table



10 children out of 23 were born in Ireland.



Length of time in school ranks from 1 to 8.

**Question 10**

Do you speak other languages?

YES	8
No	0

*Question 11*

If you answered Yes to the previous question, please tick the appropriate answer:

Russian		8
French		0
German		0
Georgian		2
Other	Azerbaijani	2
	Kazakh	1

These languages, Russian, Georgian, Azerbaijan and Kazakh are separate languages with little relation to Chechen. Georgian and Azerbaijani are languages of the refugee camps in those countries.

All participants speak Russian.

*Question 12*

What level was your English when you arrived?

None	4
Not good	4
Good	0
Very good	0

See reference to question 12 in the Assessments findings above.

**Section B. Past Language Learning Experiences**

*Question 13*

Did you learn a foreign language at school?

YES	4
NO	4

*Question 14*

If you answered YES to the previous question, please select the languages you did.

English		4
French		0
German		0
Other	Georgian	2
	Kazakh	2

*Question 15*

Did you like learning languages?

YES	4
NO	n/a

*Question 16*

Did you continue your education after school?

YES	4
NO	4

*Question 17*

Did you do a language in your further education?

YES	3
NO	5

*Question 18*

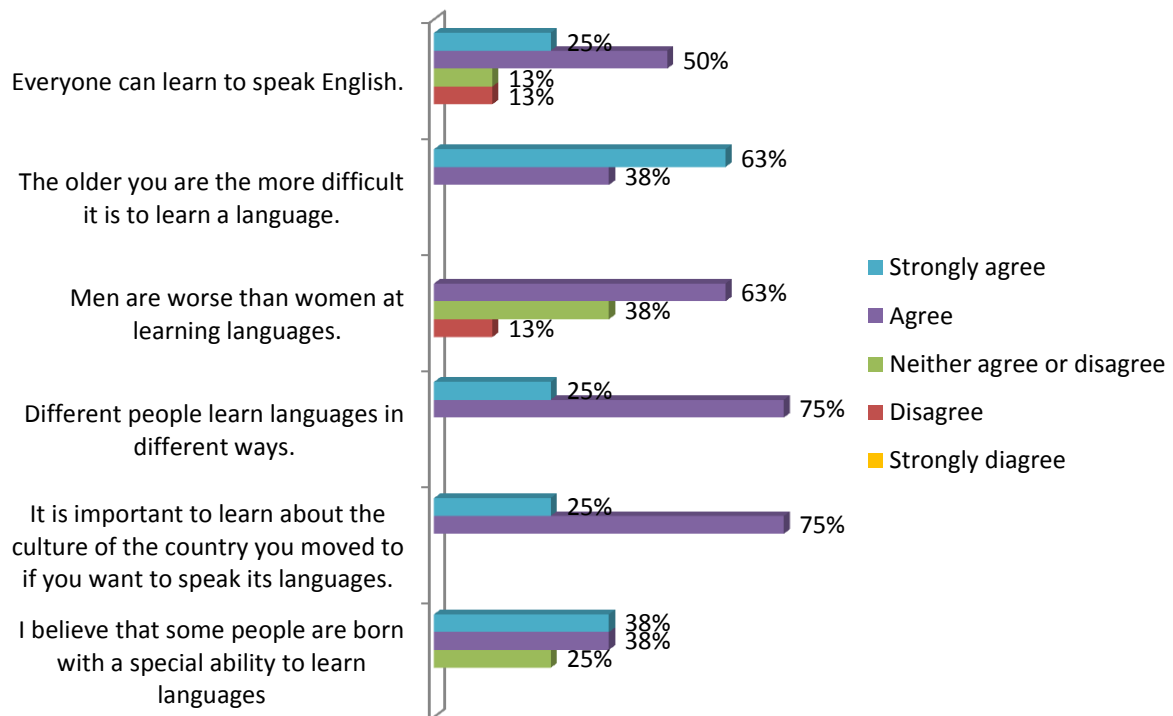
Did you enjoy it?

YES	3
NO	n/a

**Section C. Beliefs about Language Learning**

*Questions 19-24*

## Beliefs about Language Learning



50% of the participants strongly believe that everyone can learn to speak English; 13% agree and 13% of them Neither agree or disagree.

All the participant believe that one of the main obstacles to learning language is age. 63% of the participants strongly agree that the older the learner is the more difficult it is to learn a language.

“Men are worse than women at learning languages” ranks high, too, with 65%. It is the women who believe this.

The majority of the participants agree that all people learn languages in their own ways and it depend on their personal abilities.

Imparting facts about the culture of the country of the target language ranks quite high in the opinion of the participants.

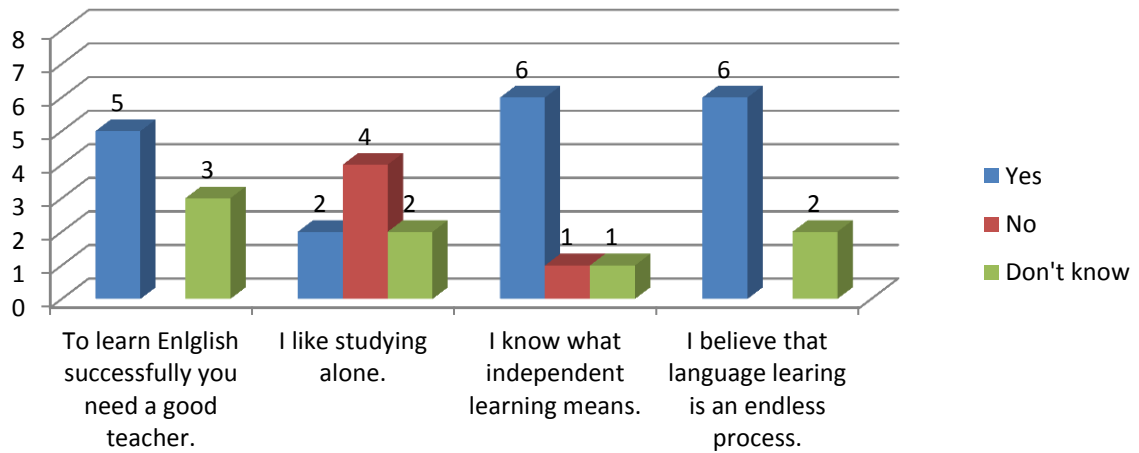
Concerning the belief that some people have innate abilities to learn languages doesn’t rank high, 38%.

### Section D. Attitudes to Independent Language Learning

#### Questions 25-28



## Attitudes to Independent Language Learning



Five out of eight participants believe in tutored or instructed language learning and three do not know whether they need a teacher or not.

As a result most of them do not like learning on their own.

Almost all of them know what independent learning means.

The majority of the participants believe that language learning is an endless process.

## Appendix I: Interview Questions

1. How many years have you lived in Ireland?
2. You were required to attend English classes when you first came to Roscommon.
  - a) How many hours a week did you do?
  - b) How long did you attend?
3. Did you go to all classes?
4. What did you think about your English classes?
5. Have you attended any English classes or any other classes since that time?
6. Did you still study English alone?
7. Do you think your English has improved?
8. How often do you rely on a translator?
9. Can you tell me what helped you to improve your English?
10. What in particular was important for you to improve your English?
11. Who do you talk to in English?
12. Do you think your English is improving all the time?
13. Do you think you are going to stay here?