



THE ROLE OF HERITAGE LANGUAGE LEARNING IN ASPIRING SOMALI ORIGIN STUDENTS IN ENGLAND PRIMARY SCHOOL FOR AIMING AT HIGHER EDUCATION

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Abstract

Minority ethnic students in England still seem to be far behind in terms of academic attainment as young people in England leave schools with very few or no qualifications. Three theories framed this empirical study: the Ethnic Capital, Self-Determination and Vygotsky's Sociocultural theories and it explores the role of Somali heritage language (HL) literacy learning in motivating and aspiring Somali origin students to attend higher education institutions. The participants, 12 Year 4 students (8 boys and 4 girls) at a primary school in Bristol involved in an extra-curricular activity where they learned HL literacy for 6 months. At the end of the intervention, participants were invited to an English as additional language conference to perform their HL literacy skills as they previously asked me to. After the performance, semi-structured interviews were employed to capture the experience of the students. The data were analyzed using thematic analysis. Two main themes emerged: emotions and opportunity in relation to visiting the university. It was tentatively claimed that when the Somali origin students in England primary school learn their heritage language (HL) literacy, their motivation to further study at a higher institution is thereby raised.

Keywords: Heritage language; Somali origin students; extra-curricular activity; England primary school

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1. Introduction

Despite enacting policies in England that aimed at tackling discrimination and inequality in the educational landscape of England, the inequality still seems to exist. This prevents the ethnic minority students to thrive in the mainstream schooling system of England. A form of this underachievement includes young people in England leaving school with very few or no qualifications (Kingdon and Cassen, 2010). Somali students in England are no exception and cannot escape this reality.

In the context of Bristol, as the city was changing demographically and the number of Black and Minority Ethnic (BME) learners attending Bristol's state-funded schools grew due to new arrivals, particularly from Somalia and Eastern Europe- the Bristol city council commissioned a report. It was conducted by Bent, Hill, Rose and Tikly (2012) and examined how to contribute to the education in the city and strengthen shared aspirations for the future. The report attributed the underachievement of black ethnic minority to household low income that 60% of Somali heritage young people were eligible for free school meals. Similarly, Mill's (2014) profiled the Somali community in Bristol. In terms of education, Mills painted a disappointing picture about the GCSE results of Somali origin students. This clearly indicates that further research is needed that focus on how to raise their self-esteem.

This paper thus focuses on developing the Somali origin students' heritage language (HL), aiming to contribute towards understanding how developing the Somali HL literacy raises the motivation and aspiration of Somali origin students in order to further develop their education at higher education institutions. I base my argument on a case study of Year 4 Somali origin students performing at an English as additional language (EAL) conference. They presented a play based on HL.

2. Theoretical framework

The three theories that framed this empirical study are the Ethnic Capital, Self-Determination and Vygotsky's Sociocultural theories. This is because the study explores the perception of opportunities and challenges of students whose parents were refugees when afforded a trip to a university. The students' eagerness to showcase their HL literacy skills at the conference can be understood through the use of the Self-determination Theory lenses. In addition, as students were helped by me in assembling the of the play and guided them can perhaps be contributed to the Vygotsky's sociocultural theory.

2.1 Ethnic capital theory

Borjas (1992) postulates that the skills of next generations depend on their parental input and the environmental quality in which they invest the skills. This clearly indicates that there is a proportional relationship between parental skills and the next generation skills and the habitat within which it occurs. Basit and Modood (2016) explained that the concept of ethnic capital may be understood as a form of resources present in many minority ethnic

families who hold education in high regard and desire upward social mobility through education and employment. Zhou (2009) conceptualized ethnic capital as the relationship between such capitals as financial, human and social within a specific group. From Borjas's theory, it can be deduced that what is at stake are parents in the context of immigration or at least live in an environment other than their country of birth. Rationale for this assumption is that parental skills and their ethnicity are of significance for their children's wellbeing in the host country. This may be important as it can have implications on policy in that government's intervention designed to increase an ethnic group's average skill level '...significantly improves the economic well-being of all future generations (Borjas' (ibid, p.149).

However, Postepska (2019) emphasized that different studies contested Borjas' theory. Namely Bauer and Riphahn (2007), who used 2000 Swiss census data, could not find evidence supporting Borjas' theory concerning the dependency relationship of the skills of parental human capital on the next generation and the condition of ethnic environment in which parents make their investment. In addition, Postepska, noted that Aydemir, Chen, and Corak (2013) were unable to confirm the importance of ethnic capital in terms of earnings mobility among immigrant children in the context of Canada; and likewise, Nielsen, Rosholm, Smith, and Husted's (2003) study concluded with no convincing evidence in the context of Denmark. With these finding discrepancies in view, Postepska (2019) aimed to contribute to literature in two ways: to apply the framework developed in Borjas (1992) to a contemporary data set, which enables analysis of the changes in the role of ethnic capital over time; and refining the estimation strategy used by Borjas (1992). Postepska found that, although the role of parental capital declines over time, ethnic capital has a relatively persistent effect on intergenerational transmission of educational attainment.

Similarly, Kim (2019) aimed to develop an alternative account regarding ethnicity by examining how ethnic capital operates in ethnic affinity migration and external citizenship. Kim criticised the ethnic capital theory for its stance of inadequate theorization and the understanding of ethnicity which Kim termed as "groupist". Kim set forth a general argument, by drawing on Bourdieu, which seems to subscribe that no state has the authority to monopolize the conversion of ethnicity into a migration-facilitating resource. Moreover, Kim advanced four arguments: firstly, Bourdieu's theory postulates 'competitive struggles' between people holding different kinds of capital that establishes the '...valorization, conversion, and legitimization of ethnic capital.' (p.358). Secondly, rather than assuming the existence of ethnic group, the focus should have been the contested process of ethnic group-making in the sense of Bourdieu's relational and dynamic perspective; thirdly, the conceptualization of positional struggle, symbolic capital, and illusion is in a better position to explain some migrants becoming invested in the pursuit of ethnic capital- a process that reshapes their changing ethnic self-understanding. Fourth, Bourdieu's notion of symbolic power if combined with transnational perspective, illuminate the '...the central role that multiple state authorities play in shaping these positional struggles and ethnic group-making' (p.358). The aforementioned studies stipulate the importance of immigrant children's wellbeing and its relationship with their parents' skills.

2.2 Self-Determination Theory

Ryan and Deci (2000) explained the Self-Determination Theory as an approach to human motivation and their personality that uses empirical methods whilst also using an organismic metatheory which underscores the importance of the progress of human inner resources for behavioural self-regulation and personality development. Ryan and Deci (ibid, p.1) further postulated that the focus of the investigation is on the ‘...people’s inherent growth tendencies and innate psychological needs...’ which form the basis for their self-motivation and personality integration. Motivation is explained by the authors as the ‘...energy, direction, persistence and equifinality- all aspects of activation and intention.’ (p.2). It is an aspect that is highly regarded because of its consequence: its ability to produce. The authors further stressed that there are two types which may cause motivation: valuing the activity or the existence of strong external coercion that compels the person to engage with the activity. This means that the person ‘... can be urged into action by abiding interest or by a bribe.’ (p.2).

In Ryan and Deci’s (2000) paper, the existence of two types of motivation were elaborated namely the intrinsic and extrinsic motivations. Intrinsic motivation is explained as the ‘...inherent tendency to seek out novelty and challenges, to extend and exercise one’s capacities, to explore, and to learn’ (ibid, p.3). On the other hand, extrinsic motivation refers to ‘...the performance of an activity in order to attain some separable outcome and, thus, contrasts with *intrinsic motivation*...’ (ibid, p. 4). Although both motivations seem to relatively yield favourable outcomes, the intrinsic motivation appears to afford the person more autonomy as it evolves from an inner desire to accomplish an activity. In later work, Ryan and Deci (2017) urged that the classrooms that promote the intrinsic motivation ignite powerful fuel for learning. Nevertheless, the authors highlighted that where is little intrinsic motivation to learn and no inherent interest and excitement in the classroom activities, ‘...then both learning outcomes and student wellness are in jeopardy...’ (ibid, p.354).

Fischer, Malycha and Schafmann’s (2019) study aimed to explore the role of extrinsic motivators on creative and innovative performance and how they interplay with intrinsic motivation. Quantitative data was collected from 90 knowledge workers of an international consulting company in Germany, Austria, and Switzerland who participated in an online self-assessment questionnaire. It was argued that extrinsic motivators must also be considered. This was referred to as the contextual factors, like human resource management practices which were regarded as factors that influence employees’ motivation and consequently impact the outcomes like creative and innovative performance. Also, important factors were identified as transactional rewards and relational rewards. Transactional rewards were explained as being tangible rewards such as any form of financial compensation etc; whereas relational rewards were described as intangible since they go beyond financial considerations: praise, recognition, and performance feedback. The main finding of the study illustrates the significant, positive

interaction effect of the extrinsic motivator, relational rewards, and intrinsic motivation on creativity/innovation performance.

Isik et al.'s (2018) study: reviewed different studies from many different countries (mainly from the United States). The review was conducted in PubMed, ERIC, and PsycINFO to find studies in which the motivation of ethnic minority students was studied. Forty-five articles were found to be suitable and selected. The aim of the study was to understand the factors that influence the motivation of ethnic students which may help in addressing the achievement gap issues between ethnic minority and majority students. To effectively understand this, the study asked the factors that influence the academic motivation of ethnic minority students, and how such factors influence the academic motivation of ethnic minority students. Similar to Ryan and Deci's (2000) Self-determination Theory (SDT), it was argued that an individual can be intrinsically motivated to explore new things and learners who are intrinsically motivated display enjoyment and satisfaction when learning and using their capabilities. However, the authors noted that, according to the SDT, three basic psychological needs to be met in order to promote intrinsic motivation: the autonomy (to act by choice), competence (the belief in ability that one can reach certain goals), and relatedness (one's feeling of being connected to others in the immediate environment).

Citing, Herweijer, 2003; Herweijer, 2009; Stevens et al., 2011, Isik and et al. (2018) ethnic minority students are overrepresented in vocational and or lower education tracks while they were underrepresented in higher education. This is because of less self-esteem due to negative self- perception and feelings of not belonging. This potentially impacts the motivation of students in an adverse manner although it was found that motivation influences learning and performance.

Students that are not motivated have shown the least desirable learning behaviors and academic performance...' (Isik and et al. *ibid*, p.2).

The study found the existence of factors that influence the academic motivation of ethnic minority students in a positive or negative way can be classified, among other, as school-related and family-related.

To safeguard equality among different communities in the UK, the Equality Act (2010) aims to combat against discrimination. However, Miller (2021) explained that, although the Equality Act may be viewed as an instrument for the promotion or encouragement of greater access to opportunities, it offers no guarantee of better or different outcomes. He further continued to explain that this makes it as "both as a lock and a key" or the motor and handbrake of the progression as far as the equality practice is concerned. This, Miller (*ibid*) notes, is because it produces a "zero-sum game" since the least who benefit from its ambit are those who need to be most helped by the law. Miller's explanations appear to stipulate that the academic development of ethnic minority students cannot be taken for granted despite the existence of the Equality Act.

Alexander and Shankley (2020) raised two points in relation to the ethnic minority students' academic attainment: 1) in 2016/2017, ethnic minority students disproportionately entered higher education; and 2) that the academic staff from all UK-born ethnic groups particularly black and Muslim groups were under-represented. Furthermore, Alexander and Shankley (ibid) stressed that this bleak environment was exacerbated by the introduction of Preventative policies. These policies have been targeting radicalisation and can be regarded to have produced highly racialised surveillance of Muslim and South Asian students causing the relationship between local communities and schools to become strained (Alexander and Shankley, ibid). Tembo (2021) in the English policy context, stresses that debate of equalities is focused to address the gender imbalance and tackle gender stereotypes instead of an explicit reference to the role of race within education policy. This indicates that Britain has yet to enter a post-racial field which would have been important for schools as they are '...political sites [that] involved in the construction, control and containment of oppressed cultural populations (Tembo, ibid, p.73). This can be understood as that lack of concrete action to advance the role of race with education policy may have seemingly created a scary environment for minority ethnic students to hope beyond the compulsory education age of 16.

In respect to family-related aspects, participants of Allporta et al.'s (2019) study consisted of six Somali women living in Bristol. The aim of the study was to explore 1) the challenges that the Somali diaspora may face while bringing up children in the West; and 2) the evolving and interwoven understanding of cognitive science and social geography for young children. They found differences in contextual support and facilitation that children enjoy in Somalia and the UK. For instance, in Somalia, they described a supportive connected community and safe environment which enables children to play and learn together whilst in the UK multiple local stressors act as constraints of children's opportunities to play and interact. This seems to indicate the importance of children's play as a way of learning from each other- a term Vygotsky (1978) referred to as Zone of Proximal development (ZPD).

2.3 Vygotsky's Sociocultural Theory

Vygotsky's Sociocultural Theory views children's development in acquiring their culture's values, beliefs, and problem-solving strategies as a socially mediated process where an interaction with more knowledgeable member of society is necessary (Shaffer, 2009). Cambridge Dictionary defines 'interaction' as *an occasion when two or more people or things communicate with or react to each other*. This means communication between a child and an adult in a social environment where the child may be guided by cues provided by the adult. The guidance may be through activities with the aim of developing the children's learning since it is a '... conscious activity by one person [adult] designed to enhance learning in another [child]' (Watkins and Mortimer, 1999).

McInnes, Howard, Crowley and Milesa (2013) explored how adult presence affects children's perception of play and hypothesised that the way adults interact with children

may influence children's use of this cue. This cue can act as a supplement to fill in the gap in order to extend what the child can do. Vygotsky (1978, p. 86) defined this gap as Zone of Proximal Development (ZPD)

the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.

Kington, Gates and Pam Sammons's (2013) study examined a Two-Year-Old Pilot Scheme which offered free nursery provision to 2-year-old children living in disadvantaged areas. The study draws on findings from a focused study, in a city located in the Midlands region of the United Kingdom, that aimed to understand the impact of the Pilot on the social development of the child. One of the study findings, in terms of adult-child and peer interactions, states:

Parents felt that the provision for their child, in addition to the support and guidance, had given them a better understanding of their child, improved their relationship with their child and helped them with parenting skills and learning at home' (p.298)

Given the fact that the study is about a disadvantaged group, it appears to place parents in a passive role rather than regarding them as active stakeholders of their children's learning. There can be different reasons for this, including the perception difference, teacher role model and confining cognitive ability to classroom. In the context of immigration, how mainstream society perceive 'parenting' by drawing on a deficit logic to make sense of parental practices may be different than how minority group regard it. Consequently, this perception leads to either teachers allotting valuable time to attempt to educate parents or compensate for the perceived deficiencies (Christine and Matthiesen, 2017).

The context in which performance occurs is important. For example, a group of Brazilian children were able to perform street business using calculations successfully while they were unable to do the same calculations at school (Sternberg, 2007; Fuson, Kalchman and Bransford, 2009). Another factor may be lack of teacher role models which shares the characters of minority ethnic students which may serve as leverage for better interaction in terms of communication and thereby positively affect the scaffolding. In England, it was the practice to recognize the teacher qualifications if these qualifications were recognized by the competent authority in their home country. Exemptions were teachers trained in a European Union member country due to clause under the Bologna Convention. Furthermore,

01 April 2012, the Department for Education (DfE) removed the requirement for teachers trained in Canada, the United States, Australia, and New Zealand to undergo any additional training and/or assessment for UK QTS (Miller, 2018, p.161).

3. Method

The study evolved as an unintended consequence of my Doctoral Research. It involved 13 (8 boys and 5 girls- Table 1.) Somali-origin- students of Year 4 (England) and seven of their parents into learning Somali HL literacy at my workplace (a primary school in Southwest of England). During the early stage of the research, a girl left for Somalia and did not come back. The main aims of the research were to enhance the English literacy attainment of students by developing their HL literacy skills, and developing the HL literacy of their parents to equip them with confidence to support their children's HL and English literacy at home (Doctoral Thesis, URL[<https://uwe-repository.worktribe.com/output/5261105/developing-somali-heritage-language-through-extracurricular-activities-a-case-study-exploring-perceptions-of-somali-origin-primary-pupils-and-their-parents>]).

At the end of the Doctoral research, students feeling confident with their HL literacy skills, unexpectedly posed me the question of whether they could perform the Somali HL literacy skills at the University I was conducting the thesis. After contacting my supervisors, I was informed that a conference about English as additional language was in the preparation at the university. It was a luck that they were invited to perform at the conference. Together with 12 students, 3 parents and the school headteacher, we travelled to the University of the West of England, Bristol for the performance. One of my doctoral supervisors kindly welcomed us at the university and give students a presentation about the university: different faculties, what they should do in order to attend at a university post 16 age and what the expectations are. After that, the supervisor invited them to ask questions. The students asked many questions which excited the parents, the headteacher and me as well.

For the performance, I turned a Somali story into a play (Appendix A) and the performance consisted of two parts. Part A (Appendix B) students presented the Somali alphabet and blending them into words. Part B, students used the Somali language for the play where at the end they quizzed the conference audience about the play. None of audience succeeded to guess about the content of the play.

The research aims to address the following question: what can we learn from the experience of Somali origin students in primary school when afforded a university trip? I conducted an intrinsic case study in the sense of (Stake, 2005). I adopted the method of purposive sampling to ensure the participants were '...relevant to the research questions...' (Bryman, 2016, p.408).

Name	Gender	Age at the beginning of the study in Yeas and months	Place of birth
Mr Ali	Boy	9.1	England
Mr Farah	Boy	9.1	England
Mr. Ahmed	Boy	9.4	England
Miss Yasin	Girl	9.6	England
Miss Duale	Girl	9.3	England
Miss Abdi	Girl	9.2	England
Mr Gelle	Boy	9.4	Somalia
Miss Said	Girl	9.2	England
Mr Liban	Boy	9.9	England
Miss Odawa	Girl	9.1	England
Mr Abdullahi	Boy	9.6	England
Mr Muallim	Boy	9.1	England
Mr Ibrahim	Boy	9.5	England

Table 1. Overview of the study participants' status: gender, age and place of birth

3.1 Data collection

After the trip to the university, I was interested to explore students experiences about the trip. Semi-structured interviews which were participated by 12 students were conducted in the music room of the school as it was a quiet environment. English language, as it was the students' dominant language, was used so was considered to facilitate students' fluency in speaking and concept clarification. The interviews were conducted once and lasted up to 8 minutes for each student. A tape-recorder was employed to capture students' voice after which I transcribed. Questions asked were:

1. How were you feeling before the trip?
2. How did you find the supervisor's presentation?
3. What do you think of your presentation?

4. How was your experience of the trip?

Ethical approval was secured before the study began. Forms written in English and Somali (for parents) were sought and received Parents', students', the university's and headteacher's consents. Clarke and Braun's (2017) thematic analysis method were used to analyse the interview transcript as its, among others, methodological advantages. It also enables meaningful themes of an interview to be identified and interpreted without a commitment to any theory. Furthermore, it is compatible with any research question, data collection method and sample size. Finally, it provides an opportunity to access a systematic procedure for generating codes and themes from the research. An inductive coding approach was employed as it enabled my understanding to emerge from a close study of the transcript (Bernard, 2000).

4. Findings from the semi-structured interviews

Two main themes emerged from the students' semi-structured interview: emotions and opportunity relating to the University trip. Different feelings were expressed by students regarding prior to and after the trip. Similarly, students revealed how the trip provided them with an opportunity for an informed choice regarding their future careers.

4.1 Theme 1 Emotion

Students' emotions reported here are two types: their feeling prior to the university trip and their feeling about how they performed their role.

4.1.1 Emotion (prior to the visit)

Students expressed their emotions related to the university trip in different ways. These can be subdivided into positive, neutral and negative.

4.1.2 Positive emotion

Students explained their feeling about the trip using different vocabularies such as psychic and very elated; excited, fun, and happy

Mr Ali *I was feeling really psychic and very elated. I was not patient...I was too elated. I wanted... I wanted to go because ...I was... as soon I went there, I found ...I found my part easy.*

Mr Farah *I was very excited because I wanted... I was ...it was really fun, and I was very excited.*

Mr. Ahmed *Good. I was happy.*

Mr Gelle *I was feeling excited and ... and ... I gone feel ...*

One reason for this feeling may be related to the role they were performing: in general

Miss Abdi *Very happy. Because I was looking forward to presenting our play 'the clever policeman.*

Miss Said *I felt excited, and I was looking it forward us presenting the clever policeman.*

Another pupil added that the excitement was because of the importance of the role they were acted

Mr Muallim, *I felt happy And I thought...I thought I was very important.*

The use of the phrase *butterfly in my tommy* to express feeling also shows how Mr Ibrahim was exhilarated by the trip to the university

Mr Ibrahim *I was kind...um... I was kind of excited like a butterfly in my tommy; and when we got there it was kind of nice it was like a huge building.*

The excitement that students were experiencing regarding the trip may be a sign that they were starved of the opportunity to visit a higher institution. This seems strange because as the primary education is compulsory for every child, there should have been many opportunities for ethnic minority students to pay visits to further education institutions.

4.1.3 Neutral emotion

During the interview, there were times when students recounted feeling both excited and nervous about the trip.

Miss Yasin, *I felt very nervous, and I felt a little bit happy, elated. Nervous because there were loads of people watching me.*

Mr Liban *At first, I was very confident but once I saw how big it was, I was very very nervous. I thought...I thought the amount of... thought of how much people at the university looking at me when I was doing the presentation.*

Mr Abdullahi *Um... before we went to the university, I was feeling nervous after that I felt excited.*

While students' happy feelings about going on trip and presenting language skills that was unfamiliar to audience may be understandable, their nervous feelings could be attributed to the fact that the university environment was an uncharted and unfamiliar territory to them. The question about their feelings if I (as a person who shares the same ethnicity) did not accompany them begs answers.

3.1.4 Negative emotion

From the interview data, there were also times when students felt awkward.

Miss Odawa *I was feeling very nervous because I thought I was gone mess it up.*

Mr Ali, *I know it is a play. Yes, and my part was (unclear) just tell the owner that someone was eating. I told the owner....*

Mr. Ali, *My experience....my experience was really good... because I know now that people are gone be kind not rude and that there are kind teachers*

This uneasiness related to either the perturbation of getting the performance wrong or the minuscule part of their role as they wanted an extended role. These sentiments of responsibility can reflect students' eagerness to present a faultless performance.

4.2 Emotion (performance)

4.2.1 Positive feeling

The act that made students feel worthwhile was when the audience clapped for them which lessened their feelings of nervousness.

Mr Liban, *Um... I wasn't...um....I wasn't nervous because when I saw the amount of people watching me was not a lot of people then once...once I finished everyone was clapping for me then I was very pleased with myself that I didn't mess it up.*

Miss Odawa, *Very... I liked my presentation.*

Mr Muallim, *Em... I felt very happy because when we went there (giggled...unclear) when we finished the presentation ...when we finished the presentation everyone was clapping for me (giggled again).*

While the clapping can be assumed as a little gesture of appreciation, it may serve as empowering confidence to make future career choices.

Miss Yasin, *inspirational because it inspires me what to do in the future... what I want to do.*

4.2.2 Neutral feeling

Most students' feelings during their performance can be characterised as neutral as they were feeling nervous at the beginning and happy at the end.

Miss Abdi, *I felt very nervous, and I felt proud because everyone was clapping for us at the end.*

Mr Gelle, *Een... I think it is good because I think it is hard but worth it.*

Miss Said, *When you said 'nonsense words' people laughed, and I got frustrated. Me: Did you think that they thought what you were reading was nonsense? Yes! but at the end when they clapped, and I knew they liked it.*

Mr Ibrahim, *Um...embarrassing! Because it was like a lot of people sitting there like ... (unclear) and it was like kind of (unclear). When I finished my part of play, they...they...they liked it and kind of WOOW two hundred people clapping for me.*

A neutral feeling could also come from extra-responsibility. Mr Farah's task was to ask the audience about the play and after their guess, he was to recount the play in English.

Mr Farah, *The first bit I did, I was nervous but not then. Yes! Because otherwise they wouldn't understand the story.*

Mr Farah's sentiments indicate that despite his nervousness, the responsibility of his role outweighed his feeling in order for the whole role players to win.

4.3 Opportunity

Students recounted that the trip provided them with an opportunity to make an early informed choice about their future career. They based their informed choice on the kindness of people who work at the university

Mr Ali, *My experience....my experience was really good. Because I got a better chance of going to the university because I know what it looks like and now I know I shouldn't be nervous of going to university because I know now that people are gone be kind not rude and that there are kind teachers*

Mr Ali's previous perception of rudeness of university staff was very surprising since he had never visited a university before. Also, students found the trip as an opportunity to showcase their linguistic skills as bilingualism with pride.

Mr Farah, *it was the best trip I was ever been on. (He requested at the end to be recorded again): I went there I didn't know that much (unclear) when I came to know that I can talk in both English and Somali.*

The data also shows that students, due to the consequence of the trip, became aware of their rights for education

Miss Yasin, *My experience was very very good and I deserve to go to UWE*

Likewise, students postulated that their informed choice for further education was due to the presentation conducted by the lecturer prior to the performance.

Miss Abdi, *I thought it was very good because then I can go to the university when I grow older.*

Miss Said, *Um... good! Because I learnt more stuff I didn't know, and I think um... that when I grow up, I will work in that university*

Mr Liban, *I thought it was very educational and I think it will give me ...more...better chance to go to the university when I am older*

Miss Odawa, *Good because I know now what I will do (meaning going to study at university)*

Similarly, students based their informed choice for further education on the fact that they know the challenges ahead.

Mr Gelle, *Like what you gone do engineering stuff when... that is my dream, but it is hard to learn the stuff but then at least you can get the engineering at the end*

Furthermore, the stimulating and amiable environment of the university in terms of health and safety as well as the availability of various facilities such as cafes were the factors that student based on their choice for further education.

Mr Abdullahi, *I loved it because it looked fun and also the buildings look...*

Mr Muallim, *I felt great, and I know that I will be going to the university, and I won't be nervous because I know...I know most of stuff and I know where to go when there is a fire emergency.*

Mr Ibrahim, *Um... quite good (unclear) it was experience for me. and I expect... what I have... I went some places when I went, I didn't know that like a lot of cuffucinoes (cappuchino- there was a café with refreshment opportunity)*

5. Discussion

This paper aimed to investigate how to raise the motivation and aspiration of Somali origin students in an England primary school in order to further develop their education at higher education institutions in the future. Students were availed an opportunity to visit a university in Bristol after they engaged in an intervention where they were learning their HL literacy. The visit to the university was meant by the students to showcase the HL literacy skills they learned. A post trip semi structured interview was conducted with the students to comprehend their experience of visiting a higher education institution.

Data shows that two main themes can be considered as the outcome: emotion and opportunity relating to the visit. the theme emotion was further subdivided into two types: prior and post visit feelings. Again, both the prior and post feelings were found to mainly consist of two types: positive feeling and negative feeling. These mixed feelings of anxiety and happiness can be attributed to their lack of higher institution environmental experience and perhaps their parents' inability to provide such opportunity. Borjas (1992) emphasized the existence of

proportional relationship between parental skills and the next generation skills and the habitat within which it occurs.

In terms of the students' positive feelings both prior and post the visit, it may be the case that the three parents and myself (from the same ethnic background) gave them the encouragement to look forward to their performance. This illustrates how students value their ethnicity when learning or performing in front of an audience. This can be argued to be in contrast to what seems to be a privilege to the teachers trained in some countries. This is because, according to Miller (2018), the Department for Education (DfE) in 2014 removed the requirement for teachers trained in Canada, the United States, Australia, and New Zealand to undergo any additional training and/or assessment for UK Qualified Teacher Status. This can also be regarded to have contributed to the negative feelings by the students. Furthermore, their happiness may be a sign for their accomplishments: presenting their HL literacy skills. The role each student acted was guided by me as an adult. This means that their level of knowledge regarding the effective performance of their roles to accomplish their goals were realized by the guidance and collaboration with me (Vygotsky, 1978).

The data on students' negative feelings was mainly concerned with, apart from the anxiety of performing, what they were expecting from the audience: to be laughed at. However, they were thrilled by the 'clap' from the audience. Perhaps this pre-programmed negative expectation can be related to the UK's general attitude towards the ethnic minority students. Alexander and Shankley (2020) state that ethnic minority students disproportionately entered higher education, and also that the academic staff from all UK-born ethnic groups particularly black and Muslim groups were under-represented. According to Alexander and Shankley, the situation was aggravated by the introduction of Preventative policies which produced highly racialised surveillance of Muslim students causing the relationship between local communities and schools to become strained. This inescapable and ominous circumstance was likely to be combatted with the Equality Act. However, Miller (2021) accentuated that the Equality Act itself produced a "zero-sum game" since the least who benefit from its ambit are those who need to be most helped by the law. Similarly, Tembo (2021) expressed to need for recalibrating the equality debates and to steer the focus back to the role of race within education policy as Britain has yet to enter a post-racial field which would have been important for schools. The data also highlighted how students found the visit useful as it inspired them to aim to further study at higher institutions when they grow up. According to Ryan and Deci (2000, p.1), the focus of the Self-Determination Theory was to investigate the '...people's inherent growth tendencies and innate psychological needs...' which form the basis for their self-motivation and personality. It might have been useful that students to

conduct stage training to lessen their anxiety prior to visiting the university for the performance.

In conclusion, to provide an adequate response to the question: how developing the Somali HL literacy raises the motivation and aspiration of Somali origin students in order to further develop their education at higher education institutions, it can tentatively be claimed that when the Somali origin students in England primary school learn their heritage language (HL) literacy, their motivation to further study at higher institution is thereby raised. The following extract from the semi-structured interview about showcasing HL literacy skills at the conference sums that up:

Miss Yasin *My experience was very, very good and I deserve to go to UWE*

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Appendix A



Askarigii caqliga badnaa (The Clever Policeman)

Tebiye: *Waxaa jiray nin miskiin ah oo gaajoonayaa. Dhinacyada ayuuna fiirinaayaa. Waxaa u yimid nin wanaagsan.*

Ninkii wanaagsanaa: waxaan haayaa rootigaan ee qaado.

Ninkii miskiinka: Aad ayaad u mahadsan tahay

Tebiye: *Ninkii wanaagsanaa wuu tegay. Ninkii miskiinka ahaa wuxuu la yaabban yahay sidii uu u cuni lahaa rootiga qallaylka ah. Waxaa ku soo dhacday fikrad.*

Miskiinka: waxaan rootiga la tegaayaa maqaayad agteeda markaasaan ku cuni doonaa carafta raashinka.

Tebiye: *Miskiinka wuxuu u dhaqaaqay dhinaca maqaayad jidka ku taallay. Dariishadda gadaale ee maqaayadda ayuu istaagay markaasuu billaabay inuu carfiyo carafta raashinka maqaayadda ka dibna uu goosto rootiga. Waxaa arkay nin. Ninkii wuxuu u fiirsaday waxa nink miskiinka uu sameynaayo, markii uu ogaadayna wuxuu si dhaqso leh u aaday ninkii maqaayadda lahaa.*

Ninkii: Waxaa maqaayaddaada gadaasheeda taagan nin rooti ku cunaaya carafta raashinkaada.

Ninkii maqaayadda lahaa: aaway ninka carafteyda cunaaya? (Ayuun si caro leh u yiri).

Ninkii: wuxuu taagan yahay maqaayadda gadaasheeda

Tebiye: *Ninkii maqaayadda lahaa wuxuu u dhaqaaqay dhicii uu ninka miskiinka taagnaa waa ag istaagay.*

Ninkii maqaayadda lahaa: waxaan kaa rabaa inaad i siisid lacagta aad cuntay.

Ninkii miskiinka: Aniga waxba kaama cunin. Nin adiga kaa fiican ayaa rootigaan i siiyey, rootiga ayaana cunay.

Tebiye: *Ninkii Maqaayadda lahaa hadalkii ayuu ku celiyey, ninkii miskiinkaahaana jawaabtii ayuu ku celiyey. Ugu dambeyntii ninkii maqaayadda lahaa wuxuu u yeeray nin boliis ah oo jidka maraayey.*

Boliiska: maxaa dhacay oo aad isugu qeylineysaan?

Ninkii maqaayadda lahaa: ninkaan waxaan ka rabaa lacag.

Ninkii miskiin: aniga waxba kama cunin. Rootigaan waxaa i siiyey nin wanaagsan, isagaanna cunay.

Ninkii maqaayadda lahaa: rootiga qalleyl ayuu ahaa, haddii uu caraftayda helin rootiga ma cuni lahayn.

Tebiye: *Ninka boliiska markii uu arrinta dhageystay waa uu fekeray markaasuu jebkiisa ka soo bixiyey shilin. Ka dibna shilinkii ku wareejiyey miis korkiisa seddex jeer. Ugu dambeyntii ayuu ku yiri ninkii maqaayadda lahaa*

Boliiska: ma maqashay dhawaaqa shilinka.

Ninkii maqaayadda: Haa

Boliiska: u qaado carafta uu ninkaan miskiinka kaa cunay dhawaaqa shilinka.

Ninkii miskiinka ahaa wuu farxay wuxuuna ku yiri boliiska.

Miskiinka: mahadsanid

Tebiye: *Ninkii maqaayadda lahaa wuxuu meesha ka tegay isagoo murugeysan oo aan lacag la siinin.*

Caqliga wanaagsan xal ayuu keena

Appendix B**Higgaadda (Consonants)**

b	t	j	x	kh	d
r	s	sh	dh	c	g
f	q	k	l	m	n
w	h	y			

Xarfaha waaweyn iyo kuwa yaryar (Capital & small letters)

Bb	Tt	Jj	Xx	KHkh	Dd	Rr	Ss	Shsha	Dhdh	Cc	Gg	Ff	Qq
	Kk	Ll	Mm	Nn	Ww	Hh	Yy						

Shaqallada

Shaqalla waxay u kala baxaan kuwa gaaban iyo kuwo dheer

Shaqallada gaaban (short vowels): a e i o u

Shaqallada dheer (long vowels): aa ee ii oo uu

B	Ba	Be	Bi	bo	Bu
T	Ta	Te	Ti	To	Tu
J	Ja	Je	Ji	Jo	Ju
X	Xa	Xe	Xi	Xo	Xu
Kh	Kha	Khe	Khi	Kho	khu
D	Da	De	Di	Do	Du
R	Ra	Re	Ri	Ro	Ru
S	Sa	Se	Si	So	Su
Sh	Sha	She	Shi	Sho	Shu
Dh	Dha	Dhe	Dhi	Dho	Dhu
C	Ca	Ce	Ci	Co	Cu
G	Ga	Ge	Gi	Go	Gu
F	Fa	Fe	Fi	Fo	Fu
Q	Qa	Qe	Qi	Qo	Qu
K	Ka	Ke	Ki	Ko	Ku
L	La	Le	Li	Lo	Lu
M	Ma	Me	Mi	Mo	Mu
N	Na	Ne	Ni	No	Nu
W	Wa	We	Wi	Wo	Wu
H	Ha	He	Hi	Ho	Hu
Y	Ya	Ye	Yi	Yo	Yu
B	Baa	Bee	Bii	boo	Buu
T	Taa	Tee	Tii	too	Tuu
J	Jaa	Jee	Jii	joo	Juu

X	Xaa	Xee	Xii	Xoo	Xuu
Kh	Kha	Khe	Khi	Kho	khu
D	Daa	Dee	Dii	Doo	Duu
R	Raa	Ree	Rii	Roo	Ruu
S	Saa	See	Sii	Soo	Suu
Sh	Shaa	Shee	Shii	Shoo	Shuu
Dh	Dhaa	Dhee	Dhii	Dhoo	Dhuu
C	Caa	Cee	Cii	Coo	Cuu
G	Gaa	Gee	Gii	Goo	Guu
F	Faa	Fee	Fii	Foo	Fuu
Q	Qaa	Qee	Qii	Qoo	Quu
K	Kaa	Kee	Kii	Koo	Kuu
L	Laa	Lee	Lii	Loo	Luu
M	Maa	Mee	Mii	Moo	Muu
N	Naa	Nee	Nii	Noo	Nuu
W	Waa	Wee	Wii	Woo	Wuu
H	Haa	Hee	Hii	Hoo	Huu
Y	Yaa	Yee	Yii	Yoo	Yuu

Isku xir (Blending)

Af
 Bal
 baal
 bas
 Nin
 Lug
 Tag
 Toon
 Jeer
 Jid
 Jeeb
 Khad
 Doon
 rah
 Qalin
 Kursi
 Kabo
 San

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