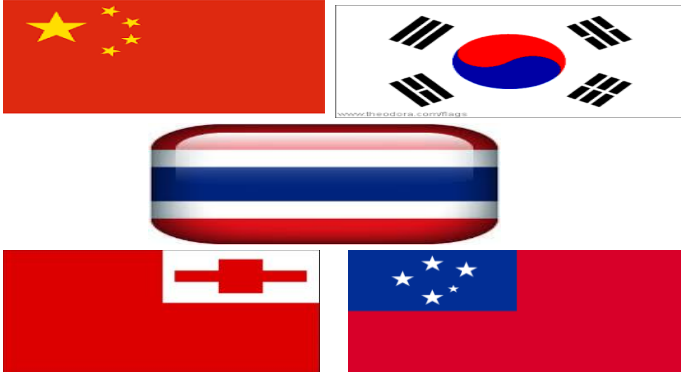


Narratives of socialization of international students in their school communities



Dr. Behnam Soltani
Massey University

Where were the participants from?



- ▶ Years 9-13
- ▶ All boys
- ▶ Students from China, Korea, Thailand, Vietnam, Pacific Island countries, and Europe
- ▶ Had to do ESOL courses before entering mainstream courses
- ▶ Low to pre-intermediate proficiency in English



Findings



Students' socialization included

- Physical space
- Norms
- Every day lived interactions

Physical space as liberating and limiting



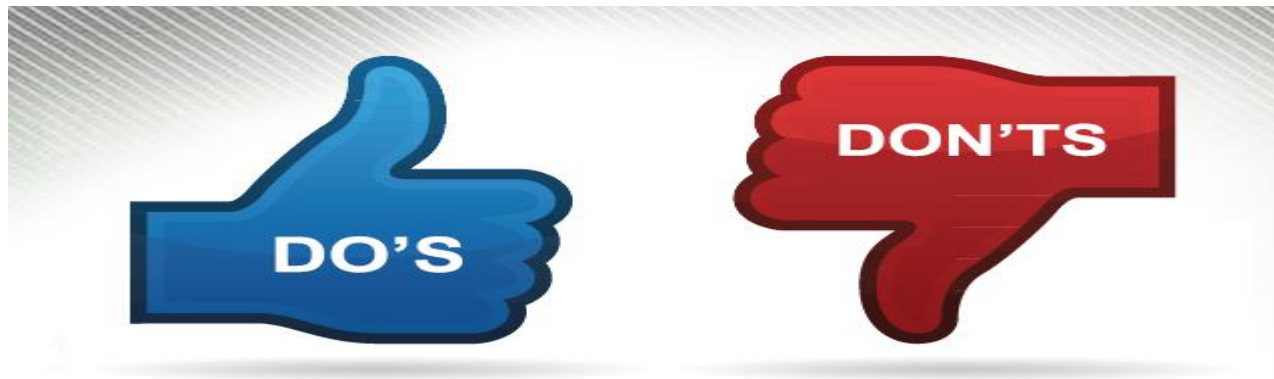
A) “The thing that surprised me when my first came to [name] high school is the clean environment classroom school have a big field and I like school terf. It surprise me because I like to play football at terf and that terf are very good material”.

B) “The difficult that I first came to [name] High School is finding a classroom because they have many building and I can’t remember it so I ask some student where is my classroom and how to go there.”



Students' negotiations of norms, rules, and regulations

- Teaching and learning/curriculum
- Sociocultural



Teaching and learning / curriculum



- Inquiry based learning
- Improving ako, whanaungatanga, tangata whenuatanga, manaakitanga and wānanga, emphasizing **partnership, community and belonging**
- Students are encouraged to become curious thinkers, develop creative knowledge and reflect on how they are learning
- Important aspects of this are differentiated learning, student goal setting and student subject literacy and numeracy

Sociocultural



- A. General conduct
- B. The school uniform and grooming
- C. What not to be brought on to the school grounds
- Mobile phones and other devices (laptops / notebooks / tablets)
- D. Attending a school function
- E. Cyber safety
- G. Litter
- H. Exeat passes
- K. Absences
- L. Personal property
- M. Bicycles/motor vehicles
- O. Damage

The everyday interactions



- Interactions with peers
- Interactions with teachers
- Others

Challenges



- Linguistic
- Cultural
- Affective
- Gender
- Homestay
- Fees
- Technology

Strategies



- “I think the only one thing I feel bad is I sometimes lost my way. I feel lonely. I usually use **google map** now to check my right way. I can find my way now. It’s really cool, google map is a good app.”
- “I did all the things that I could have think of to improve my English. I did pretty much watch **English movies** and try not to speak my own language at home. So I can get used to it quickly.”
- “I used my free time to remember the **vocabulary** and watch English movies. And my English skills are improved.”

Student transformations



- “communicate with Kiwi students and others better
- I understand school and have friends,
- have learned the rules better,
- getting to know the physical space better,
- now I could volunteer at school,
- more confident to do exams”.

Discussion

- Superdiversity creates opportunities as well as challenges
- International students' face multiple challenges in their new social contexts
- Students struggle to make sense of, employ strategies, and learn the norms of their new academic social space
- Academic socialization is contested and not neutral
- Students are active agents in their social spaces
- Socialization is a creative and dynamic process
- International students had to negotiate the physical space, learn the school norms, and negotiate difference as they encountered other people at school.
- International students experiences of inclusiveness and exclusiveness were contingent upon their every day experiences at their school



Thank you for listening.

If you would like a copy of my slides,
please email me at

b.soltani@massey.ac.nz.