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ABSTRACT

This study aims to increase understanding the level of language proficiency and educational achievement for the first-generation immigrant students. The research provides an obligating account of the lives, dreams, and frustrations of Myanmar refugee students who arrive here at a later stage of their schooling. The intention with this study is to collect information from this particular group in order to understand the challenges they faced in their schooling. Thus, I counted not only on their arrival age, but also individual conditions from the background of previous education, language skills, and support from community. School and parents are considered as the important factors for the educational achievement. This research examines the link between the level of language proficiency and educational achievement, focus on school system and educational policies. Though determining a fact from the theories and research data revealed that Norwegian language is a key factor for the educational achievement. Additionally, findings show that although differences in individual student characteristics partially explain variation in level of language proficiency, however, the Norwegian school system and educational policies are also taking important role to create the educational gap between immigrant students and native. Thus, many refugee students will experience an ongoing need for support beyond the practical matters and students with language issues will need ongoing monitoring and support within the school's existing welfare structures. This may include help for psychological problems that related to the effects of trauma in their past. These findings also demonstrate that the implementation of such measures hampered by their dependence on the human resources available. Final conclusion can be drawn that school system and curriculum need to implement and develop that make more responsive to the needs of immigrant students. Diversity must be put on the agenda and based on a source of enrichment within schools and localities, funding strategies, and monitoring and evaluation.
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KEYWORDS: Language and Education, Second Language Acquisition, Refugee Resettlement, Immigrant Education

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ABBREVIATIONS

British Broadcasting Corporation (BBC)

Central Intelligent Agency (CIA)

ECRE: European Council on Refugees and Exiles.

EU: European Union

EUROSTART: European Statistical information provided by European Commission.

IMDi: Directorate of Integration and Diversity

MOE: Ministry of Education

OECD: Organization for Economic Co-operation and Development

PISA: Program for International Student Assessment

NGO: Non-governmental organization

NIFU – Norwegian Institute for Studies of Research and Education (Norsk institutt for studier av forskning og utdanning)

NOU: Norway's Public Report (Norges offentlige utredninger)

SLA: Second Language Acquisition

SØF: Centre for Economic Research (Senter for Økonomisk Forskning)

UDI: Norwegian Directorate for Immigration

UNHCR: United High Commissioner for refugees

UNDP: United Nations Development Program

CHAPTER 1: INTRODUCTION

The school system is one of the first institutions that immigrant[1] young adult encounter in their new country. Differences in language, educational system, and cultural values, as well as unfamiliarity with an atmospheric condition are major obstacles for many immigrants' students.

This is a case study research that followed 10 refugee students from Myanmar, parents, teachers, and social workers, and provides an obligating account of the lives, dreams, and frustrations of these young adult immigrants. The target group is the students who arrive here at a later stage of their schooling. According to the Norwegian education system, after completing compulsory education, young adults between the ages of 16-19 have the right to study upper secondary school and training (*Videregående skole).* Therefore, refugee student arrived at age 15 and after are facing difficulty to follow the educational system in school, whether they have prior education or not.

The link between language profiency and educational achievement for language minority and immigrant's students are proof by several research studies.[2] At the same instant, for immigrant students, educational achievement is usually considered as a gateway to integration. [3] However, the target group for this study is a kind of immigrant who came to Norway with Resettlement program.[4] Therefore, the Myanmar refugee students have particular advantage and disadvantage during their lives in Norway. As an advantage, the government policies have been prepared on migrant education and practices with appropriate support from the communities, such as; receiving particular language training in Norwegian.

Despite these advantages, there are many disadvantages that related to their age of the arrival and educational system in the upper secondary school.[5] Nevertheless, this study emphasises on the level of language proficiency, and its impact on the study out come and as well as the choice of study. The reason to emphasis on the level of proficiency is that when the students

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[1] Anyone who is born outside of Norway and first- generation immigrant
[2] OECD 2003c, Schmid, 2001, Bakken 2003a Støren 2005a, Lødding 2003,
[3] NOU : 2011 : Better Integration
[4] Resettlement refugees, also called quota refugees and UN refugees, they are usually recognised as refugees by the UN before they are resettled in Norway. Source from Norwegian Directorate of Immigration (Source from UDI website)
[5] Bilingual education and language assisting program are not available for upper secondary school

enter the regular upper secondary school, they have a certain level of language fluency and motivation, which are significant issues to count on their success.

However, mastering a new language is a slow process. It may require up to five years reaching academic level of profiency (Kopala & Esquivel, 1994; Thomas 1992). During the mastery period, feelings of dissatisfaction, embarrassment, and guilt are common for the immigrant students (Miranda & Umhoefer, 1998).

Therefore, for the target group student, language is a still barrier even though length of residence is between five to six years in Norway. Obviously, low level of language profiency is a cause for increasing the academic gap between them and other ethnic groups (Schwartz, 2001).

The intention with this study is to collect information from this particular group in order to understand the challenges they faced. I counted not only on their arrival age, but also individual conditions from the background of previous education, language skills, and support from community. School and parents are considered as the important factors for the educational achievement.

This research has tended to treat language barriers as an obstacle that is experienced the same way by most immigrant groups. However, the argument in this research is that language barriers experienced by refugee students are often reflective of differences in the support they received from the commune and the school authorities. Therefore, this research study analysed are applied within the school system. For example, teachers and school administrators are facilitating through pedagogical tools in the classes such as customized training, special tuition and differentiation of teaching.

Besides, my selection of participants is based on common sense judgement that the students who are following the education system,[6] fluent in Norwegian language, and have many friends. Nevertheless, after the interview with the students, parents, social workers, and teachers, analysis data show a different side of their life.

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[6] Do not drop out from the school

Though determining the data from the theories and research data revealed that Norwegian language is a key factor for the educational achievement. Additionally, findings data also show that although differences in individual student characteristics partially explain variation in level of language proficiency, the Norwegian school system and educational policies are taking important role to create the educational gap between immigrant students and native.

In the end of discussions, the study concentrates to find possible options to improve the language barrier for the immigrant students. Although this case study took place in only Rogaland community, the language barrier found by Myanmar refugee students in upper secondary school, the same challenge could most likely be found in other places in Norway with non-western immigrant/refugee populations.

Still, the integration of Myanmar refugee students is much harder to measure. Nevertheless, this research data show that the refugee students have made a significant contribution to the growth of intellectual, social and cultural capital in receiving countries.

1.1 Writer's Background

I have carried out educational research in the area of immigrants and the integration process, through my study in the Joint Master in Migration and Intercultural Relations program. I am originally from Myanmar. I have a number of years of working experience as; a bi-cultural trainer for International Organization for Migration (IOM), an interpreter, a Burmese mother tongue teacher, a bi-lingual teacher, and as a volunteer teacher in Oslo and in Rogaland County. Additionally, during my internship study at the Centre for Intercultural Communications (SIK), I was chosen to participate in a project called Diversity Inclusion and Cultural Interaction (MIKs) and was assigned to find out the role of bilingual teachers in the Norwegian educational system. Hence, all of the above factors encouraged me to select my research topic as language challenges for young adult refugees and to focus on different locations in Rogaland County.

1.2 The Importance of the Study

In the cases of the resettlement refugees like my target group, very few will return to the country they barely remember. Therefore, finding a way to integrate into the local community could offer an opportunity of starting a new life. Indeed, integration is a dynamic process which related education, social and cultural dimensions and imposes considerable demands on both the individual and the receiving society.[7A, B]

1.3 Statement of the problem

There are several reasons that to achieve in school or to drop out of school, including personal factors, home and school stability, school experiences, social behaviour, and rebellion. Nevertheless, the level of language capacity seems to be another decisive factor when it comes to young adult immigrant's low level of achievement and leaving the educational system early.

Consequences, the education affected to labour market participation, because the completion of secondary education is important for obtaining a job and as well as important for the long-term security for the employment (Falch and Nyhus: 2010). [8]

1.4 General Objectives

The general objective of this study is designed to analysis the language challenge faced by refugees' students from Myanmar in Norway that how different challenges they perceive and how different support they received from the school system and municipalities they resettled.

[7A] Refer to the definition of integration from the United Nations: It is a process in which both the migrants and their compatriots find their own distinctive contributions." *www.unesco.org/shs/migration/glossary*

[7B] Norwegian concept of Integration based on inclusion and equality through equal opportunities, rights and obligations for participation, regardless of origin. NOU 2010:7, Mangfold og mestring

[8] The report "Secondary education and labour market attachment for young adult immigrants" based on the survey was conducted by SØF on behalf of IMDi, provides a description of how the labour market attachment of young adults of immigrant background depends on whether the education is complete or not.

1.5 Specific Objectives

This research examines the link between the level of language proficiency and educational achievement, focus on school system and educational policies.

1.6 Research Question

The central question is setting out to reach the objective as follows.

- What are the challenges for the Myanmar refugee student in the school?

However, to reach the objective, there will be more questions related to the challenges the students faced, for example,

- What are the causes for the challenges?
- What are the impacts of the challenges?
- How do they face these challenges?
- What will be the options to reduce these challenges?

These questions are specifically set to examine language factors that influence on education and achievement.

1.7 Methodology

1.7.1 Research Design

The research methodology based on qualitative method and used primary and secondary data to complete my research.

Primary data was taken from the interview with the students, parents, teachers, and social workers, who are mainly concerns with these issues. Some open questions were asked to them to get their inputs in this research.

Secondary data are collected from other publications that different scholars and expects, articles from newspaper and magazines, authorized documents, which provided by the government, non-government and other information sources through the internet.

1.7.2 Data Collection

1.7.2 (A) Interview

The data collection process based on the interview and the sample size for the interview of this study was 20 and the major aim behind the selection of such a diverse sample is because of getting a bunch of information from different perspectives and analyse them in a proper way.

The Interviews' method is an individual session (e.g. one-on-one). The data can be recorded in a way of audio recording, and written notes.

1.7.2 (B) Writing Document

This usually refers to existing documents (contrary to opposed to transcripts of interviews conducted for research). It can include newspapers, magazines, books, websites, memoranda, transcripts of conversations, annual reports, and so on. Written documents are usually analysed through some form of content analysis.

1. 7. 3 Data Analysis

Available data of this research has been analysed through the descriptive technique, i.e. interpretation of presented table in words and the explanation of qualitative information in an organised way.

1.8 Limitation of the study

The study is only focusing on the Myanmar refugee's student who resettled in Rogaland county Southern part of Norway and their acculturation process, particularly directions of language proficiency and how it facilitates to go through in the school.

1.9 Structure of the study

This thesis consists of six chapters. The introduction presents the problem in a general way, objective of research and an overview of the methodology. Chapter two covers the background of this study which related to information about the target group. Chapter three presented the application of theories, which are related to the concepts of acculturation for language acquisition, critical period theory and monitor theory. Chapter four reviews the literature that series of research studies about refugee resettlement in general and focus on key challenges they faced in their new environment. Furthermore, some of the literatures are research studies that related to theories of acculturation and second language acquisition. Chapter five make up a case study and discussion from the finding, this chapter tells more about the refugee student and their life in Norway. Chapter six end up with the conclusion of the study.

CHAPTER 2: BACKGROUND INFORMATION

Summarized background information may help those new to Myanmar refugees to see a glance of a long and hard journey of these people since their exile in the 1990s.

A map of Burma: Source from BBC[9] website

2.1 Country Profile

Myanmar[10] (also known as Burma) is located in Asia and is the largest country by geographical area in mainland Southeast Asia. The country is bordered by China on the

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[9] British Broadcasting Corporation (BBC)

northeast, Laos on the east, Thailand to the southeast, Bangladesh on the west and India on the northwest.

Myanmar is a union of 135 ethnic groups with their own languages and dialects. However, Burmese is the official language and minorities speak Burmese as a second language. It is officially recognizes it as the Myanmar language, however most English speakers continue to refer to the language as Burmese. It is a member of the Tibeto-Burman language family, which is a subfamily of the Sino-Tibetan family of languages.[11]

The population of Myanmar is dominated by Major Barman and eight Major National Ethnic Races in Myanmar, which all comprises different ethnic groups: the Kachin, the Kayah, the Kayin, the Chin, the Mon, the Barmar, the Rakhine, and the Shan.[12]

Although Buddhism is the predominant religion, Myanmar has a genuine religious plurality. The other main religions are Christianity, Islam and Hindu and few hill tribes are still keeping Animism.

A largely rural, densely forested country, Burma is the world's largest exporter of teak and a principal source of jade, pearls, rubies and sapphires. It is endowed with extremely fertile soil and has important offshore oil and gas deposits. However, its people remain very poor and are getting poorer.[13]

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[10] The name of the country was changed in 1989 by the ruling military government, officially recognized by the United Nations. However, much of the Burmese population and some national governments, such as Canada, the United Kingdom, and the United States, do not recognize this name.

[11] The differences between Burmese and Norwegian language are high, Norwegian is the North Germanic group characterized by a number of phonological and morphological innovations shared with West Germanic. Moreover, Norwegian is a subject-verb-object language, in which a speaker addresses what a subject is going to do to an object. Burmese is a subject-object-verb language, in which the speaker addresses the subject, then the object, then the thing that is going to be done. www.wikipedia.org

[12] Source from Myanmar's Foreign Affairs : www.myanmar.com

[13] Source from CIA website : www.cia.gov

2.2. The causes of fleeing home

The causes of many of Myanmar's problems are connected to the ethnic minorities which they identified by shared language, history, geography and religious. In addition, the Myanmar people identify themselves in accordance with their religious beliefs (Smith 1999).

Myanmar underwent a long-running civil war just after attaining independence from the British in 1948. Since 1962, when the military took power, the country has been ruled through a repressive military junta which has shown a little desire to improve the rights and living conditions of its people and has become increasingly dangerous for certain inhabitants to continue living there at all. The generals and the army stand accused of gross human rights abuses, including the forcible relocation of civilians and the widespread use of forced labour, which includes children.[14]

In 2010, the Human Development Index of the United Nations Development Programme (UNDP) ranked Myanmar 149 out of 177 countries. Women and children are especially vulnerable. The standard of education is a major concern, the economy is weak, food shortages prevail, and healthcare is severely limited. [15]

Myanmar remains one of the poorest countries in the world but the natural environment is ripe for exploitation. As Western companies extract oil, lumber, and other natural resources from Myanmar, the junta assists these efforts by supplying the forced labour of its citizens. In particular, the Shan, Karen and Karenni peoples are targeted, as forced labour is also closely linked to the extensive persecution of Myanmar's ethnic and religious minorities.[16]

Moreover, the cultural dominance of an ethnic majority is a major problem and education programs give little place to indigenous languages other than Burmese.

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[14] Source from *Reconstructing Ethnic Politics in Southeast Asia :* research paper from Asia Research Centre on Social, Political and Economic Change
[15] Source from http://hdr.undp.org
[16] Source from Online Burma Library

2.3 Refugee from Myanmar

When a person or family decides to leave their home country and seek asylum elsewhere, they generally travel to the closest safe area possible. Thus, the largest refugees from Myanmar are living in Thailand. According to migration categories, they can be classified as registered refugee, asylum seeker, illegal labor migrant, and the person of concern.[17]

Most of the refugees in Thailand are ethnic Karen people who had been sheltered in nine refugee camps along the Thai-Burmese border. Some of the refugees have been in the camp for nearly three decades.

The total number of stateless Burmese living abroad is unknown, although inside the country, there are around 500,000 internally displaced persons and around 700,000 stateless persons denied citizenship by the Burmese government. Currently, there are around 112,000 registered Burmese refugees in Thai border camps. The ongoing conflict in Burma's western Karen state, which borders Thailand, has forced another 4000 refugees into Thailand in 2010, although few of these have ended up in camps.[18]

Generally, the situation for refugees in Eastern Burma, mainly seeking refuge in Thailand, has been highlighted, to some extent, at the expense of refugees from Western Burma, crossing into India, Bangladesh or south to Malaysia. These refugees have largely been overlooked by the international community and the respective recipient countries´ authorities.

Prospects for the refugees to return to Myanmar or settle permanently in receiving countries were almost impossible. Many Burmese refugees faced the same situation wherever they are, especially living conditions are difficult, and there is a constant threat of harassment and deportation by a local nationalist organisation that has taken upon itself to be a local protection agency. Local authorities do little to improve the situation.[19]

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[17] The camp has a separate section for a group of Burmese urban refugees known as Persons of Concern
[18] Source from UNHCR Thailand www.unhcr.or.th

[19] Source from Human Right Watch www.hrw.org/asia/**thailand**

Fortunately, resettlement program[20] started in 2005, and some refugees have left the transit countries to build a new life in third countries.

2.4 Myanmar Refugee in Norway

The refugee from Myanmar in far smaller numbers continues to immigrate to Norway, mainly through the resettlement program from Thailand, Malaysia and India. [21]

The communities welcome and assist these refugees as they arrive and resettle throughout the country from south to North. The communities support practical needs such as accommodation, financial support, language classes, access to health care and educational opportunities, information about customs and practices of the receiving country and access to interpreters.

With the support of the communities and other NGO provide newly arrived refugees with the essential services and support, they need to begin to rebuild their lives and take steps toward becoming a citizen.

Besides that the communities also provide their individual or personal needs such as reunification of families, recognition and understanding of the trauma they have been through an access to appropriate health services, the ability to retain their own culture.

All refugees are offered language training and the introduction program,[22] which offer language training, civic culture, and other elements aimed at integrating the refugee into the Norwegian society are basic language training. However, children under 16 years are offered a different type of training, which is mainly prepared for them to enter the regular school

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[20] It is a type of permanent migration program for the refugees that an agreement between UNHCR and the third countries. Major resettlement countries accepting refugees from Thailand are the US, Australia and Canada, with Finland, the Netherlands, New Zealand, Norway and Sweden also accepting significant numbers.

[21] All information has been collected from the website of the Norwegian Directorate of Immigration (UDI:

www.udi.no), and the Directorate of Integration and Diversity (IMDi: www.imdi.no),

[22] The refugee who are age between 18-55 are offered for the Introduction program and the program aimed for two year but can be extended if there is a reason for example due to health condition, etc

when their language proficiency is good enough to follow the instruction by Norwegian language.

Generally, though they receive support and assistance during the early stages of their resettlement, refugees are responsible for their own success as well. However, determination to become self-sufficient participants in their new communities relies on individual resourcefulness, and talents that relate to their background experience.

CHAPTER 3: THEORETICAL FRAMEWORK

A theoretical framework is a collection of interrelated concepts and theories. In this study, I have mainly applied second language acquisition theories to understand the Myanmar refugee students and their skill of Norwegian language proficiency.

Second language here refers to any language learnt in addition to a person's first language. Although the concept is named second language acquisition, it can also incorporate the learning of third, fourth or subsequent language (Gass and Selinker, 2008).

Language acquisition is the process of acquiring the language in order to perceive, produce and use words to understand and communicate. The capacity involves the picking up of syntax, phonetics, and extensive vocabulary. The second language acquisition is slightly different from the child acquires their native language. In addition, language acquisition was originally used to emphasize the subconscious nature of the learning process, but in recent years learning and acquisition have become largely synonymous (Krashen: 2008).

When it comes to Second Language Acquisition (SLA) theories, most of them are hypotheses. However, these hypotheses are empirically supported then they become the laws and facts of the theory. (McLaughlin, 1987:8) Among countless theories and hypotheses of SLA, I selected some of the most influential theories, which are directly related to my research and the situation of the target group.

It is difficult to find special theories on refugee students and their challenges because refugees are often considered alongside other migrants when their situations are very different (Joly 1996).

Thus, in order to understand the issues concerning second language learning for the refugee students, studies of second language acquisition by immigrants can provide insights applicable to refugees. However, it is necessary to consider what is unique about refugee students in their task of second language acquisition. The theories focusing on broader populations, such as adult refugees, immigrants or other second language learners, have also been included when appropriate, with the realisation that the issues may vary somewhat for refugee students.

3.1 The critical period hypothesis

Specifically, the objective of this study is to identify the focal points for second language acquisition for the young adult immigrant and how they face important transitions in their lives through schooling.

Several research studies show that there is a relationship between education outcomes and the age of arrival for immigrants. Generally, the researchers examine the chances of graduating from high school or drop out according to age at arrival.

It is popularly believed that it is easier for children than adults to learn a second language (Kennedy & Dewar, 1997). In second language acquisition theory, this belief has been termed the Critical Period Hypothesis, which states that 'there is a period during which learners can acquire a second language easily and achieve native-speaker competence, but that after this period second language acquisition becomes more difficult and is rarely entirely successful (Ellis, 1994 p. 699).

Nevertheless, the identification of the critical period is wide-ranging from the literatures. Birdsong (2006) and many of the essays described the critical period as early as 5 or six years (Birdsong 2006, pp. 18-19), some suggesting as early as 10 years of age or others as old as 12 to 15(Bleakley and Chin: 2004). However, 15 years in some perspective's puberty is associated with the stage at which declines in second language competencies end. (Chiswick and Miller; 2008, Gonzalez; 2003, and Hakuta *et al;* 2003)

While the Critical Period Hypothesis is controversial, empirical studies of immigrant children have found age to be a significant factor in second language achievement. For instance, Gibson in a study of Punjabi immigrants in California found that age of entry into the American school system was a significant factor in second language assessment of high school seniors. High school seniors who had arrived before fourth grade were more likely to be rated as 'Fluent English Proficiency' by the school system, while seniors who had arrived after fourth grade were more likely to be rated 'Limited English Proficiency' (Gibson 1988) .

Similarly, Collier in her analysis of the length of time necessary for Limited English Proficient students to become proficient in English for academic purposes, found the optimal age of arrival into the second language academic environment to be between 8 and 11 years old (Collier 1987) .

Dufresne studied of Hmong refugees, concluded that those who did not enter the American school system before fourth or fifth grade had little chance of competing successfully with their academic peers (Dufresne 1992).

Likewise, Boua concluded that Khmer refugee students arriving in Australian schools at the elementary level had better chances of succeeding in school than those arriving at the secondary level (Boua 1990).

Some research does not indicate that the younger is necessarily better. Collier found that adults and adolescents initially acquire Basic Interpersonal Communication Skills (BICS) faster than children; however, after two to three years of second language exposure, children achieve higher BICS. In regard to Cognitive Academic Language Proficiency (CALP), children between the ages of eight and twelve who had several years of schooling in their first language where the most efficient (Collier 1989) .

Unlike in these finding, Ioup and colleagues found that native proficiency was obtained by two bilingual learners of Arabic - after a period of 25 to 30 years in a naturalistic learning environment (Ioup, Boustagui, El-Tigi and Moselle 1994).

Collier also found that overall academic achievement was not affected by age of initial exposure to the second language as long as cognitive development continued in the first language until age 12. Collier concludes that consistent, uninterrupted cognitive academic development in all subjects throughout students' schooling is more important than the number of hours of second language instruction for successful academic achievement in a second language (Collier 1987).

Therefore, it is possible to learn the second language after puberty but considerable effort and motivation are required to achieve a high level of proficiency. However, clear evidence is that older learners do not reach a native- like level (Moyer, 1999; Bogaert *et al.*, 1995; Young-Scholten, 2002).

3.2. Acculturation Hypothesis

There are many facts that influence on language acquisition during their acculturation process, which give the learner the ability to step inside the mind and context of the target language.

Schumann has hypothesized that acculturation is the "major casual variable in second language acquisition" (Schumann : 1978 p. 29) . Schumann maintains that "Second language acquisition is just one aspect of acculturation, and the degree to which the learner acculturates to the target language group will control the degree to which he acquires the target language" (Schumann : 1978 p. 34).

From this perspective, second language acquisition is greatly affected by the degree of social and psychological distance between the learner and the target-language culture. Social distance refers to the learner as a member of a social group that is in contact with another social group whose members speak a different language. Psychological distance results from a number of different affective factors that concern the learner as an individual, such as language shock, culture shock, culture stress, etc. If the social and/or psychological distance is greater than acculturation is impeded, and the learner does not progress beyond the early stages of language acquisition (McLaughlin, 1987:110-112).

Among some of the criticisms Schumann's theory received limited empirical support. The acculturation theory received was that social factors are assumed to have a direct impact on second language acquisition while they are more likely to have an indirect one (Ellis, 1994:233).

However, commonly accepted that language is a part of culture, and it is also the symbolic representation of a person, since it comprises their historical and cultural backgrounds, as well as their approach to life and their ways of living and thinking (Brown 1994: 165).

Thus, in a word, culture and language are inseparable.

According to theories from multicultural education, during the process of second language acquiring there appeared to be in second culture acquiring (Berwick, 2000; Byram, 1989).

Gardner suggests language and culture learners are raised in determines the attitudes and motivational orientation they hold toward the target language, its speakers, and its culture (Gardner, 1979, 1980, 1983, 1985, 1988; Gardner & Lambert, 1959, 1972). These in turn influence the types of learning behaviours learners choose to engage in, and as a result play

major roles in learning outcomes (Gardner, 1979, 1983, 1988; Gardner & Lambert, 1959, 1972).

According to Gardner and Lambert, there are five motivational attributes affecting the reasons for learning the second language, degree of anomie, dissatisfaction with one's place and role in society; level of ethnocentrism, the degree to which the first culture is preferred over the Second culture, and attitudes held toward the target language and culture (Gardner, 1979, 1985, 1988; Gardner & Lambert, 1959, 1972).

Among these five components, motivation is a basic for learning second language and however motivation is also divided by Gardner into two components: *instrumental* and *integrative* motivation. *Instrumental* motivation concerns an individual's primary concern for linguistic growth, apart from social goals in Second Language Acquisition (Gardner, 1979, 1983, 1988; Gardner & Lambert, 1959, 1972). *Integrative* motivation refers to an individual's willingness and interest in promoting second language acquisition through social interactions with members of the second language group (Gardner & Lambert, 1959, 1972; Gardner, 1979, 1983, 1988). Instrumental motivation is suggested by Gardner and Lambert to have a primary role in learning of the second language, while integrative motivation is depicted playing a lesser, supporting role (Gardner, 1979, 1983, 1988; Gardner, Tremblay & Masgoret, 1997; Gardner & Lambert, 1972).

While Gardner asks whether learners are primarily concerned with acquiring the second language for business or educational purposes (instrumental motivation), these are not connected to attitudes toward interacting within the target language and with members of its speech communities. Within an instrumental pattern of motivation, contact with others requiring the use of the second language may not be perceived to be of particular necessity.

Therefore, second language learners with a predominantly instrumental-based motivation may feel the educational setting sufficient to meet their language-learning goals for acquisition. In contrast, an individual with a high degree of integration motivation would be more likely to undertake more extensive efforts at forming bonds with and within the second language; doing so in a personal attempt to reach out to its speakers and cultures, as it would further their goals of developing not only linguistic knowledge, but the cultural appropriately methods to use this knowledge.

A second language learner with little motivation for integration may come to resist greater contact with speakers of the second language, or cultural elements of the languages, as such an interaction might not be considered an implicit objective in acquiring instrumental goals. The level of integration second language learners seeks has been shown to relate to actions engaged in outside of the formal educational setting (Culhane, 2002; 2001a; 2001b).

Those hoping to gain a deeper connection with a speech and cultural community, thereby having high integration motivation, have been shown to make greater efforts to establish links with members of the speech community and cultural aspects of these groups (Culhane, 2002; 2001a; 2001b).

While Gardner suggests integration motivation has a secondary role in second language acquisition to instrumental motivation, other researchers refute this (Collier & Thomas, 1988; Gudykunst & Hammer, 1988). Intercultural communication theorists, in particular, place greater importance on student attitudes toward the target language community than Gardner.

Learners with a stronger instrumental motivation are likely to feel the educational setting alone is sufficient to accomplish their linguistic goals in acquiring the second language. They are expected to therefore make less effort to interact with members of the cultural group who use the second language. In contrast, learners with a higher degree of integrative motivation are likely to make more extensive efforts to form bonds with culturally different others when given the opportunity, as a means of learning the linguistic and cultural knowledge needed for socio-cultural competence.

The level of function an individual adopts, largely evidenced in the relative balance between instrumental and integrative motivation, and should therefore be recognized as a fundamental and equal determinant of second language acquisition and acculturation.

3.3. The Monitor Theory

The Monitor theory is one of the predominant Second Language Acquisition theories and developed by Steven Krashen in late 1970**.** His influential theory is widely accepted in the language-learning community, and it's contained five main component's hypotheses. Each of the components relates to a different aspect of the language-learning process. The five components are as follows:

- The Acquisition Learning Hypothesis
- The Monitor Hypothesis
- The Natural Order Hypothesis
- The Input Hypothesis
- The Affective Filter Hypothesis

In its most basic form, the input hypothesis argues that learner's progress along the natural order only when they encounter second language input that is one step beyond where they are in the natural order. Therefore, if a learner is at step one from the above list; they will only proceed along the natural order when they encounter input that is at the second step (Krashen, 1985).

Krashen in his Input Hypothesis argues that it is necessary to have input that is just slightly beyond what learners' know. For example, when immigrant students attend mainstream content classes, comprehensible input is necessary for second language development that one way that teachers can help make accommodations for them by examining the language of the classroom (Krashen 1982).

Cummins support the necessity of comprehensible input and argue that it is much better given in content classes where the second language is actually used to convey meaning, rather than teaching the language (often interpreted as grammar) as a subject itself (Cummins 1988).

On the other hand, some Second Language Acquisition researchers have argued that comprehensible input is necessary, but not sufficient for second language learning, and that what is also needed is 'pushed output' - opportunities for second language learners to produce talk that stretches their competence because of a need to express an idea using accurate and appropriate language (Swain, 1985; Swain, 1995).

Cummins and Swain (1986), points out that teacher need to provide context-embedded language as much as possible. In addition, recent studies have shown that teachers and students can take time out to briefly discuss the form language. For example, the meaning of a vocabulary word, the appropriate verb tense, etc (Ellis, Loewen, & Basturkmen, 1999).

Such focus on form is theorised to improve both students' fluency and accuracy in the language. Although no studies of content classrooms have investigated this, it is hypothesised that mainstream teachers, and students can also take brief time outs to address linguistic items, thereby contributing to the linguistic development of the second language students. According to Cummins, the ideal programme is one with a bilingual teacher, modified second language input and first language literacy promotion (Cummins 1988).

To reduce the educational gap between immigrant students and their peers, it is also important to consider the context of the entire school. Immigrant students with the task of learning a second language and acculturating to the new society should be seen as the responsibility of all teachers and the school administration not only the class room teachers (Rutter, 1994b Kennedy and Dewar 1997) .

In order to determine the school system, language assessment in both initial and on-going, is necessary to help the immigrant students and their second language acquiring. Richman suggests that language assessment should focus on: A) history of child's early language development and acquisition, B) assessment of child's first language abilities, C) child's educational history, D) child's current level of understanding, speaking, reading and writing of English, E) parents' previous education and first language literacy, and F) parents' knowledge of English (Richman 1998) .

Kennedy and Dewar point out that assessment can be problematic because it is time-consuming, it can be hampered by communication difficulties, and there is often a lack of suitable assessment procedures. This assessment is best accomplished in the presence of an interpreter or bi-cultural worker (Kennedy and Dewar 1997).

When it comes to the case of refugee, stress theories focus on the stresses associated with relocation. Pre-migration factors are important to count that impact on refuges' ability to deal with the task of successfully relocating. These are experiences of trauma, loss and grief that

are a part of the total refugee experience, and the impact they have on individuals, their personal coping resources and hence their ability to adapt (Vantilburg et al., 1996).

However, it will also relate to the experience in schools in the host culture which are one of the more consistent points of contact for new immigrants. As such schools are in powerful position to impact positively in the lives of refugees. Schools have been identified as a potential source of achievement, if people have positive experiences in the school, teacher, or other caring adult assist them their achievement will be high (Werner, 1993) .

Therefore, the second language acquisition theories applied in this study have paid attention to different aspects of the second language acquisition process and have provided valuable background and hypotheses for the research studies. All the theories regard second language acquisition as a gradual process.   Although theories are primarily concerned with providing explanations about how languages are acquired, no single theory can offer a comprehensive explanation about the whole process of second language acquisition. Each theory offers a different insight in the complex process of second language acquisition.

Thus, different learners may rely on different strategies when learning a second language, depending on a number of different variables such as the target language input they are exposed to, their cognitive style, their motivation, their proficiency in the target language, etc (Larsen-Freeman, 1978) .

In the end, it should be noted that second language acquisition is just one aspect of refugee students' task of adaptation. Language will contribute to their cultural development and their academic performance; however, their overall success in adapting to life in their new homeland will be measured by much more than just language.

CHAPTER 4: LITERATURE REVIEW

The purpose of this chapter provides a comprehensive analysis of the scientific literature through the international and national viewpoint that aspect of the immigrant education, some literatures applied language theories and focus on the refugee resettlement. Therefore, this chapter begins by looking at the process that is related to refugee's people themselves and to their resettlement in general. Secondly, what key challenges they are facing and thirdly analysis of how school system functions for the diverse immigrant students are presented here.

4.1 Experience of Resettlement in New Countries

There are an estimated 11-12 million refugees in the world today. Among them, refugee resettlement is reserved for only a small percentage of the refugee population as a whole, and is aimed, in theory, at those with the greatest need of protection[23].

Each refugee receiving country has their way to assist the refugee to resettle in the new environment. For example, the European Commission on Refugees and Exiles (ECRE) prepared the good practice guides who set up a Task Force on the Integration of Refugees in the European Union. The guides were prepared after consultation with refugees as well as with staff from NGOs, local authorities, government departments and other service providers (ECRE, 1999).

When refugees resettle in a new land, adapting to life in a new country is often complicated by the need to acquire a new language. Obviously, language is not the only concern of refugees in their new environment; however, one measure of refugees' overall success in adapting to their new environment is the extent to which they are successful in learning a second language.

There are many factors that influence on learning a new language. Most people have a goal of being able to participate actively in a business or social conversation in the target language. In

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[23] Source from UNHCR Handbook 2010

most cases, current capability in the target language will give less time to reach their goal. For example, some people who immigrated to the US or UK, have studied or exposed the target language (English) already. In some cases, the learners' first language is also important, for example, people who speak English as first or second language, learning Norwegian will not be difficult while compare to the first language is Arabic and never learn the English language before learning the Norwegian (Murphy: 2003) .

Moreover, individual capacities should be counted on learning a new language. Usually people who already have some capability in a second language find that learning a third language is easier. It is because they already have grasped many of the concepts of languages and find that additional languages easily fit into those concepts. Moreover, some people are naturally gifted at acquiring language. They grasp the language quickly. Others, who are of equal intelligence, may be less gifted or not gifted at all in learning languages. Besides above all factors taking language classes without motivation is not as effective as strong motivation (Grit and Dailey-O'Cain 2005).

Although refugee shares certain characteristics with other groups of immigrants; compared to voluntary immigrant, the refugees have traumatic experience due to their ethnicity, nationality, religion, or political opinions. As a result of the violence and torture previously experienced some of them have Stress Disorder, or more psychiatric illness. Refugees also often have to deal with family separation than other immigrants, and in some cases refugees tend to have weaker social networks than another type of immigrants (Westermeyer, 1997).

Hyman found that while many young immigrants do make a successful transition to the new society, young refugees are risk of developing mental health problems and resorting to alcohol abuse, drug addiction, delinquency and depression (Hyman et al 2000). The authors also suggested that people who are working for refugees in the receiving countries, regardless of their age and status, need support both on arrival and for a number of years following resettlement.

Related to mental health issue, in the settlement countries there are calls for long-term, stable funding for agencies and local authorities engaged in the resettlement of refugees (Joly 1996, Bihi 1999, Crombie 2000).

In a Norwegian study, Hauff and Vaglum also support the provision of especially designed outreach programmes as the most appropriate and accessible to many refugees, suggesting that these may improve their contact with psychiatric services (Hauff and Vaglum 1997).

On the other hand, some of the barriers are closely related to attitudes or behaviours within the host population. Their efforts to integrate may be further hampered by factors within the host society (White 1996).

Racism, religious prejudice and lack of understanding of the refugees' experience can lead to hostility and discrimination. This can spill over to discrimination within the workplace, compounding language difficulties, the lack of recognition of qualifications and low expectations of refugees' ability (UNHCR 1997).[24]

4.2 Strategies to adapt a new culture

Scholars and society in Europe and North America are looking for an unproblematic way of resettlement processes for the immigrant. The major key concept for immigration processes is assimilation, integration, and acculturation.

However, according to the Canadian Council for Refugees (1998) settlement generally refers to acclimatisation and the early stages of adaptation. This is when newcomers make the basic adjustments to life in a new country, including finding somewhere to live, beginning to learn the language, getting a job and learning to find their way around an unfamiliar society.

Assimilation occurs when the group 'melts into the dominant society'. Integration refers to the situation in which the group 'interacts with the larger society and also maintains its own identity' (Valtonen 1994).

Integration is the longer-term process through which newcomers become full and equal participants in all the various dimensions of society. Both settlement and integration are two-way, complex, long-term, both process and goal oriented, and a matter of individual choice for the newcomer.

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[24] UNHCR Document :1997 : Review of Resettlement activities

Furthermore, the integration of refugees into their adopted countries as a process by which immigrants and refugees engage with, and become part of their resettlement society, particularly with regard to the labour market and education, social interaction, organised activity, and cultural encounter. Immigrant integration implies full and unimpeded participation in society and the access or openness of institutions to all members of society. In this context, integration does not mean assimilation; a degree of 'ethnocultural integrity' is implied (Valtonen 1998).

An acculturative strategy where immigrants learn about and adopt some aspects of the new culture but also hold on to aspects of the culture they left behind – such as language, values and way of life. Adkins believes that preserving the culture of origin is particularly important to the successful adaptation of the immigrant family as a whole (Adkins et al 1998:6).

The key concern has been with acculturation relate to psychological adaptation. In this respect, the frameworks offered by Berry and colleagues have been particularly influential (Berry and colleagues 1990a, 1990b).

Berry clearly notes that refugees face a number of acculturation risks because of the involuntary, migratory and potentially temporary nature of their lives (Berry et al., 1997).

Berry's original model of acculturation has been used in studies of acculturation among minority and immigrant groups in culturally plural societies in North America, Hawaii, and Australia. In the Canadian context, many studies have looked at acculturation among members of aboriginal communities across the country using this approach (Berry et al., 1986).

Ward developed a new instrument to examine the two dimensions of acculturation attitudes used by Berry and supported the concept of acculturation attitudes in Berry's model, but felt the descriptive power of the model was enhanced if the two spheres of acculturation perspectives (toward home and host groups) were kept distinct. To further illustrate features resulting from these outcomes, Ward's approach stressed a distinction between sociocultural adjustment, characterized by the learning of everyday operational skills within the host

environment, and psychological adjustment. Psychological adjustment includes personal well-being and psychological coping within the transitional experience (Ward, 1996; Ward, 1999).

Therefore, the approaches from Berry and Ward can be combined to establish a framework for acculturation attitudes among learners who can offer insight into the process of second language learner motivation in a more general sense.

4.3 Social Network and Cultural Identity

In leaving their home countries or countries of asylum, forced migrants lose family and community networks as well, in most cases, as social and occupational status. Many face social isolation due to language difficulties, cultural differences between home and host societies, lack of personal contacts, and fear. They experience difficulties building new social networks, and suffer from geographic isolation both within the new country and from family overseas (Manderson et al 1998).

For the refugees enables to cope with many adversities, cultural identity is an important asset to find support from others, and to help them function as normal human beings. Thus, to be able to combat the various problems they face in the country of resettlement, refugees need efficient associations and social networks (Bihi1999).

Among Vietnamese Refugee community in Finland proofed that due to the highly cohesive social structure interaction within the group was a key factor for social integration in new society (Valtonen 1994). Valtonen secondary contacts in workplaces, schools, and with a friend and families found that the community was maintaining cultural and social identity and at the same time fostering contacts with the wider society. The same author studies about the refugee from Middle East, and she observed the strong links with their immediate ethnic communities in Finland. This is an important source of social and practical support (Valtonen 1998).

According to Wahlbeck, the existence of strong ethnic communities, both in terms of formal associations and informal social networks within communities, is important for the process of migrant resettlement (Wahlbeck 1998).

Elliott notes that successful resettlement requires *"large enough numbers to accommodate interconnecting social group formation coupled with geographical proximity to allow regular social contact"* (Elliott 1997:144).

For the refugees who belong to a strong reliance on extended family such as Vietnamese, the maintenance of such familial links within the new country was important for drawing strength to persevere and for guidance in difficult situations. Valtonen also clarified to confirm that social contact was particularly important for those who had difficulty with the language of the new country or other difficulties making new social contacts (Valtonen 1994). The author also made a comparative study of Vietnamese refugees in Finland and Canada. Valtonen describes the Finnish Vietnamese community of 300 including children, are isolated at least in the short term due to lack of ethnic community support (Valtonen 1999).

In some cases, ethnic associations generally help to provide better access to health care and social services for refugees. Bertrand notes that: in the United Kingdom (UK), those ethnic associations are helpful for particularly Vietnamese refugees who usually do not want people to be aware of any difficulties they are facing, and tend to keep their suffering more or less confined within the community. Moreover, the associations also help to develop better relations with employers (Bertrand 2000).

On the other hand, trained social workers from the refugee communities provide good support for the refugees and often help to reduce stress and to promote understanding of the new society (Bertrand 2000:8) .

The lack of a strong ethnic community and the inability to maintain traditional social and familial practices can also be problematic as refugees seek to balance in the integration process in the new environment. Thus, such social networks with high social capital can become a protective mechanism against social isolation, offering better education, community life and safety (Woolcock 1998).

4.4 Why Education is important for young refugee

The school plays a significant role in the potential ethnic and linguistic minorities will be in a new society. Researchers have pointed out that if the achievement gap between ethnic Norwegian students and students from minority backgrounds continues Norway to develop a significant social problem. Then again, if immigrants lack skills that are essential to survive in the labor market, such as in the Norwegian language and knowledge of Norwegian society, there will be the danger of the establishment of a permanent underclass (PISA: 2003).

Unemployment rates among immigrants are two to three times higher than among nationals in European countries.[25] The PISA (2003) study reported that the differences between majority and minority students are greater in Norway than in OECD countries on average. The dropout rate in secondary education among students and apprentices from minority backgrounds is an obvious issue. The report suggested that to find ways to ensure that immigrant children enter the labor market with strong basic skills and the capacity to continue learning throughout their lives.

4.5 Background Characteristics of Refugee Students

For many immigrants, they immigrated to a new place with hope for betterment in their life and sometime their vision of a better future may lead them to underestimate the challenges they face in their new environment. Therefore, this study also focuses on the factor from refugee what is their dream and expectation before immigrated to Norway.

4. 5 1 Limited formal education

Refugees often have lived for many years in a country with an unstable infrastructure due to extreme poverty, war, or disasters. This means that many children and adults may not have had an opportunity to attend school and learn basic skills in their own language.

As a result, refugee children with limited prior schooling or limited formal education are common problems for receiving countries. However, they should receive the support they

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[25] Source from EUROSTAT

need in order to realise their potential and be equipped for life-long learning. It takes a whole school and a whole-school system to do this effectively. The inclusive and thoughtful school offers a welcoming place to everyone (Refugee resettlement Handbook; 2009).

Some receiving countries, after the language training and foundation course they were enrolled in regular school in an age-appropriate placement[26]. For older children and young adults this can significantly affect their learning when they begin school in the U.S. For example in US public school, many Somali students who begin in secondary school and have never learnt to write in their own language this presents an additional challenge when learning new vocabulary and English script.[27]

Students with interrupted formal education are not less intelligent than other students their age, and they simply need an opportunity to learn basic skills and receive very skilled and intentional instruction to accelerate their learning. Moreover, they are capable of learning English and the skills necessary to be successful academically; it will just take longer than mainstream students and even other students who have had formal education in their own language in their home country.[28]

4. 5 2 Socio-economic Background

Educational success is largely determined by the social background of the students, like the education of parents and the learning climate at home (Hanushek and Luque, 2003, W¨oßmann, 2005).

Entorf and Minoiu showed the links between the socio-economic background of immigrant and non-immigrants. They found that how its influence on education and other achievement vary substantially across some OECD-countries (Entorf and Minoiu 2005).

In a Norwegian study, Støren examined differences in achievement in terms of grades for the foundation course in upper-secondary education between ethnic minority groups. His analysis

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[26] Age-appropriate placement refers to the general education classroom for students who are the same chronological age. For preschool-aged children, age-appropriate placements are the settings in which other children of their same chronological age attend. (projectchoices.org)

[27] Information from the U.S. Office of Refugee Resettlement

[28] Information on Human Right watch website

based on register data referring to cohorts who started in upper-secondary education in 1999–2001 (Most of them born in 1983–1985).

Although different indicators of social background have a considerable impact on the total variation of grades, analyses show that with Vietnamese, Sri Lankan and Bosnian, backgrounds obtain the highest grades (Støren 2006).

However, different countries have different immigrant populations. Depending on the income situation, the geographic region, the immigration policy and many other characteristics, they attract migrants with different abilities and social backgrounds.

In Germany, first-generation immigrants come from fewer favourable social backgrounds. The children of those immigrants' achievements in school are lower than German natives (Ammerm¨uller 2005a).

Therefore, characterized as traditional countries of immigration like Australia, Canada, New Zealand and the United States follow a selected immigration policy that is targeted at well-educated individuals with professional skills and good language proficiency (Miller, 1999, Entorf and Minoiu, 2005).

4.5.3 Motivation

The motivation will be positively associated with social distance that student made interaction with the target language group and the level of open-mindedness of the language learner. The concept was proven by three researchers by finding a stronger motivation for interaction with a target language group (Milhouse 1996; and Collier and Thomas 1988).

One interesting aspect of refugee students' educational achievement is observed by Phelan and his colleagues that refugee students' interaction with teachers and peers. The authors conducted with 54 students, observed students in classroom environments, interviewed teachers, viewed students' school records to measure achievement. The study exemplified that teaching is much more than dispersing content objectives to students. In this manner, teaching is a problem that involves engaging a group that represents a diverse set of psycho/social processes (Phelan et al 1991).

A universal finding was that students from all types expressed need for social acceptance in their school, and in the classroom. The authors proposed that all student types could benefit from classroom frameworks that allowed for student-student interaction, empathetic mediation between students, and opportunities for expression of ideas (Phelan et al 1991).

In contrast to Phelan's experiments, there is similar research in Norway. Bakken finds that only ten per cent of the immigrant youth in upper-secondary education dread going to school it gives an overall picture of school as an area of integration where the attitudes to school are positive and school motivation is generally high (Bakken 2003a) .

However, he also agreed that those refugee students, who experience harassment and possibly feel that they are not socially integrated at school, more often do not enjoy school, or dread to go to school (Bakken 2003).

4.6 Key Support to provide for newly arrived at young refugee.

Although each immigrant/refugee's experience is unique, there is a common set of challenges that newcomers typically confront and the challenges often impact physical, behavioural, and psychological well-being.

Richman believes that school can be an important settling factor for children because it provides stability and normality (Richman 1998). In spite of motivation and hope, studies in New Zealand and Canada found that adjusting to school was one of the most difficult experiences for young refugees. Therefore, this study analysis what are the key factors for immigrant students to achieve in school and in education? The studies included from the key factor the host society (e.g. the commune, school, and the non-immigrant population), also from refugee themselves to achieve in the school environment (Humpage 1999, Hyman et al 2000).

4.6. 1 Support for Language Training

Language barriers impede adjustment to living in a new country. For adults, the inability to communicate often induces feelings of frustration and helplessness. Fletcher noted that language ability is critical to both economic and social aspects of settlement and integration (Fletcher 1999:46).

Internationally, there is a strong agreement on the needs of refugee groups, with access to language classes being high on all lists. In New Zealand, the needs appear to be particularly great in the provision of language and education classes, the availability of appropriate and competent interpreters and access to health services, particularly for mental health.

Several New Zealand studies have confirmed the problems that refugees face in improving their language ability. Both Shadbolt and Chile found that while African refugees were anxious to participate in New Zealand society, lack of English language ability severely limited them (Shadbolt 1996, Chile 2000).

White surveyed a number of New Zealand immigrants, including refugees, and found that immigrants expected English classes to be more available and to have more opportunities to practice their English (White 2000).

Thus, among all resettlement countries, acknowledged that the ability to speak the language of the host country is a fundamental need for refugee resettlement and provide considerable support for free language tuition for refugees. In Australia, for example, adults receive up to 510 hours-free tuition, while in Canada; language instruction is free for all adults in a family with no proficiency cut off. In Norway, hour of language and civil education is free for all immigrants, and the hour depend on the level of immigrant's education.

4. 6 2 Vocational and Special Training

Moreover, refugee from the age of 14 to 25 needs special support and provision. Because they are approaching the end of their school careers but often have no school qualifications. Sometimes they are refused places in mainstream higher education, therefore driven into

vocational training than providing a special training (with bilingual assistance) which can give them chance to enter directly to the work place (ECRE1999).

4. 6 3 providing Information and Interpretation Service

The refugee students have often experienced disruption to their education, by facing language and cultural barriers. It indicated that an appropriate education needs to be providing information for both sides. For example, the school authorities included people work for administration, need to know about the immigrants' culture in general and immigrant students also needed to learn about the host culture.

Basically, school system provides two essential things, that providing information in immigrant first language and interpreter for important meeting. Information on the school system are that how the education system is structured at the different education levels, enrolment, assessment, and orientation procedures, parental participation, and parental rights and obligations (Refugee Resettlement Handbook 2010) .

For instance, the Flemish Community of Belgium has a brochure explaining the equal opportunities and policy regarding immigrant education. In Austria, a publication for parents of immigrant pupils with limited literacy has been produced in Bosnian/Croatian/Serbian, Turkish and Polish that explains how to prepare children for schooling before they reach compulsory school age (OECD Education Review 2009).

In Norway, some local authorities in the Oslo area, where there is a high concentration of immigrant pupils, schools send information on education in the mother tongue of immigrant families. The municipality of Trondheim has produced standardised letters in some 20 languages on various aspects of school life (meeting invitations, letters on the importance of sending children to school, extracurricular activities, etc.) that can be downloaded from the school website.

Interpreters are used in numerous countries in a variety of situations requiring communication between schools and immigrant families, at the primary and secondary education levels. Depending on the country, this practice may be a statutory right for families, may be the

subject of a central-level recommendation that schools are supposed to implement, in some cases receiving specific resources from central government, or may be adopted as a local-level initiative (OECD Immigrant Education Review 2003) .

In other countries, use of interpreters is not compulsory but is often provide according to the situation. In Germany and France, the interpreters will be used whenever necessary for example, during enrolment, or when families are given important information, or for pupil orientation purposes. The difference is that interpreters may be volunteers working for community associations or may be members of the immigrant pupil's family (ECRE 1999:8).

Teachers and other administrators in the school system should obtain accurate initial information about the students, including his/her or her origin, languages, educational background, health, immigration status and future plans. Moreover, to integrate refugee children in schools, a special training for a teacher is needed about issues facing refugee children, and the provision of useful teaching materials. Children in the host country also need to increase their awareness of refugee issues (ECRE 1999:22).

Therefore, in the matter of improving refugee students' performance in school, soon after of arrival, the refugee students and their parents should be provided the information about the education system, and necessary information will help to performance well in the school.

4. 6 4 Reducing Cultural Barrier

With regard to education, refugee students can lead to experiences of failure at school, and stress can be compounded by differences between the culture at school and at home. They can also suffer from a decrease in their standard of living or other major changes in their lives, including living in temporary accommodation and therefore, attending several schools, and experiencing bullying or isolation at school (ECRE 1999).

There are more empirical researches revealed that the link between education achievement and cultural barrier. Elliot note that refugee children may want to integrate more with their peers but lack language and social skills they could not do well. The Somali students in New

Zealand had difficulty interacting with other students due to cultural barriers, religion and behavioural expectations (Elliot et al 1995).

In the ethnographic study that two researchers from New Zealand and Australia followed the refugee students; they found that the refugee student had difficulty adjusting to different school styles, particularly to what they saw as a lack of discipline in the classroom (Boman and Edwards 1984, Humpage 1999).

On the other hand, the teachers contributed to the problem by displaying a lack of cultural knowledge as well as a lack of understanding of refugee experiences and of the special learning needs of refugee students (Humpage 1999).

Locally, many people in Norway have thought that only the students learn enough Norwegian, then the "problems" go over. The students' linguistic and cultural competence has been little emphasized and seen as interesting knowledge in school (OECD 2003).

Therefore, cultural and social integration is an important part of the integration of refugees into a host society. Integration is a two-way process and requires the promotion of understanding and tolerance among the host community as well. This includes establishing links with the media as well as local authorities.

4. 6 5 Bullying among students in School

Bullying among children is understood as repeated, negative acts committed by one or more children against another. These negative acts may be physical or verbal in nature -- for example, hitting or kicking, teasing or taunting -- or they may involve indirect actions such as manipulating friendships or purposely excluding other children from activities. Implicit in this definition is an imbalance in real or perceived power between the bully and victim (Hoover and Oliver 1992).

Stimulated by the pioneering work of Dan Olweus in Norway and Sweden, researchers from several nations Australia, Canada, England, Ireland, Japan, Norway, and the United States have begun to explore the nature, prevalence, and effects of bullying among school children.

Their findings provide compelling reasons for initiating interventions to prevent bullying. Its high prevalence among children, it's harmful and frequently enduring effects on victims and its chilling effects on school climate are significant reasons for prevention and early intervention efforts in schools and communities (Olweus, 1993).

The levels of victimization, reactive and proactive aggressiveness was the same for both native Norwegians and immigrant adolescents but there was a significant difference in the levels of bullying others. Compared with the native Norwegians, immigrant adolescents were found to be at higher risk of bullying others.

The Norwegian government has now decided to offer the Bullying Prevention Programme to all comprehensive schools in Norway. In this way, it will be possible to reach out to a large number of schools in a relatively short time (OECD Observer report: 2001).

4. 6 6 Racism and Discrimination

The way the majority treats minorities may be a reinforcing factor. Discriminatory practices such as the apprentice companies and the workplace will be factors that contribute to create a permanent underclass. Prejudice against refugees among members of the host community presents a significant barrier to resettlement (Elliott 1997).

In this context, educational researchers frequently use the term 'institutional discrimination' and mean disadvantages of certain groups that are forced by social institutions. (Gomolla 2005) Gomolla argues that the denotation of discrimination not only incorporates direct forms, but indirect forms that result from applying the same rules and concepts to groups with different needs. Thus, discrimination in such a sense does not only mean an unequal treatment of students with different ethnic backgrounds, but it also includes situations where these students are not promoted as they should.

In the case of United States, as well as in New Zealand, have noted the prejudice some Muslim cultures, and women in particular, face as a result of the way they dress as well as their religious practices (Mohamed et al 1998, Bihi 1999).

In the context of Middle Eastern refugees in Finland, Valtonen points to racist attitudes as a factor hindering successful social interaction with the receiving society. At another level, subjects of her study often felt pressured to conform with the cultural norms of the receiving society, which they perceived as a threat to their own cultural identity (Valtonen 1998).

Statistics Norway conducts an annual survey on attitudes towards immigrants which includes questions comparable to the European Social Survey, and the report shows that Norway ranks as one of the more tolerant countries towards immigrants in Europe.

However, Statistics Norway published a report from a survey on Living Conditions among Immigrants 2005/2006. The report includes analyses of perceived discrimination among immigrants in Norway, and shows that nearly half of the immigrants who took part in the survey had had negative experiences due to their ethnic or immigrant origin.

Therefore, regarding the matter of discrimination, racism and refugee student in school, I agree with a point from the ECRI Report 2009' that "*there is a need to examine the extent to which unwitting prejudice, ignorance, thoughtlessness and racist stereotyping result in processes, attitudes and behaviour that prevent persons belonging to minority groups from receiving services equal to those received by others."* [29]

4.7 School System and Educational Achievement for Immigrant Students

Nowadays, diversity comes along with global migration, and the refugees originated from diverse cultures. Thus, diversity is unavoidable for refugee receiving countries. This study focus on how different countries handle the diversity regarding the educational system and educational outcome for the first-generation immigrant students.

Richman (1998) believes that school can be an important settling factor for children because it provides stability and normality. However, studies in New Zealand and Canada found that adjusting to school was one of the most difficult experiences for young refugees (Humpage 1999, Hyman et al 2000).

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[29] The ECRI (European Commission against Racism and Intolerance) was established by the Council of Europe. It is an independent human rights monitoring body specializing in questions relating to racism and intolerance.

The challenge refugee students used to face in new countries included unfamiliar school system. The culture and structure of the education system may be very different from that in their country-of-origin. For instance, in many resettlement countries, teaching styles are less formal, relationships between teachers and students are less hierarchical and there is a greater emphasis on experiential learning than is the case in refugee source countries.

Adaptation to school may be particularly challenged for students who have had no or limited prior school experience. These students may be facing the intellectual and behavioural requirements of a structured learning environment for the first time.

School systems differ in terms of inclusion or exclusion to the immigrant and language minority from native-born students.

4.7.1 Multiculturalism and Equality

The concept of a multicultural society is a complex issue, especially in Western Europe where there is a strong practice of equality. Many countries, including Norway, have an ideal image of a multicultural society which could be structured to allow for an equal opportunity. To understand the notion of a multicultural society, I would like to refer to Rex's argument that the current concept of multiculturalism is too often confused and manipulated to exclude the complementary aspect of equality (Rex, 2001).

On the other hand, Rex has presented a distinction between the public and private realms and pursuing a different policy towards the two; while institutions should foster unity and equality. Multicultural education is a process of comprehensive school system and basic education for all students. It challenges and rejects racism and other forms of discrimination in schools and society. Furthermore, school and communities accept and affirm the pluralism such as ethnic, racial, linguistic, religious, economic, and gender, among others.

The multiculturalists believed that the integration of multicultural history and culture into the mainstream curriculum would empower oppressed groups by building their self-esteem and helping them understand historical methods of cultural domination. For example, Schlesinger

believed that multicultural education would work in America if governance allows different cultures to live within the same nation (Schlesinger 1998).

The diversity of classroom is well recognized today, but little has been done to develop adequate conditions aimed at adapting teaching to this diversity. It is essential to enhance professionalise school leadership through better training; improve the pedagogical skills of teachers. Also necessary to meet the needs of multicultural classrooms, and recruit culturally competence teachers including those from immigrant backgrounds (Pedersen 2000).

Thus, teaching strategies can be differentially facilitating and various options of implementing changes in the teaching and learning process. Also, matching teachers' styles with students' ability patterns can have significant effects on students' attitudes, motivation, and achievements (UN Resettlement handbook 2010).

In Norway, Equal Education in practice points to multicultural school system and responsible for the immigrant students are that multicultural and linguistic diversity among students, parents and teachers as the build on this in school development (Educational Reform 2003).

The adults in the school takes care of business students' right to be different- their diversity in the community, different versatility and diversity must be put on the gender and be a source of enrichment, which is a necessity for the development of knowledge in the school and in society (Gullestad 2002: p 6) .

In Norway, social pedagogy is widely applied within the immigrant integration process. In the school education system, critical pedagogy has helped students to open their minds and encourages students to think critically about their education situation.

However, to succeed immigrant students in the multicultural school setting is not only the major requirements for students, but also to the various adult actors in the school community. These are particularly the students' natural sense of belonging and participation in the school community.

4.7.2 Controversies on Bilingualism

Bilingualism is a part of multicultural society. It is a sign of accepting the differences culture and different language of immigrant or language minority. However, there has been much debate that how bilingualism effects on learning and teaching to the immigrant children.

The proficiency of the refugees' first language is seen as an important precondition for a successful integration into the host country's society. Students with immigrant background, the higher the share of immigrants and second-generation immigrants who speak their mother tongue language at home, the more integrated in education (Chiswick and Miller, 2002, Entorf and Minoiu, 2005).

In a positive side, bilingual education is accepted and well practiced in Norway and Norwegian school, research and theory-based arguments for learning in their mother tongue provide a better learning condition, strengthening of the pupil's cultural and ethnic belonging, and improving the communication between children and parents (Bakken 2003b, pp. 4–5) .

Moreover, first language proficiency directly affected to improve second language skills for refugee students.

However, in US, language instruction in school is English only and not support for the preservation of other cultures' languages (US Department of Education Report 2010).

Also in Denmark, exclusion rather than inclusion can be found clearly between ethnic Danish and non-native children who is bilingual child as a description of meaning children whose mother tongue is not Danish and who are still in lack of sufficient Danish language skills. First of all, as a problem of missing Danish skills an obvious objection to that is that speaking more than one language should be seen as a resource rather than a problem in Danish society (Nieto, 2002, p. 21).

Therefore, in Denmark, the Somali students are 'bilingual children,', and a main school effort is training in Danish. Good skills in Danish language are seen as the main road to learning. And the other way around the Somali children are not supposed to learn anything even in

mathematics before they have achieved an acceptable level of speaking and understanding Danish.

Interestingly different direction has applied for the immigrant education in other Scandinavian countries like Norway and Sweden, based on the right to have suitably adapted education; the municipalities have an obligation to provide mother tongue/bilingual teaching of the first language until the pupil has reached a sufficient level in Norwegian language to benefit from subject teaching in Norwegian.

In sum, through the inclusion of these components to second language motivation, Gardner's concepts can be reinforced and extended to consider how changes in learner attitudes may result from contact with speakers of the language and their various cultures and the language itself during second language acquisition (Gardner 1995).

With such an investment, the benefits that refugees bring to the community, rather than the burden they are seen to impose, will then become apparent more quickly.

4. 7 3 Segregation and Exclusion

In US, by 1986, the South East Asian refugee population in the U.S. exceeded 800,000 people. Diversity included in students from preliterate tribes that had no formal educational experience, and also children of well-educated parents.

The US found it difficult to handle with a diverse group of a refugee, and Finnan listed several common problems that schools faced in attempting to integrate the new population,
-Refugee students take too much time from teachers and other students suffer.
-Too few resources are available to help meet the student's special needs.
-Tensions between refugee students and other students exist.
-Federal funds for programs are inadequate and may be available only in the short term, thus creating a financial burden for districts (Finnan 1988, p.121).

There is a result that Valdés followed two newly immigrated to Latino students from middle school until post-secondary years to examine their struggles regarding English language

acquisition. The study found that segregated English Second Language programs limited immigrant students' ability to adapt to their new countries because of their isolation from native English speakers (Valdés 1998).

Denmark is one of the lowest immigrant populations in Western Europe.[30] At the same time, Denmark is one of the refugees receiving an immigrant student represent 10% in total student population in school (OECD Review for Immigrant Education for Denmark).

The sameness discourse has spread into a school system in Denmark, which highlight that diversity causes problems and this idea brings about a well-defined strategy: Diversity has to be eliminated. Thus, in case of children operates with two languages, a mother tongue and Danish, sameness has been nominated as a prerequisite for learning efficiency. It means that this problem of diversity has to be eliminated by developing as fast possible Danish as an operational language for everybody in the classroom.[31]

As a result, compared to their native Danish peers, immigrant students face greater challenges in reaching high-performance levels in compulsory education and in completing their upper secondary education successfully (OECD 2010).

4.8 Law and Regulation

Considering improving the areas of immigrant education, the most important governmental measures are the law and regulations, earmarked grants, curricula, guidelines and quality improvement (OECD 2003).

Educational gap between immigrant students and native peers are high in some countries and low in the other countries. The differences are most pronounced in Austria, Belgium, Denmark, France, Germany, the Netherlands and Switzerland. In contrast, there is little difference between the performance of immigrant and native students in three of the traditional settlement countries, Australia, Canada, New Zealand, as well as in Macao-China (OECD 2006).

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[30] Source from EUROSTAT
[31] Source from OECD 2010 (Review of Immigrant Education for Denmark)

Bilingual language support programmes given in both students' native language and the language of instruction are relatively uncommon. In England, Finland and Norway immersion with systematic language support may include some bilingual components. Bilingual programmes with the initial instructions in students' native language and a gradual shift toward instruction in their second language.

Similarly, very few countries generally offer supplementary classes in their schools to improve students' native languages. In Sweden, students have a legal right to receive native language tuition, and schools typically provide such classes if at least five students with the same native language live in the municipality. Schools in the Swiss Canton of Geneva also offer native language classes for the most common minority languages.

In Norway, with the regulations of the Education Act, local authorities have a duty to provide pupils with limited proficiency in Norwegian, especially in the kindergarten and primary education. The regulation states that the municipality shall provide pupils in primary school with a mother tongue other than Norwegian and Sami need language training, bilingual vocational training and special tuition until they have sufficient knowledge of Norwegian to follow the normal teaching in schools (Educational Report No. 17).

Moreover, the schemes for customized training of minority students included special tuition,[32] mother tongue education and bilingual vocational training.[33] Students can either follow the curriculum in Norwegian as a second language or have different tuition as needed. It should be made to ensure that students can follow the regular curriculum in Norwegian when they are ready for it.

4.9 Summary of Literature Review

A key feature of the literature review is to identify factors to improve immigrant students' success in school, including refugees themselves at all stages of the settlement process.

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[32] Special tuition means that students with language minority background will get special tuition until they have sufficient knowledge of Norwegian to follow the normal teaching in schools.
[33] Parts of the scheme are simplified from school year 2001 / 2002.

Finding from the literature review revealed that the specific information on common challenges that refugee and family used to face in a new environment is the language barrier. In addition, receiving countries also should understand, accept the nature of students' social background and differences characteristic of refugee students. Additionally, students from linguistic minorities get an education that is equitable in relation to education for majority students, and it is also important that they can get such training, regardless of where they live.

As a result, the educational achievement gap between the immigrant student and their native peers is high. Moreover, different refugee receiving countries approached to support refugee students and their education. The data shows that some countries, where there are either relatively small performance differences between immigrant and native students or the performance gaps for second-generation students are significantly reduced compared to first-generation students, tend to have well-established language support programmes with relatively clearly defined goals and standards.

CHAPTER 5: CASE STUDY AND DISCUSSION

In this part of the study, I first described my case study research, and the second part of this chapter includes the findings of this research. It is as a result of interviews conducted with students, parents of students, social workers, and teachers from their school. I then interpret these findings and expand on the links between the theories and the literatures together with the analyses. Finally, I discuss how the results of this research study responses or responds to the policies of the immigrant education and school system.

5.1 Case Study

The research can be described as a case study where the whole group of Myanmar refugee students is the case. Mainly, the case study emphasizes detailed contextual analysis of a limited number of the Myanmar refugee students and the linkage between their language skill and educational achievement. Additionally, I used the case study research method to examine contemporary real-life situations and understanding of a complex issue of language and educational achievement which is already known through previous research (Yin 1984 p. 23).

The research takes a descriptive, analytical and qualitative approach and the informants in this research are not chosen randomly. Different criteria have been used to choose the participant student[34]. The case consisted of ten students, divided into two groups one of which the students had completed upper secondary school and who are still in the upper secondary school. However, two are in regular school and the other two in adult upper secondary school. Furthermore, two students are in apprentices. One of the students recently dropped out from upper secondary school. Therefore, the criteria mentioned in the paragraph above, are the characteristic features, which define the case that language proficiency and achievement in the school is very important. The research has been done in the participants' natural environment, in this case in their school where a great amount of information is collected.

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[34] I have worked as a bi-cultural trainer for International Organization for Migration, therefore, I selected the participate students whom I knew through cultural training in Malaysia and Thailand in 2005, and 2006. They were actively participate in cultural training course and discussed with me fro their future plan in Norway. Therefore, it is a chance to test that their dream comes true or not after five to six year of their stay in Norway.

5. 1.1. Selection of Participants

Finding participants for the interviews was difficult and the reasons were involved the demanding nature of the research; for instance, varying in age of arrival, prior schooling, family background, and educational achievement. I selected the school teachers' and social workers who are related to some of the refugee students and responsible for their integration process. However, I allowed participants to remain anonymous; I used a number in stead of their real name.

Participants were selected in a variety of locations within the Rogaland County. Some of them reside in remote and a small communities, and they are the first resettlement refugees and first non-western immigrants in the area, but some students reside in populated town areas, and the commune authorities have years of experience with immigrants. However, due to the purpose of anonymity, the name of the municipalities will not be mentioned here.

5.1. 2 Sources of Information

Four sources are used to collect the information for this research, namely the students, their parents, their social workers and their teachers. Information collected by interview methods has been evaluated, and two framework conditions were important for the research; namely, available time for language study and the academic achievement.

All the interviewees were asked the same questions, and all the questions were open, asking for their experience and descriptions within the areas of language learning and regular study. Moreover, it was important to be able to compare information from different parents. Therefore, each open question had some follow-up questions or different alternatives for the answers. Both the teachers were asked the same questions. Most of the questions asked for the teachers' experience and opinion about the immigrant student and their performance in school. Also in these interviews there are follow up questions or answer alternatives that gave the possibility to compare the results, for instance, the questions about educational achievement, are followed up by questions about language proficiency.

I have selected two teachers and two social workers to interview; among them, a teacher and a social worker had immigrant backgrounds themselves and spoke Norwegian as a second language, and as a result recognized and identified more with immigrant students.

5.1. 3 Data Collection and Method

The primary data used in this research was collected from in-depth interviews. The reason to choose in-depth interview method was that relying on qualitative approaches to data collection; in-depth interviews seemed a more appropriate way to collect reliable qualitative data (Nicholas 2000).

As open-ended in-depth interviews have the open, wide-ranging questions and flexible and unstructured format, interviewees may get the feeling it is something informal, and this is always positive to obtain spontaneous answers from the interviewees. Nicholas calls this kind of interviews a "methodological mine" (Nicholas 2000:114). [35]

They were asked open-ended questions about their challenges, what they were, how they were overcome, and about support and help, they received. My interviews were standard; all respondents answered the same questions.

I had with me an interview guide which I used in data collecting. The interview guide contained list of issues to be discussed, and the interviews were very relaxed. The interviews obtained detailed information from four different types of respondents, namely the refugee students, their parents, their teachers, and the case workers. Thus, four separate interview guides (see appendix, I, II III and IV) were used for the in-depth interviews.

Several attempts were made to ensure that data obtained from the in-depth interviews are of high data quality. For example, interviews were conducted separately to reduce the tendency of some respondents being influenced by others. The interviews were very informal and flexible, and this led to the obtaining of more detailed and reliable data.

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[35] The ECRI (European Commission against Racism and Intolerance) was established by the Council of Europe. It is an independent human rights monitoring body specializing in questions relating to racism and intolerance.

Furthermore, informants were interviewed at their homes and their offices, and they had a choice to use the language they wanted to express themselves in Norwegian, English and Burmese. The informants were ensured about the confidentiality during the research, for example, by indicating that their name and other personal information will not be given in my thesis.

Thus at the beginning of each interview I gave a firm promise to my informants that they would remain unknown to other people and that the study was only for academic purpose. I therefore keep my informants anonymous.

To capture the data from these interviews, a tape recorder was used for future references. My informants were informed that I was recording the interviews. At the same time, I took notes of some keys words about each question. Nicholas advises to take notes even if the interview is being taped "as a back-up in case of poor-quality recording and to add a degree of authority to the respondent's answers" (Nicholas 2000:123).

The secondary data was a complement to the original data and collected from both published and unpublished sources, including journals, articles, books, official reports and internet sources. Documents related to the research objectives, including the government reports, policy documents, and refugee agencies websites.

In a qualitative approach, as in this study, sample size is usually small; this is because the main purpose of the research is to investigate the depth of the topic and not seeking to study a representative sample of the population. In this approach, analysis of data is carried out as narratives rather than using numerical values (Minichiello et al. 1995).

The qualitative method is said to be inductive, interpretative, and natural and seeks to get deeper meaning and understanding of specific situations. It places emphasis on process and meanings rather than on measures of quantity, intensity and frequency (Denzin and Lincoln 1998).

The strength of this method is that the approach is more flexible and reflective. The approach puts emphasis on categories and concepts rather than incidence and frequency (McCracken 1988). However, there are also weaknesses of qualitative method which includes that it tends

to be subjective, difficult to replicate and also the method is not good for generalization and predictions (Patton 1990; McCracken 1988).

5.1. 4 Data Analysis

The data collected in this research was analysed descriptively. All interview data were transcribed, coded and analysed, and I had follow-up communication with the informants. Due to translation from Burmese and Norwegian to English, some informants were conducted as necessary to confirm the accuracy of their experience and words they used to describe.

According to, Tellis analysing case study evidence is the least-developed aspect of this kind of research, and therefore the most difficult. An ongoing data analysis is carried out by extracting information relevant to immigrant educations and previous research studies by relating this information to other aspects such as school performance, achievement in school, and integration factors (Tellis 1997).

For this research, the interpretations of the findings are structured around each of the objectives. In addition, as the research involves the evaluation of the education policy and school system, a description of the new options, strengths and weaknesses are carried out and will be compared to those of the existing policy and system.

All in all, as an interviewer my principal role was to establish an appropriate atmosphere such that the respondents could feel secure to talk freely.

5.1. 5 Difficulties encountered

My time of data collection was overlapping with the holiday season in July and again opening of the new semester for the school in August and September. Therefore, some of the participants were not ready to sacrifice their time for the interview. I had to arrange several phone calls to book the appointment. So, reaching the respondent was one of the biggest challenges I encountered.

5.2 Discussion

Before discussing the effects of language proficiency, I reviewed the theoretical perspective through the statistical analysis from research data, and it showed that there is age dependent relationship in language acquisition outcomes.

Following Birdsong's theory of the critical period being as early as 5 or six years, all the students from this research are the older learners for the second language acquisition (Birdsong 1999: 2006). Verification of their arrival age, six students arrived at the age of 18 and up. Two were between 15 and 16, and the other two arrived Norway at 11 and 12. The length of language learning was more or less the same. However, their language proficiency differs when they enter the regular school.

At a more general level, this study proves that younger student who learns a language before the age of 15 tends to have superior reading, writing, analytical and social skills, as well as more extensive vocabulary than older students.

The data revealed that students' individual ability and motivation facilitate to their achievement level (Brecht and Ingold 1998). For example, the gap of educational achievement level was high between two students who arrived at the age eleven year with a strong academic background and a twelve-year-old newcomer who had no prior schooling.

Although there are several challenges related to integrating immigrant students in the educational system, the discussion focuses on language barriers and related challenges in the school and education[36]. Thus, the discussion focuses on the key challenge and related matters, such as abilities of the students' first language, the receiving of second language training, language acquisition and what proves to work best for them.

Many studies have found that cognitive and academic development in the first language has an extremely important and positive effect on second language learning. For the reason that; as students expand their vocabulary and their oral and written communication skills in the second language, they can increasingly demonstrate their knowledge base developed in the

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[36] There are many challenges in social life as well.

first language (Bialystok 1991; Collier 1989, 1992b; Garcia 1994; Genesee 1987, 1994; Thomas &Collier, 1995).

Therefore, the data analysis include the ability of first language; all the refugee students speak Burmese language[37]fluently even though they belong to different minority ethnic groups, and grew up in a linguistic minority community. However, they learned the majority language of the country, when they were in Myanmar or in the transit countries like Thailand or Malaysia. All of them now speak two or more languages as their mother tongue, and two or more foreign languages as second or subsequent language.

Moreover, home and neighbourhood environment are an important source for second language acquisitions. Due to this fact, five of the students and their parents use their ethnic language at home and three students and their family use Burmese language at home. Two students came here as a single adult and share the apartment room with others who are the same ages as them and immigrants from other parts of the world. However, they use Norwegian as communication language at home.

Thus, the language situation in the families and the neighbourhoods are different in some ways. However, the language of communication at home with family members and within the community of residence is fewer chances to develop their Norwegian language skill. Thereby it is estimated that their language skill is most likely acquired in school and social circle in daily life.

Interview participants were asked to provide some basic information about previous education and in total, 40 percent reported that they had education at university-college level. Similarly, 4 out of 10 students had low education, 7 to 10 years of schooling while the other two who arrived at the age of 11 and 12 have three years of schooling and no previous school experience before they immigrated to Norway. Based on the average, the data showed that some of the students have adequate education to enter regular school.

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[37] The Burmese language is the official language in Myanmar and it is a first language 42 million and as a second language for 12 million ethnic minorities.

5.2.1 Preparation for a new life

Language training provides the foundations for further integration into the host society so new immigrants have the ability to converse in and understand the language of their new country. Based on the right to have suitably adapted education, all of them received Norwegian language training offered by the municipalities where they resettled. The intention is to offer lingual training and civic education to the newly immigrants, so they can attain the skills needed to follow ordinary schooling.

According to their age of arrival, they received a different type of the language training. The student who was less than 18 years of age, attended preparatory[38] programme and age 18 and up joined the Norwegian language and civilization training is an introductory course which the municipalities are responsible for providing adult immigrants. The hour of compulsory language training is up to 2700 hours to those in need of further education in Norwegian.[39]

Some municipalities provided an intensive program at a language school or centre for newly arrived students who had previous education and fluent in English language, particularly those for young adult refugee students. Ideally, the program is designed to ease their entry to Norwegian schools and to assist with their adaptation to a new education system and to Norwegian society. The program takes part in a full-time intensive course at the language centre for 12 months.

Some municipalities have little or no experience in providing language program for the young adult refugee students and those young students attend introduction program, which is generally aimed for the adult immigrant's age 18-55. Moreover, language training programs designed for adults typically concentrate on language for day-to-day survival. They may be inadequate for young people who wish to resume their education, since they will require advanced language competence.

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[38] Recent immigrants children attend a preparatory program that introduces them to the language and the school system

[39] Since September 2005, it is compulsory for all newly arrived immigrants outside of the European Economic Area who do not master Norwegian (or Sami) to take Norwegian language and civic education.

Additionally, some social workers also have a limited capacity to recognise and meet the needs of newly arrived refugee students.

5.2.2 School Enrolment

During their second or third year of stay in Norway, the students passed the language test and placed them in regular school. Some immigrant students are placed age-appropriate grade-level in primary and lower secondary schools, but not in upper secondary school.[40] Interview data revealed that most of the student age 18-20 of arrival age, their goal is to study in upper secondary school. A requirement for entering upper secondary education is of course that the student has completed compulsory education.

Additionally, the enrolment to regular school for the students is complicated, and sometime it related to the facilities provided by the municipalities.

The story from the interview with Student's number 6 is an example:

Student's number 6 was 19 when she arrived in Norway. She had ten-year schooling experiences from the high school in a refugee camp which is equal balance with Norwegian compulsory education. She also has a teaching certificate from Australia by the correspondent. She had two years of working experience as an English language teacher in primary school in the refugee camp. She planned to start regular upper secondary school after completing the Introduction program. Presently, she is in apprentice in local elderly home to be an assistance nurse. She expressed her feeling as follows:

"I wanted to study in regular school and to obtain a higher education. However, the commune placed me in the secondary school for the adult (Videregående opplæring for voksne[41]), *and now I am 25, and I will think about further education later"*

Similar case from student number 8:

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[40] The students have access to the state school system on the same basis as Norwegian children and the schools may also accept young people aged between 16 and 18.

[41] Young adult who turns 25 years or more application year and have not completed high school earlier, have the right to adult education. It offers various teaching methods appropriate to the adult's needs. Vocational training is included with apprentice for various programs.

Student's number 8 was 21-year old young adult man when he came to Norway. He had two years of university education in major with International Relation. He also had working experience as the interpreter in UNHCR- Malaysia. Presently, he is working for the commune office as the interpreter and mother tongue teacher. Here are the words from him:

"When I completed introduction program I tried to study in upper secondary school but the social worker and school leader suggested me to go to the secondary school for the adult, at that time I was not fluent in Norwegian language, as well as lack of knowledge about the school system"

Moreover, the parents of students also said that the community doesn't have a good solution for meeting the needs of refugee students who are 18 or 19 and have gaps in their education. The father of student number 4[42] said that.

"I am not happy about my son to enrol in elementary training for adult (grunnskole[43]), because there are full of middle-aged adults, isn't a good fit for my son, who not reaches 17"

The parents wish the school should provide a special class or school for the young adults.

However, in some communities, the school welcome older youths in their regular upper secondary schools until the students are 23. More often, it seems, some communities encourage them to enrol in adult education classes even though the students' have earn a high school certificate which is equal balance to Norwegian compulsory education. This issue comes up with immigrant students who arrive in age 18 and up with or without any school record.

Perhaps the issue of school replacement for the refugee students can be explained the comment from the social workers:

"Norwegian is the language of instruction in the school and other institutions"

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[42] Student number 4 was who arrive in 15 and 7 year of school experience
[43] Elementary Training for adults is designed for both the Norwegian language and minority language adults, and for minority youth ages 16-19. The training leads to a primary school diploma entitling them to seek admission to secondary school.

"Even though they may appear to have a good command of the Norwegian language, they may encounter problems when subjects become more theoretical and the terms more abstract."

And for this reason, the support from the municipalities is varied and the targets are mixed. Furthermore, with the capacity of schools and the work of classroom teachers are the support which is being delivered to refugee students.

5.2.3 What are the challenges in the school?

The data reveals to answer the main research question that the language acted as a barrier to the students when they enter to the regular school.

The same finding from Norwegian Statistic Research "*We have extensive research evidence to say that immigrants' skills in reading, writing and speaking on his "new language," is of central importance to their quality of life, for the opportunities to gain entry and work well in the labor market and the finding to integrate into the community as they are moved into, in short, for integration*" (Norwegian Statistic Report no. No. 49 2003-2004).

Furthermore, it is possible to find the causes why they have faced challenges in the school.

Basically, the refugee students entered the school with limited language proficiency. To explain more in this content, according to Cummins, language proficiency can be defied in two different skills that are Basic Interpersonal Communication Skills (BICS); these are the "surface" skills of listening and speaking, which are typically acquired quickly by many students. Second skill is that Cognitive Academic Language Proficiency (CALP), which is the basis for a child's ability to cope with the academic demands placed upon his/her in the various subjects. (Cummins and McNeely; 1987)

Myanmar refugee student who belongs to the categories of non-western immigrants, Norwegian is a completely new language thus it takes time to get fully absorbed into their minds and to gain the abilities of fluent conversation and clear thinking in their second

language. It is to include the enhancement of the language skills, and the expansion of the language vocabulary is a continuous process.

Moreover, to understand the young refugees' experiences by school and performance in general, mental health and stress matters are needed to count for achievement. Thus, almost all refugee receiving countries recognise the need for bicultural and multicultural interpreters who are trained to work in the health area.

It is interesting that the immigrant students often respond to the language barrier by remaining silent, appearing withdrawn, moody, and fearful, and this common response can last one to two years (James 1997).This is the case I have found from Myanmar refugee students who did not participate well in social and educational activities. For example, they avoided attending social gathering party that students celebrate in the end of school year, and they hardly participate in academic discussion in the classroom.

Precisely, finding from the interview data showed that two of refugee students who came from Thai refugee camp have constantly and seriously suffered the mental help problems.

One of the teachers I have interviewed with mentioned about the student has violence nature and refused to follow Norwegian rule and regulation in school[44]. Moreover, the teacher and the social worker both are pointed it out that some of the refugee students are very isolated by nature and do not participate in any activities which school and communities organized.

Because they have not had enough time to develop the levels of language needed, and without support for language in school, they find it increasingly difficult to get a good result for the educational outcome. Consequence, they remain in danger of dropping out of education at the upper secondary school level.

Common facts cited by the refugee student is that which refers to the challenges relating to getting the apprenticeship. And here, it can be both on the poor language skills or

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[44] The refugee student was kept himself isolated and did not talk to anyone in class room. There was reason behind that why he was like that. He was arrested in Thailand when he was 10 years. He had horrible experience in Thai Jail as an illegal immigrant child labor. Indeed, he was earning money for his family by picking chilly for the local Thai farmers. However, when the police found him , the farmer did not take responsibilities and said that he was a thief.

discrimination (racism) however, the teachers from the school are helping to overcome such problems.

Student no. 6 said

"When I applied apprenticeship in the elderly home I was so scared because many of my friends and senior told me about their experience. However, fortunately I got through an interview and now my apprenticeship is almost finished"

Student no. 4 said, *"I studied the craft certificate therefore, I needed competence in apprenticeship, and many places rejected me due to my poor language skill. It was the very bad experience, and I lost my confident of continue study"*

As it has been mentioned above, the language level of immigrant student is crucial. However, if the school provides them, the suitable language program which is effective and practical for them to succeed in school their choice of study may change.

5.2.4 Parents Involvement

Still, the differences in achievement level can partly be explained by more contribution factors that parent's involvement of their children's school work may increase children's academic achievement (Copper &Valentine 2001).

I have checked the data from the interview with social workers and teachers. All of them pointed seriously about parent involvement in school for the students' achievement[45]. It is interesting that from the Norwegian's view points, refugee parents are not actively involved in their children education. However, parents of these students do not have enough language skills to understand the conversation in the school meeting. Moreover, in many cases, interpreter is not available or interpretation service will be through telephone. Refugee parents feel to embarrass and sad about their language abilities.

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[45] Since 1997, law and regulation described about parents participation in children education, generally most Norwegian parents take part in their children education. (MOE; 1997) On the other hand, duties of Burmese parents are that father provides financial support for child's education and mother will take care of general welfare for the child. Unless their children have problems in school they have no contact with school and teachers in general.

Findings from the research data shows that many refugee parents are likely to encounter difficulties of a linguistic or cultural nature and measures to ensure that information is not passed on efficiently between schools and immigrant parents.[46]

Specifically receiving interpretation service is important in various situations in the school life. However, the schools in different communities provided publication of written information on the school system but not in the language of immigrant. Some communities also appointed resource persons, such as refugee guides,[47]to be specifically responsible for practicing language but sometime the refugee guides help between immigrant students, their parents, and the school.

Most of the refugee students I have interviewed with, they tend to work long hours and see any kind of failure as a cause of shame. Their priority is the achievement, rather than a social life.

Eighty percent of students' parents had gone to no further than high school. In Norway, the parents worked in low-pay, blue-collar work. However, they were very proud of their children fluency in Norwegian language. The parents put strong faith in education to bring their children into the better status. Therefore, as a parent, they strongly supported the youth in educational efforts and monitored closely their achievements.

On the contrary, sometime parental expectations can add to the stress refugee student's experience (Boman and Edwards 1994, Humpage 1999, Hyman et al 2000).

One of the parents said:
"I wish I could stay in the refugee camp until the time come that I can go back to my native village. I choose to resettle in third countries just only for my daughter's education" [48]

The other also said:

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[46] There are three refugee family who receive school information and fully assistance in interpretation service during their meeting in school, they are living in the commune which is known as high population of immigrants
[47] Generally refugee guides are native people and volunteer to assist immigrant people
[48] Although they can not choose the country they want to be resettled however resettlement is a choice for the refugee. Many refugees refuse to resettle in third countries.

"I came here only for my children future, especially for their education; otherwise I want to stay with my parents and other relatives in the camp"

Thus, this study uncovered the educational expectations of refugee parents, as well as common language barriers that they face in participating with schools and society.

5.2.5 The Determination of Performance and Achievement

Anthropological research studies show that socio-cultural barriers issues of language, religious practices, and cultural differences that refugees face in host communities are important for their achievement (Holtzman 2008; Haines 1997; Fadiman 1997; Shandy 2002).

However, due to limitation, this study focuses only a consequence of language barrier which is one of the sources for the low achievement of immigrant students.

A standardized survey has done by Øzerk in two schools in Oslo. His conclusion is that pupils with weak Norwegian proficiency attained a far poorer learning yield than other schoolchildren because they have problems following the teaching (Øzerk 2003).

From a national research also shows similarity that students with immigrant backgrounds have lower average grades in all basic subjects than majority students (Arnesen, 2003).

Moreover, other parents wonder why their child, a straight "A" scholar in their home country, is pulling only solid "Cs," and finally, they found out that it is due to language skill that their child needs to improve.

Furthermore, comment from the teacher related to immigrant students' language proficiency as follows:
"One of the sign of low language proficiency is that the limited vocabulary they used. It also relies on common sources of language structure, i.e. word order, grammatical morphemes, and function words, additionally proposition al knowledge."

Naturally, ascent is acceptable for the second language leaner. However, it determined for the academic performance for the refugee students.   In this case, I agree with Bleakley and Chin

that considerable effort and motivation are required to achieve a high level of proficiency for older learners of second language acquisition. However, ascent is affected by age and older learners do not reach a native-like level (Bleakley and Chin: 2004, 2010).

Student's number 3[49] shared her experience in the following words:

"Due to my ascent I always get the lower grade among the other students when we present as a team for a project"

"Not only me, there are many terrible sad stories I've witnessed because of immigrants who has accent end up feeling frustrated."

Depending on existing language skill, the refugee student faced the challenges to follow the teaching instruction in the school. For example, they study subjects such as Norwegian, history, economics, and mathematic that requires high levels of academic language, and requires a high level of reading ability. As a result, the academic performance level of the refugee students is obviously low and there is a gap between the first-generation immigrant student and native students.[50]

In addition, the data show that the students are weak in reading skill, which is well accepted that reading is a language-based skill.

Likewise, several previous research studies also found that immigrant students are far behind their native peers in the subject areas assessed by the test scores.
"Pupils from language minorities attained lower average marks in reading skills" (Wagner 2003).

In fact, to read and understand a text, the reader must be able to interpret the symbols on the page, convert the strategies for reading, access knowledge of the language, and incorporate prior knowledge of the subject. In other words, reading consists of two main components, namely decoding and comprehension. Decoding refers to word recognition processes that transform print to words (Catts and Kamhi 1999).

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[49] She arrived at age 11, and language is not a barrier for her except her ascent is a problem
[50] Sometime there are second-generation immigrant also in the same class

Thus, the knowledge gained from this research study assure that most of the immigrant student who arrived at aged 15 years and older, are not able to meet the expectations common in upper secondary school education.

Furthermore, the research data revealed that students, who succeed in school, spent more time on home work and less leisure compare to other immigrant students. It is directly related on the language barrier they faced.

Student's number 6 said:

"All other students in my class studies about the subject only but for me when I read the text I spent a lot of time using the dictionary to find the words I did not know. Additionally, there is no Burmese – Norwegian dictionary[51]. Therefore, first I have to find Norwegian – English dictionary and second English- Burmese dictionary. So no wonder I spent all my time for my study."

Several studies also show that immigrant students spend more time on homework compared to majority-language pupils (Lauglo 1996, 1999; Krange and Bakken 1998; Opheim and Støren 2001; Lødding 2003, Bakken 2003a).

Moreover, students, who succeed in school, have higher language competence than necessary for everyday conversation, such as a hierarchically organized system of the concepts, and language awareness (Adams 1990, Wold 1996, Hagtvet 1996).

5.2.6 Support from the school

In 2007, the government adopted a policy plan called Equal Education in Practice, which outlined a new level-based curriculum in the mother tongue of linguistic minorities (Norwegian Ministry of Education and Research 2007b).

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[51] Since 2010 there is online dictionary Norwegian to Myanmar language: www. myordbook.com

These efforts seem to be intended to improve immigrants' and minorities' educational outcomes, but the students received special tuition with Norwegian teacher [52] the schools neither offer native language support for these academic subjects, nor is instruction often provided that accommodates their level of language proficiency. Even so, this special tuition meant for the subject he/she got very low grade or fial in tests and that is also few hours a week. It is totally depend on the school facilities[53].

Student's number 8 who received special tuition and expressed her view:

"*The tuition is given by ethnic Norwegian teacher and explains in Norwegian language but the way he speaks is very different from the classroom teacher, and of course, he focuses only on me. I mean that if I did not understand I even do not need to say a word he notices and explains again. The special tuition really helped me*"

The evidence from the words from students shows that although they cannot receive the educational assistance by the native language teachers (bilingual assistance), the students prefer to receive assistance to improve their education.

Moreover, Student's number 9 said:

 "*I studied together with a friend who is my classmate, and she is a Thai-Norwegian. So she explained to me in Thai, and it seems like native language assistance for me*"

Student's number 5 said:

"*I have a bilingual friend who is British- Norwegian, he explained me in English the subject I did not understand*"

Thus, even though native language assistance is not available they prefer the language they are master. Additionally, studied together with native or native-born immigrant or bi-lingual students can help first-generation of immigrant student in many ways. For example, the native students knew more about the educational system and their own culture; therefore, the refugee student's gained benefit from the native.

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[52] Mother tongue and bilingual teaching provide in primary and lower secondary school, only special tuition is available for the upper secondary school.
[53] The school and the teachers have intended to provide more hour however shortage of teacher and there is no alternative choice for the students.

5.2.7 Individual Characteristics in Language Acquisition

As I discussed about the school system in upper secondary school evidenced that the students did not get language support, and the second language acquisition is largely influenced by the acculturation process that language adaptation through schooling and social life, and the process will be successful if there are fewer social and psychological distances between them and the native peers (Schumman: 1978).

Though the second language acquisition theories, the way of acquiring the language is that different individuals use their monitors in different ways, with different degrees of success (Krashen, 1982).

Student's number 7 said:
"I used to record while the lecture started with a little recorder in the classroom and listen repeatedly when I get home. This way helped me not only to understand the subject but also improve my language proficiency"

The participant teachers said that the schools have arranged to promote social activities and daily practice apart from formal teaching. Therefore, the teachers believed that it helped to improve language skill and also to reduce various forms of racism and discrimination.

To improve reading skills, the student had been using computer technologies to assist in comprehending reading passages and identifying vocabulary and so on[54].

Use of email for interaction, for example, appears to reduce anxiety and increase motivation. Indeed, nearly all the students in the study used technology and media to improve the language skill. Thus, positive student attitudes as defined by lower anxiety levels, higher interest, and greater participation in social life. In particular, students express a preference for tasks that promote social interaction between and among native speakers and non-native speakers.

According to many language theories and naturally people understood that learning from native is the best way to improve their language capacities. Culhane and others suggested that

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[54] Student number 4 showed me how to study the subject through the Internet: www. Youtube.com

connecting with "native speakers" lets them acquire the second language "in a lifelike manner" (Culhane, 2001a), and have been shown to afford opportunities for friendship, social links, and a more complete linguistic and cultural competence (Culhane, 2001a; 2001b; Duthie, 1995; Segawa, 1998) .

Unfortunately, from the research data shows that most immigrant and refugee students are having close friendship with other immigrant students than native peers. The teachers also commented the same issue that immigrant students are distanced from native peers. Due to limitation of studies, this research will not go detail to find out the reason. But clearly one of the evidence is that there is a link between isolation of first generation immigrants and limited language profiency.

5. 2. 8Language Proficiency and Choice of Study

Language proficiency is one of the important factors influencing students' choice of further education. However, for the refugee students, they are choosing an education do not base on interest but their level of language proficiency. Evidently, for the refugee students, they choose the subject and profession are based on the academic result (grade) in upper secondary school.

According to data from Norwegian statistic, technical subjects like mathematics, physics, statistics and chemistry were more popular fields of study among the language-minority students than for the rest of the students.

Henriksen found that differences in the choice of academic environment between immigrant students and native peers. Technical subject, pharmacy and dentistry were more popular for students with a minority background (immigrants or Norwegian-born to immigrant parents) than for the other students (Henriksen 2006).

Earlier studies also indicated a link between language minority background and choice of study in vocational training rather than higher education. It shows that the students who are

weak at follow theoretical learning, entering a vocational course (Støren, Skjersli & Aamodt, 1998).[55]

Nevertheless, the research data also showed a logical relation between the language skill and the choice of study for the Myanmar refugee students. Seven out of ten student's study technical subjects like mechanic, engineering, and computer science and two out of ten students choose health care profession such as nursing and pharmacy.[56]

The story of student number 1 can give clear picture of this issue:
He was a 20-year-old young adult with full of hope when he came to Norway. He has two years of university education in Malaysia. When he entered the upper secondary school, his future plan for education was changed due to his academic result. Here are his words:

"I choose the subject to study to be an electrician, but since I was a boy, I am interested to learn psychology and wanted to be a psycho analysis or profiler"

More stories from Student's number 7 shows the same result:
She was 15 when she came to Norway with 9 years of schooling experience from Myanmar. She belongs to well known politician family and her parents, and herself was determined that she will study political science in Norway. However, after five years of staying in Norway, now she is a first-year engineering student in university. She said:

"Now I am studying Construction engineering subjects because it is easy to follow and many text books are in English, now my skill in reading and writing in Norwegian is improved, but sill limited"

These have to do with the language acquisition as primary, and comprehensible input as the means of encouraging language acquisition. These problems are caused by the fact that acquisition which is slow and subtle; on the other hand, people have acquired second languages while they were interacting with people they liked to be with.

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[55] The research also show that those students in vocational school are also find themselves still struggling with theory instead of practice.
[56] One of the students is working as full time basic and drop out from upper secondary school.

5.2.9 Transition to Higher Education

The data revealed from the educational research show that among those students, who had started in higher education, their achievement in upper secondary school is high even though there is a small gap themselves and the native peer. However, among those who had not started in higher education, there is a large difference in average grades between them and the majority students. This indicates that among those with higher grades, there are higher aspirations for them among the immigrant youth than among the ethnic Norwegian youth (Støren et al. 2007).[57]

When it comes to the case of immigrant integration, higher education is another subject on the debate. The data from SSB showed that compared to the majority population the immigrant population has a lower participation rate in higher education. This is particularly apparent to the first-generation immigrants. In 2002, the participation rate among the non-immigrant population was 25 per cent; among first-generation immigrant, the rate was 11 per cent and among the descendants of immigrants (persons born in Norway with two foreign-born parents) the rate was 23 per cent.[58]

From the research, data indicate that if the transition from upper secondary to higher education is in the students' plans, they must try to succeed in classes that are required for university acceptance and sort out other requirements such as admission's tests and the application process. I have interviewed with four students who study in university presently. The data showed that their success is somehow related to the arrival age. Two students arrived at age of 15 and the other two were 18.

At the same time, I have analysed four students' perspectives on the language barrier and that characterize their academic progress. Currently, two of them are still struggling in adult upper secondary school, and two are in apprentice. Student's number 2[59] shared his experience as follows:

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[57] They have friends who are ethnic Norwegian
[58] Source from Norwegian Statistic
[59] He was 21 when he came to Norway, had two years university experience from Myanmar/Malaysia. Also had two years of working experience with UNHCR (interpreter) and still work as interpreter/mother tongue teacher

"I obtained approval from NOKUT[60] for my education and determined to continue my education in university. However, my grades for the most subject were low in upper secondary school and that is why I choose to study certificate course to be a carpenter rather than a journalist""

Therefore, I closely examine the resulting different between these students[61] and their learning outcomes. Then I found that while younger students are placed in lower secondary school, they received language support from the school[62], for the older students few short years available to them in upper secondary school, they faced with learning a new language for academic purposes, adjusting to a new life, and making more progress each year than their fellow native- born students in order to meet the expectations of schools. Meanwhile, they cannot wait until they learn the academic language to study academic content.

According to their age, those older refugee students attended two years in Introduction program. It seems to be a good methodological approach to the integration efforts for newly arrived immigrants. However, during their study, the teacher and municipality evaluated their performance in the program and previous educational records. Therefore, for the student individual future plan based on cooperation between different municipal and school to find a right place.

5.2.10 Language Instruction in Classroom and Sense of Belonging

Some of the refugee resettlement studies have explored these structural issues and power which set the boundaries of something who belongs and who does not by examining forms of structural power and sustain notions (Keles 2008; Harrell-Bond 2002; and Loescher and Scanlan 1986).

Finally, through this study, I have analysed the process of integration for the refugee students in the school system.

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[60] Norwegian Agency for quality assurance for Education
[61] Categorized as young age 15 -16 and old as 20-21
[62] Mother tongue teacher to explain the subject they are in weak and a special course as Norwegian language

The main challenge in the Norwegian educational system is related to integration of all groups of pupils and students, and increasing the learning outcome among all pupils and students and especially the weak learners. These challenges are interrelated as lack of integration is associated with low school achievement. (OECD: 2006)

When analysing the integration issues in this research, Norwegian integration policy of immigrants is based on the principles of equality and inclusion (Educational Reform 2003).

Here, the question is those are the refugee students integrate in the school?

Regarding the issue of integration; prior research has been done on equality in education among pupils with immigrant backgrounds. The data indicates that some of these children and youths are not integrated in education. (Støren, 2002)

Moreover, Støren's recent studies show the reason is that the Norwegian education system which is connected with the general school system and Educational policy. (Støren 2010)

Therefore, this study focuses on that the school system and Educational policy that important for the immigrant student to be integrated in the school.

At a general level, the interview data shows that the same opportunities (equality) were not available for all students and depended largely on a variety of factors that were out of the students' control such as linguistic ability, academic ability and prior education.

Furthermore, the issue of inclusion connected with the attitudes of student towards school and sense of belonging are closely associated with language instruction in the school. For example, schools could make better use of the motivational characteristics of immigrant students to encourage them to engage in additional activities aimed at improving language skills or lessening achievement differences (Steinbach 2010).

The national research study also found that the link between integration for the immigrant student where institutional monolingualism[63] is applied in the Norwegian school system (Sarkar 2005).

Through in-depth interviews with teachers, the teachers are convinced that it is very difficult to implement multi-dimensional teaching strategies in the classroom.

One of the teachers from upper secondary school stated about monolingual instruction in the classroom:

"Norwegian as the second language to immigrant may interpret as one of the protecting and promoting the Norwegian culture, and thus create monolingual classroom environments"

"The status of languages is decided by the majority society and providing second language training will be the best for the newly arrived immigrant students"

Moreover, the refugee students expressed their feeling related to the beginning of their experience in classrooms appear that they were excluded both mentally and physically from participation in classroom lessons and activities to the classroom, until they have learned enough to the language of instruction. It seems that integration practices in the school resembled a barely disguised form of assimilation.

Inclusion is directly related to the sense of belonging. This implies a relationship that is greater than simple acquaintance or familiarity. The need to belong is the need to give and receive affection from others.[64] To illuminate the language barriers, larger structural issues of identity and belonging are important to assimilation and integration (Holman 1996; Zucker 1983; and McKinnon 2008).

Here is a tearful story of student number 1 and her feeling regarding sense of belongingness:
"I did not feel that I belong to this place. I mean the school and the class room. I continue to my study as my duty, but I am not happy at all"

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[63] Institutional monolingualism is described as the enforcement of the language of instruction as the only language to be spoken in the classroom.
[64] Definition from Merriam-Webster's Collegiate Dictionary

She said more in her story that *"it may connect to my first day in the classroom experience. My case was slightly different from others. Because due to my language proficiency, the teachers from Introduction program and the social workers are recommended and arranged me to attend the regular upper secondary school. So I was very confident when I went there. However, first I noticed that the level of language between myself and the others. Obviously, I was the oldest in the classroom, and additionally, my appearance was different. I mean there are no colour people like me. When the teacher introduced herself to me and asked me to introduce myself to the others. It was the worse time in my life. I could not pronounce the Norwegian name. They corrected my pronunciation, and it made me ashamed of myself and lost confidence to say a word in the classroom. It was unfair that no one can pronounce my name correctly. No one recognized that I have studied Norwegian language only one year in Introduction program but Norwegian is the mother tongue for all the students in classroom. The teacher told me that the grading system is not only on the test result but also will count on the participation in the classroom. I talked or answered when the teachers directly asked me otherwise I just keep quiet. Since that day I do not feel that I belong to this school and this country as well."*[65]

Therefore, the data allows drawing an assumption that there is a strong correlation between the students' sense of belonging and Norwegian language proficiency.

The findings showed that although most teachers recognized immigrant students as student body members, and promoted them by encouraging their participation in school clubs and activities, a number of teachers in the school system still need to extend their abilities in cultural competence. The teachers also utilized immigrant students' cultures by having them share their knowledge with natives or using their assets in the curriculum or diversity activities. It shows that important to promote the qualification of school leaders and teachers who are culturally-responsive and explore diversity techniques from multicultural schools to communicate the rich cultures of immigrant students in public schools.

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[65] She was awarded an outstanding student in Malaysia-UNHCR school, and she learned by heart of Norwegian-English dictionary since she knew that they will be resettled in Norway, before coming to Norway. It is unnecessary but showing her interest to learn the language and study. About the bullying case, her parents reported to the social worker and head master in the school, but nothing happened. Finally, the girl refused to go to school. Then the social worker reported to county level and they had an investigation in the school. The situation was getting improved however out of school environment bullying was going on. Finally, her parents found job and moved to a bigger city. Now they live in a city. They also shared their present experience that less discrimination /racism in town area.

5.2.11 Policy Implication

The policy implication is something implied as naturally to be understood in a policy. Indeed, Norwegian educational policy is rooted in the principle of equal rights to education for all members of society, regardless of their social and cultural background or where in Norway, they live.[66]

It has been well practiced in Norwegian society, and a basic principle was aimed for the children who are physical or mental disabilities. Norway has not explicitly affirmed multiculturalism, and the term rarely appears in political or public discourse (Hagelund 2002). Nonetheless, some policy documents do assert a commitment to principles that sometimes multiculturalism associated with including integration, inclusion and anti-racism (Ellingsen 2009; Hagelund 2002; Lithman 2005).

The Education Act (1998) provides students the right to an equal education that "*pupils attending the primary and lower secondary school which have a mother tongue other than Norwegian or Sami have the right to special education in Norwegian until they are sufficiently proficient in Norwegian to follow the normal instruction of the school. If necessary, such as pupils are also entitled to mother-tongue instruction, bilingual subject teaching, or both*" (Norwegian Ministry of Education and Research 2007a).

Furthermore, a 2007 action plan targeted the education of ethnic minorities. It notes that a "multicultural perspective" must be integrated into the school curriculum, and that teaching materials reflect the "multicultural reality." There are also commitments to increase teachers' cultural competence (Norwegian Ministry of Education and Research 2007b).

As a result of the increase in immigration, the number of pupils belonging to language minorities is on the rise. Norwegian education policy stipulates that consideration be given to the special needs of language minority pupils in order to better enable them to complete upper secondary education and pursue higher education and employment. Moreover, a statement

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[66] According to education Act, students from language minorities have a special right to language instruction until they have satisfactory skills in Norwegian to be able to follow the ordinary education. Since 2007, the right to specially adapted language teaching was also introduced for in the upper-secondary education and training.

from the ministry of children, equality, and social inclusion notes that the government will promote a tolerant and multicultural society and combat racism (Ministry of Children, Equality and Social Inclusion 2010b).

However, to receive the bilingual assistance is sometime related to the minority group and geography location for many immigrant students. (Valenta: 2009) For example, it depends on the availability of bilingual teachers in the communities, citing from the research data shows that although four students have the right to receive mother tongue or bilingual teacher in their lower secondary school, only one[67] student received mother tongue teacher in his schooling.

Thus, analysing and recognizing the result from both primary and secondary data showed that in order to resolve challenges related to the integration of young people with immigrant background in the Norwegian education system connected with the general school practices. Then again, the good-practice schools systems have been successful in implementing an integrated programme of tuition for language minorities (The Education Ministry measure 5 and 6).

As my finding from the research data, show that a link between refugee's integration and decentralization[68]. The decentralization movement in education[69] in Norway started in the late 1960s and became very strong by the late 1970s. Decentralization was perceived as a necessary condition for school-based development (Karlsen, 1993).

Some of the refugees are settled in rural communities throughout in Rogaland County. After analysing the interview data of the characteristics, experiences and more information-sharing with refugee students and the communities receiving them; the data indicate that educational

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[67] Student number 5 arrived at age 12 without prior schooling experience
[68] The communities they lived in Norway.

[69] Local initiative and local participation became important in decentralization policies. Making political decisions at the top level did not necessarily guarantee that the reform was implemented at school level. The assumption was that people would accept a decision and be willing to abide by it if they were responsible for making that decision. As a result, the individual school was then considered a critical, important organizational unit. (Østerud, 1991)

opportunities for refugee students and adults are available in the same commune. The authorities in community and school such as teachers and social workers are understanding and tolerant. However, immigrant students are treated differently by local people and some children in school and the parents of their peers.[70]

As a matter of fact, research finding indicated that there is a difference in educational achievement for refugee students between some rural municipalities with few immigrants and some municipalities where 20-30% of students have immigrant backgrounds.

Furthermore, the data revealed that incorporation of immigrants into Norwegian society was based on the prejudiced manner of local people. For example, when the refugee speaks Norwegian, many local people said that they did not understand. The parents did not allow their children to play together with refugee children.

Some rural communities are new to the immigration phenomenon, and unfamiliar with non-western immigrants. Some residents welcoming the newcomers and the diversity they bring while others express concern about short-term costs and long-term ramifications of immigration for their communities.

However, there are more options in educational policy regarding integration to young adult immigrant.

Currently, the Ministry of Education has implemented several measures to improve the immigrant students' education. The policy priories that additional education for people with education in areas where there are labor shortages (NOU 2011). The ministry recommends to systematize and streamline the process to register, identify, evaluate, approve, modify and possibly supplement brought expertise, so that immigrants are the fastest way to get work, and to the greatest extent possible consistent with their qualifications.[71]

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[70] The refugees who resettled in small communities said that when they speak local people did not understand but in the school, the teacher and the other immigrants understand that is why they assumed that it is racism. However, this research has no chance to go further investigation regarding to discrimination and racism in detail even though it is one of the sources for improving language skill.

[71] Through the combination of creating equal education for all of the students in the classroom, evaluating of the standardized testing the students' education by Norwegian Agency for quality assurance for Education

Most often, educational reforms are a part of an enlarged context of existing system and in the case of adult education; the Ministry views it as the important particular regards to "Supplementary education" in Swedish model. [72]

That may even be an opportunity for newly arrive at young adult immigrants with high education. Some of the institutions are offering English-taught programmes at the Bachelor's level and college level for vocational training courses. These findings also assure that since 2007/2008 Norway joined the Bologna process[73] of European higher education, the internationalisation of higher education has been a key factor for the development of programmes where the language of instruction is English in Norway.

Even though there are the options listed above was the idea that to cross over the language barrier for the immigrant students in public education. However, a number of key factors have emerged as demonstrating positive implications for the schooling performance and educational integration of immigrant students. Firstly strengthen and further develop the teachers' professional and pedagogical expertise, and secondly to motivate for improvements and changes is both central to the recent policy of the Ministry (UFD, 2004). [74]

Some of the international researchers found that culturally, and linguistically diverse students come to school with a wealth of already acquired knowledge and experiences that could be drawn upon in the new schooling context, but which a majority of teachers remained largely unaware of how to incorporate into the classroom (Bayley & Schecter, 2003; Schecter & Cummins, 2003).

Therefore, many municipalities are working with limited human resources to follow the multicultural school system and how the grants are used is an important part of quality

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(NORKUT) and the The Norwegian Labour and Welfare Service (NAV) will be responsible for entering into an agreement with a nationwide sample universities and colleges.

[72] Supplementary education is not part of the public adult education system. Unlike other forms of adult education, it is privately owned and run, either by physical persons or organisations.

[73] Bologna process is the creation of the European Higher Education area by making academic degree standards and quality assurance standards more comparable and compatible throughout Europe.

[74] In this matter, several researches found that shortage of qualified teachers in secondary school is one of a serious problems in Norwegian Education system. (Selma 2003, Næss 2002)

assurance. These needs and assets must be taken into account in order to develop programs, improve teaching and learning methods, and curriculum, as a way to promote the success of immigrant students.

Finally, immigrant education is important, and it is related to the country's long- term economic, thus, as Suàrez-Orozco pointed out that "it is important to recognise that immigrant children are a growing sector of the school population; policy interventions and funding decisions must be attuned to their special needs. If immigrant children are well served today, they will become important contributors to the future well-being of this country" (Suarez-Orozco 2001p. 156).

CHAPTER 6: CONCLUSION

Much of the debate around first-generation immigrant student and educational achievement focuses on the age of arrival in receiving countries. Summarizing the results from this research also provides that the critical period theory present here; is correct, that young learners learn best and successful language acquisition in their schooling. However, there are many other factors, which are important for second language acquisition and educational achievement such as the learner's cognitive style, family background, and formal schooling in first language and support from the school system and community.

Though determining the data from the theoretical and research data revealed that Norwegian language is a key factor for the educational achievement. Additionally, although differences in individual student characteristics partially explain variation in level of language proficiency, the Norwegian school system and educational policies are playing an important role in creating the educational gap between immigrant students and natives.

Then, the conclusions presented here are that in order to improve language barriers and to reduce the gap between first-generation immigrant students and natives, many refugee students will need an ongoing support beyond the particle matters. This may include the effects of trauma, behavioural issues and mental health problems. Students with language issues will need ongoing monitoring and support within the school's existing welfare structures. However, several data indicated that the implementation of such measures hampered by their dependence on the human resources available.[75]

Citing research study from Czech Republic about Myanmar refugee students and their achievement in school, the result also shows that the refugee students are not offered sufficient support provision, including extra language tuition, out-of-school-hours activities, and their school attendance alone will not help them in their integration process (Bačáková 2009).

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[75] The same comment presented from the Ministry of Education and Research described that some of the structures introduced in the educational system do not function according to their intentions that integrating the student from minority language backgrounds in the educational system. (UFD, 2003b)

The findings have demonstrated that comprehensive reforms can be implemented and developed in the school system that makes upper secondary schools more responsive to the needs of immigrant students.

While the response to the challenges of diversity, the school should not ignore the information that is essential to understanding a situation or problem of the student, teachers need a deep understanding of integrated curriculum and instruction on several levels. Within the mainstream classroom, it is possible for second language learners to have opportunities for both comprehensible input and pushed output. However, teachers may need to modify their way of talking to provide more conceptualised language for the students, especially during lecturing. The teachers could also inform the native peers about the immigrant student's background; it would ease tension between immigrant student and the peers. To do so, a multicultural society needs competent people culturally to work with the refugees and immigrants (educator, teacher, social worker, etc.). [76]

Moreover, as I discussed about the students who carried education and work credentials from their native countries, now they have been in Norway for five years or more, they have lost their dreams and their future plans are entirely different. For example, those young adult students who had education and work experience in the field of humanitarian, charity and education, presently they are studying technical subject in the adult upper secondary school, however, they are also working part time or full time basis in the local grocery shop, driving a taxi, general labour in meat production, and fish industries. If the refugee students receive the language support from the school as they should do, the students will be more integrated into their classroom environments, have increased motivation, and gain a greater feeling of self-worth and acceptance.

Furthermore, this study discovers that after five years of residence in Norway, most of the refugee families who were located in small communities moved to cities or town areas.[77] It is understandable for both sides that those small communities consist of a standing

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[76] The ability of an individual from one culture to interact effectively and to a good standard with another person from another cultural can be used to broadly define cultural competence. (Tyler 2001)

[77] The refugees found job opportunities through their social network

homogeneous population, who have lived there all their lives, and to raise public awareness for refugee people and the resettlement, will take time. At the same time, the refugees felt alienated and rejected by the local people.

In my opinion, the refugee students faced challenges including language barrier and related cases in the school presents as "calculated kindness," which Loescher and Scalan described the contradictions picture of humanitarian work for the refugee resettlement in third countries (Loescher and Scalan 1986).

Due to the limited opportunity, this study only indicates relationships between language barrier and educational achievement. When it comes to the aspect of integration I present just a glimpse of what has been learned through the data from the literature and research.

On account of integration some of the refugee students asked me: "what are the criteria for selecting a participant for your research?" My answer was simply that it is common to distinguish between integration and participation, then; the refugee students expressed their feeling as ambivalent regarding their integration process in Norway. Therefore, if I have to add integration issues in this study, it will be a starting point for further analysis and investigation.

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APPENDIX I – Interview Questions for students

1. When did you come to Norway?
2. What language do you consider your primary language?
3. If you speak other languages, how many, what are they, and from what age did you learn them? Where did you learn to speak them (formally, Street, family, etc)?
4. Which classes did you attend in your home country?
5. Which classes are you taking now?
6. What language/s you use in school?
7. What languages you speak at home?
8. What was the challenge you faced in your school?
9. Do you have any friend?
10. Do you have anyone to help you along at school?
11. Do you get special support from the school/ municipality?
12. How does your typical school day look like?
13. What do you think that what are the most important facts to achieve education in Norway?
14. What is the best thing about your experience in School-Norway?
15. What has been most challenging or difficult about your experience?
16. Is there a particular order for learning language? (for example, seeing
17. TV, social gathering, etc)

APPENDIX II – Interview Questions for Parents

1. Are you satisfied with your child's school/ Education?

2. Are you familiar with the Norwegian educational system?

3. Were you get any counselling regarding your child's education?

4. Were you attend any meeting in school? What is your experience?

5. Anything you would want to improve?

APPENDIX III – Interview Questions for Teacher

1. How many of your students are recent immigrants?
2. From what country (or countries) are most of your immigrant students?
3. In your opinion, what are some of the challenges immigrant students face in school?
4. What are some of the challenges you face teaching immigrant students?
5. In your opinion, how is teaching recently arrived immigrant students different from teaching other students?
6. Have you noticed any differences between how immigrant students are doing and how the non-immigrant students are doing in school?
7. What percentage of your students do you think will go to university / College?
8. What percentage of your immigrant students do you think will go to college?
9. In what ways is the administration supportive (or not supportive) of the challenges of educating immigrant students?
10. How much interaction would you say immigrant students have with non-immigrant students during the course of the day?
11. Do you have any other thoughts you would like to share with us about your experiences teaching immigrant students?
12. How would you generally compare recently arrived immigrant students to your non-immigrant students on the following dimensions?

a-Attendance

b-Completing Assignments

c-Motivation & Effort

d-Behavior/Conduct

e-Relations with Classmates

f-Relations with Authorities

g-Reading and Writing

h-Liking School

i-Self-confidence in Learning Abilities

APPENDIX IV – Interview Questions for Social Worker

1. What kind of support do you offer for refugee student regarding their education?

2. Did you offer any form of counselling regarding education to parents/ refugee students?

3. How was school chosen for them?

4. How was contact between the school and the child + parents established?

5. Are you in contact with the school?

6. What is your opinion to improve the students' education?