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Refugee Education in Norway

Utdanning for flyktningar i Norge

A Comparative Study of Attitude and Motivation for Learning English,
among Adult Refugees and Ethnic Norwegian 10th Graders.

Ei samanliknande studie av haldningar og motivasjon hjå vaksne
flyktningar og etnisk norske tiandeklassingar i høve til å lære engelsk.

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Abstract

The research focus of this study is adult refugee learners sitting the Lower Secondary Exam in written English, in Norway.

Since 2014, the exam has been the same for all candidates, regardless of their background.

In spring 2015, the majority group of exam candidates, ethnic Norwegian 10th grade learners, received the average grade 3.9, while the average exam grade for the adult refugee learners was 2.5. The gap in grades between the groups, and their difference in background and level of English proficiency, made the researcher wonder whether the language aims of the English curriculum, and the exam tasks, were adapted to the group of adult learners` aptitudes and abilities. A comparative study between 30 learners with a refugee background and 30 ethnic Norwegian 10th grade learners was conducted, spring 2016.

To investigate the groups and find explanations for the difference in their exam results, a survey containing questions about learners` attitude and motivation towards English language and English - speaking culture was completed in both groups. The questionnaire used was an adapted version of Richard Gardner`s Attitude Motivation Test Battery (AMTB).

The results from the survey confirmed the researcher`s conviction that there were important differences between the two groups of learners, and that these differences strongly affected the learners` possibilities for success in the written English exam. The 10th grade group was considerably more exposed to both English language and English- speaking culture than the adult group. The explanation for this result is the early start of English learning for Norwegian children, who learn English already from kindergarten age. In addition, English- speaking culture has been affecting young Norwegians for a longer period of time, through the American film and music industry in particular.

The adult refugee learners generally report to having limited knowledge about English language and culture, and they signal significantly more classroom anxiety and feelings of shortcoming in their learning. However, - their attitude towards language and culture is very positive, and so is their motivation to learn English. This leads to the conclusion that in order to improve the adult group`s exam performance, the structure of their education and exam in English needs to be evaluated. And perhaps eventually, the present structure needs to be changed.

Abstrakt

Forskningsfokus for denne oppgåva er vaksne elevar med flyktningbakgrunn som skal ta grunnskule - eksamen i engelsk skriftlig i Norge. Sidan 2014 har denne eksamenen vore den same for alle kandidatar uansett kva bakgrunn desse har. Våren 2015 fekk majoriteten av kandidatane, som er etnisk norske 10. klassingar, snittkarakteren 3.9. Snittet i gruppa av vaksne kandidatar, der flyktningar utgjorde 90%, var 2.5. Denne skilnaden i karaktersnitt mellom dei to elevgruppene fekk forskaren til å undre på om læringsmåla i den engelske læreplanen, og eksamensoppgåvene, var tilpassa den vaksne elevgruppa sine evner og ferdigheiter. Våren 2016 vart det gjennomført ei studie som samanlikna dei to gruppene. 30 vaksne grunnskule- elevar med flyktningbakgrunn og 30 etnisk norske 10. klassingar tok del i undersøkinga. For å undersøke gruppene og finne forklaring på dei ulike eksamensresultata, vart eit spørjeskjema nytta. Dette skjemaet inneheldt spørsmål om elevane sine haldningar og deira motivasjon i høve til å lære engelsk, og lære om engelsk- språkleg kultur. Spørjeskjemaet var ein tilpassa versjon av Richard Gardner sitt Attitude Motivation Test Battery (AMTB).

Resultata frå undersøkinga stadfesta forskaren si overtyding om at der var viktige skilnader mellom gruppene og at desse skilnadane hadde sterk påverknad på i kva grad elevane klarer å lukkast i skriftleg eksamen i engelsk. 10. klasseelevane var tydeleg meir påverka av både engelsk språk og engelsk- språkleg kultur enn gruppa av vaksne. Forklaringa for dette resultatet ligg i at norske grunnskuleelevar startar å lære engelsk allereie i barnehagealder. I tillegg har norske 16- åringar vore påverka av engelsk- språkleg kultur over lenger tid, særleg gjennom den amerikanske film- og musikkindustrien.

Dei vaksne elevane med flyktningbakgrunn svarar at dei har mindre kunnskap om språk og kultur og dei signaliserer at dei er mykje meir engstelige for å snakke engelsk i klasserommet i tillegg til at dei kjenner på at dei har manglande kunnskap. Men det er verdt å leggje merke til at i gruppa av vaksne engelsk- elevar er haldning og motivasjon i høve til å lære engelsk svært positiv.

Konklusjonen etter desse funna vert at for å betre dei vaksne elevane sine eksamensresultat, bør ein evaluere innhaldet i engelskundervisninga deira. Eksamen bør også evaluerast. Mykje tyder på at den noverande forma må endrast.

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1 Background

1.1 Introduction

This study stems from the researcher`s experience as an English teacher in a classroom in Norway, where a group of English learners seem to be subject to an unreasonable educational agenda. These learners are refugees coming from various backgrounds, aged 17 or older. The group will later be referred to as adult refugee learners.

Education for adult refugees is a relatively new field in Norway. As an increasing number of refugees arrive, a stronger focus is set on their education. When refugees are settled in Norway, adults without a basic education are entitled to attend Lower Secondary School, where English is one of the compulsory subjects. Regardless of the shortcomings in their previous education, the learners are expected to sit for the written exam in English, in line with ethnic Norwegian 10th grade learners. This study aims at finding out more about this exam`s implications for the participants, by examining the differences between these two groups of learners. Two key factors in learning,- attitude and motivation, have been used as measurement.

Education is the key to integrating refugees and as such, education and its academic aims must be sustainable and adapted to the learners` needs. This is especially important to secure possibilities of employment for a large number of people, who most likely will experience employment as an integrative factor with regard to their participation in the local community.

The researcher`s work as an English teacher for adult refugees, led to the writing of this paper. In the first year of teaching in the adult group, the experience was that the learning aims for the adult learners were far beyond their abilities. As the texts based on the Lower Secondary Curriculum in English, generally turned out to be difficult for the learners, teaching material in class had to be adapted to the group`s level of language proficiency, and despite the simplifications of texts, much time was spent on translating and explaining both language and culture issues. Consequently, the perception arose, that the learners needed texts written for adults, adapted to their language level. The text material ought to focus on giving expanded knowledge about both English language and English- speaking culture. The texts available at present, are meant for learners aged from 12 to 16, and do not necessarily

appeal to an adult reader, who may need a basic introduction to all aspects of English-speaking culture. This includes information which is already well known to ethnic Norwegian teenagers but unknown to the adult learners. Textbooks specially written for the adult group may contribute to secure these learners' basic education in English on a national level. Currently, the learning situation may show that there are large differences in what is taught, and learnt, in the adult classrooms. However, this is an issue beyond the scope of this research.

The researcher performed a limited survey at the start of the study asking for the learners' prior language experiences, and many of the learners were quite realistic as they were asked to assess their own skills. They felt their competence was inadequate, and some of them seemed to lose faith that they were going to be able to pass the exam.

One seems to agree that achievable learning aims are among the necessary elements for children's motivation for learning. In education for adults in Norwegian Lower Secondary School, it is surprising to find that this motivation factor appears to be of less importance. In fact, the learners' awareness of the actual goals may *deprive* them of their motivation to learn.

Despite the importance of research connected to adult refugees' learning, prior investigations in this field of education are limited, and till now there have been few Norwegian papers available.

1.2 The refugee situation in Norway

The 1951 Convention Relating to the Status of Refugees, defines the refugee as "a person who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country."

In modern times, global migration has a complex pattern, and as hundreds of thousands of migrants from African and Asian countries are standing on the doorstep to Europe, this situation forces European countries to cooperate in order to solve the refugee crisis and help receiving people in need. In 2015, 1 million people crossed the Mediterranean Sea in small,

poorly equipped boats, in the greatest fear for their lives, escaping from countries like Syria, Eritrea and Iraq. Norwegian politicians expected that about 10 000 asylum seekers would ask for protection in Norway. However, by the end of December 2015, the number had reached 31 145 people (SSB). There are no clear limits for this year`s migration. However, there is no reason to believe that people will stop fleeing from war, persecution and famine. European countries like Norway must be prepared to settle a considerable number of refugees in the years to come. And settling refugees in an integrative way, means, among other basic social adaptations, to facilitate possibilities for adequate and sustainable education. The refugees arriving in Norway are mostly young men, but if they are permitted to stay, then their family may follow later. This means a migration population with different needs after settlement in their new community. However, they all need to learn Norwegian. In addition, the learners attending Lower Secondary Education also need to learn English, which is the focus of this research.

1.3 Education for refugees in Norway

The asylum seekers who are entitled to protection, are granted a residence permit in Norway, and as refugees, they attend Norwegian classes. The asylum seekers must, independent of whether they are permitted to stay or not, take courses in Norwegian and social studies, totalling 250 hours. When they are granted a residence permit, they continue learning Norwegian after taking up residence in their new municipality, the location of which is decided by the government, as refugees in Norway do not have the opportunity to choose where they wish to settle. This practice is based on a conviction that spreading refugee settlement in different parts of the country is an important factor for successful integration. 600 hours of Norwegian must be completed in order to apply for Norwegian citizenship. The legal rights connected to citizenship, offer considerable security to this group of people. It also gives an opportunity for political and democratic participation, and many migrants with a refugee background eventually apply for citizenship, after finishing their mandatory language lessons. 600 hours of Norwegian may provide basic, oral language skills for people with an education from their home country, and offer good possibilities for employment. Learners without a basic education may apply to attend Lower Secondary School for adults, where they can complete the exam within two years. If necessary, more time is allowed, as

some learners find learning difficult, when Norwegian is the school language. This education is free of charge. The subjects covered in Lower Secondary Education include Norwegian, English, Mathematics, Social Studies and Religion. One of the first three on this list, decided by the drawing of lots, is the subject of a written exam at the end of the education period. In all the three subjects, this exam is the same as the exam given to Norwegian 10th grade pupils. Consequently, adult learners with a refugee background need to focus on learning English as a third language (L3), in addition to learning Norwegian. They are expected to perform at the same level as ethnic Norwegian 16 year- olds. They learn English as their foreign Language (EFL), defined as a language learnt in a community where it is generally not spoken. However,- to most Norwegian teenagers English is more or less like a second language (L2), defined as a language learnt in an environment where it is generally spoken in the community. However, to the adult learners English is a foreign language.

1.4 How many hours of English teaching is needed ?

The refugee learners are a diverse group with regard to their background of education and experience. However,- there is some research on what is needed to bring this group of learners up to an adequate level of proficiency in English. In the Australian MELT project (The Mainstream English Language Training), Florez and Terrill (2003, p.3) argue that the learners who have a low level of literacy, “need to understand that a text has a beginning, a middle and an end, that English is read from left to right and from up and down, and that written words can represent a story, just like pictures do. They need to be ready to learn, see patterns, and associate symbols with objects”. Learners, who are literate in their mother tongue, may also benefit from having the same focus. In this project for Southeast Asian refugees in the early 80s, Florez and Terrill point out that it takes from 500 to 1000 hours of instruction for adults who are literate in their mother tongue, but have no prior English instruction, to achieve a level of language that makes it possible for them to practise limited social interaction in English. Another Australian study performed by Ram in 1992, concludes that low level literacy learners need from 800 to 1200 hours of training before reaching survival English level. On the basis of these prior studies, and the fact that they must learn English (L3) by the use of Norwegian (L2) as the language of instruction, we find that the learners need a considerable number of hours to reach a sufficiently high level of oral

English, while one may assume that developing writing skills is an even more time consuming activity. In addition, one cannot ignore that the refugees' pre-arrival experiences often cause trauma, which may also have a negative effect on achievement in learning. It is also worth noticing that teachers with experience from the adult classroom, report that one can hardly assume that refugee learners learn what is taught, due to the fact that these learners have a background providing quite different knowledge and contextual reference than what one traditionally expect in the EFL (English as a Foreign Language) classroom. Since there at times also may be difficulties in the communication between teacher and learners, the acquired knowledge is even less predictable. The adult refugee learners in Norway receive around 400 English lessons during their two years of training. Related to the prior studies mentioned above, one could expect that this is not enough language training to guarantee the writing skills necessary for the Lower Secondary Exam.

In Sweden, refugee learners have the opportunity to finish one subject before starting learning another. After finishing one subject, the learner's achievement is assessed. To attend Upper Secondary education, the learner must pass the required exams, like ethnic Swedish 16 year-old learners. Compared to the Norwegian teaching system, concentrating on learning one subject intensively without focusing on other subjects, may generate better learning. (Condelli, Wrigley & Yoon's study, 2009, p. 152)

1.5 Explanations for lack of education

Many adult learners with a refugee background arrive without the needed education corresponding to Lower Secondary School in Norway. In order to explain the lack in the refugees' education, globalization research has revealed that in many African countries, English has been the instruction language in school from an early stage. This practice is based on the belief that it would benefit the learners' general level of knowledge, and in time, be catalyzing these African countries in their process toward equalization into world society. A large body of research during the last years reveals that this is hardly the result. When English is introduced as the instruction language too early and since the learners (and the teachers) have not acquired English language well enough, their L2 is acting like a hindrance for learning (Brock-Utne 2002). However,- this unfortunate practice is difficult to overcome (<https://www.nrk.no/norge/xl/far-undervisning-de-ikke-forstar-1.12879318>).

Another element explaining lack in education might be found in teaching practice. In many African classrooms, teachers need help to move from “Repeat after me” to a problem solving and activity based education (Rowe, 2011). In addition, suppression, poverty, corruption and dictatorship in the learners` home countries contribute to explain the learners` shortcoming in literacy. These countries` governments show little knowledge, ability or interest in order to provide better living conditions for the people.

1.6 Statistics

There are no statistics available on exam results from adult learners with a refugee background. However, the Ministry of Education and Research has provided the results from last year`s written exam in English for adults, when 10 071 learners participated. 90 % of the learners in the adult group were refugees. There were no results available for the refugee group only. It is difficult to presume whether the 10% non- refugees in the exam group contribute to raising or lowering the level of the exam results. However, if this group include native Norwegian learners sitting a delayed exam, one may assume they contribute to raising the level.

The average result shows 2.5 on a scale from 1 to 6, where 6 is the highest grade. 45.5% of the participants are graded 2, meaning they barely passed. 11.6% were graded 1, which means they failed the exam. The results do not differ much from the year before. Last year`s result from the group of 10th graders,- show that the average result from the exam in written English was 3.9. These exam results illustrate the difference in language levels in the two groups. In 2015/2016 the number of Lower Secondary learners has increased to 10 991.

1.7 The Exam, Background Information

This text is translated by the researcher, and based on the Norwegian Ministry of Education and Research`s information about the changing of exam structure and formalities linked to the completion of exam in the subjects Norwegian, Mathematics and English in the Norwegian Lower Secondary School. The text is posted on the Ministry`s websites as public information and is dated 22nd April 2015.

In 2014 the structure of the exam and the marking in the Norwegian Lower Secondary School in the subjects Norwegian, English and Mathematics was changed. This was the first year the exam was the same for both adult groups and 10th grade pupils.

Both groups have the same curriculum and therefore they will be given the same exam, being assessed by the same guidelines for grading. To safeguard the adult students` perspective, teachers from the adult sector are taking part in the production of the exam tasks and they are,- in line with Lower Secondary teachers, grading exam tasks performed both by 10th graders and adult learners.

Inputs from the adult sector show an understanding for the need for a common curriculum and the same guidelines for assessment for all exam candidates. Still, it is pointed out that both the exam and the curriculum are very challenging and difficult for an adult group who has a lot of experience, but has only stayed a short time in Norway, and there is a clear wish for a special curriculum for these adult students.

In addition to changing the exam to make it identical for both groups, the number of pages in the preparation part in both Norwegian and English is reduced from 20 – 30 till 10. From May 2014, the preparation period lasts for 24 hours, the same as thus in High School. Earlier, the preparation period lasted for 48 hours.

The preparation material published by the Ministry of Education is reduced to 10 pages to give the pupils time and opportunity to work thoroughly with the material before the exam, and give room for the students to find their own information for their tasks. The Ministry of Education underlines that the number of pages for preparation is reduced, in order to increase the candidates` possibilities to perform.

1.8 Comments on Background Information

The new exam structure, first completed in May, 2014, is based on a wish to have the same curriculum and exam for Norwegian 10th graders and adult refugee students, independent of their background and their experience. It is claimed that the adults` academic interests are

being taken care of by teacher representatives teaching this group of students. The same teachers are engaged in the production of the exam tasks. The examiners are members of the tribunals responsible for the exam structure and they also correct the work from both student groups. In this way the Norwegian Educational authorities have completed a programme to ensure that all the pupils completing a Lower Secondary Exam in Norway, shall be given a fair assessment, measured by a common standard.

The information about curriculum and exam being the same for both groups,- does not include an argumentation based on academic research. However,- the need for a national standard of equal goals, represents a Norwegian tradition in education where equality describes a fundamental value in society. We read that the educational authorities highlight inputs from the adult sector, indicating that there is an understanding of the necessity of having the same curriculum for the whole student group. This will secure the best standard of exam measurement, but some deliberations are listed in the text showing that there is some consideration given to the fact that the two groups are very different. The wording points to the group of adults who have much experience, which is a good thing,- but in addition, they have a short stay in Norway, which means shortcomings in listening and speaking, reading and writing in the Norwegian language. This means that there is an understanding of a group of learners having deficient competence in Norwegian, which is their L2. However, this understanding does not really affect their learning situation in the L3 classroom. Furthermore, we read that some teachers formulate a wish for a separate curriculum for the group of adult students. Concern from experienced teachers, pointing to problems in the classroom based on unreasonable language demands, has not yet been taken seriously into consideration by the education authorities. A large body of research (Vyotsky 1978, Krashen 1985) confirms that learning happens by adding new knowledge to what is already learnt. If you lack a step in your staircase of knowledge, you must start by securing the missing steps. The statement from the Ministry of Education and Research, saying that the adult group lack Norwegian skills, is both surprising and worrying. Steps are missing in their staircase. The text tells us that the adult group have considerable shortcomings in their skills. However, their learning aims and their exam remain the same.

The text proclaims that some changes have been performed to make the exam situation more manageable, such as decreasing on the volume of preparation material from 20 - 30

pages to 10 pages, in order to give the pupils a better review of the material, and give them the possibility to find their own texts in addition to the 10 pages. From the Ministry of Education and Research`s point of view, the reduction of the preparation section gives the pupils a better possibility to show their English language competence. In addition, the text stated that there has been positive feedback from teachers on these changes in the exam structure.

Many Norwegian pupils may see Norwegian and English more or less as a first and a second language. However, for the adult learners, Norwegian is a second language that they have just started learning, and English is a third language which is new to the majority of them. The adult students find it hard not to mix the two languages. The refugee learners report that the ten pages of text material are more than enough reading in the preparation period. The reading itself takes a lot of time and energy. Only a few learners are able to read the texts by themselves. They are not in the group who gain from the possibility to show their English competence by picking their own background material, and finally, the learners have lost valuable time for preparing for the exam, from 48 to 24 hours.

1.9 The Preparation for the Exam in Written English

The 10 pages of preparation material handouts (preparation material from 2015 is attached), are given at 09.00 the day before the exam, and 24 hours later the exam starts at 09.00. The preparation texts are related to the exam topic. The topics are connected to current global issues, and the texts handed out enlighten the topic from different angles and help providing the learners with a perspective. The language in these texts is authentic. Last year, the topic was "Challenge and Change". On the handout day the pupils can choose to stay in the classroom and prepare with the teacher present for guidance. They can ask questions and have parts of the English curriculum repeated. Added to the handout material, the students can also choose to use their own alternative information on the topic. Instructions given about the exam procedure are listed below.

- The exam itself is estimated to last for 5 hours, with the possibility to apply for one extra hour, if needed.

- The exam has an overall topic selected from the English curriculum. These are topics connected to global issues of today, such as e.g. equal and human rights and global warming.
- During the exam, the pupils can use the handouts as support, but they are told that extended copying from the text is prohibited and will cause them to fail the exam.
- The students are permitted to use aids such as dictionaries, while the internet and translation programs, are not allowed. Communication between peers is forbidden and if they leave the exam room, they are accompanied by an exam invigilator.
- Three tasks must be answered. Two tasks call for short answers, while one task requires a longer answer,- minimum one page or more.
- Source information must be provided.
- The candidates write their answer on the computer and their exam paper is handed in digitally.
- The assessment is performed anonymously by two external examiners. Assessment will be based on the exam guidelines with its focus on goal achievement and the subject`s curriculum.

1.10 Title and Research Questions

This study was motivated by the researcher`s concern for adult refugee learners` possibilities to succeed in the written exam in English. To measure their possibilities to achieve, prior exam results were investigated. However, they did not reveal more than unfortunate performance results showing that without any form of action being taken towards changing the English subject`s structure and the exam system for the adult group, the learners will probably go on doing their best but still receive bottom- of- the- scale results. Measuring attitude and motivation was another angle to enlighten the difference between the two groups and provide explanations for the low performance of refugee learners. Difference in

attitude and motivation could then give specific information about what steps to take in order to improve these learners` performances.

The background introduction about adult refugees` situation in Lower Secondary Education in Norway, leads to the choice of the following title of the thesis:

Title: Adult Refugee Learners` Performance in the Written Exam in English.

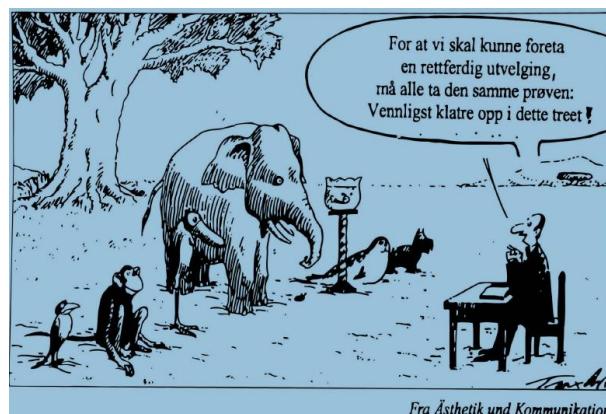
A comparative study of attitude and motivation for learning English, among adult refugees and ethnic Norwegian 10th graders.

The purpose of this research is to find out more about the differences between the two groups of exam candidates, as there is a gap between the groups` performance. In the attempt to measure this difference, the research questions are expressed in the following:

Are there differences between the groups in their attitude towards English- speaking culture and English learning?

Are there differences between the groups in relation to motivation intensity, including classroom anxiety and language exposure?

Do adult refugee learners face achievable proficiency aims in the written exam in English in their Lower Secondary Education ?



“To be able to make a fair selection, everyone must complete the same test:
Please, climb the tree!”

2. Theory

2.1 Second Language Learning Theory

2.1.1 Introduction

This chapter gives an overview of Second Language Learning Theory and theories connected to Second Language Learning Motivation. Firstly there will be an elaboration on different theories related to second language learning, with most focus on the theories closest connected to adult refugees' learning of a third language. Many theories can be relevant to this group of learners, who are multicultural, multilingual and diverse in age, nationality, religion and background. Hence, a variety of theories will be discussed. Successively, theories on Language Learning Motivation will follow.

A small child learns its first language during the first years of life. Children growing up in a multilingual environment have the possibility to learn more than one language during their early childhood, depending on the surrounding conditions, such as the number of languages they are exposed to, the degree of exposure and their own motivation to learn. However, there are parallel processes in language learning independent of when in life the learning takes place, and the notion that "younger is better" in language learning meets objections in research, claiming that maturity, aptitude, motivation and appropriate social conditions matter (Lightbown & Spada, 2006, p. 73). While younger learners may have the ability to retain more information and process it more rapidly, in most cases, they also tend to have a smaller base of knowledge. Consequently, adults, having experience and pre-existing knowledge, may have an advantage.

2.1.2 Learning a Second and Third Language

Before proceeding, it is worth noticing that a third language (L3) in this study context is the same as a foreign language (FL), which is defined as a language learnt in a context or an area where it is generally not spoken. Hence, the second language (L2) of the target group in this research, is Norwegian, while the foreign language is English.

Second and third language learning is different from the acquisition of a first language. Learning an L2/L3 often means that the L1 already is well established during childhood and youth. The learning may take place in the playground where children play together, or at work, where an adult immigrant has just started in a new job. And language learning also takes place in the classroom. The teachers may be native speakers of the L2/L3, or they may have this language as their own L2/L3. Ulrike Jessner (2008, p. 16) gives a perspective to SLA (Second Learning Acquisition) and TLA (Third Language Acquisition), claiming they are not the same, as the SLA proficiency will affect the TLA positively through a metalinguistic awareness. A study (Ringbom, 1987) from Finland, where the Finnish population in the western part of the country, speaks both Finnish and Swedish, describes how Sundquist found that Swedish-speaking Finnish children outperformed Finnish-speaking children in the learning of English. To explain these findings, it is worth noticing that Cummins (2005, p. 6) points to “the Common Underlying Proficiency“. This proficiency is neither part of the L1 nor L2, rather being developed by the bilingual speaker as a linguistic reservoir from knowing two languages.

Returning to Ulrike Jessner`s research, she highlights that one should notice the importance of language similarities in multilingual education. Furthermore, she points out that multilingual proficiency is dynamic in the process of metalinguistic awareness and that the learner of an L3 can make use of prior language learning experience from L2 learning, which changes the quality of the learning.

2.1.3 Learning a Second or Third Language as Adults

Working as an English teacher for adult refugee learners one can hear some of them describe that they feel they had quite good proficiency in oral English at arrival in Norway. However, as they started learning Norwegian, their English seemed to wither and somehow disappear. In their struggle to learn more English in Lower Secondary School, Norwegian language seems to be an obstacle in the learning process. They are placed in a learning paradox between L2 and L3.

In the same way as children, adult learners of L2 / L3 will benefit from having their L1 as a support when they learn a new language. Benseman (2012, p. 9) refers to Blaker and

Hardman (2001, p. 7) who stress the difficulty of working with groups of heterogeneous learners with multiple languages. Their reflections are based on work with low-level refugee learners in New Zealand. They emphasise the need to bring in bi-lingual tutors (BLTs) to bridge and ease the communication process. In the same article Benseman points to another New Zealand study (Shameen et al, 2002, p. 43) which reveals how learners receiving tutoring from BLTs had better results than their peers who had been taught by English-speaking tutors. In many Norwegian L3 classrooms, young children are entitled to help from mother tongue tutors. However, adult refugees with minority languages as their L1,- do not generally receive such support from using their mother tongue. In some years time, when teachers with immigrant background enter the Norwegian school system, bilingual tutoring may accelerate these students` learning process.

A Swedish study performed by Edith Mägiste (1984) investigates the acquisition of a third language (L3) in a group of bilingual immigrant 8th grade learners. She compared their proficiency in English to those of Swedish monolingual learners at the same level, using standardised tests. The results provided evidence that the immigrant learners who used Swedish at home, but had passive knowledge of their first or home language, clearly performed better in English than Swedish monolingual learners. However, the immigrant learners who used their home language daily had slightly lower test results than Swedish learners. This indicates a synergetic effect of a well established school language in addition to the first language, when L3 is being learnt. These findings also seem to point out that the acquisition of an L2 is different from the acquisition of an L3.

It is a fact that in this research situation the adult learners` L2 is not well established. The learners have stayed in Norway for a short period of time, some of them less than a year. They learn Norwegian language through 600 school hours of language teaching. Some of them have even less hours. Florez and Terrill (2003, p. 17) conclude that it takes from 500 – 1000 hours of instruction for adults who are literate in their mother tongue but have no prior English instruction, to reach a level where they can function satisfactorily with social interaction in English (Benseman, 2012, p. 12). With these findings in mind, it is likely that the adults` L2 proficiency only slightly supports their L3 learning.

2.1.4 How English is taught in Norway

For more than fifty years, Norwegian children have learnt English from an early school age, and unlike in many other European countries, there is no tradition for dubbing foreign languages on Norwegian television, something that has given children a genuine opportunity to become familiar with foreign languages and English in particular.

Norwegian children learn English from kinder garden age, by singing and playing. The practice with an early language learning starting point is based on the research saying that learning a language in early years is a natural part of a child's development, and that learning more than one language is easier at an early stage. According to the Critical Period Hypothesis (CPH), "The language window" is most open for learning at the age from 4- 7 (Lightbown, Spada, 2006, p. 70). However, the research evidence for or against the CPH is discussed, since language learning is dependent on environmental facilities as well as the learners' background, age and academic abilities. Nevertheless, - it is a generally accepted fact that children at the age of four, master the basic structures of the language or languages spoken to them in these first years of childhood (Spada & Lightbown, 2006, p. 7).

The early start in English teaching in Norway, and in addition, the fact that Norwegian children are largely exposed to English speaking language and culture in daily life, - make Norwegian children almost like bi-linguals. English is their L2, and their relation to the language is very close. In the latest Norwegian school reform (LK06) educational authorities decided to develop one national curriculum for the subject of English and another for all other foreign languages. Hence, English is no longer a traditional foreign language to Norwegian learners (Speitz in Hasselgreen, Drew, Sørheim, 2012, p. 12).

In Norway, children go on learning English when they start school at the age of six. Still, they learn by the use of riddles and jokes, songs and poems in a playful way, and gradually the pupils meet increasing challenges in language, especially in reading and writing. In addition to Norwegian and Mathematics, English is one of three main subjects in Norwegian schools through ten compulsory years of teaching. In the Norwegian school system, early English language exposure has been an established practice based on the view that English is the Lingua Franca in the world, and Norwegian is a minority language. Hence, the Norwegian

Educational Authorities have, for many years, stressed the need of English language competence in our small population, in order to communicate in an international context (<http://www.udir.no/kl06/ENG1-03/>). It is worth noticing though, that later research has revealed that Norwegian students who start higher education lack skills in reading academic texts in English (Hellekjær 2005 quoted by Birketveit and Rugesæter 2014, *Bedre Skole* nr. 3, p. 61). These findings have initiated a discussion aiming at improvement in English teaching in Norway, at all levels.

In the following, theoretical approaches to language learning in early childhood will be presented as they may also have an influence on adults` language learning.

2.1.6 The Developmental Perspective: Learning from inside and out.

The next two perspectives on children`s language learning focus on innate ability of learning as well as the environmental impact. Jean Piaget (1896 - 1980) and Lev Vygotsky (1896 - 1934) are two of the most important researchers in the field of cognitive learning theory. Piaget argued that language is a symbolic tool to express, explain and describe knowledge acquired through interaction with the environment. The language then generates development of more language. This takes place through assimilation or accommodation. Assimilation is learning something new accepting and immediately understanding the scope of it, while accommodation means the child has to organize the new information in order to understand, based on the information the child already has at its disposal. Interaction in both the physical and social environment is a key to development.

Vygotsky concluded that language primarily develops from taking part in a social interactive environment. He described language as “a scaffolding tool” to develop knowledge in new languages or in other subjects, and he introduced the “proximal zone”(1978). This is the higher level of knowledge or performance that learners can reach if they are learners in a supportive environment. The new knowledge is just the next step from the student`s present viewpoint. With support in Vygotsky`s theory, a classroom is, or it should be, such a supportive environment, where the right scaffolding and the right support is available. This proximal zone classroom is especially important as a scaffolding support to adult English learners in Norway, who rarely meet their L3 outside school.

2.1.7 Views on second and third language acquisition in the adult group

Most L2/L3 learners have already established their L1. These learners can be quite young and cognitively immature learners, and they can be adolescents on their way to a metalinguistic awareness. Adults, who have attained cognitive maturity and possess metalinguistic skills, are also in the L2/L3 learners' group. Different mental abilities are specific to language learning. Some of these abilities, like problem solving and metalinguistic skills, are especially important for older learners who perhaps no longer have the same ability for language learning as they had when they were younger (Condelli, Wrigley and Yoon, 2009, p. 152). "The Metalinguistic Awareness" described by Ulrike Jessner (1999, p. 203) and Cummins' "Common Underlying Proficiency" (2000, p. 38), both point to interesting elements of L3 learning processed in the adult group. There is reason to believe that in most adult English classrooms many learners have considerable knowledge of several languages. Their mother tongue is often an official language in their country of origin, while there may be several other languages spoken within the country borders. Some of these are oral languages, they have no written form. However, strong oral language skills also pave the way for development of literacy in a second language (Vinogradov and Bigelow, 2010, p. 2).

Most children are willing to speak a new language, motivated by the wish to communicate and integrate with their peers in school and others outside their family. Adults more often feel that their proficiency is too limited, they feel silly, and sometimes they find communicating very difficult (Lightbown and Spada, 2006, p. 62). They almost feel like disappearing because of their communicative shortcoming. Their diverse experience and earlier achievements do not show. In a Swedish study, Marie Carlson (2015, p. 9) refers to a Turkish immigrant saying:

"When we arrive here we become almost like children, nevertheless, – it doesn't matter if you have earlier knowledge of different things or so. - It is like having no mouth or ears – you can't listen, so you become a no-body. You feel that you are worth nothing, that you really do not exist".

Bonny Norton, a Canadian second language researcher, investigated the relationship between power, identity and language learning. Through a diary study we could meet the voices of five adult immigrant learners, - all women, who shared their histories, experiences and desires for their lives in Canada. The paradox is that these learners needed access to

social networks of target language speakers in the dominant society, in order to develop and improve their second language, but they found themselves excluded from these networks for not mastering the language well enough (Norton, 2000, p. 105).

These examples illustrate the feeling of shortcoming in a new society, where unknown language and culture make you a stranger, a person whom the native community do not include, invisible and incapable of performing to the level that society demands. The examples illustrate experiences of language shortcoming in Canada and Sweden, which are societies culturally similar to Norway. Consequently, is it reasonable to believe that these voices also represent the adult group of refugee immigrants in Norway, who have not yet mastered Norwegian as their new L2. In addition to the challenge of coping with L2, the target group of this research has to perform in a third language, a foreign language not spoken in their local environment. One can assume that this extra burden in the demands of language learning is likely to create an even stronger feeling of inadequacy.

Older learners often feel themselves forced to speak, in their job, when they do shopping or visit the dentist. Generally, young learners feel less pressure to perform. Children in kindergarten or in school are normally exposed to language for several hours every day, while older learners` exposure to language is more limited. Outside the school, they normally speak their L1, which points to the importance of the possibility to receive language corrections. The frequency of language corrections in L2 and L3 learning is of great importance, but outside the classroom, this rarely happens. However, for these learners, corrections from the environment mean the possibility of language improvement. They normally receive such feedback with gratefulness. The hypothesis below elaborates on the impact of language inputs and corrections through conversation.

2.1.8 The Interaction Hypothesis

This hypothesis describes how conversational interaction is an essential condition for second language acquisition. While Stephen Krashen (1982, p. 71), pointed out that comprehensible input is necessary for language learning, Michael Long (1983, 1996), studied how speakers

modify their speech to help the interlocutors to take part in conversation or understand the information. Long (1983, p. 376), argued that modified interaction is a generating factor to make language comprehensible. When a learner participates in interacting conversation, the language is alive and constantly aiming at making messages meaningful between the interlocutors. Furthermore, Long stated that when communication is difficult, interlocutors must negotiate for meaning, and this action is seen as the opportunity for language development (1996). It is important to mention that in Norway there is a general lack of such communication input in English language for adult learners with a refugee background. English is their L3. However, they may get the input as described above in their L2, which is Norwegian. This may affect their L3 acquisition as there are a number of similarities between the two languages. Pointing to language similarities may be useful when the classroom activities focus on oral communication and provide possibilities for meaningful language interaction in English.

In the following, theories on second and third language learning will be elaborated with multilingual processing in mind.

2.1.9 The Contrastive Analysis Hypothesis (CAH)

Behaviourism influenced second and foreign language learning especially between the 40s and the 70s and had its focus on learning language patterns by heart. One believed that structures from the first language would affect the acquisition of the L2. The Contrastive Analysis Hypothesis (CAH) emerged, and one of the founders of modern contrastive linguistics, Robert Lado, elaborated on the CAH theory, saying:

“ in the comparison between native and foreign language lies the key to ease or difficulty in foreign language learning” (Lado, 1957, p. 1)

According to the CAH, where the first language and the target language are similar, learners will learn the structure of the new language more easily. Where L1 and L2 languages are different, learners will struggle more. With this knowledge in mind, it is worth noticing that non- Europeans, who acquire their second European language (L3), benefit from their first European language (L2), especially if L1 is typologically more distant. A longitudinal study of cross- linguistic influence in third language acquisition, lasting for two years in a group of

learners in the Basque Province in the north of Spain, may exemplify this statement. 20 fourth grade learners were examined to find how they used their L1 and L2 (Basque and Spanish) when they were asked to re-tell a fairytale-story in English, their L3, to an interlocutor. In 6th grade the research procedure was repeated (Hammarberg in Cenoz, Hufeisen and Jessner, 2003, p. 4). The findings showed a tendency to choose Spanish as the transfer modifying language in situations where the learners were short of time to consider their wording, while Basque was to a larger extent,- chosen when there were possibilities for conscious processing. Spanish is typologically closer to English than Basque.

Adult refugee English learners may use Norwegian in similar processing strategies. Nesse (2008, p. 101) describes how minority background children in Norway, learning English as L3, clearly benefit from their L2, Norwegian,- in their cross- linguistic transference. Norwegian influenced both spoken and written English, and the level of the children`s Norwegian seemed to be in concordance with their level of English.

In the following, multilingual knowledge will still be focused.

2.1.10 Illiterate learners and multilingual processing

When James Cummins wrote about the Common Underlying Proficiency, he described how the bilingual or multilingual speaker has developed a linguistic reservoir from knowing more than one language. This phenomenon, described as a proficiency neither part of L1 nor L2, may be an answer to the questions above. Exactly how learners use their linguistic reservoir as they acquire a new language may vary. One may assume that this depends on the degree to which language knowledge in L1, L2 and L3 is established. It also depends on prior education and prior language proficiency. Not being literate in the first language has considerable complications for learning literacy skills in a second and third language. If reading skills are deficient in the first language, learning to read in a second language will invariably be difficult and slower (John Benseman, 2012, p. 5). For learners who were illiterate on arrival one may conclude that longer time is needed before language proficiency is well enough established so that processing between the languages is possible. From these insights there is reason to believe that both the degree of proficiency in L2 Norwegian, and L3 English, is of significance in developing the ability for multilingual processing.

2.1.11 The Monitor Model.

Stephen Krashen's model of second language acquisition from the early 70s describes five different hypotheses (1982, p. 15).

1. In the acquisition- learning hypothesis he describes the acquisition of a second language as being the same process as when children learn an L1, more or less unconsciously. They learn through conscious attention to the form and rule patterns of the L2.
2. The monitor hypothesis describes how the learner speaks based on what is learned. As a monitor for inputs language comes out, by doing adjustments, the learner has tried to make the language his own, as correct as possible, according to rules of grammar and structure.
3. The natural order hypothesis points out that the language features that are easiest to learn are not necessarily the first to be acquired. Using the third persons- s in the present tense can be an illustration.
4. The comprehensible input hypothesis describes that acquisition occurs when one is exposed to comprehensible language that contains $i + 1$. i is what the learner already master, 1 is the next step forward, which can be compared to the proximate zone, described by Vygotsky in the late 20s and early 30s, where his illustration of the $+1$ is what the learner can master if he/she is helped.
5. The affective filter hypothesis shows how a mental filter closes and prevents learning from happening because the learners mind is " filled up "with other affects like feelings, worries, needs and emotions. This affective filter is present in the mind of many adult refugee learners. Learning may be difficult when worries about family and friends consume the mind, and nightmares prevent sleep at night.
6. Krashen's model came up in a time when language research showed that varied inputs would give the best results. Classroom research shows that language development will happen through exposure to comprehensible input without much instruction. It also shows that development stops at a certain point unless the learners have guided instructions (Lightbown & Spada, 2006, p. 38). Krashen's theory may be related to the adult refugee classroom by the means of the results from Condelli, Wrigley and Yoon's study (2009, p. 152) of nearly 500 learners. By the use

of pre- and post- course assessments, learners' outcomes were considered, giving some clear indications of effective practices related to learners' achievement. The following factors have a strong impact on students' learning outcomes.

1. Instructional strategies

- a. Bringing in the "outside", making connections to real issues and events
- b. Use of students' mother tongue for clarifications
- c. Varied practice and interaction
- d. Emphasis on oral communication

2. Programme practice

- a. Longer duration and intensity of classes

3. Student factors

- a. Higher attendance
- b. Prior education and skills
- c. Age. Younger learners learn faster than older students

Krashen's affective filter points to the need for teaching with the learners' situation in mind. Karen Magro (2006- 2007, p. 70) argues that resettlement issues cannot be separated from language development. Hence, teachers ought to "work from a broad definition of basic literacy that includes not only numeracy, problem solving, and the ability to read, write and speak the new language, but also emotional and social literacies such as motivation, interpersonal effectiveness, critical thinking, and cultural awareness". Particular groups of refugees have problems adapting to a new life, such as older people, women and unaccompanied minors, who need special attention to avoid a potentially lost generation. (Benseman, 2012, p. 8).

Moving on, four of the current psychological theories will be enlightened, starting out by looking at the importance of environmental influence on language development.

Current psychological theories

2.1.12 The information processing model

Norman Segalowitz (2003, p. 396), and others have pointed out how new learners of a language in the beginning need to pay attention to the words in the sentence in order to understand them. This takes most of their learning energy and prevents them from getting a full understanding of the text. This will gradually change, and as the learners get a wider vocabulary and an extended language capacity, L2 communication will be more effective. Proficient speakers of a language have an automatic language practise, allowing them to immediately understand and respond to language communication. These speakers can give their attention to the meaning of a text. Most L2 learners need time to understand the meaning of individual words before they eventually understand what they are reading. Adult refugee learners in Norway belong in this group, as they struggle to expand their vocabulary in both L2 and L3.

2.1.13 Connectionism

Connectionists point to the important role of the environment connected to language learning. They do not approve of the theory of a learner`s innate brain dispositions for linguistic understanding. Like most cognitive psychologists, they argue that learners have a general innate ability to learn. This is the most important factor to generate language acquisition.

The connectionists express the theory that language learners build their knowledge of language through their exposure to words, phrases and language features. They hear these language features expressed in different situations and linguistic contexts again and again, something which develops a gradually stronger connection between these elements.

Nick Ellis (2002, p. 157) describes the importance of frequency when learners meet the different linguistic features and also the frequency in which they occur together. The connectionists` view also points out that in general, the language most used in daily life communication is quite predictable with high frequency chunks and phrases. As a gradually more complex system of language units are interconnected with cultural elements, or

elements from daily life, an increasing number of links between language and meaning are built up. The connectionist model points to the connection between language and external reality but it also implicates a process of associating words and phrases with other words and phrases that occur with them. This model points to missing environmental elements that need to be involved as a support to L3 learning for refugees in Norway.

2.1.14 The Processability Theory

In the processability theory Manfred Pienemann (1999) argues that second language learners do not transfer features from their first language, until they have a certain level of processing capacity in the second language. When L3 learners process language elements from their L1 directly to L3 they already have a level of proficiency in L3 that makes this language transference possible. In the adult refugee classroom some learners have this proficiency established but the majority of learners have not. They process new language information through Norwegian (L2), via L1 and back again to L3, English. This is the action or process as described by the learners themselves. It takes time to develop the needed processing capacity described by Pienemann. And it is likely that a processing capacity in both Norwegian and English need to be developed. This also goes with Nesse's findings (2008, p. 101) in her study of minority background children learning English as their L3 in the Norwegian classroom. Here she found that their proficiency in English was connected to their proficiency in Norwegian.

2.1.15 The sociocultural perspective

Social interaction between individuals, characterizes the sociocultural perspective. Vygotsky's theory (1978, p. 5) describes the zone of proximal development related to children's learning (ZPD). Regardless of age, learning happens when an individual interacts with an interlocutor who gives support in a way that makes it possible to perform at a higher level. Krashen's $i + 1$ shows a similar model. However, William Dunn and James Lantolf (1998) claim that the two concepts are quite different, since they depend on very different ideas about how learning happens. The ZPD theory involves interlocutors, while $i + 1$

explains about external inputs consisting of language structures that are just beyond the learner's current developmental level.

Vygotsky's theory has been extended by James Lantolf (2000) and Richard Donato (1994), who have researched language development of second language learners as they interact and collaborate with other speakers. In response to Krashen's $i + 1$, Merrill Swain announced the Comprehensible Output Hypothesis. Swain (2000, p. 97), and others have used "Collaborative Dialogues", where learners produce language by discussing the best language form in order to express meaning. Their work focused on both writing and speaking skills.

After viewing different language learning theories, some of them stand out as more relevant in the context of this study. There is a need to elaborate on theories connected to the challenges the adult refugee group are facing by being different from the native 10th grade group. The Connectionist theory (p. 30) as well as Krashen's Monitor Model contribute to illustrate some of the obstacles many refugees experience in their learning.

2.2 Motivation Theory

2.2.1 Introduction

Motivation theories investigate why humans act and think the way they do, and one may say that these theories seek to explore the very mystery of human existence.

In this text, motivation theory will be connected to adult refugee students who are learning English as an L3 language. Learning an L3 is technically considered as a learning process similar to the learning of an L2, but in this research study the learning context and the diversity in the group of learners are two of many elements worth considering. The L3 students do not meet their third language outside school and they do not have the cultural inspiration from the L3 community. English is learnt as a foreign language. They learn L3 through their L2, which is Norwegian, the regular school language. L2 is also at the actual time of investigation a relatively new language to the learners. That is why the differences in L2 and L3 learning will be taken into consideration in this thesis.

Little research has been carried out in this field in Norway, and available papers are mainly based on studies focusing children learning English as their third language (Kristine Nesse,

2008). These studies may be a reference. However, in Norway, children learn English in a different context from most adult learners. Hence, children with a minority background benefit from being surrounded by English language through interaction with other children in and outside school, playing, gaming and communicating on social media. The adult group of learners must be seen in a quite different learning context both individually, socially and culturally.

In general, L2 learning and in this case L3 learning, implements a multicultural focus on language and cultural life of the ethno linguistic L2 and L3 group. Students can learn new languages in the classroom by practicing grammar and structure. However, - varying the teaching by giving inputs from the target culture through e.g. geography, music, sports, film, food or news, will have a positive impact on the motivation to learn. Learning a language requires the incorporation of a wide range of elements from the L2/L3 culture (Gardner, Smythe, 1979, p. 319). This is important to adult FL learners, who more or less only meet the target language in an instructional setting in the classroom. Varying activities, tasks and teaching materials, to avoid boredom from repetition of routines and patterns most likely create a positive attitude towards language learning. Material elements creating cultural context probably also increase learning motivation.

The psychologist Richard Gardner and his mentor Wallace Lambert performed their first research on L2 language learning and motivation in Canada in 1958. This groundbreaking study is considered to be the starting point of the research in the field of motivation connected to second language learning. Since then new theories have emerged, giving the motivational aspect a wider range of theories by which we can explain how motivation affects our learning of a second and third language, and often we realize that considering one theory does not necessarily exclude another.

In the following, different theories will be examined, pointing specially to the theories applicable to the group of adult learners with a refugee background, who study English in Norway, aiming at a Lower Secondary School Exam in written English, their L3.

2.2.2 Gardner`s Motivation Theory

Gardner and Lambert completed their studies of motivation in L2 language learning in Canada, where they explored how the French and the English speaking students were motivated to learn each other`s languages. In Canada, both English and French are official languages and today, 56.9 % of the Canadians have English as their mother tongue, while 21.3 % speak French. Canada also has an indigenous population speaking many different indigenous languages. In this language context Gardner and Lambert found that the motivation to learn the language of the other community was driven by a wish and need for the best possible intercultural communication and understanding (Gardner, 1979). Gardner and Lambert found that the English and French students developed a positive attitude towards the other language group and that they adopted various cultural and linguistic aspects from their second language peers. Mowrer (1980, p. 74) suggested that identification and positive effect toward parents were important for the acquisition of a first language, and Gardner and Lambert pointed to similar motivational effort in L2 learning based on a strong wish for integration toward the L2 group. Integrative orientation will be enlightened in the following.

2.2.3 The Concept of Integrativeness

The Attitude Motivation Test Battery (AMTB) aims at revealing both attitude and motivation towards learning an L2. In addition, it seeks information about how learners feel about L2 culture and the learning situation in the L2 classroom. The test battery works the same if the target language is a third language.

In 1979, Richard Gardner presented his Socio Educational model, concluding that next to aptitude, cultural, contextual and pragmatic elements influence people`s attitude to learning new languages. In his work he developed the AMTB in 1985, to measure the four main factors affecting language learning, which he introduced as *integrativeness, attitude towards learning situation, learning motivation, and language anxiety*. The *integrative* aspect is described as a concept appearing in three different forms – *integrative orientation, integrativeness* and *integrative motive*. Gardner (2001, p. 1) concludes that the exact nature of integrativeness is hard to find, it has different meaning to different individuals. Dörnyei

(2003, p. 5) describes the integrative disposition as an “integrative motivational orientation which concerns a positive interpersonal/affective approximation toward the L2 group and the desire to interact with,- and even become similar to valued members of their community“. Implemented in the theoretical aspect is a sort of psychological and emotional identification, generalized to cultural and intellectual values associated with the language. Many Norwegian 16 year-old exam candidates could fit this description of integrativeness. Through childhood and youth they are, to a large extent, exposed to English and American language and culture through e.g. the music- industry, media, series on the Net and gaming (Sundquist og Wikström 2015), and they identify themselves to, some might even say that they glorify,- especially the American culture and lifestyle. The results from the questionnaires will reveal more information on this topic.

Adult refugee learners do not have such images of their L3 community. They might never have been, and are still to a low degree, exposed to language and culture from the English-speaking world. They aim at learning Norwegian as their L2, in order to get a job in their local community. Hence, most adult refugee learners` motivation to learn L2 can be described as integrative (Dörnyei 2003, p. 172) because they have a strong desire to become an active part of their new society, where they can take care of their families, pay their taxes and contribute to their local environment. Their motivation orientation is also instrumental, as their language skills in time will be the instrument that can contribute to employment and income. However,- their motivation to learn a *third* language may be different. English is classified a second language in Norway and sometimes it is spoken almost like a mother tongue. It is also largely visualized through media and public information. Hence, it is clear to the L3 learners that learning English is useful and important. In addition, English as a school subject will result in graded exam papers. These papers are part of the fundament for their further education, something which motivates the learners even more. Motivation described from an integrative perspective may point to basic differences in the two groups of learners. Perhaps there is no difference, or the difference appears to be insignificant.

When moving on, the learning situation and learners` approach to L3 in the classroom will be focused.

2.2.4 Attitude towards the learning situation

Learners' attitude towards the situation in which the learning takes place is a motivational factor to be considered carefully in the adult refugee students' classroom. Transferring information about the L3 community and its cultural elements is the teacher's responsibility, and research-based evidence shows this has a strong motivational influence on the students' learning (Gardner, 1979) and hence it is a reminder that the teacher's actions in the classroom are one of the most important factors influencing language learning (Hattie 2009, p.239). The best learning situation provides opportunities for interaction in the classroom where the teacher clearly guides for the usefulness of varied teaching focusing all the four language skills; listening, speaking, reading and writing. The next review points to motivation theories, considering cognitive processes in the students' learning.

2.2.5 The Cognitive Revolution

During the 1980s and 1990s "the Cognitive Revolution" took place, by which the cognitive aspect found its place in L2 motivation research. Cognitive research perspectives focus on how the learners' mental processes influence their learning. The students' abilities, past performances, possibilities, potentials and limitations matter. Into this cognitive landscape of motivational L2 research, Kimberley Noels, Pelletier, Clément and Vallerand (2000) brought forward the self-determination theory of Deci and Ryan (1985) as applied to L2 motivational issues pointing to intrinsic or extrinsic factors to learning. Noels showed how teachers who supported students' autonomy as they practiced non-controlling teaching inspired the learners to an intrinsic, self-determined motivational way of thinking in their learning process. The intrinsic motivation (IM) is, according to Deci and Ryan, based on the motivation to engage in activities that are enjoyable and satisfying, in contrast to the extrinsic motivation (EM), which points to a specific goal, like e.g. a reward or avoiding something unpleasant. Adult learners with a refugee background often bring with them a learning tradition based on behavioral principles and methods. The "Repeat after me" method has been, and still it is a widely practiced tradition in language learning in many of the refugees' L1 countries and punishment for misdemeanors and shortcomings may occur

(Rowe, 2011). In the following, focusing the Attribution theory, Atkinson's model for high motivation for achievement describes the best motivational conditions for learning.

2.2.6 Attribution Theory

This theory outlines how the reason for success or failure is explained by the learner (Dörnyei, 2005). According to this theory there is a strong connection between fear of failure and the failure itself. Atkinson's (1953) Achievement Motivation Theory illustrated the wish for success and the fear of failure.

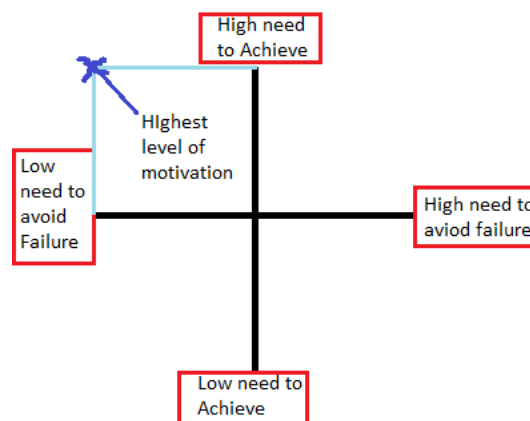


Figure 1: Atkinson's (1953) Achievement Motivation Theory

The figure describes how the level of motivation is high when there is a high need for achievement and at the same time low fear of failure. In the opposite case we find that when there is high need to avoid failure, there is a low need to achieve. Hence, in classrooms where learners fear their teacher the motivational conditions may not be optimal.

The main proponent of this theory, Bernard Weiner (1992), argued that if there is successful learning the motivational disposition to try to repeat the same success can be present. If the learning turned out to be a failure, and the learner found the preparation efforts had been insufficient, he would most likely try again, feeling optimistic about the results. However, the model can also illustrate how pupils judge themselves as being less skillful, hence, they think it will be useless to go on trying to learn.

Language learning failure generally has a high frequency in a worldwide perspective, and the aspect of attribution theory is assumed to play an important role when languages are studied. Research confirms this to be correct (Williams and Burden, 1999).

2.2.8 The micro level of motivational elements

We have now moved from the concept of integrativeness, belonging in a macro perspective of the social psychological approach in which the whole community where the learning takes place, is characterized, to a micro level of motivational elements. Let us place ourselves in the classroom and look at the contextual surroundings of action and the motivational impact they have on learning. Inside the four walls teacher- specific motivational components like personality, behavior and teaching style have significance for learning as well as group-specific motivational components. These motivational elements are beyond the scope of this research, however this is absolutely a subject for further investigation.

Entering the classroom, there are three research directions adopted from this micro perspective. These directions will be examined in the text that follows.

1. Willingness to communicate (WTC)
2. Relationship between Motivation and the use of language learning strategies
3. Self- regulatory learning (Zoltan Dörnyei ,2003)

2.2.9 Willingness to Communicate (WTC)

WTC and communicative competence are not the same. Learners` readiness to speak an L2 does not necessarily connect to their communicative skills in L2 grammar and structure.

Other components affect and generate the WTC, such as linguistic self confidence, desire to affiliate with a person, interpersonal motivation, intergroup attitudes, motivation, situation and classroom climate. The WTC model "Conceptualizing Willingness to Communicate in an L2 "(P. D. MacIntyre, R. Clément, Z. Dörnyei and K. Noels, 1998) is a pyramid shaped illustration of learners` use of a second language. As the learner moves up the pyramid (s)he has more control over the act of communicating in the target language. The model has six layers, and a total of twelve constructs. The layers are, from top to bottom:

1 Communication behavior	4 Motivational propensities
2 Behavioral intention	5 affective- cognitive context
3 Situated antecedents	6 Social and individual context

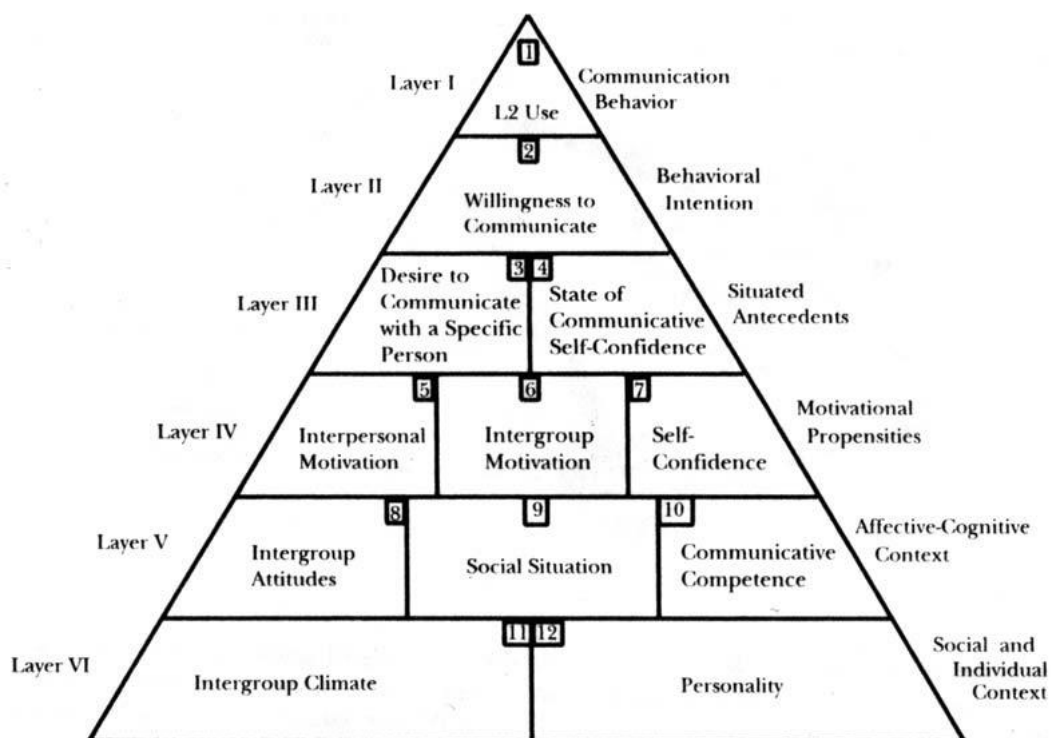


Figure 2: P.D. MacIntyre, R.Clément, Z Dörnyei, K. Noels 1998: *Conceptualizing Willingness to Communicate in an L2.*

Explaining the figure above we start at the bottom, in layer 6, number 12 and 11. Here the social and individual context that affects the learners' WTC are the learner's personality and the climate within the group. If the learner feels safe and integrates well in a supportive class environment, one could expect the WTC to be present. In layer 5 the WTC depends on three different elements in the affective- cognitive context. These elements constitute 10, the learner's communicative competence, 9, the learner's social situation and 8, the atmosphere of empathy in the group (intergroup attitudes). Moving up to layer 4, there are three different motivational inclinations. They are 7, the learner's self- confidence, 6, the

intergroup motivation and 5, the interpersonal motivation. Two elements constitute layer 3, where there are two situated conditions listed. They are number 4, the state of communicative self- confidence and the desire to communicate with a specific person. In layer 2 the behavioral intention represented by having the willingness to communicate, leads the learner to the top level in layer 1, when the communication takes place.

Layers 6, 5 and 4 are considered to be influences that last over time, while layers 3, 2 and 1 influence actual second language at a given time. As a teacher in the adults` classroom one hears many learners saying that speaking is difficult, and hence they sometimes refrain from speaking. Starting at the bottom of the pyramid, both their personality and the intergroup climate can be reasons that hinder them from speaking. However, if they have the self- confidence needed and feel intergroup safety, they move themselves to layer 5, where they may stop because of negative attitude in the group, their mind and energy may be focused on their social situation, or maybe they feel they lack the communicative competence to speak. Perhaps they are not stopped in layer 5. Then the learner climbs to layer 4, where different motivation propensities have an impact on learners` WTC. If interpersonal and intergroup motivation are present, along with learner`s self- confidence, she has passed layer 4. In layer 3 there is a mix of the desire to speak with a specific person and learner`s self- confidence in communicative ability. The question is whether she dares to try or not. If she dares to try, she has moved to layer 2, and as she has a clear intention to speak, she has reached layer 1 by speaking. The WTC figure shows the facets of language learning and what is needed before the learner has the courage to speak. This leads us to an element that may be connected to the WTC, a concept which also strongly contributes to regulating Foreign Language Learning (FLL).

2.2.10 Self- efficacy

Self-efficacy is closely connected to intrinsic motivation and is a personal belief in one`s own abilities and capabilities to perform (Albert Bandura, 1994). Self- efficacy also strongly influences learners` efforts in performing learning tasks, how hard they try and how long they are willing to go on working. A learner who has a background that gives him/her reason to believe that he/she can influence the future in the way of mastering academic demands that will lead to a job and income, is an example of a learner`s self- efficacy. Self-efficacy, in

the meaning of believing that you are able to perform, is important to everybody. It is the power giving us the motivating boost towards the aim of our action. In the integrated causal system (Bandura 1999, p.24) socio-structural influences and psychological mechanisms form a mixture of interdependent forces regulating one`s functions. Human beings organize the influences in their self- system of dispositions and cognitive abilities, and become proactive, self- reflective and self- regulative in their psychological development. Four sources of information have an impact on the self- system and hence the concept of self- efficacy.

1. Prior mastery experiences, where positively assessed performances form a high sense of self- efficacy. In case of negatively assessment of prior performances, a low sense of self- efficacy will be the result.
2. Observations of others who perform similar tasks as themselves. Being less able to perform than others, create a low sense of self- efficacy.
3. When verbal/ nonverbal information is received from others, it affects one`s self- efficacy.
4. The last source of the self- system`s self- efficacy is having positive feelings and attitude toward the target activity, which in this case is learning a foreign language.

Cohen & North (1989, p. 65) claim that compared to learning other skills, language and the person him/herself are so very closely linked. They are almost identical, and hence an attack on one is an attack on the other. Learning a FL is also special in the way that it involves acquiring knowledge about FL culture, and in addition, the learner must interact in the classroom in all the aspects of classroom activities. Consequently, self- efficacy may play an important role in language learning achievement. Even if research in the field of self- efficacy and language learning is scarce, the main results show that students with high self- efficacy learn by observing their able peers, and they also receive positive feedback from surroundings because they work hard. They send positive messages to others, and they can manage negative emotional states and still keep up their motivation for FLL (Piechurska – Kuciel, 2013). Keeping up their motivation in spite of negative emotions is a challenge for many refugees. Barton and Pitt (2002, p. 12) describe a successful Swedish education program for traumatized refugees where the course integrated the educational and the learners` physical/ psychological needs. Karen Magro (2006, p. 70) underlines that education programs for these students must take into account their special situation emotionally and

socially, to secure their learning. Barton and Pitt's groups were small with few cultures present and the progression in learning was adapted to the students' proficiency level. This example may be the classroom conditions where learners have a possibility to develop their self-efficacy. However, there is a need to point out that to the adult group learning L3 stands out as a larger challenge than learning L2, with regard to where to go and whom to meet in order to practice the language outside school. Hence, their language development depends largely on classroom activities.

2.2.11 Motivational teaching practice

Hattie (2009, p.239) announced the success criteria of "Where are you going?" and "How are you going there?" He points to the importance of having teachers who are good guides for learners in their work to achieve new knowledge. If these teachers know how to enable the learners to navigate their own way through the landscape of educational input, the learners are on their way to developing autonomy in generating their own learning. Hence, learners' autonomy is clearly an asset for learning in the adult classroom. In the following, we will look into what steps the teacher may take to pull and push learners on their way to increase their motivation and autonomy.

Marion Williams and Robert Burden's framework of motivation in L2 learning (1997) stresses the importance of contextual influences. They put the actual influences into the framework of internal factors, - like arousal of curiosity, optimal degree of challenge, goal setting ability, feeling of competence and self-efficacy. External factors are exemplified as teachers and peers, amount of feedback, reward, classroom environment and wider family networks. Dörnyei (2001b) has four main dimensions in his framework of motivational teacher practice, saying that most teachers do not ask *what* motivation is, rather *how* they can motivate their learners.

1. Creating the basic motivational conditions, which include appropriate teacher behavior, a pleasant and supportive class atmosphere and a cohesive learner group with appropriate group norms.

2. Generating initial student motivation, meaning enhancing the learners' FL related values and attitudes, increasing the learners' expectancy of success and their goal orientedness. Other factors are relevant teaching material and realistic learner belief.
3. Maintaining and protecting motivation, which means to make learning enjoyable and stimulating, present tasks in a motivating way, set learner goals and protect the learners' self-esteem and increase their self-confidence. These latter elements help learners to maintain a positive social image, create learner autonomy, promote self-motivating strategies and cooperation among the learners.
4. Encouraging positive retrospective self-evaluation includes promoting motivational attributions and providing motivational feedback. It also means increasing learner satisfaction and offering rewards and presenting grades in a motivating manner.

Returning to the adult classroom, one of the challenges teachers meet is the diversity within the groups. Learners are different in e.g. prior education and background culture. Their language proficiency may be quite impressive, as many learners understand, - some also speak, - several languages from their home country. However, in this complex landscape of represented languages, learners' English proficiency may be limited. In order to motivate learners regardless of their language level, varied and adapted teaching is the key word, and setting realistic goals for learning will provide opportunities for achievement and positive self-esteem. However, there is the paradox that realistic goals for the adult learners may not necessarily match the learning aims from their English Curriculum.

Learning aims must be achievable for the learners. They need to believe in their own abilities to perform to a satisfactory level. In the following, different strategies learners may find useful for self-motivation will be elucidated.

2. 2. 12 Self-motivating strategies

These strategies are also named *action control mechanisms* (Kuhl 1985). They are self-regulatory strategies (Boekaerts, Pintrich and Zeidner, 2000) which concern about the functions of learners` self-motivation. These strategies can be divided into five classes (Dörnyei 2003, p. 25):

1. Commitment control strategies *that help to preserve or increase the original goal commitment*
2. Meta-cognitive control strategies *for monitoring and controlling concentration, keep the focus and avoid procrastination*
3. Satiation control strategies *add attraction and eliminate boredom*
4. Emotion control strategies *for managing the disruptive emotional states and generate positive energy in the right direction of work*
5. Environmental control strategies *contribute to make the environment a positive influence to pursue a difficult goal*

Although motivation is essential to adult learners` efforts in language learning, they may manage to overcome both boredom and learning satiation themselves, without the teacher struggling to keep them going. That is at least the case when there is an integrative and/or instrumental motivation attached to the activity of learning. In the refugee group however, there may be issues connected to item four and five. Controlling emotional and environmental strategies are operations beyond the control of many adult refugee learners. Trauma from prior experiences and the feeling of social and academic shortcoming are limitations in their lives, and in their language learning (Benseman 2012, p. 7).

Finally, the aspect of motivation connected to time and intensity, will be focused. On the way to achieving the goals of learning, the learner`s motivation may vary, depending on the learner`s when and where in the process.

2.2.13 The Process- Oriented Approach to L2 Motivation Research

This orientation focuses the dynamics and the tempo of learning, seeing learning as a process over time. The “ups and downs” of motivation need to be accounted for, as they are periods of a learning pathway where the learners often need help to overcome difficulties in order “ to accomplish the mission “. Zoltan Dörnyei introduces three different stages or phases of motivation (2003, p. 19):

Preactional Stage	Actional Stage	Post Actional Stage
<p>CHOICE MOTIVATION</p> <p>Motivation functions:</p> <p><i>Setting goals</i></p> <p><i>Forming intentions</i></p> <p><i>Launching action</i></p> <p>Main motivational influences:</p> <p><i>Various goal properties (relevance, specificity, proximity)</i></p> <p><i>Values associated with the learning process itself, its outcomes and consequences</i></p> <p><i>Attitude towards the L2 and its speakers</i></p> <p><i>Expectancy of success and perceived coping potential</i></p> <p><i>Learners` beliefs and strategies</i></p> <p><i>Environmental support and hindrance</i></p>	<p>EXECUTIVE MOTIVATION</p> <p>Motivation functions:</p> <p><i>Generating and carrying out subtasks</i></p> <p><i>Ongoing appraisal of one`s achievement</i></p> <p><i>Action control</i></p> <p>Main motivational influences:</p> <p><i>Quality of the learning experience (pleasantness, need significance, coping potential, self and social image)</i></p> <p><i>Tense of autonomy</i></p> <p><i>Teacher`s / parents` influence</i></p> <p><i>Classroom reward- and goal structure (Competitive or cooperative)</i></p> <p><i>Learner group`s influence</i></p> <p><i>Knowledge and use of self-regulatory strategies</i></p>	<p>MOTIVATIONAL RETROSPECTION</p> <p>Motivation functions:</p> <p><i>Forming causal attribution</i></p> <p><i>Elaborating standards and strategies</i></p> <p><i>Dismissing intentions and further planning</i></p> <p>Main motivational influences:</p> <p><i>Attributional factors</i></p> <p><i>Self-concept beliefs (self-confidence and self-worth)</i></p> <p><i>Received feedback, praise, grades</i></p>

The three stages are associated with largely different motives. An awareness of the different characteristics of motivation belonging in the different stages is valuable knowledge in order to press the right buttons to generate the learning process and its different facets.

1. In the *preactional stage* motivation needs to be generated. Here the dimension of motivation is referred to as choice motivation because here the learner chooses the task or goal.
2. Reaching the *actional stage* the generated motivation needs to be maintained and protected during the action. This motivational dimension is referred to as executive motivation. In the L3 classroom a number of distracting influences may occur, such as off- task thoughts, anxiety about task performance or physical or psychological conditions that make it difficult to complete.
3. Finally, there is the *postactional stage* which concerns the learner`s retrospective evaluation of performance. The way learners process their past experiences in this phase will be of importance for their future work motivation.

When learners struggle, what can be done to keep them going, even if the goal seems hopelessly far away? Perhaps one of the answers to the question can be found in the following.

2.2.14 DMC, a Directed Motivational Current

DMC is an intense motivational drive, lasting for a shorter period, coming on top of everyday classroom motivation. It can be seen as a “Boost” which takes the learner in a direction toward a special destination in learning. DMC is a “Zone”, a state of engaged and focused productivity, where learners find themselves able to perform at a level above what they believed possible. When engaging in a deeply interesting project, this project can be exactly one such “Zone”.

Zoltan Dörnyei, Zana Ibrahim and Christine Muir describe the DMC in their publication (2015). When a motivational current is initiated, it can transport an individual towards a goal, like the dependable flow of the Gulf Stream. This is the combination of the goal as a clear vision, and a matching action structure to start and keep progressing towards

completing the mission. The progression is scaffolded by established behavioral routines, and proximal subgoals to secure the best possible motivation for learning.

The Discussion Chapter will elaborate on these theories, in connection with the results from the research survey.

3. Method

3.1 Introduction

The purpose of the study is to investigate and compare motivation and attitude to learning English in two classes of adult refugee learners and two classes of ethnic Norwegian 10th graders. All the learners were preparing for the 10th grade written exam in English as a foreign language in Norwegian basic school. Based on the researcher's personal experience as an English teacher for adult refugees where the majority of learners struggle to pass or secure the lowest pass grade, the purpose of the study was to investigate if there was any difference in motivation and attitude to learning English between the adult refugee learners and the ethnic Norwegian learners.

3.2 Choice of Method

A quantitative analysis was considered the best option to suit the purpose of the research. The advantage of the quantitative analysis is that it provides quantifiable and understandable results that can be analysed through various tools of statistics. As the purpose of the research was to find differences between two groups of learners, a questionnaire stood out as the most appropriate way of picturing the statistic results.

Richard Gardner's Attitude Motivation Test Battery (AMTB) came up as a suitable measuring tool for this survey. Originally, the AMTB was developed in connection with the measuring of attitude, motivation and classroom anxiety in two different groups of language learning students in Canada. One group was from the English-speaking community and one from the French-speaking part of the population. The Canadian groups were homogenous in age but heterogenous in linguistic and cultural background. Gardner intended to measure the two groups related to their integrativeness towards each other's languages and cultures. However, in the present research the intention was not to measure two different groups' AMT towards each other, rather towards a third language and culture, the English.

In the beginning, the intention was to interview teachers working in the adult groups, in addition to the questionnaires used in the respective classrooms. That would have added more information about the groups' language performance and given teachers' perspectives of these learners' situation. However, the time aspect as well as the large amount of data it

would generate, prompted the researcher`s decision to base the research on the questionnaires only. Hence, the scope of research was directed to the learners themselves, investigating their attitudes and motivation. Eventually, this also seemed to illustrate quite clearly how the groups differed.

A quantitative survey based on a questionnaire was conducted in the groups of learners. Even though the groups were located in the western part of Norway, there is reason to believe that these learning issues are the same also in other parts of the country. This belief was based on the notion that standardized teaching programmes for both groups were practiced similarly in the public Norwegian educational institutions. The number of English lessons through a year and the students` language learning aims did not differ.

The survey did not ask questions which reveal L1, gender, age, prior education, location, nationality or other data concerning the participants. The groups were seen as either 10th grade English learners or adult refugee English learners preparing for the written 10th grade exam.

3.3 Description of the Adult Group (Experimental Group)

The experimental group of exam candidates consisted of thirty adult English learners with a refugee background. Apart from a few exceptions, they all considered Norwegian to be their second language, and English their third. They were randomly chosen and they were all settled in the western part of Norway. It was important to find a number of learners who were representative of all adult English learners with a refugee background, living in Norway. Two groups living in separate municipalities were examined. The countries of origin represented were the same in the two groups, Eritrea, Somalia, Sudan, Iraq, Syria and Afghanistan, which are the countries where most asylum seekers arrive from, today. The groups were heterogenous, multicultural and multilingual, and the learners` knowledge of English varied. When asking about their language competence, many of the learners reported that they understood both Norwegian and English well, some of them could also speak several local languages. However, as it turned out, the majority of the learners would not have been able to answer the survey without the help of someone leading them from question to question all the way to the end.

The learners' age was from 18 to 40, most learners being between 20 and 30, and the majority were men. Generally, one can assume that these learners understand some spoken English, as they have been exposed to the language on their way from their homeland to Norway. Hence, they may understand high frequency words and phrases. Reading skills are generally scarce, the learners' writing is also inadequate, and many of them are anxious to speak, presumably because of the feeling of shortcoming. Eritreans have learnt English in school, but their own explanations reveal that they did not learn much even if some learners report they have had English for four years or more. Eritreans have reported that they have been used to language learning by mostly practicing grammar without much focus on meaning. However, Eritrean learners also report that they have had English as the instruction language from the beginning of the sixth grade. In the other countries of origin, English is just sporadically taught in school, and hence, most learners from these countries have minor English skills. Some of the students have reported that they have no more education than Koran school. These learners could barely read and write in their own mother tongue and some of them were even illiterate on arrival. Many learners are not used to homework, and some of them seem to lack the understanding of the importance of practising their school subjects at home. As a response to the claim of handing in his tasks, a young male learner said to his mathematics teacher: " You don't hit me for not doing my homework, hence, I don't have to do it! ". This statement reveals a lack of learner's autonomy which you probably may not find in the control group.

Compared to the control group, the adult learners have to start from scratch when they learn about English-speaking culture in all its aspects. Learning to understand western world values, and through an historic and religious perspective fully understand and accept that human rights and equality are the fundament that scaffolds democracy, takes time. Many learners have had their world changed in a very short time, they have, - so to speak, gone through a century of development during the time of their journey, from they left their homeland till arriving in Norway. Here, the modern life of today demands that everyone must adapt to a system where almost all the public services are digital and based on literacy functions. English language is just one little part of everything that must be learnt in a short time after settlement. The learners' efforts in school vary, like in the classroom of Norwegian learners. Some learners may think like the young man who did not do his homework, while many of them work very hard. Others are anxious to speak so their affective filter (Krashen,

82, p.30) prevents their learning, but they all have a common exam, which they have a strong desire to pass.

3.4 The 10th grade Group (Control Group)

The second group of exam candidates consisted of ethnic Norwegian learners of English. They had attended the regular English classes in Norwegian basic school, with ten years of English. The group numbered thirty learners. They belonged to two separate English classes, and represented a homogenous group of 16 year-old Norwegian English learners. The classes were randomly chosen, with no reference to geographic or demographic context. This group of 10th graders are the learners closest to the experimental group, as there are no ethnic Norwegian adult learners of English at this level.

On a general basis, one may say that this group of learners have a relatively high proficiency in English, with regard to reading and listening, especially. They have learnt much about language, culture and people from English- speaking communities, both in school and through different media. These learners are digital natives (Prensky, 2000), and they have been subject to digital impact from the English- speaking world their whole lives. They feel related to both cultures and language, and some of the learners in this group may find themselves as exchange students in Great Britain, Australia, New Zealand or in the USA in a year or so, as this is a future dream for many Norwegian 16 year-olds.

The adult learners were the target group/experiental group of my research. The young Norwegian English learners were the control group. The data from the questionnaire answered by the two groups of learners constituted the basis research for this master thesis.

3.5 Research Design

Adapting Richard Gardner`s AMTB to the research context

This analysis was inspired by the research methods of Richard Gardner, where he gradually innovated the motivation research through his development of the Attitude Motivational Test Battery (AMTB). A research approach based on the same principles was chosen. These

principles will be enlightened as we move on.

When Richard Gardner introduced the AMTB, it was based on more than 20 years of research. His work from the Canadian school context, where the target groups were Canadian English- speaking students learning French, and Canadian French- speaking students learning English, led to the test battery model, which could measure the non-linguistic elements of motivation in language learning. On the pathway to completing the test battery, studies have been carried out in the Philippines (Gardner and Lambert,1972), in Finland, (Laine, 1977), in Belize, (Gordon, 1980) and in American high schools (Muchnick and Wolfe, 1982). In his AMTB Technical Report (1985), Gardner points to the necessity of changing the issues as the test is transported into other contexts, saying that this should be done with careful attention to language- use in the questions asked, and the socio- cultural milieu in which the survey is conducted, to make the research as meaningful and relevant as possible.

It was necessary to make some changes to the questionnaire, to adapt the questions to the target groups, and hence some simplifications were introduced. The last two questions in the battery, pointing to attitude toward the language course and the language teacher, were left out. In the effort to simplify the questionnaire, this was one of the steps taken. The survey needed to be understandable, especially for the experimental group, focusing elements most relevant for this research. In addition, there was a certain cultural issue, connected to the act of uttering criticism towards the teacher. If they felt they had to answer questions implying criticism of teacher, respect for authority might make the learners feel quite uncomfortable. In the classes of their Norwegian peers, the situation would perhaps be slightly different. Moreover, leaving out these two questions, the focus was on attitude and motivation towards English and English speaking culture. The questions connected to these issues mainly remained the same.

Gardner`s test battery originally implements a Likert scale with the possibility to choose among seven variable answers, whether you strongly agree or strongly disagree or maybe you will rather choose an answer in between:

Strongly disagree	Moderately disagree	Slightly disagree	Neutral	Slightly agree	Moderately agree	Strongly agree
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To simplify and make answering easier, there was the choice to change the Likert form items into a model of five possible answers:

Strongly disagree	Moderately disagree	Neutral	Moderately agree	Strongly agree
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Simplifying should not make the survey less valid. Broader categories are provided by leaving out the two nuances “slightly agree / slightly disagree” and the participants have fewer options. Hence, the result from the survey will stand out more clearly. Consequently, leaving out two optional answers from the Likert scale, leads to less proliferation in the answers. The possibilities of receiving as clear answers as possible, made the reduced option Likert scale the final choice.

The last part of the AMTB concerns motivation intensity. Here the learners answer by the use of the Multiple Choice Format. Unfinished statements lead to three different endings and the learner must pick the ending most applicable to her/his opinion.

3.6 Pre – survey: Translation and wording.

Before distributing the questionnaire forms in the target groups, an important choice was taken. Having considered the language proficiency of the adult English learners, it was decided to translate the text into Norwegian. Two English-speaking persons translated the form. In that way, there was a second opinion to the correct wording in the Norwegian translation. Both groups had the questionnaire in Norwegian.

The questionnaire had a positive angling. Keeping in mind the factor from above, where the critical aspect in answering the form was considered a problematic issue to the adult group, a neutral or positive wording was considered to be the best angling to achieve a good test situation and the most valid research results. However, care was taken not to ask leading questions.

This was an anonymous test and the answers could not lead back to the participants. They did not leave their names on the papers, and references to schools or districts of the groups were not available.

Before answering the questionnaires, the learners were informed about the background for the survey. They were told that the survey was being completed to find out as much as possible about the two different groups of learners' attitude and motivation towards English language learning and English-speaking culture. The learners were also informed that the questionnaire was the basis for a master's thesis, concerning the possibilities for achievement in the exam in written English in Lower Secondary School, for candidates represented by the two groups that were the subject of the investigation. In addition, it was pointed out that the adult learners were the target group for the examination, while the 10th graders were the control group.

A year before the examination, a pilot survey was held in another adult group. The questions those learners received were different from the AMTB since the examination was conducted before the decision was taken to use Gardner's test battery. Then the focus concerned learners' background in English and learners' assessment of their own English skills in listening, reading, writing and speaking. There was also a question about the learners' and headmaster's view on the present exam practise. The answers revealed that the learners' assessed their skills highest in reading and listening, while they experienced having shortcomings in writing and speaking. Many of these participants answered that they had less than one year of English learning from their home country. Their answers to the question about exam practise showed that they thought the system was unfair, still many of these learners revealed a wish to do their best, hoping to avoid failing the exam. In this group, five out of eighteen candidates passed.

3.7 The Questionnaire

3.7.1 Questions about attitude

The questionnaire itself contained most of the items from Richard Gardner's AMT- battery. The first part of the form, contained statements connected to attitude. The learners were

expected to respond by marking the alternative in the Likert scale which best described their feelings and attitudes. The questionnaire had the following eight items of investigation.

Attitude toward learning English

Interest in English language

Attitude toward Englishmen

Attitude toward Americans

Integrative orientation

Instrumental orientation

English class Anxiety

Environmental support

Under each item there were three statements that the participants were expected to respond to by using the Likert scale. For example under "Interest in English language" the following three statements were listed:

I wish I could speak English fluently

It is important to be able to speak English because the language is spoken all over the world

I like to meet,- and speak to, English- speaking people

The item ending the first part of the questionnaire,- originally issued parental encouragement. This question is one of the items presented in Gardner`s test battery and the question came up as an attempt to highlight the difference in learning support between the two groups. Still, the question was angled in the direction of support from both parents and surroundings. This was the wording of the item:

Encouragement from parents / environment

The following statement could be responded to:

When I need some support with my English learning, I have someone, - parents or others, who encourages me.

3.7.2 Questions about motivation

The last part of the questionnaire concerned motivational intensity. The learners were asked to answer by the use of three multiple choices. The items searched for answers to learner`s behavior in the process of learning English,- in the classroom and at home, when they did their homework. They were also asked how they assessed their own effort in their learning. Three items focused the exposure to English through the use of television and the Internet, and the last five items sought to explore the desire to learn English, by finding out to what extent the learners were willing to work hard to develop their own English skills.

3.8.1 Testing in the adult groups

The situation was new to most participants in these groups, and it was important to give them all the necessary information. At the starting point of the test, the learners were informed about the Likert scale system. The participants were also introduced to the Multiple Choice Format in the last part of the test form. Talking to the teachers of the adult learners before the testing, it was made clear that the learners had to be able to complete the questionnaires without having anyone looking over their shoulders. However, as we started questioning, the learners were not to any special extent interested in keeping their answers secret. Their focus was rather to understand the questions completely. This made it necessary to take one question at a time, and make sure that they all understood and were able to answer each question. The learners were reassured that the question form had no right or wrong answers, since people have different opinions. In this respect, all answers would be right. Through the process of answering the questionnaire, the learners had the possibility to ask questions, when something was unclear to them. Some of them did. In each group, the survey was completed in 45 minutes. Then, there was no stress involved, and the

learners had enough time to complete the answers. By answering one question at a time, this may lead to consensus. Still, the participants were thoroughly informed that there were no right or wrong answers. They were told they had to their own opinion.

In the two experimental groups, the survey was conducted within the same week.

3.8.2 Testing in the 10th grade group

Two separate English classes were tested. In both classes, polite and interested learners immediately understood the purpose of the study. There was a good atmosphere in both classes. Both teachers were dedicated and seemed to connect well with their pupils, who were hardworking and clever learners, according to their teachers.

In the 10th graders' classrooms, the process of introducing the testing tool was rather a contrast to the same procedure in the adult groups. While everything had to be thoroughly explained in the first setting, both 10th grade groups were used to answering questionnaires of different kinds and signalled that this was really not difficult at all. They were regularly asked to evaluate their learning in the different subjects, as well as their wellbeing in school, and they were often involved in task solving processes, which implemented structures like the one in the questionnaire. In these groups, the questionnaires were answered in 10 minutes. Like one of the teachers said at the starting point of filling out the forms: "This will not be a problem. They are clever learners, and they are used to reading English texts".

The results from the survey were transferred to a graphical overview, to be compared to the results from the experimental group. Eventually, the results were visualized in percent in the result chapter. The four surveys were conducted within a period of three weeks.

3.9 Strengths and weaknesses of method

A weakness of the method is the lack of piloting of the questionnaire. However, - in an early phase of the research, before choosing the AMT- battery as method, a group of 18 adult learners answered a list of questions concerning their education background and their thoughts about possibilities to achievement in the exam in written English. The English learners were also asked to assess their own skills in English listening, reading, speaking and

writing, where the learners assessed their listening and reading skills to be the best. The response to these questions gave valuable basic information about the adult group.

By interviewing learners and especially teachers, the perspective would have been wider. Still, as the intention of the survey was to find differences between the two groups of learners, and considering the time available, these other perspectives were left out.

Eventually, Richard Gardner`s test battery stood out as the significant choice of method, which set the perspective of attitude and motivation to be the best way to measure differences in the groups. The use of the well-established AMTB tool, will be regarded a methodological strength.

3.10 Validity and reliability

Have the participants in the experimental group as well as in the control group fully understood the questions? In the control group the pupils finished answering quite quickly without much hesitation. They hardly asked for help.

From experience, it is a known fact that learners in the adult group do not signal every time they have problems understanding given information. They may take a chance on meaning, or they ignore the message and go on to the next task. Concerning the last option, going through the questionnaire the result shows that the adult learners have answered almost all the items. They have not, to a larger extent than the 10th grade group, skipped answering. However, there may be answers given that are wrong according to the answerer`s real perspective. During the questioning, precautions were taken to prevent misunderstandings among the adult participants. By using Norwegian in the questionnaire and focusing the questions one by one, information and support helped the participants in their answering process. This was considered necessary, despite the risk that the approach could be leading to consensus. On the other hand, information given to the participants about being subjective in their answering, aimed especially at avoiding a consensus issue.

There were two teachers present during the survey. Both gave information and explanation when it was necessary. There is one of the questions asking about learner`s interest in English learning. Considering that there were teachers present in the classroom, this item may give a perspective pointing to their present English teacher. The wording in this multiple choice question is:

I find learning English

- a. Not interesting at all
- b. Not more interesting than other subjects
- c. Very interesting

In the experimental group 27 answered “ very interesting ”. 2 answered “ not more interesting than other subjects ” and 1 answered “ not interesting at all ”. In the control group 15 answered “ very interesting ” and 15 answered “ not more interesting than other subjects ”. As a total, the positive interest in English is present in both groups. However the adult participants report they are more interested in English than the control group. The question about the groups answering honestly can hardly be answered here. However, the participants answered without curious teachers standing behind their backs. They answered anonymously and they would hardly benefit from their answers in any way. Hence, it is not likely that they would give answers to please the teachers.

The four participating groups are randomly selected. In addition, they belong in different schools, in three different municipalities. These schools have no connection, they do not cooperate and the groups are not communicating in a way that could influence the reliability of the survey.

The survey consists of a small sample with few participants in each group. The 30 learners in each group can hardly completely represent their respective national groups of learners. Nevertheless, the largest differences between the groups occur by the participants` answers having a limited dispersion, which suggest there may be reason to believe that the result is representative.

Some participants have not answered all of the items but this is not a general problem throughout the survey. And the number of missing answers is few.

It may also be, that the control group is more dedicated to school and English learning, than 10th graders in general. The scattered ethnography within the control group may also to a certain extent, neutralize the factor of the socio economic conditions in the control group.

The survey does not conclude whether the findings on the experimental group and the control group are to extrapolate on the two larger population groups of English learners. However, a limited dispersion within the findings suggests that the survey result may be valid on a population base.

4. Results

4.1. Introduction

The results support the hypothesis about the two groups being different in their approach towards English learning. They also reveal both interesting and surprising findings showing unexpected similarities.

The AMT battery measures attitude and motivation for learning English, and in addition, it explores language anxiety in the two groups. The results are presented successively starting with the learners' attitude, followed by classroom anxiety, and finally, the learners' motivation is analyzed which also includes the questions about the learners' exposure to English. In the following the results of the questions will be shown in tables.

These are the abbreviations used:

E (Experimental group), C (Control group).

SD (Strongly disagree), MD (Moderately disagree), N (Neutral), MA (Moderately agree),

SA (Strongly agree).

There is a summary at the end of each section.

4.2 Attitude

4.2.1 Attitude to Learning English (Table 1)

- a. English is an important subject in Norwegian school
- b. I want to learn as much English as possible
- c. I really like learning English

Table 1: Distribution of responses (%) among adult refugee learners(E) and ethnic Norwegian 10th graders(C) on attitude to learning English.

Groups: E=Experimental C=Control		SD Strongly Disagree	MD Moderately disagree	N Neutral	MA Moderately agree	SA Strongly agree
a	E	0	0	0	10	90
	C	0	0	0	13.3	86.7
b	E	0	0	0	0	100
	C	0	0	0	20	80
c	E	0	0	0	3.3	96.7
	C	0	0	20	40	40

Both groups respond similarly positively to question a. In question b, all the participants in the adult group strongly agree. 80% of the 10th graders answer the same and 20% moderately agree. Still, these answers do not show any great difference. However, question c leads to a considerable distance between the groups. While 96.7% of the adults answer they really enjoy learning English, only 40% in grade-10 agree. 40% in this group moderately agree that they enjoy learning English and 20% are neutral. This is surprising, as the adult learners struggle more in their learning. Consequently, they could be expected to give answers that were more negative to the subject.

4.2.2 Interest in English Language (Table 2)

a. I wish I could speak English fluently

b. It is important to be able to speak English because the language is spoken all over the world

c. I like to meet and speak with English- speaking people

Table 2: Distribution of responses (%) among adult refugee learners and ethnic Norwegian 10th graders on interest in English language.

		SD	MD	N	MA	SA	No answer
a	E	0	0	0	20	8	
	C	3.3	0	3.3	3.3	90	
b	E	0	0	0	3,3	93.3	3.3
	C	0	0	0	3.3	100	
c	E	3.3	0	13.3	16.6	63.3	3.3
	C	0	0	53.3	20	26.6	

There are no great differences in the answers from the a and b questions, while question c leads to an interesting result. 63.3% of the adults answer that they strongly agree. They show a larger interest in meeting and speaking to English- speaking people than the 16 year-olds. 26.6% in the control group give the same answer. Maybe age and experience matter in finding an explanation to these answers.

4.2.3 Summary

Both groups respond positively to English being an important subject in Norway but the adult group, who struggle the most in their learning, show considerably larger agreement to the statement “ I really enjoy learning English “. The adult group also show the largest interest in meeting and speaking to English- speaking people.

4.3 Attitude towards English- Speaking People

4.3.1 Attitude towards Englishmen (Table 3)

- a. I have always admired Englishmen
- b. Englishmen are friendly and polite
- c. The more I learn about Englishmen, the more I like them
- d. I would like to know Englishmen better

Table 3: Distributions of responses (%) among adult refugee learners and ethnic Norwegian learners on attitude towards Englishmen.

		SD	MD	N	MA	SA	No answer
a	E	6.6	3.3	36.6	16.6	36.6	
	C	0	6.6	63.3	30	0	
b	E	3.3	10	36.6	16.6	33.3	
	C	0	3.3	16.6	60	13.3	6.6
c	E	3.3	6.6	16.6	26.6	43.3	3.3
	C	0	3.3	60	30	6.6	
d	E	0	0	26.6	16.6	56.6	
	C	0	0	40	40	20	

The question about admiration of Englishmen also leads to a surprising distance in answers from the groups. In the adult group 36.6% of the participants strongly agree, while none of the 10th grade learners answer the same alternative. 36.6% of the adult learners are neutral and so are 63.3% in the control group. The next question, whether Englishmen are polite and friendly, is quite similarly answered if we consider both alternatives strongly agree and moderately agree together. 50% of the adult learners find Englishmen friendly and polite, while 73.3% of the 10th graders think the same but it is worth noticing that in the adult group 33.3% chose strongly agree. 13.3% in the control group picked the same answer. The next item shows larger difference between the groups. 70% of the adult learners answer that the more they learn about Englishmen the more they like them. 43.3% strongly agree, while 26.6% agree moderately. In the control group, 36.6% express the same positive attitude and 6.6% strongly agree. The adult group tend to have mainly positive feelings towards Englishmen, something which is outlined even more as we notice that 73.3% in this group would like to know Englishmen better. 56.6% of them strongly agree. 20% in the grade-10 group answer the same, while 40% answer they moderately agree. The results come as a surprise because many of the adult learners have scarce knowledge about British history and British culture when they are introduced to lower secondary school education.

A comparison of attitude towards Englishmen and Americans will follow. Firstly there will be an overview of the answers to the questions about attitude towards Americans.

4.3.2 Attitude towards Americans (Table 4)

- a. I have always admired Americans
- b. Americans are friendly and polite
- c. The more I learn about Americans the more I like them
- d. I would like to know Americans better

Table 4: Distribution of responses (%) among adult refugee learners and ethnic Norwegian learners on attitude towards Americans.

		SD	MD	N	MA	SA	No answer
a	E	3.3	3.3	46.6	30	6.6	10
	C	6.6	3.3	53.3	20	13.3	3.3
b	E	3.3	6.6	50	16.6	23.3	
	C	0	3.3	60	26.6	10	
c	E	3.3	3.3	30	36.6	23.3	3.3
	C	0	6.6	43.3	40	10	
d	E	0	3.3	36.6	20	40	
	C	0	0	36.6	33.3	30	

One of the aims of the survey was find out if differences in attitude towards the two English-speaking cultures, Englishmen and Americans, would appear from the results. Asking about the admiration towards Americans, 36.6% in the adult group answered strongly agree and moderately agree, 6.6% of them strongly agreed. The 10th grade group had a similar distribution of response as 33.3% of the learners gave the answers strongly and moderately agree, 13.3% of them strongly agreed. Hence, the difference between attitudes towards Englishmen, was more significant than towards Americans. And the 10th graders obviously admire Americans a little more than Englishmen. Many participants in both groups chose “neutral” to the question about admiration. This may be a difficult question to answer for many learners, who may feel a distance towards these English-speaking groups. Meeting Englishmen and Americans through the media does not give these learners enough reference to be able to say whether they admire them or not. Consequently, admiration statements are responded to quite carefully. Admiration towards a whole national group of people is rarely expressed but in this survey we find the surprising result that many adult learners admire Englishmen as a group. The next three questions asking about friendliness and politeness among Americans resulted in neutral responses from half of the participants in both groups. So they do not really know how friendly and polite the Americans are. However, both groups seem to have the impression that Englishmen are more friendly and polite than Americans. On the statement expressing interest in learning more about English or American culture and people, both groups generally respond positively. The experimental group show some more interest in expanding their knowledge about especially Englishmen

but also Americans, while the control group show the most interest in American people and culture.

4.3.3 Summary

The results from the statements concerning attitude towards Englishmen and Americans, show that the largest difference is to be found in the groups` attitudes towards Englishmen, where the adult group signalizes significantly more admiration. Generally, the adult group is more positive towards both English and American people and culture in their answering. The 10th graders show a little more interest in Americans than in the English. If we examine the number of tenth graders who chose strongly agree to the four items about Englishmen and Americans, we find that while 33.3% strongly agree to the items describing the participants` most positive attitude towards Englishmen, 63.3% respond the same about Americans.

4.4 Motivational Orientation

4.4.1 Wish to Integrate with English- Speaking Culture (Table 5)

- a. Learning English is important because it will make it possible to meet and speak to interesting English- speaking people
- b. Learning English is important because it will enable me to understand English and American culture better
- c. Learning English is important because I will be able to participate in activities with people from other cultures

Table 5: Distributions of responses (%) among adult refugee learners and ethnic Norwegian 10th graders on their wish to integrate with English- speaking culture.

		SD	MD	%			No answer
				N	MA	SA	
a	E	6.6	0	3.3	3.3	83.3	3.3
	C	0	0	3.3	26.6	70	
b	E	3.3	6.6	3.3	20	66.6	3.3
	C	0	0	13.3	50	33.3	
c	E	0	0	6.6	10	83.3	
	C	0	0	6.6	43.3	50	

Evaluating the statements on integrative orientation into English- speaking cultures, there is the first statement saying that learning English will make it possible to meet and speak to interesting English- speaking people. Here 83.3% of the adults and 70% of the grade-10 learners strongly agree. Secondly, the statement saying that learning English will make me understand English and American culture better, is strongly agreed to by 66.6% of the participants from the experimental group and 33.3% from the control group. 20% of the adult learners respond moderately agree and 50% of the grade-10 learners answer the same. The adult participants may have limited knowledge about English- speaking culture, thinking increased language skills will make general improvements, while the members of the control group may tend to experience they have more English speaking cultural knowledge. It is worth noticing though that strongly agree and moderately agree measured together, give almost similar results in the groups.

The last question about integrative orientation concerns the participants` agreement to English language as a way to achieve abilities to participate in intercultural activity. The experimental group responds by 83.3% strongly agree and 10% moderately agree. The control group has 50% answering strongly agree while 43.3% answer they moderately agree. Again the results show that the adult learners have the strongest belief in English language as an important integrative factor. The control group shows the same attitude but to a minor degree. The experimental group`s integrativeness is both surprising and impressive. They have recently arrived in Norway, and they struggle to learn their second language. Still, they are interested in,- and convinced about the importance of,- learning a third language. They are strongly aware of the positive effect of such knowledge. The grade- 10 learners have the same knowledge, still, they are younger and they seem less occupied by the thought of intercultural activity.

4.4.2 Instrumental Orientation (Table 6)

There were three items focusing instrumental orientation, where English language was considered an important competence for knowledge development and the possibility of getting a job.

- a. Learning English is important because I will need it in my future career.
- b. Learning English will make me a more knowledgeable person.
- c. Learning English may help me to get a job.

Table 6: Distribution of responses (%) among adult refugee learners and ethnic Norwegian 10th graders on their instrumental orientation.

		SD	MD	N	MA	SA	No answer
a	E	0	3.3	0	16.6	80	
	C	0	0	16.6	20	63.3	
b	E	0	10	0	6.6	80	3.3
	C	0	0	0	26.6	70	3.3
c	E	3.3	3.3	10	13.3	70	
	C	0	0	3.3	30	63.3	3.3

80% of the adult learners answer strongly agree to the statement a, while 63.3% in the control group say the same. 16.6% of the adults and 20% from the control group answer moderately agree. They generally find English language useful in order to make a career. The statements do not reveal participants thoughts about their own career prospects from their own English skills. However, the group of 10th graders seem to pay a little less attention to possibilities of a future career, something which is understandable considering their young age. Statement b pointing to English as a mean of becoming a more knowledgeable person, is responded to by 80% strongly agree answers in the experimental group. 6.6% of the learners moderately agree. In the control group 70% answer strongly agree, while 26.6% give the answer moderately agree. The groups answer quite similarly to this question. The next statement aims at finding whether English is considered helpful in a general situation applying for a job. Here the two groups answer almost the same, saying that in order to apply for a job, English skills will be useful. Strongly agree makes 83.3% of the answers in the adult group and 93.3% in the grade-10 group.

4.4.3 Summary

English language makes possible interesting meetings with English- speaking people. Both groups agree to this statement. The adult participants respond more strongly to the statement that learning English will make it easier to understand English and American culture. Generally, one may say that the experimental group to a larger extent than the

control group shows a consciousness about English as an integrative factor towards English-speaking people and culture. Statements concerning instrumental orientation show that the two groups give quite similar opinions, saying that English is definitely useful in order to get a job and a career. They also think it will make them more knowledgeable.

4.5. Classroom Anxiety and Environmental Support

4.5.1 Classroom anxiety (Table 7)

- a. It embarrasses me to volunteer answers in the classroom
- b. I always feel that the other students speak better English than me
- c. I feel nervous and confused when I speak in my English class
- d. I am afraid that the others may laugh at me when I speak English

Table 7: Distribution of responses (%) among adult refugee learners and ethnic Norwegian 10th graders on classroom anxiety.

		SD	MD	N	MA	SA	No answer
a	E	3.3	16.6	13.3	23.3	43.3	
	C	36.6	36.6	10	13.3	3.3	
b	E	3.3	13.3	30	16.6	33.3	3.3
	C	26.6	23.3	26.6	10	13.3	
c	E	10	10	10	16.6	50	3.3
	C	40	30	13.3	6.6	6.6	3.3
d	E	36.6	13.3	10	16.6	20	3.3
	C	63.3	23.3	10	0	3.3	

The two groups show differences in their anxiety in the classroom. In the experimental group 43.3% say that they strongly agree to the first statement. 23.3% moderately agree. Only one of the adults answer strongly disagree. In the control group 36.6% strongly disagree and 36.6% moderately disagree. The groups` attitudes in the classroom seem quite opposite as the adults feel much more embarrassed. The next statement about peers performing better than themselves, gives almost the same distribution of answers. The experimental group has 33.3% strongly agree and 16.6% moderately agree, while in the control group 26.6% strongly disagree and 23.3% moderately disagree. The adult group had 30% neutral answers, compared to 26.6% in the control group. In statement c, about nervousness when speaking, 50% in the adult group answer they strongly agree and 16.6%

say they moderately agree. The grade-10 learners report that 40% disagree strongly, and 30% moderately disagree. The pattern repeats itself. In the last item the participants answer if they are afraid of peers laughing when they speak. 36.6% of the adult learners say they strongly disagree, and 13.3% disagree moderately. In the group of young Norwegian learners 63.3% strongly disagree while 23.3% moderately disagree. We notice that the young Norwegian learners report significantly less fear of their peers' laughter when speaking English.

The last item in the attitude section is about environmental support.

4.5.2 Environmental Support (table 8)

- a. When I struggle with English I have someone who can help me.

Table 8: Distribution of responses (%) among adult refugee learners and ethnic Norwegian 10th graders on their environmental support.

		SD	MD	N	MA	SA	No answer
a	E	13.3%	3.3%	13.3%	3.3%	63.3%	3.3%
	C	3.3%	0	0	16.6%	80%	

63.3% in the adult group report they strongly agree to the statement. 80% of the Norwegian learners report the same. 3.3% of the adults and 16.6% young learners moderately agree. All in all, this result reveals a surprising similarity in the groups, concerning environmental support.

4.5.3 Summary

The adult group reveal significantly higher degree of classroom anxiety than the 10th grade group. These learners feel more embarrassed when speaking, they feel that others speak English better than themselves and they are more nervous and confused when they speak in the classroom. Their Norwegian peers show larger confidence in their own English skills. They also report less fear for their peers laughing at them when they speak English. The control group report more environmental support. Still,- more than half the adult group answer that they receive help when they struggle.

4.6 Motivation Intensity (Table 9 – 23)

The following items were about the learning situation in class and at home. They concern learning behavior related to classroom activity and the learners` own autonomy. In addition, there are questions about learners` language exposure and to what degree the learners find learning English interesting. They were statements leading to three multiple choice answers. Under each overview the results will be commented.

4.6.1 I think about what I have learnt

Table 9: I actively think about what I have learnt in my English class

	Experimental group %	Control group %
a. Often	73.3	13.3
b. Hardly ever	0	13.3
c. Once in a while	23.3	70
No answer	3.3	3.3

The table shows that in the adult group 73.3% answer they spend much time thinking about what they learn in English. In grade- 10, 13.3% report that they often think about what they have learnt. Still, once in a while 70% of them reflect on what they have learnt in class.

4.6.2 When I do not understand

Table 10: When I have problems understanding what we learn in class, I

	Experimental group %	Control group %
a. Immediately ask the teacher for help	83.3	90
b. Only seek help just before the exam	13.3	3.3
c. Never ask	3.3	3.3
No answer		3.3

The learners in both groups report they ask the teacher for help immediately when they do not understand. 13.3% of the adult learners report they only seek help just before exam, something which is a surprise. Still, only a few learners give that answer.

4.6.3 When I do my homework

Table 11: My homework

	Experimental %	Control %
a. I put some effort into it but not as much as I could	50	33.3
b. Work very carefully, making sure I understand everything	46.6	56.6
c. Just skim over it	3.3	3.3
No answer		6.6

The answers to this item show that almost half the adult group works very carefully, while more than half the control group does the same. Looking back to the first statement under motivational intensity, remembering the adult groups' answers about how much they think about what they learn in class, these learners may have a feeling that no matter how much they work, it will not be enough. Many learners from the control group report they only once in a while think about what they learn in class, still, - 56.6% of them report they work very carefully to understand everything.

4.6.4 How I study

Table 12: Considering how I study

	Experimental %	Control %
a. I do just enough work to get a long	20	33.3
b. I will pass on the basis of sheer luck	16.6	10
c. I really try to learn English well	63.3	56.6

There is a similarity between the groups since more than half the learners in both groups report they do their best to learn English well. More learners from the control group than from the adult group answer they do just enough to manage, while more learners from the experimental group say they are lucky to pass. However, - the important message in this section is that the majority in both groups really try to learn English well.

4.6.5 In class

Table 13: When I am in class

	Experimental %	Control %
a. volunteer answers as much as possible	66.6	56.6
b. answer only the easiest questions	26.6	36.6
c. never answer	3.3	3.3
No answer	3.3	3.3

Even if the adult learners feel more anxious to speak, most of them report they answer as much as possible, not only the easiest questions. The answers do not differ much in the two groups.

4.6.6 Having my assignments back

Table 14: When I have my English assignments back I

	Experimental %	Control %
a. correct mistakes and rewrite them	56.6	3.3
b. put them away and forget	3.3	6.6
c. look them over but do not bother to correct mistakes	33.3	86.6
No answer	6.6	3.3

The effort being made in order to learn from assignment mistakes is much stronger in the experimental group than in the control group. More than half the group report they correct mistakes and rewrite them, while the majority of the 10th graders just look over without correcting.

4.6.7 Summary

The learners in the experimental group report that they more actively think about what they learn in the classroom. However, - a contradiction appears as most learners from the control group answer they work very hard to understand everything, even if they report to think less about what they learn. Both groups report that they really try to learn English well and in the classroom, both groups say they actively volunteer answering. However, the adult group tend to more actively learn from their mistakes, as they, to a larger extent, correct and rewrite when they have their assignments back.

4.7 Exposure to English Language and English- Speaking Culture

4.7.1 English language from media

Table 15: I watch television / internet in English language

	Experimental %	Control %
a. every day	40	80
b. every week	50	16.6
c. never	10	0
No answer		3.3

The control group learners are actively using English in media like films or series on television or the Internet, to a larger extent than the experimental group. 80% report they watch daily. Even if 50% of the adult learners answer they watch every week, one may expect that the daily exposure to the target language would have a stronger effect on the daily watchers` language development than the weekly language exposure for the weekly watchers. Hence, the result may be seen as a sign suggesting that the control group learners are much more affected by the target language outside the classroom than the experimental group.

4.7.2 Mother tongue from media

Table 16: On television and internet, I use mother tongue texting

	Experimental %	Control %
a. always	13.3	10
b. sometimes	50	66.6
c. never	33.3	16.6
No answer	3.3	6.6

The answers to this statement are perhaps surprising, as we notice more learners from the control group use texting in their mother tongue. This result calls for different explanations. The adult learners may not have the possibility for texting in Dari, Tigrinya or Arabic, because the translation programmes do not serve these languages as an option. On the other hand, texting in Norwegian, may be a choice. But it is not their mother tongue. The young learners in the control group report that a majority use Norwegian texting. The suggestion may be that although they feel they understand and speak English well, reading English is more

difficult, especially if they must read quickly. Secondly, Norwegians in general are very used to subtitling. There is a tradition in Norwegian cinemas and television, using Norwegian subtitling instead of spoken synchronized translations (dubbing) which is common in many other countries, like Germany, France and Spain.

4.7.3 English on social media

Table 17: On social media I write and speak English

	Experimental %	Control %
a. never	16.6	13.3
b. sometimes	73.3	63.3
c. almost always	6.6	20
No answer	3.3	3.3

When interacting on social media, 79.9% in the adult group and 83.3% in the grade-10 group answer that they sometimes or almost always speak and write English. This is a surprising similarity in the groups. There are 20% of the grade-10 pupils who almost always use English on social media, while only 6.6% in the adult group give the same answer. The learners in the experimental group have contact with their families on the Internet via Facebook and Skype mostly. They also communicate by the use of e.g. WhatsApp or Snapchat.

This communication may basically be oral, which is the easiest and fastest choice of conversation. However, one should expect family communication to be in their native language, not in English. Still, such English communication in social media will perhaps generate speaking skills but not give that much language stimulation related to the learners' writing abilities. However, the six learners (20%) in the control group who report they almost always communicate in English may also be found in the group who report they read a lot of English.

4.7.4 Music and language

Table 18: When I have the choice to listen to music in my own language or music in English, I

	Experimental %	Control %
a. always choose music in my own language	36.6	0
b. choose music in different languages	46.6	26.6
c. almost always choose music in English	13.3	70
No answer	3.3	3.3

Music is an important element of motivation in language learning. The statement above concerns how language is affected by English-speaking music and culture through song texts. The experimental groups' answers indicate that these learners primarily seek music in their own language. This indicates the need for maintaining contact with L1 culture through the music. The members of the control group do not have the same situation concerning their cultural affiliation as they generally choose music in the English language. This statement also points to an area where exposure to the target language and target language culture differs significantly between the two groups.

4.7.5 What language do you prefer used in the classroom?

Table 19: In class I wish

	Experimental %	Control %
a. To have a combination of English and Norwegian spoken	46.6	30
b. To have as much English as possible spoken	40	50
c. To have only English spoken	13.3	16.6
No answer		3.3

There is no significant wish in either of the groups to have only English spoken in the English learning classroom. They all seem to want the possibility to have L2/L1 as a support in their learning. The members of the control group have of course a great advantage having their native language as the support, relative to the members of the experimental group who have to manage using their L2 as the school language.

4.7.6 What language would you prefer to use outside school?

Table 20: If I could speak English instead of Norwegian outside school I would

	Experimental %	Control %
a. never speak English	0	0
b. speak English the most	10	40
c. speak Norwegian the most	90	56.6
No answer		3.3

Another surprise emerges finding a strong wish among the Norwegian learners to speak English outside school. Almost half the group, 12 learners (40%), - would like to speak English, something which indicates that these learners have a strong confidence in their own ability to speak the language. The answers also express the strength of both integrative and instrumental motivation in the group as many of them want to speak their second language more outside school. Only three adult learners say that they would speak English the most. 27 adult learners would rather speak Norwegian. This result may point to their feeling of lack of competence in speaking English but it may also come from their integrative motivation as they wish to learn more Norwegian. The present motivation to learn L2 in the groups is quite strong but the two groups' L2 are different. English is in fact not the 10th grade pupils' L2 but as earlier mentioned it is more like a second language than a foreign language (FL) to them.

4.7.7 If I could choose to learn English or not

Table 21: If I could choose whether or not to learn English I

	<i>Experimental %</i>	<i>Control %</i>
a. would learn English	96.6	96.6
b. would not learn English	0	0
c. do not know what to choose	3.3	3.3

As pointed out in 4.7.6 the experimental group seems to have a high motivation to learn L2, which is Norwegian. In 4.7.7 the answers to the statement reveal that they also very much want to learn English. The two groups show exactly the same motivation intensity in learning English. However, while Norwegian 10th grade pupils can concentrate on their L2, the adult learners have to process two languages. Learning English (TL) means involving Norwegian (SL) since Norwegian is the school language. Their challenge in language learning has an extra dimension with three languages involved. Hence, they will have to work harder and most likely they will struggle more.

4.7.8 How do you think about learning English?

Table 22: I find learning English

	Experimental %	Control %
a. not very interesting	3.3	0
b. not more interesting than other subjects	6.6	50
c. very interesting	90	50

Again the answers to the statement are surprising, finding the experimental group being far more positive to the language learning itself, than the control group. Although the adults must work harder to learn, processing English through Norwegian, they reveal a strong motivation for the language learning process, which they find very interesting. In the method chapter these answers were mentioned in the perspective of validity, since the teachers were present when the survey was conducted. This must of course be taken into consideration in the discussion. However, learning English may be a new and inspiring experience to the adult learners, while the control group has learnt English for many years. This fact may of course influence their learning motivation. They may be more easily bored.

4.7.9 English reading

Table 23: I read English books and newspapers

	Experimental %	Control %
a. quite often	33.3	26.6
b. never	16.6	10
c. not very often	50	60
No answer		3.3

33.3% in the experimental group report that they read English books and newspapers, 16.6% never do, while 50% read but not often. This result fits quite well with the results from the control group, saying that 26.6% read books and papers, 10% never read, while 60% hardly read. In 4.7.3 there were 20% of the 10th grade pupils reporting that they almost always wrote and spoke English on social media. The group in 4.7.9 reporting they quite often read English books and newspapers, may coincide with them. They both show a specific interest in English language in the way that they actively both interact in English but also acquire new information through their L2. Only two(6.6%) adult learners reported to speak and write

English when they interact on social media, while 33.3% of them quite often read English books and newspapers. This result may be due to the need to catch up with news from their home countries and such news may be distributed in English. However,- considering the number of participants saying they read English in books and newspapers in both groups, the answers from the control group may be considered to be more valid than the answers from the adult participants. In the adult group they may have thought that reading English in textbooks in school, counts as “ English books and newspapers “. This recognition is caused by the fact that information was not specifically given in order to avoid this misunderstanding. It should have been done during the carrying out of the survey.

4.8 Summary

From the section measuring motivational intensity, several interesting results are discovered. The 10th graders report they use English- speaking media more than the experimental group, something which suggests that they are more affected by the target language and target language culture than the experimental group. However,- the answers also reveal that the control group uses mother tongue texting more. This indicates they may find reading difficult if they must read quickly. If texting in native languages was more available, the answers would perhaps have been different. On social media the two groups show similarity in their interaction but more Norwegian learners report they always use English and may be expected to profit from their practice. The grade-10 pupils report to listen to English- speaking music mostly, while many of the adult learners only listen to music in their mother tongue. Both groups prefer to have a combination of English and Norwegian spoken in the classroom and both groups tend to have the wish to be able to speak their second language outside school. While the adult learners would like to speak Norwegian, the 10th graders wish to speak English more. This may indicate that the experimental group may have a similar motivation in learning Norwegian as the control group has in learning English. Both groups answer they would learn English if learning was up to them to decide but the experimental group is far more enthusiastic about the English learning itself. Reading English books and newspapers is not a widespread activity, either in the experimental group, or in the control group. As it turns out, the control group does not read significantly more

English than the experimental group. Their language exposure seems to come from using different kinds of media.

The following chapter will discuss these results connected to the theories in Chapter 2, introducing the perspectives of educators, as well as Norwegian educational authorities.

5. Discussion

5.1 Introduction

The results described in the previous chapter show that the experimental group and the control group differ in many of their answers towards attitude and motivation in English learning. Furthermore, the study shows differences in classroom anxiety and language exposure. There are also similarities in the groups' answers that are worth noticing. The present chapter will discuss the results in light of a theoretical perspective, and the implications for these learners' achievement at the Lower Secondary exam in written English. However, - it is important to keep in mind that the number of samples in the survey is limited, and hence, they may simply provide an indication of the opinion of the two national groups of learners.

In the Background chapter (p. 12) and the Method chapter (p. 50), the adult group's situation related to settlement, background, education, culture and language is described. The heterogeneity of the group has been addressed. The discussion will draw on these important factors in order to provide a contextual understanding of the results.

This chapter will also comment on the present exam structure, and give a brief account of the plans introduced by the Norwegian Ministry of Education and Research through White Paper 16 (Stortingsmelding 16), to alter elements of education to suit the adult learners with a refugee background. In addition, factors that may affect English learning in the adult group in a positive direction will be introduced.

5.2 Main Findings

The results indicate that the experimental group of adult learners enjoy learning English even more than the control group of 10th graders. 96.6% of these learners answer they really enjoy learning English. The control group also enjoy learning English but only 40% strongly agree about really enjoying learning the language.

In the experimental group, we find a strong degree of admiration towards Englishmen. They do not have the same attitude towards Americans, even if the adult group often give more

positive answers about both Englishmen and Americans than the control group. The control group, however, show slightly more interest and positive attitude towards Americans.

One may say that the experimental group, more than the control group, emphasize English as an integrative factor towards English-speaking people and culture. They have slightly less focus on the benefits from English in getting a job (83.3%) than the control group (93.3%). However, this group mainly concentrate on finding work in Norway, where Norwegian is more expedient.

Classroom anxiety has a considerably higher score in the experimental group. This group report significantly higher classroom anxiety than the 10th grade group, as they report being more embarrassed when speaking. 43.3% in the experimental group report they strongly agree about being embarrassed when they must speak, while 3% in the control group answer the same. The adult learners also feel that other learners speak English better (33.3% strongly agree), and they are more nervous when speaking in the classroom (50% answer strongly agree, 6% in the control group).

The experimental group often thinks about what they have learnt (73.3%), and many of them correct their mistakes when they get back their assignments (56.6%). The control group reports they just occasionally think about what they have learnt (70%), and they only sometimes correct their assignment mistakes (86.6%).

The control group are more exposed to the English language and English-speaking culture. 80% report to use English-speaking media every day. 40% in the control group report the same. When listening to music, 70% in the control group say they just listen to English-speaking music. The experimental group listen to music in different languages (46.6%). However, 36.6% choose music in their mother tongue.

5.3 Discussion of Main Findings

5.3.1 Adult refugee learners enjoy learning English more

As it appears, the adult learners enjoy learning English more than the 10th graders. This indicates that their intrinsic motivation could ease their learning, as they really enjoy the

activity itself (Deci & Ryan, 1985) (Theory, p. 36). However, this finding is surprising, since the learners already struggle to learn Norwegian, and might find learning a third language an extra burden. As their Norwegian is limited, it only slightly supports their English learning. Both Jessner (2001) and Nesse (2008) find that L3 learners clearly benefit from a well established L2 in their language learning, especially when there are similarities between L2 and L3. The same result appears in Mägiste`s Swedish study (84), which points to this synergetic effect in multilingual learning as the Swedish language is a support for minority background children in their English learning (Theory, p. 21). On the other hand,- the adult learners know that Norwegians speak English very well and they notice that learning English is important, as elements of English language and culture are constantly present as a part of Norwegian daily life. In addition, learning about English language and culture may be a new and inspiring experience to them. The 10th graders, who have been learning English from an early stage, may not feel the same enthusiasm. The 10th grade group seem to learn English almost as naturally as they learn Norwegian. Both languages are very important, and it would be unthinkable not to learn them.

Unlike the ethnic Norwegian learners, the adult learners with a refugee background have, most likely, experienced that being able to communicate in English can be of the greatest importance. Deci and Ryan`s theory on self- determined motivation (85) illustrated how extrinsic motivation leads to action in order to avoid something unpleasant (Theory , p.36). Hence, one may conclude that self- determined motivation strengthens the adult learners` positive attitude towards English learning, something which indicates that their attitude is not a hindrance for a positive language development, it is rather a strongly supportive element for learning.

The adult learners show a great interest in meeting and speaking with English- speaking people. This may stem from a wish to practise their L3 and learn more about the target culture. A possible explanation of the control group being less eager to socialize with English- speaking people, may be that 16 year-olds, represented by the control group, are not used to meeting native English- speakers,- hence they may be shy, thinking that speaking English “ live” is a bit “spooky”. Members of the adult group find it much more natural to communicate in their quite limited English, than members of the control group, who may have a more extended vocabulary. Many young Norwegians also have an English

pronunciation almost without an accent. However,- the adult learners have experienced the need for competence in English language on their way through Europe, and they may have a natural attitude towards English as a lingua franca which the younger learners have not yet achieved. Both groups would, however,- benefit from boosting their language through immersion in English during a limited period of time. DMC, Directed Motivational Currents would,- according to Zoltan Dörnyei, represent an inspiring flow of language influence that could contribute to these learners` expanding their language proficiency (Theory,p. 46). Dörnyei describes how learners are strongly motivated to work hard if their task implements the right boosting effect. Finding English- speaking participants for such English immersion in Norway, may be a challenge. However, - it is possible. Maybe the two groups of learners could join forces? Most young Norwegians today possess substantial language skills in English and could hence make a considerable contribution to the adult learners` language practice in English. Inspired by Swain`s Collaborative dialogues (2000, p.97), well- structured meetings for conversation between the groups would be a possibility for the adult learners to develop their English skills, while the young Norwegian participants could have an opportunity to develop their multicultural understanding.

Returning to the exam focus, such structured meetings for conversation must aim at securing learning conditions and learning aims adapted to the adults` level of proficiency, rather than reaching for goals that are currently unachievable.

5.3.2 Adult refugee learners` admiration towards Englishmen

The 10th grade learners show a little more interest in Americans than in Englishmen, and they admire them slightly more. The reason for this difference may be found in this group`s large culture exposure through the American movie- and music industry. Still,- their degree of admiration is quite small. Most answers are neutral to the admiration question. The experimental group are generally more positive in their answering, and they especially signal that they admire Englishmen much more than Americans. A possible explanation may be that Great Britain,- as one of the most powerful nations in Europe, holds a certain status. Both groups seem to think that Englishmen are more friendly and polite. The adult learners generally lack knowledge about Great Britain and the USA. They know little about English-speaking communities` culture and history, but they are exposed to such knowledge in their

present education. They have most likely received some advantageous information about the English. Then why do they report admiring the Americans less? Can the reason be that they find that the USA plays a less peaceful role in world society? These are questions outside the range of the present study. However, the answers about Englishmen and Americans reinforce the notion that teaching culture is a very important part of the English curriculum for this group of learners. In addition, cultural knowledge about especially Great Britain and USA is strongly required for the exam in written English.

5.3.3 Integrative and instrumental Orientation into English learning

More than the control group, the experimental group see English as a means to better understand English-speaking culture. They signal a wish to know the cultures better and be able to integrate with English-speaking people. 66.6% in the experimental group answer they strongly agree that learning English will enable them to understand English and American culture better, while 33.3% in the control group give the same answer. The 10th graders, being less eager to integrate, are younger, and they already possess much knowledge about their L2 culture. In addition, they can find the information they need within a keystroke. The adults however, may be inspired by their meeting with cultural elements in the English classroom, and here we pick up on the statement above about English-speaking culture being an important part of the curriculum for these learners. Their English classroom should have walls covered with pictures from Great Britain, USA, Australia, New Zealand, Canada and India. Pictures inspire communication, and from them, learners also may find, and make use of words and phrases connected to the cultures of the English-speaking world. Another integrative motivational element appears when the learners speak about their wish to travel and explore the world. Quite often, it turns out in the adult classroom that many learners have relatives living e.g. in London, New York and Sydney, which gives possibilities of further communication and interaction. Bringing in the theoretical perspective of the connectionists, which emphasizes the frequency with which learners encounter language in the meaning of words in contexts (Theory p. 30), to these learners such environmental impact in the classroom is much more important, since they learn English as their L3, missing contact with English-speaking culture outside school. It is very important to bring English-speaking history, geography, literature, culture and

language into the classroom so that these learners are able to write about issues that involve both English-speaking culture and history in a global perspective. It takes time to develop an advanced level of language as well as adequate knowledge in other supportive subjects. These learners experience they have to complete the exam as quickly as possible. Their extrinsic motivation of finding a job (Theory, p. 36), leads them to finish their studies before they are ready, and here the Norwegian school system does not facilitate their progression well. The learners are advised to spend two or three years before they sit for their exam, - still, they themselves have the final say in deciding their own progression. Many learners' choice is to have the exam after just one year, and they fail. The adult learners are motivated to learn English but many of them have a life situation that leads them to focus on a job rather than an education. Krashen's "Monitor Model" describes the affective filter which prevents learners from receiving information as their mind is filled up with worries and difficult thoughts (Theory, p. 28). Work may keep the difficult thoughts away. Dörnyei (2003) presents the environmental control strategies which contribute to make the environment a positive support to pursue a difficult goal (Theory, p. 44). These theories may explain why some adult learners, who strongly wish to have an education, choose to work instead.

Their situation is very different from the 10th grade pupils. These learners have all the time in the world. They have just started to think about the importance of a good job, and even if the control group report they find English very useful, as it may lead to a career, most 16 year-olds have not really yet taken such future plans seriously. Their future perspective is not yet settled, and to them it is enough knowing that for the next three years they will be attending Upper Secondary School. They will have time to consider different possibilities and benefit from good guidance from their parents and other family, their teachers and school advisors. There is a gap between these groups and their learning situations where we may find the paradox of time and emotions. The adult learners find themselves prevented from having a sustainable education because they have not yet learnt Norwegian well enough. The majority of them would presumably profit from spending more time learning both Norwegian and English, as research, represented by both Nesse and Hammarberg, finds evidence that L2 supports L3 learning in cross-linguistic processing (Theory, p. 27).

This spring the Norwegian Ministry of Education and Research has announced some important changes in education structure for these adult learners. Comments on the White Paper 16 (Stortingsmelding 16) will follow later in this chapter.

5.3.4 The adult learners experience more classroom anxiety

50% of the adult learners report to feeling nervous and confused when they must speak English in class, while 6% of the native Norwegians give the same answer. It was not surprising to find the control group being much more comfortable when speaking English in the classroom. These expectations came from the researcher's experiences as a teacher for adults, where learners report that words are hard to find, that the language is constantly mixed up with Norwegian and that speaking is a frightening experience, because they are afraid to say something wrong. Even if the adult group is not homogenous, many of the learners give the same feedback about their classroom anxiety. This result calls for an attempt at an explanation. While Eritreans are generally more willing to communicate, many learners from Afghanistan, Somalia, Iraq and Syria have strong feelings of shortcoming when speaking English. Eritreans report to have learnt English in school. They also have had English as their language of instruction since the sixth grade, which should guarantee the learners a certain level of proficiency. However, they describe the instruction language to be an obstacle for their learning, since they had never learnt English well enough to really understand what was taught (Background, p. 12). This can be noticed also in other subjects like mathematics and social studies, where the level of knowledge is low, despite the learners' reports that they have an adequate school background.

In the other countries represented in the classroom, according to their own descriptions, many learners have never learnt English. Some of the participants were illiterate on arrival. They had recently learnt to read and write in their L2, in Norway. The learners who had been attending Koran school in their homeland, - had received little or no English teaching. The theory chapter elaborates on the WTC model (Willingness to Communicate) of MacIntyre, R.Clément, Dörnyei and Noels (Theory, p.39), whose figure gives an overview of considerations in order to facilitate classroom communication. Personality, intergroup climate, self-confidence and interpersonal motivation are some of the elements to consider

in facilitating classroom interaction involving communication. When learners lack oral language skills they need considerable self- confidence to speak without fear of making mistakes, in front of the other learners whom they may consider as better skilled than themselves. Bandura (1994) explains how socio- structural influences and psychological mechanisms interdependently regulate one`s functions, and form a basis for a person`s self- efficacy, which is the concept of belief in one`s own ability to perform (Theory, p. 40). The adult learners` socio- structural influences, such as prior education and current language learning aims, may have a negative impact on the learners` sense of self- efficacy. Cohen and North (1989) point out that language and person are closely connected, and significantly important for the person`s self- efficacy, which is necessary for the interaction in order to acquire knowledge about foreign language and foreign language culture (Theory, p. 41). Consequently, learners who are constantly reminded that their skills are limited and their learning aims are beyond their abilities,- struggle to perform. Atkinsons` Achievement Motivation Theory (Theory page 36), illustrates the importance of a supportive classroom environment in order to facilitate a low need to avoid failure and a high need to achieve. The finding that 50% in the experimental group have little fear of peers laughing when they speak English,- indicates that the learning environment is quite good. This obviously also appears to be the situation in the classrooms of the control group, where 86.6% report they do not fear for the peers` laughter. In the adult classroom the learners want to help each other to master interactive tasks. Still, when their language is limited and words are hard to find, they struggle to communicate.

Some of the learners report that Norwegian constitutes a hindrance in learning L3. The L2 interferes with the L3 learning. To these learners it may be useful to point to the similarities in Norwegian and English, and hence let their L2 support their L3. In the adult classroom, learners at a quite early stage of learning,- are conscious of the importance of noticing different language elements and elaborate on them. This is an advantage to the adult group, who lack opportunities for the more unconscious learning approach of children, who may meet second and third languages more outside the classroom. Speaking about the differences and similarities between languages, may help the language acquisition. By pointing to all the similar words in L2 and L3, one can see a flash of relief in the adult learners` eyes. Both Hammarberg (2001) and Nesse (2008) (Theory, p.27) describe how L3

learners find support from their L2, being typographically close. However, many adult learners do not yet have the necessary proficiency in Norwegian to be able to transfer cross-linguistic elements quickly and efficiently. There is reason to believe that when their level of Norwegian increases, their level of English will follow. This takes time, and the adult learners feel they must hurry to learn both Norwegian and English. They are provided with few hours of learning and their possibilities for practice through interaction are limited. This unfortunate combination of shortness of time and absence of interaction may hence be one reason for adult learners' low performances in the exam. Finally, some success factors for language learning by Condolly, Wrightley and Yoon (Theory, p. 29) may point to important elements to influence the adults' learning. *Duration of teaching* and focus on *Oral communication* are two of them.

5.3.5 Perception of their own learning motivation

Moving on to the questions concerning intensity of motivation, there are six items where the learners are asked to evaluate their own actions of learning, in the classroom and when they do their homework. The answers will be discussed in the light of motivational theories and current research concerning second and third language learning.

The findings show that the adult learners appear to spend much more time thinking about what they learn in the classroom, and they quickly seek help from the teacher when they have problems understanding. However, despite their efforts, learning is slow. The control group report spending less time thinking about what is learnt, and even so, their learning is more rapid. This feedback contradiction may point to a different way of learning as the Norwegian 16 year-olds think less about what is learnt in class. Their language approach may be of a more unconscious kind. Perhaps they also learn English more easily. The 10th grade pupils just as quickly ask for help, and they seem a little more conscientious about doing their homework than the adult group. These results may indicate that the adult learners are more motivated to reflect on what they have learnt than to do their homework. Still, 46.6% of the adult learners answer they do their homework very carefully. Half the participants from the adult group report they could do their homework better. These answers may come from an experience of shortcoming and a low sense of self-efficacy which is the belief in

one's own ability to perform (Theory, p.40). Many adult learners with a refugee background have a limited belief in their own ability to perform in English. They need much classroom support, especially since their mother tongue is different from the school language. Motivating and adapted teaching is a prerequisite for learning in the adult refugee classroom. This is more challenging when the learners are quite different, and the greatest challenge of learning lies in the mechanisms of multi-lingual processing. Teaching in the multi-lingual and multi-cultural classroom requires special teacher qualifications. There is a growing consciousness about this field of teaching in Norway, but at present more knowledge is needed about the teaching of refugees in L2/L3 as well as in other subjects. In Norway, teachers generally do not know enough about how to teach minority language learners and how to help them acquire new knowledge (Gujord i Bergens Tidende, 25 July,16).

As the control group report taking their homework slightly more seriously, we need to find more reasons to explain why some adult learners tend to put less effort into homework. Teachers in the adult classroom find that this is an issue that needs to be discussed. Many learners represented by the experimental group, are used to other classroom settings. Large groups of learners may lead to one - way communication where pupils become passive receivers. The authoritarian teaching methods in many African and Asian countries do not develop the learners' autonomy. If the teacher does not punish them for their missing hand-ins, they may not care to deliver. These learners need to develop their motivation in learning as well as their autonomy, and many of them need to learn how to learn. To generate the adults' learning engagement and motivation, tasks must be manageable. Dörnyei's concept of Directed Motivational Currents, DMC (Theory Chapter p. 46) describes how the adult learners' motivation is "boosted" towards a special learning destination where proximal sub-goals made by the learners themselves may secure their experience of achievement.

Many learners from the adult group report correcting assignment mistakes and rewrite them (56.6%). Here, they surpass the control group completely, as 86.6% from that group say they do not bother to correct the mistakes. In this case, the participants from the experimental group take considerably more responsibility for their own learning.

Summing up the last results, one may say that relatively low interest in homework and lack of autonomy indicate reasons for slow learning. Hence, learners' autonomy in the adult classroom could be an interesting issue for further research. On the other hand, the adult learners do think carefully about what they have learnt. However, this effort does not seem to increase the learners' performances in their written exam.

5.3.6 The adult group are less exposed to English- speaking language and English- speaking culture

The starting point for this investigation implemented the hypothesis that the two research groups were different. Particular interest was related to the issue of language exposure. It is not surprising to find that the experimental group's exposure to English language outside school is weekly rather than daily. The control group is significantly more exposed to English language and culture, as they more often report to be using English- language media every day. Norwegian 16 year-olds communicate on social media, they share movies they find and movies they make, they have their own blogs and read blogs written by others. They know how to find solutions to problems by reading in English on the Internet, they seek on YouTube for manuals and they expand their knowledge and skills by finding net- based information and instruction. Young people in Norway read English almost like an L2. They do not have to pay attention to many single words in the sentences to understand them. Segalowitz's "Information processing model" describes how new learners in order to understand, are forced to stop and find the meaning of single words before they can go on reading (Theory, p.30). They have not yet reached a level of proficiency where the language is comprehended, even if some words are not understood. From a Connectionists' view, frequency of different linguistic features and also the frequency in which they occur together are important (Ellis, 2002)(Theory,p.30). Most adult L3 learners represented by the experimental group must find the meaning of individual words to access the meaning of the text. They do not recognize and comprehend common phrases, and their reading is constantly interrupted as new words must be interpreted. English reading is a basic skill essential in order to perform in the English written exam. If the learners shall be able to make use of the preparation material provided 24 hours before the exam, a sufficient level of reading proficiency is required. If not, this material is useless to them.

Moving on to the statement about music and language, there is also a large difference between the participating groups. The majority in the experimental group report that they primarily listen to native music in their own language. Most people will agree that there are many feelings connected to music. Music brings back memories about family and friends, and reminds the listener about background and roots. Lyrics about love and freedom bring to mind the values worth fighting for. The cultural impact of music has a great influence on the third language group, who fear that their memories of background culture will fade and disappear. Hence, these learners do not listen much to music in English. They may not actively look for western music, as it is unknown to them. If the adult learners are asked if they know about the Beatles and Elvis Presley, affirmative answers are rarely given. Also the modern music of today from L3 language culture is unknown to this group. They do not recognize Adele or Cold Play.

It is of course a pleasure spending time conveying L3 culture through music in all aspects of music history and music genres. This information also excites and pleases the learners. They enjoy learning the songs, and they find the rhythms appealing, which is good, as one may say that knowing western music is important in order to know, understand and affiliate to western culture.

The control group have answered they generally choose music in English. They have no worries about losing their affiliation to mother tongue culture. On the contrary, their orientation motivation towards second language culture is strong. They rather seem to experience that they expand their own cultural affiliation.

When the groups comment on the languages they prefer used in class, they both wish to have a mix of English and Norwegian spoken. Also in the 10th grade group, just a few participants answer they want to have only English spoken. However, outside the classroom, more learners from the control group report they wish to speak English the most. The majority of the adult learners wish to speak Norwegian outside school, something which can be explained by a strong integrative and instrumental motivation. They want to learn L2 as it will help them with their integration and employment. The control group learners` FL motivation is also integrative and instrumental. It is worth noticing that the motivation orientation in the groups is directed towards different languages.

The last statements of the questionnaire concern the learners' own choice in learning English, whether they find it interesting or not. Both groups answer that they would learn English if they could choose. However, the experimental group show much more interest in learning the language, than the control group.

Finally, there is the question about reading English books and newspapers, and here there may have been the expectation that the 10th grade learners read more. Nevertheless, their answers reveal that they do not, which indicates that for the majority of the control group their language influence comes from other sources. In addition to long duration of language exposure from an early start of L2 learning, the research indicates that the group of 10th graders have their language influence from general Internet surfing, gaming, music and movies.

5.4 Adult learners' Background as Refugees

The survey did not include questions about the learners' physical and psychological health condition. Nevertheless, it is necessary to point to one of the largest differences between the groups. No matter how much the adults want to learn English and other subjects, traumas from their prior experiences may disturb their language acquisition (Theory Chapter, p.41). The learners themselves describe how the difficult thoughts take control over their mind and prevent their action in school, described by Krashen's Affective filter (Theory, p. 28). Under "Action control mechanisms" (Theory, p. 44), Kuhl announces two strategies that may influence these learners' ability to learn, despite their trouble in concentrating. Those are "Emotion control strategies", in order to manage the disruptive emotions and generate positive energy in the right direction, and "Environmental control strategies", which may contribute to making a positive influence in the environment. Most 16 year- old Norwegian pupils of today may not need expanded use of the same strategies.

Refugees do not necessarily meet an understanding for their special psychological situation when they arrive in their new residence of settlement. Magro (2006-2007) argues that an education program for traumatized students should account for their special situation emotionally and socially to secure their learning. (Theory chapter p.41) The increasing knowledge of trauma and its effect on learning will, hopefully, in time contribute to

adequate education facilities in the refugees` municipalities, where health care and education are seen in a context.

5.5 The Way Ahead. Integration Politics in Norway, White Paper 16 (Stortingsmelding 16).

White Paper 16 from the Norwegian Department of Education and Research relates to Kuhl`s strategies (1985) for controlling emotions and environment (Theory,p. 43). Because of increasing refugee immigration to Norway, it has become more obvious than earlier, that language learning and employment should go together. According to White Paper 16, the authorities are planning to facilitate and create jobs for adult refugees where an educational perspective is more strongly integrated. This practice will give possibilities for interaction with native Norwegians, which will generate and accelerate language learning. Work can take people`s difficult thoughts in a positive direction. It may also give environmental affiliation and establish contact with Norwegians, which will give adult learners insights and understanding related to Norwegian culture. Many refugees arrive, having competence in e.g. handicraft or mechanical engineering. Competence is valuable and the authorities reveal a stronger willingness to invest in this competency. This is wise, and connects with recent research from USA claiming that businesses employing a multicultural workforce are significantly more innovative (Aftenposten,18. 04. 2016). Mixed competence generates creativity leading to new solutions that increase the productivity. White Paper 16 may lead to practices that may speed Norwegian language learning. However, no special changes are announced related to the refugees` English learning or refugees` Lower Secondary Education in general.

5.6 The exam and its Implications

The adult learners` level of reading proficiency in English is generally low, as they need much time to process information. Pienemann (1999, 2003) argues that language learners need a certain level of processing capacity before language transference is possible (Theory p. 31). Indeed, this also affects their abilities in writing. In the classroom, these learners sometimes ask for testing in grammar and structure. There is a wish for reading tasks followed by questions requiring short answers that are either right or wrong. The learners are familiar with such tasks from their background, and these tasks suit their level of proficiency.

However, the Lower Secondary exam does not request this kind of knowledge. When practising with the exam in mind, the learners are provided with texts that are supposed to be the basis for their writing. Most learners then show they can *understand* the content of the texts and the associated tasks. However,- they will find it hard to answer the tasks based on their own autonomy. The result may be that they hand in tests that largely contain copies or copied fragments from the preparation material handed out. If this is the general practice in their exam assignment, the candidate fails.

There is no doubt that many of these adult learners find this exam performance extremely difficult. In the exam, they are facing requirements for language skills beyond their qualifications, clearly indicated by the exam results (Abstract p. 1). In addition, the adult learners are expected to master digital tools. Their answers must be typed on the computer and delivered digitally. The 10th graders have no problems meeting this proficiency requirement, as they are digital natives (Prensky 2001, p. 1), while again, the adult learners meet a challenge of performance which may be a hindrance for their achievement. This research investigation does not consider the issue of digital mastery. However, there is a need to examine the phenomena in further research.

Learners need achievable goals. Dörnyei`s Process- Oriented Approach to Motivation Research (2001) illustrates the significance of realistic aims through the three stages of learning. In the Pre-Actional Stage goals are set and action is launched. In the Actional Stage there is an ongoing appraisal of one`s achievements, and in the Pre- Actional Stage further plans are made, based on the action results (Theory, p. 45). If action goals are unachievable, motivation will eventually disappear.

The learning aims, which are attached, show the expected knowledge for the learners who shall sit for the 10th grade exam in written English. The aims require a proficiency of reading and writing which most refugee learners do not possess. To exemplify, they are expected to be able to “distinguish positively and negatively loaded expressions referring to individuals and groups”, and “write different types of texts with structure and coherence”. The learners` vocabulary is limited and does not help them to acquire a contextual understanding through reading. They also struggle to express their understanding through writing. Finally, the learners need considerably more hours of teaching in order to achieve the necessary insight

in English-speaking culture, society and literature. Nevertheless, even if the aims are hard to achieve,- the Norwegian Ministry of Education and Research states that this exam structure will continue for adult English learners with a refugee background in the years to come.

5.7 Conclusion

The impression that English education for adult refugees in Norwegian Lower Secondary School implements unreasonable and unachievable exam demands that are unfair, has been strengthened by this study. The exam results from 2015 document a major difference in the two groups` performance in the written exam in English, and the survey of this study was aiming at revealing the differences between the groups that influence their performances. Investigating the groups` attitude and motivation towards English language and English-speaking culture, the answers show that the 10th grade group are significantly more exposed to both English language and English-speaking culture. The ethnic Norwegian group`s background, having had an early start as English learners, also accounts for the group having a higher level of proficiency in both English reading and writing than the adult group, who have a limited prior education in English.

Achievement in learning gives learners positive self-esteem and motivation for further efforts. Achievable learning goals are essentially important not only to children`s learning, but also in the adult refugee classroom (Theory,p. 45). The learning aims for the Lower Secondary School exam in written English are generally not adapted to the adult learners` proficiency in English reading and writing.

The exam implements tasks that require an expanded knowledge of English-speaking culture as well as language abilities in writing about issues concerning world society today. The adult group`s knowledge of culture, history and literature is too limited and the number of lessons do not allow the learners enough time to expand their knowledge to the level that is required in order to perform at a satisfactory level. Their English learning is considerably more time consuming, because they learn English (L3) through Norwegian (L2). The learners` L2 is not well established and hence it does not give sufficient support to their L3 learning. The adult group also report about anxiety to speak, and feelings of shortcoming in the classroom situation. Picking up on inputs from teachers from the adult sector who wish a

separate curriculum for the adult refugee group (Background, p. 15), there is a considerable need for textbooks and teaching material which benefit the adult learners` need for mature reading focusing both the linguistic and cultural elements of English language and English-speaking societies.

Unless one is satisfied with having an exam system which benefits one group of candidates ahead of the other, the results of the study call for a change both in education procedures, and in the structure of the exam in written English, for adult refugees in Lower Secondary School in Norway.

5.8 Thoughts about Further Research in the Field

How is it possible to facilitate activities with language learning and integration in mind? We know that interaction is an essential element in language learning, from both a linguistic and a cultural perspective (Theory, p. 25). As refugees generally report to have limited opportunities to meet native speakers in their new place of residence (Theory, p. 21), it is important that local communities arrange meeting facilities where learners can practice and develop their language through interaction with native Norwegian speakers. English is the target language in this research, which leads to the idea that adult learners could benefit from meeting high school students or students from college or university, for language practice in English (Swain/ Lapkin 2000, p. 97: Collaborative Dialogues). Most young Norwegians today possess substantial language skills in English and their pronunciation is quite native- like. But most adult refugees do not meet this group of native learners unless one arranges possible settings for conversation. Communication topics could be connected to daily life and culture issues. Long advocates "The Interaction Hypothesis", claiming that interaction involves negotiating for meaning. Interlocutors seek to give each other meaningful messages, which lead learners to a better language acquisition (Theory p. 26). Establishing such "English Workshops" for adult refugee learners where they can meet Norwegian peers, would presumably give room for both a linguistic and a cultural "language boost", and could hence be a focus for further research.

Motivation to communicate may also occur through interaction involving cultural elements like music and literature, singing and dancing. Singing allows learners` reflections on lyrics, which can be the subject of further writing and speaking. Exchanging cultural elements from

lyrics, poems and dance can contribute to speed up the integration process. And such activities do not necessarily require language skills. A successful arrangement of this kind, is the music show “Fargespill” (<https://www.youtube.com/watch?v=6JEqFXQA7Q4>), which has its origin in Bergen. During the last few years, young refugee learners and ethnic Norwegian learners have participated, exchanging music from their different cultures. This wonderful show is now an inspiration to multicultural music interactivities all over Norway where refugees are settled. The connection between music and language learning is also an interesting issue for further research. Within this concept we may find an unreleased potential for language learning and culture dissemination.

There is a growing consciousness of the importance of providing sustainable education to secure the best integration for adult refugees in Norway. Adapting the education curriculum and learning aims at a national level is a good place to start.

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Appendices:

Competence aims - competence aims after Year 10

Language learning

The aims of the studies are to enable pupils to

- use different situations, working methods and learning strategies to develop one's English-language skills
- comment on own work in learning English
- identify significant linguistic similarities and differences between English and one's native language and use this knowledge in one's own language learning
- select different digital resources and other aids and use them in an independent manner in own language learning

Oral communication

The aims of the studies are to enable pupils to

- choose and use different listening and speaking strategies that are suitable for the purpose
- understand and use a general vocabulary related to different topics
- demonstrate the ability to distinguish positively and negatively loaded expressions referring to individuals and groups
- understand the main content and details of different types of oral texts on different topics
- listen to and understand variations of English from different authentic situations
- express oneself fluently and coherently, suited to the purpose and situation
- express and justify own opinions about different topics
- introduce, maintain and terminate conversations on different topics by asking questions and following up on input
- use the central patterns for pronunciation, intonation, word inflection and different types of sentences in communication
- understand and use different numerical expressions and other kinds of data in communication

Written communication

The aims of the studies are to enable pupils to

- choose and use different reading and writing strategies that are suitable for the purpose
- understand and use a general vocabulary related to different topics
- demonstrate the ability to distinguish positively and negatively loaded expressions referring to individuals and groups
- understand the main content and details of texts one has chosen

- read, understand and evaluate different types of texts of varying length about different topics
- use own notes and different sources as a basis for writing
- write different types of texts with structure and coherence
- use central patterns for orthography, word inflection, sentence and text construction to produce texts
- use digital tools and formal requirements for information processing, text production and communication
- be familiar with protection of personal privacy and copyright and chose and use content from different sources in a verifiable way

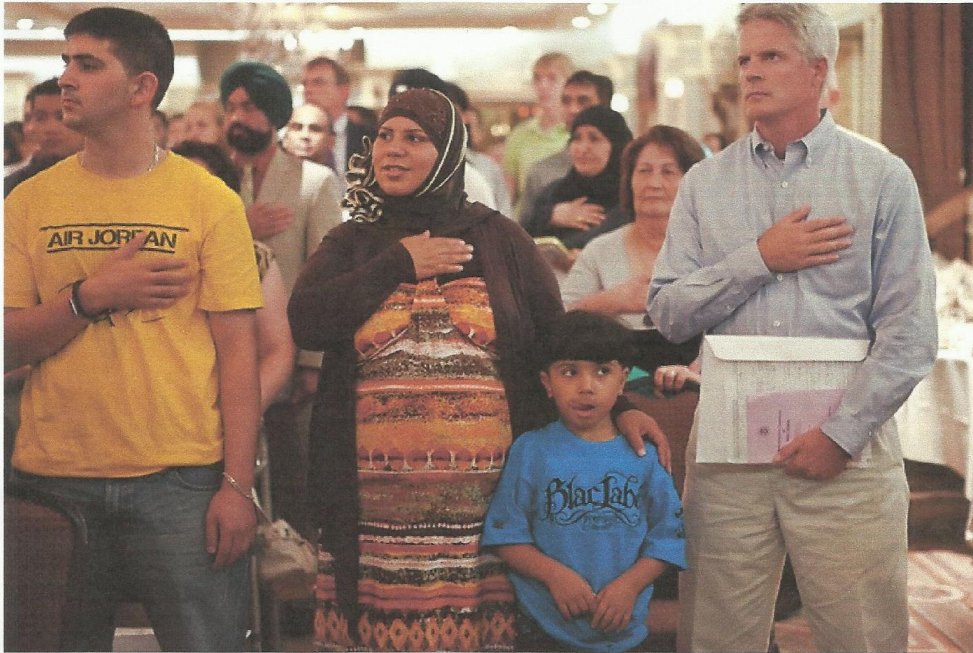
Culture, society and literature

The aims of the studies are to enable pupils to

- discuss and elaborate on the way people live and how they socialize in Great Britain, USA and other English-speaking countries and Norway
- explain features of history and geography in Great Britain and the USA
- discuss and elaborate on different types of English literature from English-speaking countries
- describe and reflect on the situation of indigenous peoples in English-speaking countries
- create, communicate and converse about own texts inspired by English literature, films and cultural forms of expression
- communicate and converse about contemporary and academic topics

Adapting to a new culture

Some changes are more challenging and deeply felt than others, for example leaving your homeland to settle in a new country and adapting to a different culture, perhaps a new language and a different way of life. One important question is how much should you change to adapt to your new environment?



Immigrants at swearing-in ceremony. Retrieved 16.10.2014 from <http://www.immigrationproject.org/>

Immigrant eye witness accounts

"We were hungry and my Uncle Joe brought a pizza pie. We looked at it and they said, 'Now, this is pizza pie.' And my mother said, 'Oh, what is that?' This dreadful looking stuff. It was awful. Well, we were very disappointed. When Uncle Joe turned his back, we threw it out. We didn't know what it was. To eat tomatoes in a pie? That was dreadful. But we did grow to love it."

Kathleen Magennis Lamberti – Irish immigrant 1921

"We came on a steamship. There were hundreds of other people packed in with us, men, women and children, and almost all of them were sick. It took us twelve days to cross the sea, and we thought we should die. But at last the voyage was over. We came up and saw the beautiful bay and the big woman with the spikes on her head and the lamp that is lighted at night in her hand."

Sadie Frowne – Polish immigrant 1905

"Hi, my name is Vandi and I was born in Freetown, Sierra Leone. There was a war in my home country, so we had to leave and lived in a refugee camp in Liberia. We were picked to come to America. I was really sad because I had to leave my family and friends.

I am a Muslim and that's really different, too. We don't celebrate Christmas, but the day after Christmas, my mom and dad go and buy me presents. I go out with my sister on Halloween, and we get candy. On Thanksgiving Day my mom cooks a turkey. We didn't do that in Liberia."

Vandi – immigrant from Sierra Leone 2014

"Hi, I am Sadana. I moved to Queens, New York City, from Chennai, India. My mother, father, brother, and I flew here on a plane. When we landed at JFK airport in New York City, I was really surprised. Everything is so big, and it was so cold. In India, it is hot.

Our house in India was different. We had three bedrooms and a kitchen. Here, we only have one bedroom and a kitchen. Also, the roads are different. Here, they are smooth. In India, they are sometimes made of stones. India's roads are crowded with people. Here they are crowded with cars instead. In India, I would see cows outside in the roads, but here there are no cows."

Sadana – immigrant from India 2014

Retrieved 16.10.2014 from:

http://teacher.scholastic.com/activities/immigration/young_immigrants.htm

<http://www.nps.gov/elis/forteachers/oral-history-ei-439.htm>

<http://www.eyewitnesstohistory.com/immigrating.htm>



Utdanningsdirektoratet

The One Plus One

Jojo Moyes

The One Plus One is the story about a single mum, her son Nicky and daughter Tanzie, their dog Norman, and Mr Nicholls, who becomes a close friend of the family. Nicky is bullied at school for being a Goth and wearing mascara. His sister Tanzie is a maths genius, but they cannot afford to put her in a good school. In this excerpt they are on their way to Scotland to take part in a maths competition in the hope of winning a prize.

Mr Nicholls sat there for a minute, and Nicky was suddenly fearful that he was going to try to make him talk about stuff. That he'd do that thing the counsellor did at school, where he tried to act like he was your mate and said about fifty times that anything you said would be "just between us" until it sounded a bit creepy.

"I'll tell you one thing."

Here it comes, Nicky thought. He wiped at his shoulder, where Norman had left a drool.

"Everyone I've ever met who was worth knowing was a bit different at school. You just need to find your people."

"Find my people."

"Your tribe."

Nicky pulled a face.

"You know, you spend your whole life feeling like you don't quite fit in anywhere. And then you walk into a room one day, whether it's at university or an office or some kind of club, and you just go, 'Ah. There they are.' And suddenly you feel at home."

"I don't feel at home anywhere."

"For now."

(Mr Nicholls went on:)

"So find your people online."

"How?"

"I don't know. Look up online groups for things you're...interested in? Lifestyle choices?"

Nicky registered his expression. "Oh, you think I'm gay, too, right?"

No, I'm just saying, the Internet's a big place. There's always someone out there who shares your interests, whose life is like yours."

"Nobody's life is like mine."

https://pgsf.udir.no/Year2015/PreparationRoom4/eng_04.aspx

14.05.2016

"You know, you could always write a blog."

"A blog?"

(On their way to the maths competition Nick and Tanzie visit their father and find out that he has moved in with a new woman and her two children Josh and Suzie. Nicky is writing his blog:)

I don't really know why I'm telling you this. It's just it's three thirty a.m. in the morning and everyone is asleep and I'm in Josh's room with Tanzie and he has his own computer (both of them have their own computers, Apple Macs, no less) and I can't remember his codes to do any gaming, but I've been thinking about what Mr Nicholls said about blogging and somehow if you write it and put it out there your people might come.

"You probably aren't my people. You're probably people who made a typo while doing a search on discount tyres or porn or something. But I'm putting it out here anyway. Just in case you happen to be anything like me."

(After having written his blog, he left it for a week. Then he logged in again to delete it because he felt he had written it in a rage.)

He opened it up at first because he was going to delete it. And then he thought, No, people will have seen it. I'll look even more stupid if I take it down. (...) He read through what he'd written the previous week – the emotion and the rawness of it – and his toes actually curled with shame. He wondered how many people in the world now thought he was an idiot as well as a freak.

And then he reached the bottom. And then he saw the comments.

There was message after message. Kind, helpful, friendly. He put his blog into a search engine: it had been copied and linked hundreds, then thousands of times. Nick looked at the statistics, then sat back in his chair and stared in disbelief: 2,876 people had read it. In a single week. Almost three thousand people had read his words. More than four hundred of them had taken the trouble to send him a message about it. And only two had called him a wanker.

Source: Moyes, J. (2014). *The One Plus One*. London: Penguin Books. Pages 215-216, pp. 360-361 and 465



Yes we can

Jr. Pajon & William Adams

Many people dedicate their lives to making important changes for others. These song lyrics are about change and hope from an American perspective.

It was a creed written into the founding
documents
That declared the destiny of a nation, yes we
can

It was whispered by slaves and abolitionists
As they blazed a trail toward freedom, yes
we can

It was sung by immigrants as they struck out
From distant shores and pioneers who
pushed westward
Against an unforgiving wilderness, yes we
can

It was the call of workers who organized
Women who reached for the ballots
A President who chose the moon as our new
frontier
And a King who took us to the mountaintop
And pointed the way to the Promised Land

Yes we can to justice and equality
Yes we can to opportunity and prosperity
Yes we can heal this nation
Yes we can repair this world
Yes we can

We know the battle ahead will be long
But always remember that no matter
What obstacles stand in our way
Nothing can stand in the way of the power
Of millions of voices calling for change
(We want change)

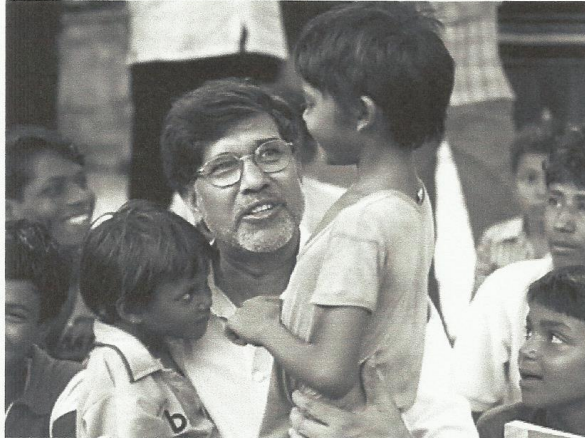
We have been told we cannot do this by a
chorus of cynics
They will only grow louder and more
dissonant
We've been asked to pause for a reality
check
We've been warned against offering
The people of this nation false hope

But in the unlikely story that is America
There has never been anything false about
hope
Now the hopes of the little girl who goes
To a crumbling school in Dillon are the same
As the dreams of the boy who learns on the
streets of LA

We will remember that there is something
happening in America
That we are not as divided as our politics
suggests
That we are one people, we are one nation
And together, we will begin the next great
chapter
In the American story with three words that
will ring
From coast to coast, from sea to shining sea,
yes we can

Retrieved 17.10.2014 from
<http://www.metrolyrics.com/yes-we-can-lyrics-will-i-am.html>

Joint winner of the Nobel Peace prize in 2014, the Indian Kailash Satyarthi has worked tirelessly to eliminate child labour. He is the architect behind and Chairperson of the Global March Against Child Labour, which is a worldwide coalition of trade unions, teachers' unions and NGOs. So far, the Global March has rescued 80,000 children from child labour.



Kailash Satyarthi (2014). Picture retrieved from <http://kailashsatyarthi.net/picturegallery/withchildren.php>

The Global March Against Child Labour's mission statement is "to protect and promote the rights of all children, especially the right to receive a free, meaningful education and to be free from economic exploitation and from performing any work that is likely to be harmful to the child's physical, mental, spiritual, moral or social development."

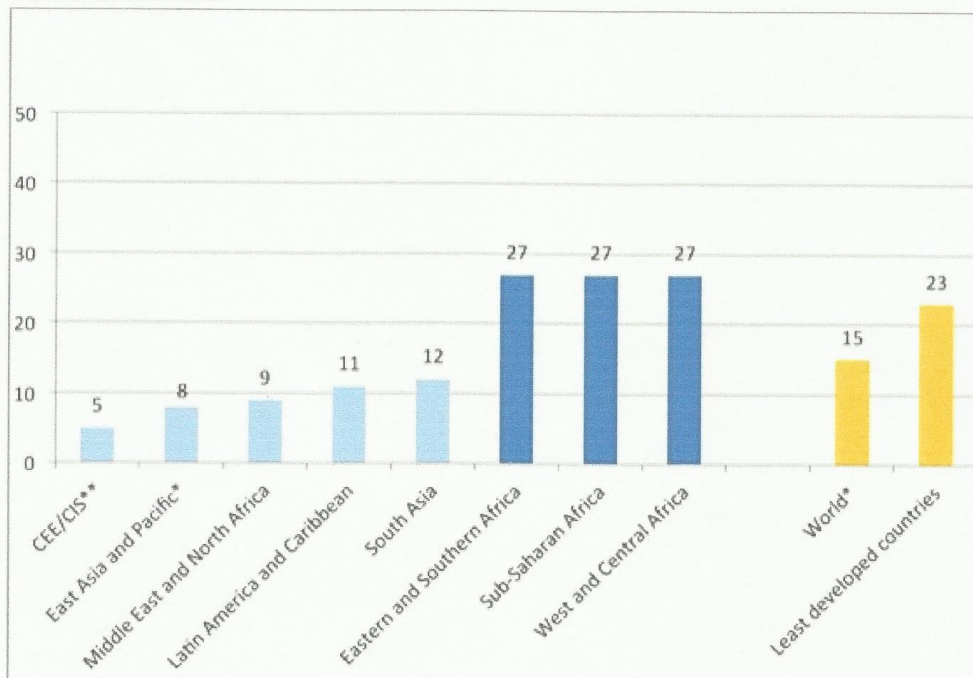
We can challenge child labour by simply checking how and where companies produce their goods to make sure we do not contribute to the problem.

Child labour

People all over the world are calling for change in the attitudes to child labour. In the text below you can read about the current situation in the world and about a person who is challenging the system and trying to change the lives of child labourers in India.

200 years ago children working long hours in factories was not uncommon. Sadly, children in many parts of the world still have to work under appalling conditions because of poverty, greed and profit. This means they are unable to attend school. Most of the child labourers work in agriculture, but also in the clothing industry and in the production of sports equipment.

In the world's poorest countries, nearly one in four children are engaged in work that is potentially harmful to their health



Percentage of children aged 5 to 14 years engaged in child labour at the time of the survey, by region. UNICEF global databases, 2014. * Excludes China. **CEE/CIS: Central and Eastern Europe and the Commonwealth of Independent States. Retrieved 19.11.14 from <http://data.unicef.org/child-protection/child-labour>

In the United States, inspectors found dozens of illegal and underage immigrants employed in various industries (Products of slavery, 2010). In Europe, there has been a rise in child labour after the financial crisis. In the United Kingdom many children work long hours, and throughout Europe Roma children are especially at risk. Another vulnerable group is unaccompanied migrants under 18, originating from developing countries (CoE, 2013).

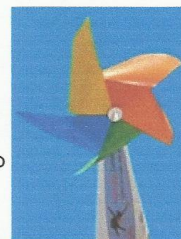
https://pgsf.udir.no/Year2015/PreparationRoom4/eng_06.aspx

14.05.2016



Uniting to end child labour

Young people around the world are uniting with creativity, strength and determination to make a stand against child labour. The pinwheel has become the symbol of the fight against child labour, and the movement of the pinwheel itself is the message we want to convey. The five blades of the pinwheel represent the different continents of the world and the wind that makes the pinwheel spin is the will to act and to pass on the message until all countries take adequate measures to end child labour.



Pinwheel

The pinwheel campaign has gone worldwide! It is used at events to raise awareness on child labour all year round and in particular on the World Day Against Child Labour on 12 June.

So we ask you, what can you do? Do you have any ideas you want to share with us?

Retrieved 19.11.2014 from <http://www.ilo.org/ipec/Campaignandadvocacy/Youthinaction/Pinwheel/lang--en/index.htm>



Removing Aboriginal children from harm. Retrieved 19.11.2014 from <http://www.inkinct.com.au/web-pages/cartoons/past/2007/2007-417-removing-aboriginal-children.jpg>

Challenging attitudes in society

In 1788 Captain Arthur Phillip established the first white settlement in Australia. The date of his arrival, 26 January, is today celebrated as Australia Day. The European settlers took the land they settled from the Aboriginal people. One of the darkest chapters in Australian history involves attempts that were made to assimilate Aboriginal children into the white Australian society, in short denying them their cultural heritage.



Retrieved 16.10.2014 from
https://c1.staticflickr.com/1/162/369344391_b8a382a4f3.jpg

The Stolen Generations

The 'Stolen Generations' are the Aboriginal children taken away from their families by governments, churches and welfare bodies to be brought up in institutions or live in white Australian foster families. During the 1950s and 1960s, great numbers of Aboriginal children were removed from their families in the name of assimilation. This was official government policy in Australia until 1969!

Almost every Aboriginal family has been affected in some way by the policies of child removal. Between 1910 and 1970 an estimated 50,000 Aboriginal children were removed from their families. Most were under five years of age. Despite some claims that children were removed 'for their own good' the separation of children from their families has had long-term negative consequences.

After the hard work of political activists, attitudes have changed. In 2008 Kevin Rudd, the Prime Minister of Australia at the time, made an official apology to the Stolen Generations for being forced to live in a European way. No government had done this before. (Adapted)

Retrieved 18.11.14 from <http://www.racismnoway.com.au/teaching-resources/factsheets/52.html>



Utdanningsdirektoratet

Hello Mum

Bernadine Evaristo

As young people know all too well, nothing in life stays the same. As you make your way through adolescence and school, you go through many changes. Education is one road to follow that hopefully leads to positive outcomes in your life. The excerpt from *Hello Mum* is about people trying to deal with personal change.

Jerome is 14 years old and comes from a relatively poor home. He used to be at the top of his class, but now in his teenage years he has lost interest in school, has joined a gang and is often getting into trouble. His life has changed, but not for the better. The book is written as a letter from Jerome to his mother to explain the circumstances that led to a street gang stabbing in London. These are some of his thoughts about his relationship with her:

Excerpt:

Typical school report: 'Jerome can do well when he puts his mind to it, but he's easily distracted. Check this, Mumsy. You can't be a nerd and at secondary school and be liked by the people who count. You can't waste your time reading books when you're a teenager, either. That's for when I'm old, like you. (...)'
Anyway, you can talk. If you hadn't left university 'cos you was pregnant with me, you could've become a schoolteacher like you wanted.' Then we'd live in a proper house with a garden and everything.

One evening when I hadn't spoken a word since I woke up and it was night-time, you went on, 'I've had it up to here with your bad moods, Jerome. You used to have them sometimes, now you have them all the damn time. What the flipping heck can be so bad? Huh? You're alive, you're well fed, you have two arms and legs and at least half a brain. Maybe I should arrange some of those anger management sessions for you. I'm sure half your school attends them anyway.'

What kind of snide comment was that? It wasn't my fault, it was yours. Like I had a choice about what school to go to anyway? I tell you, I felt like I wanted to hit you for that. Yeah, hit you. I can't believe I felt like that but I did. I went into my bedroom and slammed the door and beat up my bed instead.

What did you expect me to say? Anyway, I couldn't tell you nothing because you couldn't do nothing about it.

My friend Adrian suddenly got excited. 'Guess what, Jerome. I've decided I'm going to be an architect.'
'What? For what?' Now what was he on about? Silliness again, for sure. 'Cos I like drawing and it's a good career. I'm going to take eight GCSEs*, if they let me. I've got two years to get it together. I've worked really hard these past few months and came top of my class in four subjects at the end of term. I got the Most Improved Student Award in my class. Mrs Mathison was well impressed. She thinks I can get straight A's if I work hard. Her husband is an architect in Hammersmith and she said he'll take on work placement** next summer. I might even apply to university. Can you believe it? Mrs Mathison thinks I might have a chance. Dad's so pleased he is going to get me a computer and printer so I can work properly. He won't let me connect it to the internet yet, though. Trust me, I'm never coming back here. Not ever. I'm going to live away from all this street life. I've been dying to tell you. Your boy Adrian is a man with a plan!'

https://pgsf.udir.no/Year2015/PreparationRoom4/eng_03.aspx

14.05.2016

WTF! I was so gob-smacked that I stopped in my tracks as if someone had slapped me in the face. The devil came out of me. I put my hand on his shoulder, took a deep breath, and said: 'Yo! Listen-up, you're aiming way too high, my boy. You're only fourteen. Who knows what will happen? You're not thinking straight. Get real. People like us don't leave this hood***, yeah? We is gangsta, ya get me? And Ade, don't think you're better than me, 'cos you ain't'.

*GCSE is a public examination in specified subjects for 16-year-old schoolchildren

** Work placement means a temporary job that you do as part of a course of study in order to get practical training and experience

*** Hood = Neighbourhood

Source: Evaristo, B. (2010). *Hello Mum*. London: Penguin UK. Pages 7-8, 27-28 and 38-39.



Dreams Cancelled, by Banksy. Retrieved 19.11.2014 from http://karmajello.com/postcont/2013/11/4602805654_db8b6569fb_b.jpeg

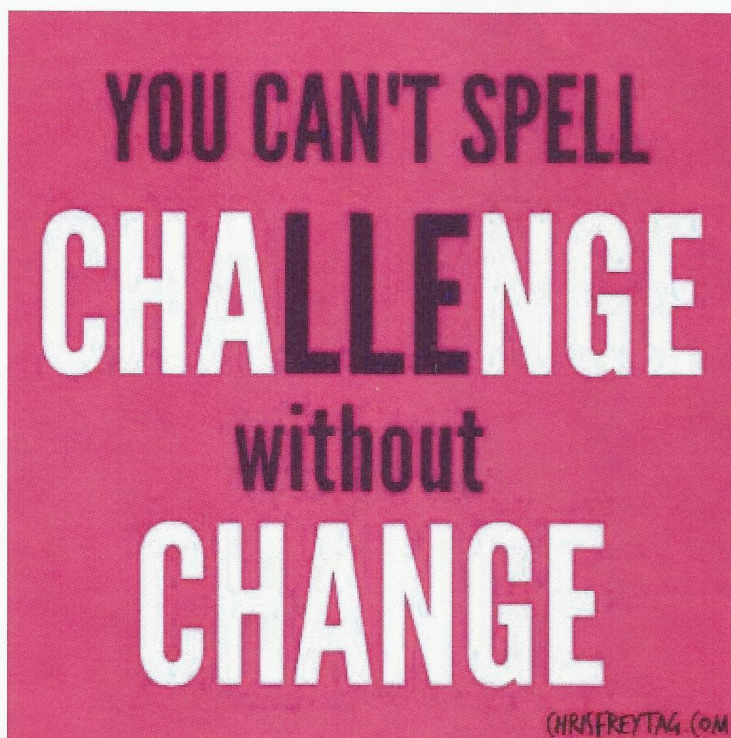
Eksamen

19.05.2015

ENG0012 Engelsk

Sentralt gitt skriftleg/skriftlig eksamen etter 10. trinn – for elevar og for vaksne deltakarar og privatistar/elever og for vaksne deltakere og privatister

Challenges



Retrieved 04.11.2014: <http://getthealthvu.com/wp-content/uploads/2014/09/You-Cant-Spell-Challenge-385x385.jpg>

Nynorsk/Bokmål/Engelsk

In your answers, you can use information, ideas, useful words and phrases from the texts you worked with during your preparation day and from other material that you have worked with in your English class. You may also use information from other sources.

Part 1 Short answers **Answer both 1a and 1b**

Task 1a

In the preparation material you have read about people who belong to different cultures and speak different languages. Describe two things you could do to make newcomers from abroad feel welcome in your local community.

Task 1b

Read Appendix 1 on page 7 and write a short text where you explain why some Australians celebrate Australia Day while others demonstrate against it. How do you view this situation? Give reasons for your opinion.

Part 2 Long answer **Choose ONE of the tasks from 2a to 2d**

Task 2a

Leaving your homeland to settle in a new country is a challenge. Imagine you are moving to an English-speaking country. Write a text about leaving your homeland and starting all over again. Focus on some of the challenges you think you would meet in your new English-speaking country and how you would deal with them.

Task 2b

In your preparation material you have read about some challenges in society.

Which challenge or challenges mentioned in the preparation material do you think need most attention in today's society? Give reasons for your answer and say what you could do to help bring about change. Write a text with the title "Yes, we can".

Appendix 1

Australia Day – Invasion Day

Whereas most Australians celebrate Australia Day as the day Australia was founded, the Aboriginal people demonstrate and mourn the loss of their cultural heritage and call it “Invasion Day”.

On January 26, 1788, Captain Arthur Phillip took formal possession of the colony of New South Wales and raised the British flag for the first time in Sydney Cove.

Since 1994 Australia Day has been celebrated by welcoming new citizens or honouring people who have served their country. Many people celebrate the day by going to the beach, having a barbeque and watching fireworks displays.

To many Aboriginal Australians there is little to celebrate. On the contrary, it is a day to commemorate a deep loss – loss of their sovereign rights to their land, loss of family and loss of the right to practise their culture.

Aboriginal people call it “Invasion Day”, “Day of Mourning” or “Survival Day”. In 1992 the first Survival Day concert was held in Sydney. These concerts are often staged at places with great Aboriginal significance. Aboriginal and non-Aboriginal artists play music or dance, information pamphlets are handed out, and there are arts and crafts stalls as well as traditional Aboriginal food. Survival Day has become one of the biggest Aboriginal cultural events throughout Australia. In all major cities you can visit alternative concerts where mainly Aboriginal people gather.

The name Survival Day expresses the fact that Aboriginal culture is still strong, and many Aboriginal people’s identities are positive and alive despite all that has happened since colonisation.

(Adapted)

Korff, J. (2014) Australia Day – Invasion Day. Creative Spirits. Retrieved 8 September 2014 from: <http://www.creativespirits.info/aboriginalculture/history/australia-day-invasion-day>