

**Integration of newly arrived immigrant pupils into
schools**

Focus ethnography on 'preparation for basic education' in
Finland

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ABSTRACT

The research analyses a unique approach of everyday life experiences of newcomers in relation to their initial education towards mainstream schooling. The aim of the research was to find out how pupils' gets motivated towards Finnish language learning skills and how social life integration impact on pupils' initial education as they navigate their pathways in their new environment.

The research focused on observation, artistic, pencil and paper diary, and interaction method of approach in triangulating those everyday life experiences into perspective. An audio-recorder, vignettes, and packet-notes were used for the data gathering processes. The analyses of the research were based on grounded theory approach (see Glaser & Strauss, 1967; Glaser, 1992; Glaser, 1978) where patterns of the generated data sets as well as the interrelationship of the data sets were scrutinized by conceptual description and comparative techniques and a theory driven approach as in background literature where data sets were related to previous concepts or theories.

The outcome of the research suggests combination of multiple factors that impact on newcomers' initial education. These include; possibilities of establishing friendship with native peers, issues of self confidence, impact of second generation immigrant peers, the effects of teaching and learning methods, the role of teachers and parents motivational guidance, and limited places for the organization of the program and its effects. The outcome of this research are significant for social workers, language researchers, and teachers who play essential role in building their learners' self-confidence and willingness to communicate, both within and outside the classroom.

Keywords: Social life integration, motivation.

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1 INTRODUCTION

Patterns of migration in Finland have had a moderate history of both positives and its downsides. This correlates to the fact that at a point in the history of Finland, Finnish people themselves migrated to certain countries (see Source: Migration Policy Institute, 2011) due to pertaining living conditions at the time. First generation immigrants of such Finnish citizens who migrated at that time might have had successive generation of children who have become full or partial citizens of those respective countries (USA, Canada, Australia etc.) and perhaps may have never visited Finland in their entire life time but still uphold and adhere to their indigenous cultural roots and identity. According to Migration Policy Institute (MPI) the earliest historical movement of Finnish citizens that was labeled as 'voluntary emigration' happened in the 17th century at the period when Finland was still under Swedish rule. Finland has nowadays become more multicultural (see Sinkkonen & Kytälä, 2014) society despite her shorter immigration history compare to other European countries.

The current situation of immigrant youths raises many questions as to the importance attached to immigrants' preparation education, their future attainment of employment life, and strategies of education that will make them influential members of the Finnish society side-by-side adherence to their cultural identity. Immigrant youths are finding their (see Matikka, Luopa, Kivimäki, Jokela, Paananen, 2013) environment of studies inferior as a result of psychological and physical discrimination they experienced compared to other youths. Is the newly arrived immigrant pupil 'preparation for basic education' an ordinary integration policy formality or otherwise? My stance is that; immigrant youths full and quality participation in education and fast track integration in the Finnish society during their early years of arrival in Finland could be of significant asset to Finnish labor market which could not be compromised because as Kilpi-Jakonen (2011) pointed out, children of immigrants are among those likely to drop out of school after compulsory education and the situation is most prevalence among those born outside the

European Union than those born inside. For instance, both first and second-generation immigrant pupils from other countries outside the European Union (see Appendix VI) perform poorly in mathematical literacy average score points than their counterparts.

This research was designed to explore the perspectives of immigrant pupils arriving from developing countries, regarding their initial educational well being, and social life integration experiences. Some of the current researches available (e.g. see Sinkkonen & Kytälä, 2014; Latomaa & Suni, 2011) focuses on the perspectives of teachers as to what really works for immigrant education without highlighting the everyday life circumstantial perspectives of the newly arrived immigrant pupils. This research focuses solely on various circumstantial experiences of newly arrived immigrant pupils in regards to their initial education (preparation for basic education) and social life integration. The research also revealed vital experiences by school authorities (class teacher & Vice principal) in regards to newly arrived immigrant pupils consistency of relationship formation and its impact on their initial and future mainstream classroom education. The analytical outcomes of all the experiences by newly arrived immigrant pupils and school authorities could be of valuable significance to teachers, social workers, parents, and integration planners to shape the various collaboration and communication practices that exist between school authorities and immigrant parents. In the analysis, the research revealed how the various experiences by newly arrived immigrant pupils impacted on them, either directly or indirectly as they go through the 1-year 'preparation for basic education' program.

Teenage years have been considered to be one of the problematic moments in the human evolution. According to the American Academy of Child and Adolescent (AACAP), normal adolescent growth is the stage that transpires in the middle and high school years and is characterized by certain behaviors such as movement towards independence, (see AACAP, 2011) concern with future welfares and cognitive changes, preoccupation with sexuality, and experimentation with morals, as well as self-direction that results in reactions against authority. Teenage periods could be the time of social and

identity formation trying to find meaning of existence, and having to cope with challenging circumstances of new way of life and perhaps in a new environment likewise the way newly arrived immigrant pupils may find themselves in Finnish society. Patel (2012) emphatically stated that, the concern is not the impression that the teen years can be problematic time of development, or that the adolescence is qualitatively different from other periods of life. Rather, it is the notion that the teenage years are similar for everyone and something to be tolerated, both by the teens and adults around them.

1.1.1 Definition of terminology

In the perspective of this research, newly arrived immigrant pupils will be referred to as newcomers, whilst native Finnish pupils will be simply referred to as native peers and will be interchangeable throughout in the research write-up.

Motivation in the context of this study focused on instances that prepare the mindsets of newly arrived immigrant pupils to remain focus and get inspired towards the study of Finnish language skills acquisition. It also comprises of how newcomers are psychologically managed, supported and encouraged on a daily bases within and outside the school environment; and as such, the impact of these factors on their Finnish language learning acquisition as well as pathway navigation in the society. One of the theoretical concept that has gathered supreme focus in the field of L2 motivation till date is the integrative orientation described by Gardner & Lambert (1972) as mirroring a genuine and personal concern in the people and culture epitomized by other group. Likewise, in the field of psychology, according to Markus & Nutius (1987), the theory of 'possible selves' indicates a person's reflections or mentality of what they might become, what they would like to become, and what they are scared of becoming which consequently accept a conceptual association between 'self-concept and motivation'. Dornyei & Ushioda (2009) maintained that 'motivational self system' theory has substantial realistic consequences as it navigates for innovative possibilities for motivating

language learners. They further indicated that, human actions are initiated by determination, and this determination has frequently been operationalized in terms of objectives or ambitions both in professional and everyday life discussion.

Social life integration in the context of this research referred to as the varieties of friendship formed within and outside the newcomers school environment, extra curriculum activities engaged in, awareness of rights and responsibility when in public, one's own interpretation of the immediate environment, and exposure to the services and support systems available for them to easily navigate their pathways in their new environment. It also encompasses family life as to the kinds of relationship between newcomers and their respective parents or guardians on their preparation education; for instance in terms of helping, supporting, collaborating, understanding, disagreeing and learning of family values including rules and regulations at home. In fact, Grillo (2008) emphasized that, the family is generally recognized as a fundamental component of cultural, social and economic production and reproduction that performs essential roles in the effective integration of its members, and functions as support network for them. According to Alexander (2003), current men and women go about their lives without really knowing why and we are not anywhere as realistic as we would like to reflect. We still lead lives expressed beyond by unconscious than conscious thought and we are still obliged by mindsets of the heart and the frightful feelings of instinctiveness.

2 THEORETICAL BACKGROUND

2.1 Concept of 'preparation for basic education'

According to the Finnish National core curriculum for instruction preparing immigrants for basic education (2009): "instruction preparing for basic education is intended for those pupils of immigrant backgrounds whose

Finnish or Swedish language skills and/or other abilities are not sufficient to study in a pre-primary or basic education group. The objective is to support the pupils' balanced development and integration into Finnish society and to give them the necessary skills to enable them to attend basic education. The education takes into consideration the fact that pupils are different in terms of age, learning capabilities and background". Therefore, the concept is limited to a one-year initial Finnish language learning education program offered to newly arrived immigrant pupils to make them familiar to the Finnish social life and education system but most importantly, to develop the necessary language skills needed to join the mainstream classroom learning.

2.2 National core curriculum, immigrant basic education

The Finnish National Board of Education curriculum (2009) for immigrant education stipulate that, at minimum, newly arrived immigrant pupils' ages 6-10 should be provided with 900 hours of instruction whilst older pupils are to be provided 1,000 hours of instruction at minimum. However, prior to accomplishing the obligatory hours indicated above, pupils partaking in the Finnish language instruction are permitted to transfer to basic education provided that they are able to manage in the mainstream classroom lessons with the level of the Finnish language acquired.

There is no national lesson-hour distribution of syllabus that has been defined for instructional purposes. However, according to the Basic Education Act, pupils are eligible to curricular teaching and guidance on school days but the composition of teaching groups has to be determined by each provider of instruction preparing for basic education. As determined in the Government Decree 1435/2001, each education provider is accountable for drawing up its local curriculum for instruction preparing for Basic Education, and therefore, the basis for drawing up the curriculum consists of the general objectives and the national objectives concerning instruction preparing for basic education.

The national core curriculum (2009) also stipulate that, for those newly arrived immigrant pupils considered to be illiterate who have poor reading and

writing skills, instruction preparing them for basic education should focus on those skills they lack. Therefore, the objectives of pupils personal study program should be set in a manner that will facilitate pupils to receive instruction that will be appropriate to their age and skills level. It also means that, the contents has to be chosen in a way that will support pupils ability to manage everyday situations and social integration as well as to facilitate the development of pupils own identity. The curriculum also recognizes that, learning one's own native language encourages pupils learning skills and strengthens cultural identity.

The curriculum also stipulate that, in circumstances where pupils reading and writing skills are not sufficient to partake in basic education, sufficient time should be reserved for acquisition and consolidation as well as to factor in measures of consideration by ways of scheduling the progress on to basic education in pupil's own study program. However, where necessary, the pupil may either continue in preparatory institution or transfer to study in accordance with a study program not tied to year classes or in some other way with appropriate support measures.

2.3 Historical background of immigration in Finland

Finland immigration comparatively with other European neighboring countries such as Sweden, Russian, Norway, and Denmark is quite young. It is ironically interesting that at a time several Finns were migrating abroad during 18th century, other European citizens started immigrating to Finland especially to Helsinki and other major towns in Southern Finland beginning in the late 19th century. The earliest people who immigrated to Finland also came under various reasons and circumstances. Among the first movement of voluntary immigrants to come to Finland in contemporary eras were the Swiss cheese makers, Bavarian brewers, Norwegian sawmill proprietors, British textile industrialists, Italian ice cream makers, Jewish merchant, and carpet traders. They were predominantly business minded immigrants who took advantage of the after mass of the World War II to immigrate to Finland and in the process

made a comprehensive and significant contribution in rebuilding the Finnish economy. The influence of the earliest immigrants in Finnish economy was significantly felt that it started to attract many foreigners into Finland and by the beginning of 1939, Finland became the home to more foreigners than their neighbor, Sweden (Source: Migration Policy Institute, 2011).

Integrating into a host country can mean many things to different people, finding a sense of acceptance in the new society and environment and being accustomed to the daily life of the indigenous people can be challenging without the necessary psychological and physical support. Being able to assimilate to the cultural identity (language, norms, values, rituals, etc.) of the host country at the same time trying to preserve one's own cultural identity also requires adequate use of time, space, flexibility, cooperation, tolerance, and shared understanding among both immigrants and the host country. Amid World War II and 1990, there were appropriately little experienced of immigration in Finland therefore immigrant groups who had arrived prior to 1939 had enough space and time to integrate into Finnish society and daily life. Numerous noticeable ethnic groups were also, able to uphold some of their essential cultural traits up to date, which have been passed on from one generation to another. For instance the Tatar people, currently in the fifth generation, have kept their indigenous names, Muslim faith, language traditions, and their long-standing businesses within the textile and carpet industries. Currently, these groups are considered an essential part of present-day Finnish life (Source: Migration Policy Institute, 2011).

2.4 Current trend of immigration in Finland

Currently, the focus of immigration has been flexible towards highly skilled labor force and students. There has been conscious efforts on the part of the Finnish government to retain and employ immigrant students after their studies (see Source: studyinfinland.fi; Finnish Immigration Service) to facilitate their job search. This policy has a lot to tell about the bigger picture of the need

of human resources to fill up the gap in the Finnish manpower base of the economy.

In the 21st century, according to MPI (2011), the movement of skilled migrants both into and out of Finland has been encouraging for the economy. Today's emigrants from Finland are mostly highly educated people in the field of IT, medicine, chemistry, physics, biotechnology, and the arts. The intention of such emigrants is to spend a few years working in countries such as United Kingdom and United State for experience purposes and professional associations that demonstrate usefulness upon their return to Finland. Despite positive claims of Finland's liberal approach towards social welfare policies, well-maintained public and technological infrastructure couple up with world-class educational opportunities and high gross domestic product (GDP), the foreign population is still not well integrated and neither has it been considered among the top destination countries for migrants.

In view of MPI (2011), the Finnish immigrant population has been boosted in recent decades to the extent that amid 1190 and 2009, the amount of officially dwelling foreign citizens in Finland increased six-fold, from 26,300 to 155,700 and out of the entire population of 5.3 million, approximately 300,000 representing 5 percent are of a foreign background (having been a foreign born, speaking a foreign language, or having foreign citizenship). However, despite the progressive in increased of foreigners in Finland since 1990, it is still significantly less than in Germany, Sweden, or Switzerland, where the percentages of the foreign born ranges from 10 to 20 percent.

MPI (2011) further indicated that, the largest percentages of immigrants in Finland are students' migrants, and that increased has remained constant over the past years. Reasons of maintaining that constant increased is as a result of easier immigration processes and strategic measures taken by government to directly link educated students in Finland to the labor market (see MPI, 2011; Finnish immigration Service) as compare to stricter family reunification immigration processes which required accurate secured income, and scrutinized identification documentations. Furthermore, the harsher regulations

and procedures are those of immigration of children and underage family members.

According to MPI (2011), the current complexity of immigration issues globally has unintentionally and intentionally mandated most Finnish political parties to establish a public stance on immigration policy, something that has historically been considered a minor issue and discussed only on specialty blogs and forums. In fact, during every presidential and parliamentary election, issues of immigration are among the top themes (labor/economic migration, humanitarian relief, and immigrant integration) of significance discussion in Finland.

Latomaa et al. (2011) indicated that, currently, there are immigrants in all municipalities in Finland of which majority of the immigrant population – in fact every second immigrant resides in the Helsinki Region (Uusimaa) – the region involving Helsinki and other 20 municipalities. Credible language statistics available indicates that, out of those 224,388 who report to have other languages rather than Finnish, Swedish or Sami as their first language, more than half resides in Helsinki Region (Uusimaa). Consequently, as a result, there exist a visible regional polarization and difference between the Helsinki Region (Uusimaa) and the rest of the country. Moreover, as a result of the regional polarization that transpires in the largest cities, variation between schools becomes significant. For example, In Helsinki, some areas have student populations that are 40% plurilingual, although in some other areas in the capital, less than a percent of the students have an immigrant background. Therefore, if the current tendency continues, it has been estimated that by 2025, every fourth student in Helsinki will come from an immigrant background.

2.5 Circumstances of newly arrived immigrant pupils in Finland

The situation of immigrants has gotten bad enough that, news reports suggested that, despite the fact that many youths consider high school education as a passport to university and a well-paid working life, there are high exclusion rates of the number of graduates from upper secondary school to

the university among immigrant youths. In fact, in 2009, out of 100,790 students who attended Finnish upper secondary schools, only 2,718 representing 2.8 percent of them had a mother tongue that was other than Finnish or Swedish.

According to yle news report, (see source:

[http://yle.fi/uutiset/immigrant_tenth_grade_helps_kids_make_it_to_lukio/60](http://yle.fi/uutiset/immigrant_tenth_grade_helps_kids_make_it_to_lukio/6082195)

[82195](http://yle.fi/uutiset/immigrant_tenth_grade_helps_kids_make_it_to_lukio/6082195)) in 2010 alone, the percentage of pupils leaving basic education without a further place was three times greater for children with a migrant background.

This reportage correlate to Matikka et al. (2013) claims which indicates that immigrant youths lacks support systems, are faced with numerous challenges, and therefore should be expose to the different kinds of support services available in schools and other institutions as they need individualized special support.

According to Matikka et al. (2013), first generation young immigrants find their surroundings related to schoolwork inferior than other young people, and they have more troubles with studies than others which also in alignment to Kilpi-Jakonen (2011) emphasized that, numerous students with immigrant background (Sub-Saharan first generation) are among the highest likely to drop out from school as compare to the indigenous youths of which the difference is approximately 24 percentage points.

Matikka et al. (2013) indicated that, young immigrants are heterogeneous group who lack close friends and therefore are easy targets of bullying, physical threats and sexual violence. The number of people of foreign origin in Finland is four times higher and those whose main language is not Finnish or Swedish is ten times higher. Immigrant children account for a fifth of all those whose main language is not Finnish or Swedish. There has been very little information about the health and well being of children and young people with immigrant background.

Health & Kilpi-Jakonen (2012) disclosed that, one critical observational barrier that needs to be acknowledged is that, migrants are frequently among a highly selected group from their home country. This implies that, migrants from a less developed country will frequently not be of standard compare to the non-migrant population. However, they might have superior social, cultural,

and human capital than those families who are not interested to migrate. Certainly, migration could be a threatening initiative, which affects those immigrants from developing countries to be rather abnormal in their behavior.

2.6 Immigration and integration issues

Despite recent efforts from the Finnish Foreign Ministry to reshape Finland's image as a flourishing, and excellent nation worthy of tourism and investment, many still regard Finland as an isolated, cold, reserved country revealing passive reluctance towards immigrants (see Source: MPI, 2011). Ironically, majority of Finns does not support further immigration (see Source: MPI, 2011; Finnish Immigration Service) largely because of humanitarian-related family reunification that are mostly granted to Africans, especially Somalia asylum seekers. They argue that humanitarian related immigration does not translate to a beneficial labor force. The reality of the immigration policy condition in Finland is currently branded by genuine questions than by solutions. The amount of extra immigrants needed to be admitted into Finland? How can the current and upcoming immigrants be productively integrated to boost the Finnish economy without any possible migration security threats? (See Source: MPI, 2011) to what extent is Finland preparedness to encompass humanitarian assistance to asylum seekers/refugees? What should be the finest means to control such assistance and how to deal with those that exceed the limit.

The educational background and employment circumstances of young immigrants parents have unfavorable effects on young immigrants educational achievement to the extent that (see Kilpi-Jakonen, 2011; Heath & Kilpi-Jakonen, 2012) having an unemployed parent tends to escalate the likelihood of dropping out of school but on the contrary, having at least one parent educated up to the tertiary level decreases the likelihood of dropping out. In fact, Kilpi-Jakonen (2011) further indicated that, single immigrant adult in a household with many children also increases the likelihood of dropping out but students living alone are the most likely to be drop out from school.

Bourdieu (1974, p.33) stated that; "...it [education] is in fact one of the most effective means of perpetuating the existing social pattern, as it both provides an apparent justification for social inequalities and gives recognition to the cultural heritage, that is, to a social gift treated as natural one."

Jefferies (2010) indicated that, for immigrant populations, migration process and resulting status effects positioning in every social field, permanently marking access to status with K-12 education, access to higher education, and access to fairly paid and safe workplaces.

Schnell & Azzolini (2014) were of the view that, family background plays a key role in academic achievement of immigrant youths in Europe (e.g. Greece, Italy, Portugal, and Spain) but it is still far from being sufficient to explain the immigrant and native gaps in achievement. Socio-economic family background is one of the strongest predictors of achievement differences between immigrant youths and their native counterparts.

According to Rastas, (2009), studies conducted in many European and Western societies concerning children's experiences of racism reveal similarities across board. However, the biggest difference from such children's perspectives is the possibilities to negotiate their experiences.

Sinkkonen, Aunio, & Kyttala (2011) pointed out that, in Finland, the main reason for the disproportionate representation of immigrant pupils in special education can be attributed to insufficient assessment methods and practices as well as the transition phase from preparatory education to general or special education.

Heath & Kilpi-Jakonen (2012) emphasized that, in countries where the education system had a lengthier prospect to guide the learning outcomes of immigrant students, the improvement of students' performance was always assured. They further indicated that, one possible factor is when immigrants from a country with lower educational standards moves to a country with higher educational standards will require an ample time to catch up and therefore it will be specifically disadvantageous if they arrive late (especially when majority of their school going career have been spent in their home country and thus making them to be extra behind). Juxtaposing language in

that context, the essential aspect is the extent of distinctions between the origin and receiving countries in educational standards but not necessarily the level of performance in the receiving country.

2.7 Impact of social life on the newly arrived immigrant youth

Jefferies (2010) pointed out that, in depth ethnographic description offers a glimpse of how immigrant youth navigate access to work, which reveals several barriers to progress, and subsequently such barriers preventing access to university or vocational training.

According to the following researchers: Erlanger, Megan, Heffer (2009); Suarez-Orozco, Rhodes, Milburn (2009); and Heath & Kilpi-Jakonen (2012) parenting characteristics such as supportiveness and warmth continue to play an important role in influencing a student's academic performance even after entering tertiary institution. Parenting style, especially motivation significantly predicted students' academic performance, in that, such motivation correlate to pupils' self-efficacy towards time spent on academic work. They further stressed that; there is also the likelihood that immigrant parents may have different ways of parenting styles as compare to parents of the native population. Parental influence plays an important role in young adults at a time of transition to life away from home.

Therefore if immigration is viewed as a family organization project (see Heath & Kilpi-Jakonen, 2012) immigrant parents regardless of their social class, might monitor their children, facilitate them with their school work, and they may participate in pupils school to a point that may be more characteristic of the middle class than to the working class. This might lead to a social class effects being lesser for immigrants than for the native population.

According to Rastas (2009) in Finland, racism is not discussed as much as in some other countries, and the common definitions of racism are very narrow, referring only to open, international racism. Many pupils lack the supportive communities (larger ethnic and racial minorities) in which they could share their experiences and learn to talk about them. They have to be prepared to be

seen and treated differently wherever they go, they have to learn to live with other people's color-blindness and everyday language peppered with racist slurs and expressions. They have to deal with various racist representations in media and other cultural products that remind them of how people who look like them are seen and valued in the society.

2.8 Parents/teachers collaboration on immigrant pupils education

Bang (2012) indicated that, it would be a mistake to assume that all parents and families hold the same views on homework. To bridge the gap between home and school culture, school staffs should consider outreach efforts to link immigrant families to local resources such as language classes and bilingual/bicultural mentors to help newcomer students navigate both worlds.

According to Jefferies (2010), there is an immediate and urgent need for information involving society in general and for all institutions serving immigrant populations, in that, both migrants and the native population need to know more about the different migration statuses that are possible and the possibilities and risks associated with each.

Strickland (2012) indicated that, the voices of the cultural bridge persons, when included in the dialogue, allowed their authentic points of truth and clarification to be heard and acknowledged.

Students who viewed that, their parents encouraged (see Erlanger et al., 2009) their development of communication skills and autonomy while providing a set of boundaries to work within were predicted to have better academic success.

According to Latomaa et al. (2011), the aim of the Finnish school systems is to respect parents as co-workers of teachers and as active participants in any school-related projects. Therefore, it is extremely valuable that frequent communication and informal relationships with the homes are recognized. Apart from the regular meetings with parents, other means of feeding families with information and communicating without barriers have been established. For instance, e-mail list and computer-based feedback systems are frequently in

use, in addition to the traditional forms of disseminating information such as written notes and newsletters which are normally sent to the students homes.

Actually, both international and Finnish research indicates that, (see Heath & Kilpi-Jakonen, 2012) immigrant parents are inclined not to be keenly involved and engage in interaction with their children's schools. Thus, in circumstances where immigrant parents with low status seems to be disinterested to be involve in their child's schooling than the native parents of similar status, then we might witness social class to have a greater effect on the educational attainment of children of immigrants.

Latomaa et al. (2011) emphasized that, multilingualism in the classrooms comes with new challenges and not all parents speak or read and write Finnish sufficiently to manage with messages corresponded through Finnish language. Effort has been made by many schools to use numerous L1s as possible when communicating with families and therefore some schools use syntactically and lexically simplified Finnish, in other words "Plain Finnish". Nevertheless, all school staff are suppose to be conscious of these techniques and be prepared to used them, but this has not always be the case as it takes time to progressively acquire well-functioning practices in this regard. They further indicated that, searching for a translator in each language in time and discussing meeting schedules with the parents and interpreters has been an issue of problematic concern. Though it is an exception, individual teachers found it needless to use any other language than Finnish when communicating with immigrant homes but there is no comprehensive consensus on the issue among teachers.

Sizeable percentages of students or pupils who spend most of their school lives in the mainstream classroom (see Source: maledive.ecml.at) are second language learners. Thus implies that, 'mother tongue' and subject teachers are expected to assume the dual responsibility of teaching both language and content. Therefore, this could be considered to be favorable to all students since they will all benefit of language support and carefully planned teaching practices.

2.9 Awareness and support for linguistic and cultural diversity

Strickland (2012) stressed that, multicultural education remains elusive and complex, in that teacher's facilitation of newcomers and their understanding is centered on language acuity. However, the newcomers and cultural bridge person's perspectives suggest that relationships and cultural systems enrich their understanding.

Sinkkonen & Kyttala (2014) indicated that, most of the good practices mentioned by teachers of immigrant pupils were associated with transferring the Finnish language and culture onto the students. Scrutinizing the thoughts and attitudes behind these good practices would help to create even better, more multicultural ways of arranging education for cultural diversity, which is inclusive of native Finnish students.

According to Strickland (2012), possibilities of multiple interpretations of behavior, is the core knowledge valued in the classroom, as well as relationships that may trump the newcomers' language limitations.

Wedin (2010) opined that, interaction in classrooms should include longer talk-turns. Teachers should scaffold the development of their students' linguistic skills by asking questions that will encourage students to talk for longer periods in order to rehearse their linguistic skills.

According to Latomaa et al. (2011), the challenge for many Finnish schools is to establish the needed resources and language services to communicate with parents who have recently moved to Finland from another country. However, there seems to be inaccurate information given to schools on the language background of immigrant students due to the fact that, information is not transferred from one official to another, making it difficult for schools to access such vital information. They further stated that, another factor for these inaccuracies is the kind of program used to register immigrant students' background information that does not have an option for all immigrant languages, which is in contrast with the objectives and concept outlined in the national curriculum that stipulates the development and support of each student's first language. Another critical aspect of those inaccuracies is self-reporting on the part of the parents who have the right to affirm any language

both in the official register and for the use of the municipality. Latomaa et al. (2011) emphasized that, there are some parents who did not reveal the language used at home and instead gave Finnish as their children's first language for fear that the children's true L1 could have detrimental effects for their education. Therefore, it is incumbent on municipalities to inform parents on the importance of reporting accurately the language situation of their families because of the special government subsidy for all students with a language other than Finnish or Swedish as their L1.

Magnus, (2013) was of the view that, individuals have distinctive kinds of advantages that are relevant to employers. Therefore, regardless of one's ethnicity or gender, there will be that anticipation for employees with comparable education to cluster in the same workplaces. Consequently, if immigrants and natives, men and women, differ with respects to education, then we can anticipate this kind of heterogeneity to produce segregation.

2.10 The use of L1 in schools and motivation towards the use of L2

The Finnish National core curriculum for instruction preparing immigrants for basic education (2009) on specifically 'pupils own native language' has stated that: "the objective of native language instruction is to support and promote pupils' command of their own native language, knowledge of their own cultural background and development of cultural identity. Good command of one's own native language will also create conditions for learning Finnish/Swedish and other learning in that language. Pupils will be provided with instruction whenever possible".

According to Latomaa et al. (2011), in order for immigrant students to learn faster the Finnish language, it seems to be a normal practice by teachers to guide students to practice their Finnish even during their school vacations. Therefore, unintentionally the students are not encouraged to practice their L1. However, the use of L1 in the classroom can be intentionally prevented. Indeed, as many as 41% of teachers who responded to the issue of using L1 affirmed that occasionally students are prevented from the use of L1 especially in group

work or when interacting with other students. In fact, some teachers indicated that, the restrictions to use L1 are well motivated. For instance, when a student is been suspected of using their languages as a tool of power in other ways to tease each other.

Immigrant students have a negative attitude towards L1 instructions due to the non-obligatory nature of L1 instruction as a subject. In Latomaa et al. (2011) research findings, it has been revealed that 65% of teachers mentioned that, students refused to participate in L1 instructions in their schools occasionally despite the fact that it is been organized. In teachers' perspective, students' failure to participate in L1 instructions is due to their parent's wishes for them to study Finnish language instead of their L1, and that 52% of the teachers agreed with such observation. Therefore according to Latomaa et al. (2011), this implies that, whilst the school puts in more effort to encourage students plurilingualism, the parents ambitions appears to be opposite of the idea. However, students' unwillingness to get involve in L1 instructions and their parents' uncertainties concerning the significances of the L1 can be explained by its low status. The facts are that, L1 is studied as a voluntary subject for 1-2 hours per week, and the lessons are generally taught late in the afternoon. Therefore, isolating the official instruction in the compulsory languages (Finnish, English, and Swedish) from the L1 instruction.

Edwards & Roger (2015) emphasized that, one of the fundamental techniques of developing linguistic self-confidence is via listening comprehension skills as well as understanding of other carriers of meaning. In the process of the learner's learning path, significant incidents and decisions might contribute to self-confidence progression. Therefore, improvement in linguistic self-confidence frequently facilitates the progress in language competence. In Edwards & Roger's (2015) perspective, this also suggests that, increased in linguistic proficiency will frequently result in advanced self-confidence in the language. It is possible that an advanced L2 self-confidence will similarly imply the learner has extra willingness to communicate (WTC). Hence, superior command of WTC implies advanced eagerness to practice, facilitating proficiency increases, which subsequently boost L2 self-confidence.

Consequently, proficiency in L2, self-confidence, and willingness to communicate (WTC) can be said to have a recurrent interaction.

MacIntyre, Baker, Clement, & Conrad (2001) argued that, in as much as willingness to communicate (WTC) presumably has effects on extra prospects for one to genuinely practice the L2, then one would anticipate it to fast track one's language learning development.

MacIntyre et al. (2001) indicated that, the possibilities of learners not to feel nervous and to have extra self-confidence that will edge them to be enthusiastic towards communication is as a result of their relationship and contacts with friends. Therefore, the abundant of social support for learners, from their peers, the likelihood of them being enthusiastic to communicate beyond the classroom and even outside the school environment.

According to Dornyei (2005), the assessment of linguistic self-confidence is mainly described from a social concept perspective although with a cognitive component as supposed in L2 competence resulting from the quality and extent of contact with the focus language community (native speakers) and how it impacts on learner's enthusiasm.

Clement, Gardner, & Smythe (1980) emphasized that, a cognitive component, which implies self-evaluation of one's L2 proficiencies and an affective component, which implies the nervousness or uneasiness related with the use of the L2, constitute two significant modules of self-confidence.

According to Dornyei & Ushioda (2009), there are certain situations that can improve or obstruct the motivational influence of the ideal and ought selves. Some of the significant of such situations include the following: accessibility of an intricate and intense future self-image, observed acceptability, coordination between the ideal and ought selves, essential initiation, associated practical approaches, and the balancing influence of a dreaded personalities.

Dornyei & Ushioda (2009) indicated that, "a person's self-concept has traditionally been seen as the summary of the individual's self-knowledge related to how the person views him/herself at present".

Markus & Nurius (1987) emphasized that, the thought of likely selves depends on how people conceptualize their yet to be activated unrealized prospective and in effect draws on possibilities, aspirations and unrealities. Therefore, potential selves act as 'future self-guides', mirroring a dynamic, and advancing the conception that describe how someone is motivated to progress from the present near to the future.

2.11 Issues of academic achievement of immigrant youths

According to Suarez-Orozco et al. (2009) research findings, it has been found to be a familiar pattern of declining academic achievement over time but the trend did not surface for several years. Though not instantly evident, children's academic performance began to slip during the 2nd and 3rd year and dropped sharply in 4th and 5th years. It therefore implies that, there is a need of longitudinal approach to studying immigrant youth's adaptation to schools.

Health et al. (2012) indicated that, immigrant students who migrant from less-developed countries in their later years of lower secondary education, especially where the home language is different from the test language in the destination country are considered to be vulnerable group of students. In such circumstances, the realistic options for these students is to fast track their knowledge of the test language, prepared to make up with the higher levels of attainment accomplished by their peers in the country of destination, and having to manage with all the difficulties associated with adapting to a new educational and social environment. It is therefore imperative on the part of educationalist, teachers and policy-makers to evaluate the important challenges that come with it.

According to Kupari, Valijarvi, Anderson, Arffman, Nissine, Puhakka, & Vettenranta (2013) research publications, a special target of the Finnish sample in the light of PISA data that was to compare the academic success of students with and without immigrant backgrounds shows that, both first and second-generation immigrants performed worse (see Appendix VIII) than native Finnish students in mathematic, science and reading.

Vettenranta (2015) stated that, the Finnish school system has been taking measures to successfully educate culturally and socially homogenous group of students but the rate of immigrants keep on increasing constantly. Therefore, cultural diversity also increases among the native population and subsequently, allowing societal inequality and social problems to escalate. The end result is that, the Finnish school system cannot offer significant learning environment for increasing group of different background of students.

2.12 Perspectives on newly arrived immigrant pupils education

According to Strickland, (2012), video-based stimulated recall activity, can help teachers recognition of their own patterns of listening for, documenting, respecting, and seeking to understand first their own storylines and then the storylines of newcomers.

Dabach, (2009) indicated that, majority of teachers' preparation for lessons are either different or a little different from their mainstream courses in the exact same subject matter. Adaptations and repertoire were interconnected. Some teachers' talk conveyed more contingency and complexity than other teachers talk.

According to Jefferies (2010), within the field of work, immigrant students have the potential access to economic, cultural, and social capital. With a preferable set of circumstances, directly linked to migratory processes and family situations, students may be able to take advantage of work opportunities that present them with genuine apprenticeships into the ways of being and groups that can convene further status within society.

Strickland (2012) emphasized that, there is certain efforts within the diverse classroom setting available, providing space for teachers to listen to the storylines each newcomer brings into the classroom learning environment along with the cultural storylines gleaned from their context outside of the school. In the process of doing this, the teacher must be open to new possibilities of meaning, in that, mostly the teacher assigns meanings to

newcomers' behavior and narratives without entertaining other possible meaning making that was occurring.

According to Schnell & Azzolini (2014), immigrant children from Portugal, Italy, Greece, and Spain are significantly lacking behind native students in test subjects. Almost all immigrant children from these countries greatest achievement gaps are found for foreign-born students who arrive after age six. It implies, early-arrived immigrants and especially second-generation students display progress over late-arrived immigrants. Thus means, immigrants who arrive before the commencement of compulsory school are situated between those arrived later and second-generation immigrants.

According to Heath et al. (2012), in most nations, when pupils attend age 16, key decisions are taken in relation to which educational path to take in upper secondary school or even whether it is necessary at all to continue with schooling. Comparatively, under achievement in test performance at this period may thus have significant implications for later school careers. This implies that, in an attempt to facilitate the enhancement to overcome language difficulties before such major decisions are taken, measures should be put in place for later facilitation purposes in order to lessen any unfavorable effects on the late arrivals. Therefore Heath et al. (2012) concluded that, one of such practical measure, for instance could be post-16 language instruction and flexible measures for late arrivals to intentionally deferred their transitions to an extra attractive paths in their post-16 education.

2.12.1 Aims of the study

The purpose of the research was to explore the experiences of newcomers in the 'preparation for basic education' program in regards to their motivation towards Finnish language acquisition and the impact of their social life integration on their initial education. It was also to assess whether or not the one-year preparation program (Finnish language learning and social life orientation) designed for newcomers to prepare them for the Finnish mainstream schools is a mere administrative procedure or measurable set of agenda has been put in place to ensure that newcomers achieve their full

potential academically. On a theoretical level, the study attempt to establish that, the cultural capital (see Bourdieu, 1974, p.32) and academic potential of newcomers can be positively activated via their encounters with school and home community.

The research also seeks to evaluate the varieties of communication between teachers/school authorities and parents (see Latomaa et al., 2011) as well as their impact on newly arrived immigrant pupils preparation program. The study focused essentially on personal stories and perspectives from selected newly arrived pupils (main actors), the class teachers who guide and provide them with Finnish language skills and cultural knowledge, the vice principal of the school, and perspectives of randomly selected mainstream students.

2.12.2 Research questions

How thus newly arrived immigrant pupils gets motivated to acquire linguistic skills as they prepare towards mainstream schooling?

How do immigrant pupils view or experience the impact of social life in their preparation process towards mainstream schooling?

3 METHODOLOGICAL APPROACH

This research was conducted in the context of focused ethnography design particularly because it is a study that provided an insight about newcomers one-year 'preparation for basic education' program in regards to their motivation towards Finnish language learning and preparedness towards mainstream schooling and social life integration for interested scholars who will like to approach a similar topic in the future. Focused ethnography is a qualitative research design (see Knoblauch 2005) where the researcher gathers comprehensive evidence of information by the use of multiple sources of data collection in studying a single phenomenon as the culture of newly arrived

immigrant pupils. The data were collected based on short-term visits to the selected school 'X' by the use of observation, informal discussions – audio recorded, artistic expressions, and paper and pencil diaries. The amount of data that were collected was large, therefore increased the quantity of time spent in transcribing, organizing as in coding and analyzing the data collected. In fact, Knoblauch (2005) describes these multiple perspectives of data collection and analysis as the features of focused ethnography.

3.1 Participants

There were two types of participants involved in this study. Official participants comprising of the main or primary participants (two females and one male), the class teacher and the Vice Principal of the selected school ('X') as supporting participants. The second type were unofficial participants consist of the whole group of the thirteen (13) newcomers in the preparatory classroom and three (3) mainstream pupils (two males with immigrant background and a native Finnish male). The participants were recruited from the Vantaa municipality via one of the schools that was responsible for organizing 'preparation for basic education' program for newly arrived immigrant pupils. At the time of the data collection, there were six schools in the Vantaa Municipality that organizes such preparatory program. They were; Mikkola School, Havukoski School, Simonkyla school, Lansimaki school, Martinlaakso school, and Kilteri school.

To be eligible as a main participant, the newly arrived immigrant pupil had to have been settled in Finland less than five years, must have migrated from a developing country, and he or she must also be between 12 to 17 years of age and living with biological parents or guardians. This eligibility criterion was essential to the study due to the large category of newly arrived immigrant groups of children that the study was not prepared to cover. Purposeful and selective (see Patton, 1990; Schatzman & Strauss, 1973) selection of data was therefore used to ensure that participants were selected according to the criteria of recruitment.

3.1.1 Characteristics of the main participants

The participant, Jimmy (a pseudonym), is a Sri Lankan boy who arrived in Finland in 2014 on the basis of family unification. Table 1 provides demographic information about the participant.

Table 1

Pseudonym	Jimmy
Age & Gender	14years - Male
Nationality	Sri Lankan
First Language (L1)	Tamil
Second Languages (L2)	English
Background	Arrived in Finland with the mother and a younger sister 5years after the father migrated to Finland. A senior brother could not migrate with them because he was 18years old.
Interest/hobbies	Political issues in Sri Lanka, love for Benz cars, cricket games, meeting friends, and football

The participant, Claudia (a pseudonym), is a Congolese girl who arrived in Finland in 2014 on the basis of family unification. Table 2 provides demographic information about the participant.

Table 2

Pseudonym	Claudia
Age & Gender	15years - Female
Nationality	Congolese
First Language (L1)	Lingala (Ngala)
Second Languages (L2)	Swahili, French, & English
Background	Stays with both parents who are both Congolese but have no siblings.
Interest/hobbies	Outing with friends and watching movies

The participant, Susana (a pseudonym), is a Pakistani girl who arrived in Finland in 2013 on the basis of family adaptation (guardianship). Table 3 provides demographic information about the participant.

Table 3

Pseudonym	Susana
Age & Gender	17years - Female
Nationality	Pakistani
First Language (L1)	Urdu
Second Languages (L2)	Punjabi, Arabic, English
Background	Parents gave guardianship to her two biological sisters.

Interest/hobbies	Traveling, parties, shopping etc
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The three main participants (Jimmy, Claudia, & Susana) were chosen for this research because of the wide variety of newly arrived immigrant pupils backgrounds and circumstances in Finland. Therefore my initial observation were focused on the educational capabilities of pupils' interactive skills migrating from developing countries as well as moderately articulated in English language who are ready to share their experiences and thoughts as they navigate their pathways in their respective Finnish communities and either staying with parents or a guardian.

3.1.2 Secondary participants

My discussion with the class teacher lasted approximately 25minutes and was focused on specific themes relating to pupils attitude towards learning, communication with their families as well as some of the opinions expressed by the main participants. The class teacher even though was an assistant teacher by professional training; she was the substantive teacher for the class. She has been with them for exactly a year at the time of the data collection process. However, she has been working with the 'preparatory for basic education' class for 17years at the time of the data collection process.

The discussion process with the vice principal lasted approximately 15minutes. The process was strictly focused on specific themes relating to personnel responsible for teaching such groups of newly arrived immigrant pupils, the academic performance of those immigrant pupils who has proceeded to the mainstream classroom, his perspectives on the 'preparatory for basic education' program, and some of the relevant issues raised by all the participants.

3.2 Accessibility and confidentiality

I begun my research process with a preliminary contact, which was made in person at the selected school 'X' concerning the purpose of the research by expressing my research interest and aims, followed by a formal written

permission letter, copies to the Vice Principal of the selected school 'X'. After that, a formal written consent letter to the families (parents/ guardians) attaching a copy of those approved permission letter from the Vice Principal of the selected school 'X' respectfully asking for their permission to observe and interact with newcomers indicating specifically how their confidentiality will be protected as well as giving them the opportunity to suggest means of maintaining that confidentiality.

3.3 Ethical considerations

All the participants in the study took part in the study on a voluntary basis. Participants had the right to withdraw from the study at any point and to choose what procedures they were willing to participate in. All names along with some details in the data excerpts have been changed to pseudonym in order to ensure participant anonymity. Due process was followed to obtain the necessary permission from the school and consent letters from parents of the main participants (Jimmy, Claudia, & Susana). As a researcher, I was a passive participant and as an observer concurrently both within the classroom as well as outside the classroom.

3.4 Significance of the study

The results of the research could be used to assist in development of any reforms that will support and facilitate the frequency of communication between schools and families of newly arrived immigrant pupils and foster common understanding of various forms of support for newly arrived immigrant pupils. The research could also be used in assessing social and welfare services/needs that could have practical and positive impacts on the newly arrived immigrant pupils integration and inclusion in the society and especially in the mainstream classrooms. The outcome of the research could be of benefits for teachers, immigrant families, social workers, reception personnel, child protection home service providers and all those who matter most in immigrant education (especially those working directly with newly arrived

immigrant pupils). Efforts were made to publish the outcome of the research on the Internet web pages of some of the multicultural centers.

3.5 Selective and purposeful selection

The study started with a preliminary observation of the whole 'preparatory for basic education' group of 13 newcomers for three days. On the third day of observation they were provided with 'sketch of a human body' as an artwork to color, indicate with different colors the languages that they speak, (see figure 1) and the parts of their body that each language occupies. After the artwork, there was a whole class discussion where each pupil shares his/her thoughts and interpreted the artwork of the 'sketch of a human body' in accordance to the guided questions that were provided under the artwork. The two class teachers and myself were actively involved in the artwork and discussion activity. This artwork idea helped me to be familiar with the pupils as it also motivated pupils to open up towards me with easiness and trustworthiness. In fact, the artwork exercise facilitated the recruitment process of the main participants (the three selected newcomers) by purposefully (see Patton, 1990) and selectively (see Schatzman & Strauss, 1973) recruiting those who have migrated from developing countries, moderately articulated in English language, reflective, and willing to share their experiences and thoughts as well as to participate in the research in agreement with their parents/guardians.

In the case of this study, participants were selected from one part (Vantaa municipality) of the Helsinki region area, Vantaa. Majority of newly arrived immigrant pupils in Finland are been located in the Helsinki region (Uusimaa) and to be precise, Vantaa municipality according to the official website of (see Statistics Finland) statistics Finland. According to the City of Vantaa website, (see Vantaa City, Immigrants) Vantaa is the most multicultural city in Finland where everyone is welcomed and that, "of the city's 210720 inhabitants, 14.3% - slightly more than 30 000 people - speak a mother tongue other than Finnish or Swedish".

3.6 Methods of data collection

The data collection procedures for the study were obtained by the use of observations, artistic-drawing-approach, paper and pencil dairies approach (packet dairies), and informal discussions. The various data that were collected and their contents were grouped under headings in accordance to each of the methods of data collections mentioned above.

3.6.1 Tools, activities and schedules of data collection

An audio-recorder, vignettes, and packet-notes were used for the data gathering processes. The collection of the data process begun late spring 2015 and lasted for approximately three weeks. It was a perfect time to collect the data because it was the last month to the completion of the one-year 'preparation for basic education' program for the main participants (Jimmy, Claudia & Susana) & the whole class as a group of newly arrived immigrant pupils.

Due to participant confidentiality, information concerning the exact dates of each of the activities that were undertaken to facilitate the data collection process were excluded from the data collection activities report (see Table 4) and were rather represented with the number of days spent.

3.6.2 Data collection activities

Table 4

Activities	Schedules
Preliminary informal observation	One day
Formal preliminary observation & body painting/coloring	Two days
A pocket diary project by the three main participants	Six days
Pocket dairies collected & discussions/interactions with three main participants separately	One day
Informal discussion & interaction with randomly selected mainstream pupils	One day
Discussions/interactions with the Class Teacher and Vice-Principal on separate occasions and settings	One day

3.7 Data collection

The data collection process in this research started late spring 2015. It was a perfect time to collect the data because it was the last month to the completion of the one-year 'preparation for basic education' program for the main participants. Data were also collected from the whole group of newly arrived immigrant pupils (9 girls and 4 boys - aged 14 to 17 years) in the class and two teaching assistants, of which one was made the substantive class teacher due to the inability of the school to find a replacement teacher for the retired substantive class teacher.

I began my research by preliminary observation of the whole group for three days. It was focused on their understanding and use of English language to help me identify those who can be recruited to participate in the study. The initial observation also focused on pupils' relationship towards each other in the classroom and within the school environment as well as their relationship towards native peers. I also collected documents, lesson materials and information concerning curriculum and resources used by the teachers to complement their lesson delivery in the classroom.

The preliminary observation facilitated the recruitment of the main participants pseudonyms as Jimmy, Claudia, & Susana whose parents were officially consented via official writing to allow their pupils to participate in the research. In fact, the observation process continued throughout the data collection process, which lasted for approximately three weeks. I observed newcomers' everyday life experiences and encounters at the school, (see Burton & Bartlett, 2005) mainly their interaction and engagement with native peers and other teachers. The multiple observations I undertook focused on pupils' involvement during lessons and class teacher's lesson activities while writing detailed field notes. It also focused on pupils networks during breaks and lunch periods while I occasionally had informal interactions with native peers and other teachers respectively during those periods.

I was also engaged in newcomers' lesson activities as a participant observer during pupils' practical wood and electrical workshops where pupils were building different types of projects. I also joined in the celebration of special events such as end of academic year get-to-gather, which included pupils from some of the mainstream classes and their teachers at a location outside the school environment. The event was in the form of a picnic but comprises of various games such as football, volleyball, long tennis, swimming, athletics and mini - golf. In some instances teachers compete with the pupils.

The data collection process proceeded with an artistic approach in which I designed a sketch of a human body (titled: 'awareness of my languages') that was drawn on a A4 sheet paper, photo copied and distributed to the 13 pupils in the class. Newcomers were then instructed to indicate with different color pencils by way of coloring the languages that they speak or understand at the parts of their body that each language occupies. The two class teachers and myself were active participants in the artistic coloring process. After the coloring artwork, there was a whole class discussion where each newcomer shares his/her thoughts, (see Schyns, Tymon, Kiefer & Kerschreiter, 2012; Ward & Shortt 2012) feelings, emotions, and interpreted (see Kerri, Hyle, & Adrienne, 2004) the coloring artwork they have done with the 'sketch human body'. This activity facilitated the recruitment process of the three main participants (see figure 1) with pseudonym names; Jimmy, Claudia, & Susana and also to ascertain the awareness level of pupils' knowledge on the importance of languages.

A one-week pocket diary (paper and pencil diary approach) designed in the form of a small booklet was given to each of the three main participants (Jimmy, Claudia, & Susana) at the beginning of the second week of the data collection process to document (see Bolger, Davis, & Rafaeli, 2003 p. 580; Wheeler & Reis 1991, p. 340) their daily moods and happenings in short sentences. It was titled under the theme: 'happy moment' or 'unhappy moment'. The paper and pencil diary approach was used to complement (see Reis, 1994) the informal discussion approach in order to further ascertain the

thoughts and daily life experiences that occur within their respective communities/neighborhood, families and home environment.

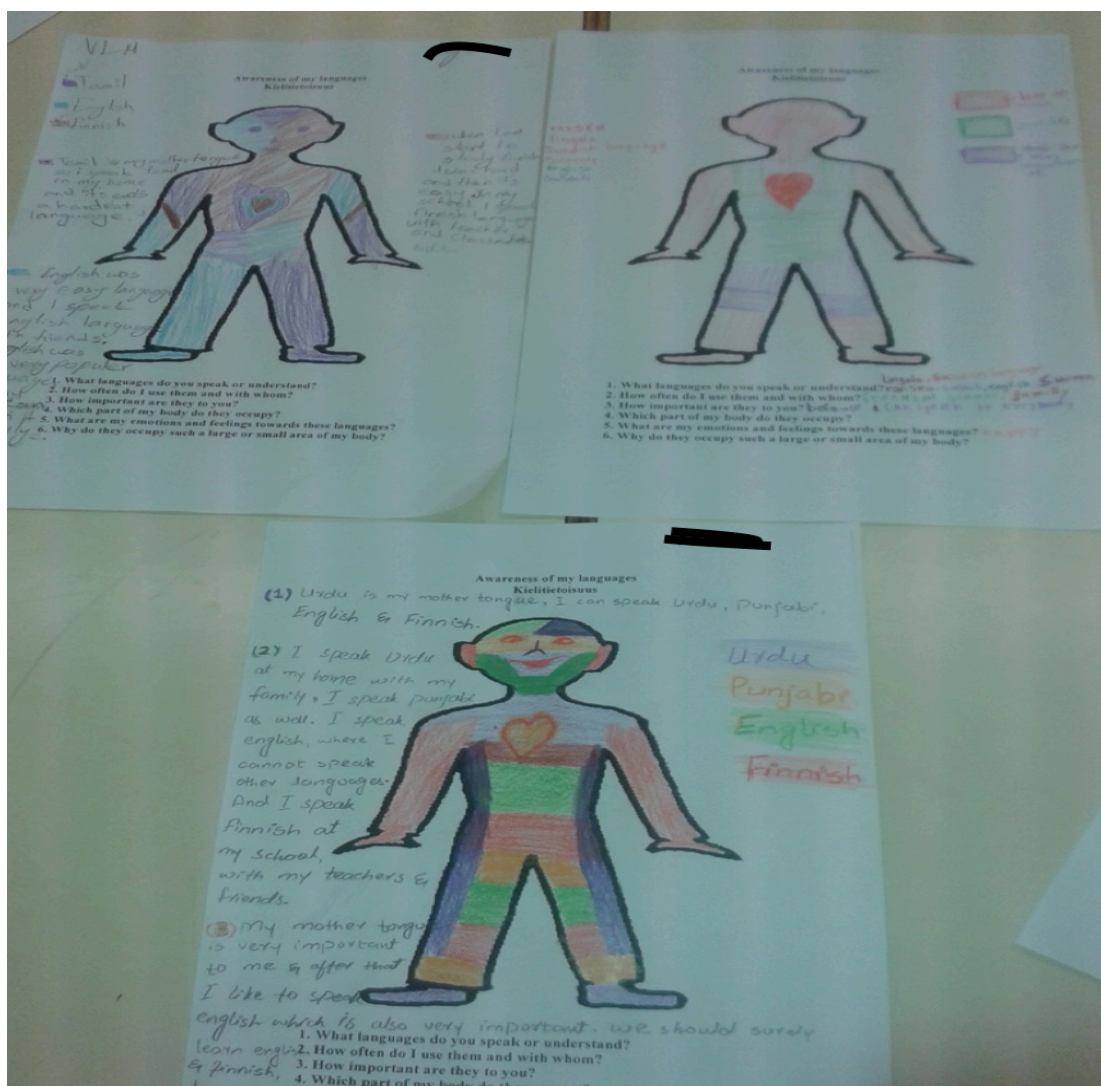
Finally, I had an informal discussion with each of the three main participants (Jimmy, Claudia, & Susana) in English language separately at different locations within the school environment. Each of the informal discussions lasted approximately 45minutes (see Wilkinson, 2006), which were audio recorded. The discussion themes focused on main participants (Jimmy, Claudia, & Susana) narratives of previous school experiences in their respective home countries in comparison with their current school. The discussion also focused on main participants (Jimmy, Claudia, & Susana) relationship formation with Finnish peers in and outside the school environment, everyday life experiences within and outside the school environment, perspectives on their motivation towards Finnish language learning, assessment of class teacher's approach towards teaching & learning, challenging moments in the classroom learning process, and future plans towards education as well as motivation towards their readiness to join the mainstream classroom in their respective neighborhood schools. The discussion also focused on specific issues documented in main participants (Jimmy, Claudia, & Susana) paper and pencil pocket diary as well as specific observations I made throughout the data collection process for instance in relation to their encounters with native peers within the school environment and their inactiveness during history lessons.

I had an informal discussion with the class teacher, which lasted for approximately 25minutes. The discussion was focused mainly on main participants (Jimmy, Claudia, & Susana) classroom teaching and learning experiences, kinds of communication with pupils' parents, observations I made in connection with participants involvement during lessons and their association with native peers within the school environment. The discussion also enquires about the teaching and learning materials used, the use of other resources to complement classroom lessons, assessment criteria used to determine whether a pupil can join the mainstream class or not, and the main challenges of teaching newcomers. The last aspect of the informal discussion

was with the Vice Principal of the selected school 'X', which lasted approximately for 15 minutes.

The discussion process was strictly focused on the academic qualification of personnel and requirements needed to teach such a group of newcomers, feedbacks from mainstream teachers concerning those newcomers already in the mainstream classroom and have completed the one-year program, main challenges of the program and thoughts on what should be done to improve the program.

FIGURE 1



Outcome of the coloring artwork of the three main participants (Jimmy, Claudia, & Susana)

4 DATA ANALYSIS

4.1 Description of analysis process

It is important to note that, undertaking 'focused ethnography' research is a demanding task to do due to the large number of data sets (see Angrosino, 2007) that was collected (ranging from observations, drawings, discussion interviews, & field notes) and therefore the analysis of the data sets were strictly limited to the research questions. It is also significant to draw your attention to the fact that, all the citations and quotations referred to, produced by main participants has been rephrased to it well meaning context and the use of appropriate academic language due to main participants level of articulation in the English language.

To establish the structural validity and reliability of the contextual meaning of the various data sets and to adhere to naturalistic patterns expressed by participants, a conventional content analysis approach (see Hsieh & Shannon, 2005) where coding categories and subcategories are derived directly from the text data was used. The raw data sets were first transformed into written text through transcription process. All the raw data sets were transcribed and coded, however during the final coding process only those texts related to the research questions were classified and coded. The coding process was first based on the content of the text produced; this means applying theoretical sensitivity (researcher's awareness, understanding, and expertise that promote his generation of categories and ability to relate them accordingly) techniques (see Glaser, 1992; Glaser, 1978) by basically identifying, what is essential and meaningful in the data set as in grounded theory approach (see Glaser & Strauss, 1967) where the analysis of the data set is scrutinized on the bases of the pattern that the data set generate as well as the interrelationship of the data set by conceptual description and comparative techniques. The second part was based on theory driven approach (background literature) where aspects of the data set were related to previous concepts or theories without any form of conversation analysis and quantification. There were five separate

coding frameworks and each was coded separately, however two of the coding frameworks (discussion outcome with main participants and secondary participants) were the main focus during the coding process as well as an excerpt of their intersection (see Table 5) based on specific themes for the discussion process that cut across the entire data sets.

A word table format was used for the coding framework. The data was read and re-read over and over again to derive codes through a systematic categorization process of coding and recoding as well as recognizing themes and patterns under the respective themes of discussion. The field observational notes, information collected from paper-and-pencil diaries, and pupils' evaluation of their artistic project (human body sketch) were all coded separately using qualitative conventional content analysis based on the text produced in the data transcription. Coding features of the text that relates to each topic discussed and those that connects to the research questions across the entire data set generated the initial codes as subcategories. These subcategories were first identified and divided based on individual units per participant. Individual categories were then combined and collated into the subcategories under specific topics of discussion. After all the text has been initially coded, divided into units and recoded and reviewed, the subcategories that has been reduced in the initial coding frame work were coded again into a final coding framework as main categories (see Zhang & Wildemuth, 2009; Hsieh & Shannon, 2005; Mayring, 2000) by the use of qualitative conventional content analysis to finalized the coding process to its condense and abstract format.

Based on the main categories identified in each coding unit, there were also identification of relationships and connections between the main categories in each unit and under specific theme of discussion of the final coding process across the entire coded data. For example, the main participants (Jimmy, Claudia, & Susana) and secondary participants (class teacher & Vice Principal) reflections on certain specific themes of discussion, generated main categories and its related properties such as social contacts with native Finnish peers, impact of languages and culture, quality of lesson delivery, and relevance of

school subjects. (Table 1) illustrates specific examples from participant's final coding frame excerpts that intersect.

TABLE 5

Main & secondary participants - intersection of Final coding framework	
Final coding	Initial coding
<p>Social network dilemmas (Class teacher)</p> <p>Contacts with peers - assumption vs. reality - practicalities (Vice Principal)</p> <p>Social contact/network with peers via other peers (Jimmy, Claudia, & Susana)</p> <p>Networks with similar cultures & peers (Jimmy, Claudia, & Susana)</p>	<p>Good idea to be engaged with Finnish pupils for social interaction but difficult for pupils to make Finnish friends. (Class teacher)</p> <p>Pupils' relationship with Finnish peers is a problem. However, it is easier for teenagers to make friends than adults. They are being encouraged to do things together, play football etc. (Vice Principal)</p> <p>Network of friendship - connecting to Finnish friends through other friends from own home country that were born in Finland or were young when they arrived in Finland. (Jimmy, Claudia & Susana)</p> <p>Main friends are people outside their school who are from own home countries. Other friends in the school are students like themselves, mainly in their group. (Jimmy, Claudia, & Susana)</p>
<p>Relevance of school subjects (Class teacher)</p> <p>Quality of lesson delivery (Jimmy, Claudia, & Susana)</p> <p>Contextual connection of key words (Claudia)</p>	<p>Aware pupils are not much interested in history lessons, but I tried to explain difficult words for them first, and use them to form sentences. (Class teacher)</p> <p>History lessons are boring and nothing to do practically. Always teacher lecturing or talking whilst pupils listen. (Jimmy, Claudia, & Susana)</p> <p>Difficult words used in Finnish history books, even though they are explained to us many times, still can't understand them. (Claudia)</p>
<p>Impacts of languages and cultures (Class teacher)</p> <p>Group diversity/Language diversity (Class teacher)</p> <p>Home cultures and languages -</p>	<p>Over use of their own languages in the classroom, problem for the teacher and students as well. (Class teacher)</p> <p>Diversity of nationalities in such a small group with many languages nowadays. Existence of different languages could be a positive thing nowadays. (Class teacher)</p> <p>Awareness of own mother tongue as a form of</p>

personal identity (Jimmy & Susana)	personal identity that they will like to keep. (Jimmy & Susana)
Peer tutoring (Claudia, Jimmy & Susana)	Learn Finnish language skills from home country peers who were born here and they in turn teach them their local dialect. (Claudia, Jimmy & Susana)
Home - medium of communication (Jimmy, Claudia, & Susana)	Mother tongue is the main language used at home with parents and other people from own home country. (Jimmy, Claudia, & Susana)

Newcomers' experiences via interaction with native peers, the views express by the class teacher and Vice Principal of the school concerning the same subject matters, and the final coding outcome of [main participants] were all juxtapose to derive a similar (see Table 1) correlation of perspectives from the categories as a whole. For instance, one of the main categories generated 'social contact with native peers' as one of the properties that was interpreted and represented as a final code in relation to the specific theme or topic of discussion. I also conducted a categorization of happy and unhappy moments reported in their respective diaries and compare them to those that were expressed during the discussion process with pupils. The first step was to identify what kinds of good and difficult moments were described in their experiences in the school and contacts with native Finnish pupils. For each description, all identifiable distinct thematic expressions were coded initially as separate subcategories, and subsequently into main categories. Thus, one description might embody multiple categories. I also identified the correlations between the main categories of pupil's perspective on teaching methods and dislike for certain subjects as against the main categories that were generated from the observation data concerning teaching methodology. I then conducted a comparison of categorization of the main categories that emerge from pupils' perspective and teacher's/vice principal's perspective on continuation of their education in the mainstream classroom to identify characteristics of perspectives that correlates and fits into providing reflective perspectives in accordance to the research questions.

5 FINDINGS

The analysis of the various data sets especially the discussion and interaction data set shows that newly arrived immigrant pupils acquisition of inspiration towards their Finnish language learning skills largely depends on class teachers and parents motivational support. Furthermore, the impact of social life on newcomers mainly depends on friendship formation within and outside the school environment. These are important factors for explaining the consistency of perspectives emerged from the various data sets that relates directly to the research questions. However, there are other important outcomes that complement those that directly relate to the research question, which worth the necessary consideration.

5.1 Observational outcome in relation to teaching and learning experiences within and outside the classroom

The preparation group represents nationalities from four continents; Africa, Asia, Middle - East, & Europe. One category that was clear and visible was that, teachers attend to newcomers individually during classroom learning, class teacher uses only Finnish in her instructions and explanations whilst the assistance teacher uses both Finnish and English. Comprehension lessons were mainly based on reading aloud. An introduction approach for history lessons were mainly based on the use of key words for short dictation exercises, however during the actual lessons, newcomers focus majority of their attention playing on their mobile phones, interacting among themselves in-between listening, and spontaneously checking on the wall clock. During lessons, similar dialect speakers depend on each other for explanation and translation of key words.

Radom interaction with pupils indicated that, the sciences subjects (chemistry, physics, & mathematics) were regarded as favorites because they involve less reading and writing of Finnish language. Random discussion with native peers from the mainstream classroom indicates recognition of diverse

cultures in Finland as a positive impact but feels intimidated by pupils' culture of loudness as against own culture of silence. The fact is that, Finland has nowadays become more multicultural (see Sinkkonen & Kyttala, 2014) society despite her shorter immigration history compare to other European countries. Therefore, native peers have to be guided and motivated to feel comfortable to be tolerant towards the reality of the Finnish modern society. According to the native peers, it is difficult to make friends due to personality differences. A couple of second generation immigrant pupils from the mainstream classes who were born in Finland indicated lack of confidence on the part of newcomers to speak Finnish, however, academically they are good and learn faster.

5.2 Language body sketch – artistic approach

Pupils thoughts on the importance of their own languages and languages that they understand generated interesting thoughts on emotions and feelings that relates to why particular languages (see figure 1) associates to certain parts of their body. Figure 1 above shows the final coloring work of the three participants (Susana, Claudia, & Jimmy). Appendix I depicts the raw sketch as well as accompanying questions before the commencement of the coloring work. However, appendix II depicts the coloring work of the entire group of newly arrived pupils in the 'X' selected school. It emerged that, in some cultures mother tongue is strongly influence by religion. Newcomers recognized English language as an international language that is useful throughout life. Newcomers hold a certain mindset that acquisition of Finnish language skills is a must for survival and succeeding academically and socially in Finland. However, pupils' stances on mother tongue indicate a direct link of birth right to the use of mother tongue and belief in it, which is valued as an integral part of one's identity.

5.3 Pocket dairy project - happy and unhappy mood

The paper-and-pencil pocket dairy project was intentionally applied to complement the discussion and interaction process with the participants.

Appendix III shows the design of the pocket diary. It was flexible and simple as newcomers were to evaluate their daily mood across a week from 13.05 to 19.05.2015. Categorizations that were registered as moments of unhappy mood were; lost of interest in history lessons due to teaching approach, being alone at home for a long time, overburdened time schedules that involves school schedules, personal schedules, and mother tongue lesson schedules occasionally create tiredness. Happy mood that generate good feelings were registered as; eating meals together with parents, meeting friends at school, contact with friends in the neighborhood or talking to people, and visiting friends and going for shopping especially on Saturdays and Sundays.

5.4 Qualifications, Class teacher and Vice Principal's experiences

5.4.1 Educational background

It was deduced from the Finnish National Board of Education that, as a qualification requirement, a class teacher must possess a Master's degree in education. However according to the Vice Principal, there are not specific requirements for preparatory classes and qualification needed to teach such a group and that there could be variation of qualifications to handle such a group but cultural competency is one of the important criteria used to determine who qualifies to become a teacher for such a group. The academic qualification of the class teacher at the time of the study was an assistant class teacher but with 17 years of experience of being with such groups.

5.4.2 Teaching experiences with newly arrived immigrant pupils

[Class teacher] It emerged from the discussion data set that, the class teacher accepted her inexperience with the use of technological materials (see Appendix V) to complement lesson delivery in the classroom. It was also evidence that difficulties mainly encountered during the classroom teaching process by the class teacher have been language issues as she need to repeat herself multiple of times before newcomers get the understanding of the intended message. It was also established that over use of own native languages in the classroom

retrogresses the progress in the learning of the Finnish language skills. Generally, it emerged that, the class teacher has a special relationship with newly arrived immigrant pupils and described that relationship as warm. Comparatively, newly arrived immigrant pupils (main participants) appears to have less social troubles than those in the past where social troubles such as stealing, classroom misbehavior, and undone homework seems to dominate their social troubles. [Vice Principal] indicated that, the acceptance and qualification of pupils in the mainstream classroom depends solely on teacher's evaluation of newcomers' performance and competency in Finnish language skills. Nevertheless, feedbacks from the mainstream classroom suggest variation of individual capabilities and performance.

5.4.3 Communication and cooperation with parents

[Class Teacher] reflections on collaboration with parents' reveals that, even though teachers have difficulties with phone conversation with parents, there exist respectful mutual cooperation between both parties. Teachers' depends on emails and phone messages but in urgent situations phone calls are placed for immediate action. It is a requirement that teacher arranges face-to-face communication with families twice a year but comparatively, there is the possibility to meet parents frequently than usually required. The class Teacher was of the firm belief that the diversity of nationalities with many dialects could be a positive thing for the school. The aim of the Finnish school systems is to respect parents (see Latomaa et al.2011) as co-workers of teachers and as active participants in any school-related projects. Therefore, it is extremely valuable that frequent communication and informal relationships with the homes are recognized.

5.4.4 Main issues of the preparatory program

[Class Teacher] It emerged from the discussion data set that, the age of arrival could sometimes be a hindrance in accessing corresponding schools since the system places pupils in grades according to their age. The implication is that, depending on where or which country pupil migrated from, the education

systems are different and what pupil might have achieved academically (see Heath & Kilpi-Jakonen, 2012) might not be enough compare to the standards and requirements in the Finnish curriculum. According to the class Teacher, the 1year period is normal for some pupils but short for others. The class Teacher therefore thinks that, it is a good idea for newcomers to be engaged with native peers for social interaction but also recognizes the difficulties newcomers' faces to make Finnish friends. Generally, the class Teacher suggested that, daily encouragement and empowerment to make newcomers' concentrate on Finnish language learning skills for their future success is important for pupils' psychological preparedness.

[Vice Principal] recognizes difficulties newcomers go through to establish relationship with native peers but he thinks, it is easier for teenagers to make friends than adults. Nevertheless, it was suggested by the Vice Principal that, pupils may cope well in mainstream classroom but others have to be placed on special educational care plan. However, in Finland, the main reason for the disproportionate representation of immigrant pupils in (see Sinkkonen et al., 2011) special education can be attributed to insufficient assessment methods and practices as well as the transition phase from preparatory education to general or special education. The most significant issue according to the [Vice Principal] is that, there are limited schools offering preparation for basic education program in Vantaa municipality and that, the policy of first be somewhere and later continue in a neighborhood school in accordance to Finnish's general education policy retrogresses newcomers relationships formation with other peers and teachers, which subsequently decreases their confidence towards classroom learning.

5.5 Conclusion of findings

Analysis of all the data sets [observational approach, artistic approach, pencil and paper diary approach, discussion and interaction approach with main participants, class teacher, and the vice principal] that motivate and impact on newcomers' Finnish language learning skills and social life formation has been

reduced to five key areas in relation to the research questions. These key areas include: (i) The possibility to establish contacts and friendship with native peers, (ii) personal experiences with native peers as well as peer tutoring with second generation peers, (iii) teaching and learning methods in the classroom, (iv) constant encouragement, feedback and support by teachers and parents, and (v) introspective issues concerning the 'preparation for basic education' program.

5.6 Data analysis in relation to the research questions

This research explored daily experiences of the main participants (Jimmy, Claudia, & Susana) by recounting the circumstances that inspired them towards 'preparation for basic education' program for the acquisition of the needed Finnish linguistic skills and the impact of social life experiences on their language-learning journey. According to Rastas (2009), there are similarities across board in European and Western societies concerning children's experiences of racism but the biggest difference is the possibilities to enable them negotiate their experiences. Therefore, in summarizing my analysis in alignment with the two research questions, I partly depended on the patterns that appeared in the data sets for my analysis process as in grounded theory (see Glaser, 1992; Glaser, 1978; Glaser & Strauss, 1967) approach and one that is theory driven as in background literature.

5.6.1 Answering research question 1

The first research question examined how newly arrived immigrant pupils get motivated to acquire Finnish linguistic skills as they prepare towards mainstream schooling at the end of the one-year 'preparation for basic education' program. In relation to the patterns that appeared in all the data sets, it became obvious that there were multiple factors (see Table 5) determining, consciously and subconsciously engaging newcomers' motivation towards language skills development. Dornyei (2005) indicated that, the assessment of linguistic self-confidence is mainly described from a social concept perspective

resulting from the quality and extent of contact with native speakers and how it impacts on learner's enthusiasm.

Perspectives from main participants (Jimmy, Claudia, & Susana) on their new school in Finland reveal instances of subconscious motivation, which I also described as 'psychological attraction' towards pupils future ambitions. Main participants thoughts and comparison on free school, free meals, non-existence of corporal punishment, and quality of teachers to that of their experiences back at their respective home countries can be said to be subconsciously connected to their motivation towards daily school attendance and subsequent language skills acquisition in their new school. In fact, the [class teacher] comparing main participants to previous groups emphasized that; main participants has less social troubles unlike previously where newcomers became inattentive by school attendance as well as towards homework. Indeed, from my observational perspective, newcomers were present at school at all times and were seen together during lunch break or short break between lessons throughout (see Appendix V) the days I spent in the 'X' school. Therefore possibilities of multiple interpretations of behavior might emerge, which could impact on their learning process as such behaviors (see Strickland, 2012) is the core knowledge valued in the classroom, as well as relationships that may trump the newcomers' language limitations.

Other evidences indicated by main participants that relates to their subconscious inspiration were their resilience of positive mindset of succeeding in the mainstream classroom irrespective of their Finnish skills development level and their attitude towards higher educational choices. [Jimmy & Claudia] preferred university education rather than vocational education (see Appendix IV), which they have a negative attitude towards and unfortunately describe vocational education as an education for those who are not intelligent.

Instances that emerged from the discussions, pocket diary, observational field notes and artistic data sets, which consciously inspired main participants towards their Finnish language skills development were; daily guidance and motivational speeches from teachers, significant of the class teacher being a bilingual personnel, Finnish language skills acquisition as a first choice priority,

and parental support/negotiations. The emphases on these instances by main participants (see Appendix IV) suggest the awareness of how these circumstances can improve their fast track acquisition of their Finnish language skills. According to [Jimmy, Claudia & Susana], everyday guidance and motivation from the class teacher encourages them to approach the teacher with their challenges. [Jimmy, Claudia & Susana] also indicated that, their parents are supportive and understanding. They further emphasize that, their parents negotiate with their opinions and counsel them as to what is good and not good. Parenting style, especially motivation significantly (see Erlanger et al., 2009; Suarez-Orozco et al., 2009; Heath & Kilpi-Jakonen, 2012) predicted pupils' academic performance, in that such motivation correlate to pupils' self-efficacy towards time spent on academic work. It also emerged from the discussions as well as the pocket diary data sets about the need of teachers to take their individual situations with all the seriousness it deserves. For instance [Susana] opines and was emphatic that; irrespective of what happens, the teacher must understand individual pupils situations and respond appropriately.

As [Claudia] experienced, it is helpful and essential for the class teacher to be bilingual especially at the initial stages of their Finnish language studies for easy adjustment. It was evident from the discussion data sets that peer tutoring play a major role in inspiring main participants towards Finnish language skills acquisition. For instance, [Jimmy, Claudia & Susana] indicated that, they learn Finnish language skills from second-generation immigrants from similar cultural background and they in turn teach them their local dialect. According to Strickland (2012), multicultural education remains elusive and complex. However, newcomers and cultural bridge person's perspectives suggest that relationships and cultural systems enrich their understanding.

5.6.2 Answering research question 2

The second research question assessed how immigrant pupils view or experienced the impact of social life in their preparation for basic education' process towards mainstream schooling as they navigate their pathways in their new environment. The analysis of each data set demonstrates multiple factors

that influences social life of newcomers. Key among them is establishing social contact with native peers (see Table 5) both within and outside the school community, which was expressed by main participants (Jimmy, Claudia, & Susana) as an integral aspect of their daily challenges. They (main participants) recognized that having native peers would facilitate the development of their linguistic skills. However, there were individual differences as to how they each interpret the hindrances confronted with, in establishing social contact with native peers. The three main participants unanimously indicated that lack of self-confidence in articulating themselves in the Finnish language was a key hindrance in approaching native peers for interaction. The possibilities of learners not to feel nervous and to have extra self-confidence that will edge them to be enthusiastic towards communication (see MacIntyre et al., 2001) are as a result of their relationship and contacts with friends. Therefore, the abundant of social support for learners, from their peers, the likelihood of them being enthusiastic to communicate beyond the classroom and even outside the school environment.

There is the individual dilemma aspect of things on the part of main participants. As [Claudia] experienced, native peers are always in groups and difficult to approach them but they do respond appropriately when approached. However, [Susana] thinks that native peers are not that friendly because they gossip about us (newcomers) and can be seen through their gestures, a situation Matikka et al. (2013) described as psychological and physical discrimination experienced by immigrant youths at their environment of studies. Interactions with pupils from the mainstream classroom who were randomly approached also expressed similar opinion that newcomers lack self-confidence to start a conversation with native peers. In fact, the class teacher and the vice principal both expressed their awareness of the kind of difficulties newcomers go through (see Appendix V) in their quest to establish friendship with native peers. The vice principal further described it as a two-way affair, which implies that it is also difficult for the native peers to engage with newcomers.

It also emerged from the interaction and pocket diary data sets the following factors that could negatively impact on the social life formation of newcomers towards mainstream schooling. They include; staying indoors due to lack of friends in their respective neighborhoods, native peers attitudes and behaviors towards teachers, physical encounters (fighting) with native peers mainly at neighborhood playgrounds and on public trains according to [Jimmy], and gestures that seems to suggest dislike attitudes towards immigrant pupils with specific cultural traits [Jimmy]. According to Matikka et al. (2013) young immigrants are heterogeneous group who lack close friends and therefore are easy targets of bullying, physical threats and sexual violence.

Revelations that emerged from all the data sets, which could positively, shaped the social life of newcomers were codified as; conscious efforts to establish friendship with native Finnish pupils, awareness of the significance role native peers can play in the process of Finnish language acquisition and consistency of designed interactive lessons and sport activities. For instance [Susana] indicated that, native peers discuss and interact with them during lessons due to the rules of the game if it were to be sports lessons and structure of specific lessons delivery that requires constant interactions. Nevertheless, the consistency use of it could positively impact (see MacIntyre et al., 2001) on newly arrived immigrant pupil's social life formation both within and outside the school environment. It also emerged from the data sets that, the class teacher's relationship with newcomers as well as family cooperation and contacts with the class teacher positively enhances the social life formation of newcomers. The rest include self awareness of parental guidance as well as parental rules and trustworthiness that emerged suggest a positive impact on newcomers long term social life formation to an extent. For instance, [Jimmy & Claudia] expression of their willingness to stay with their parents even after age 18 to be protected and guided towards their studies is an indication of their awareness of their own immaturity to be independent and the difficulties they may encounter. It is a fact that parental influence plays an important role (see Erlanger et al., 2009; Suarez-Orozco et al., 2009; Heath & Kilpi-Jakonen, 2012) in young adults at a time of transition to life away from home.

Places of socialization such as religious gatherings and immigrant festivities emerged to facilitate newcomers quest to establish social contacts and networks with peers of similar cultures. This subsequently impact positively on newcomers social life formation as they connect easily to native peers via second generation peers of similar cultural background they have earlier established friendship with, who were either born in Finland or arrived in Finland at a very young age of 5years or less. In fact, AACAP (2011) indicated that, teenage periods could be the time of social and identity formation trying to find meaning of existence, and having to cope with challenging circumstances of new way of life and perhaps in a new environment. These networks, which were established at such places of socialization also helps newcomers to cherish their personal identity in terms of their culture and languages as they keep constant interactions with peers from similar cultural background, which I think is very integral in social life formation process especially in a foreign country. In conclusion, it could be realized that, the impact of social life of newcomers towards the preparation for basic school education is shaped from three significant sources, which include; (i) the school environment - interactions with native peers via other lessons and relationships with the class teacher, (ii) home environment and parental rules/roles and guidance, and (iii) networks with second generation peers from similar cultures.

6 LIMITATIONS

In the perspective of this research, three participants from one single school cannot be use to generalize the issues from the findings. However, these findings highlights some of the multiple factors of everyday life experiences that newcomers goes through in an attempt to fast track the learning of Finnish language skills and at the same time be accustomed to the Finnish social life. The three main participants in this research could be considered to be multilingual and conscious about their current circumstances as well as having the foreknowledge of what to do and the advantages that await them in the

near future in Finland. These backgrounds of the three participants make them to be self-motivated and optimistic that, they can manage in the mainstream classroom with the level of Finnish proficiency (L2) they have acquired at the end of their 1year 'preparation for basic education' program.

Furthermore, the research focuses mainly on the perspectives of the main participants that were collected one month to the end of their 1year 'preparation for basic education' program from multiple data sets on various circumstances. It is therefore possible that, their initial emotional memories at the beginning of the program might have disappeared, which could have impacted on the exactness of these introspective interpretations of the data collected and the program in general. The themes designed for the informal interactions with the main participants, even though captured a range of issues, were not focus specifically on pupils' initial experiences immediately they arrived in Finland and also at the beginning of their 1year 'preparation for basic education' program. It is also possible that other factors influencing on pupils' reservations, motivation, and self-confidence towards the Finnish language learning skills and social life integration might have been disregarded in this research. For example, pupils' material needs from parents, their parents employment and economic situations (see Kilpi-Jakonen, 2011; Heath & Kilpi-Jakonen, 2012) that might have effects on young immigrants educational achievement to the extent that having an unemployed parent tends to escalate the likelihood of dropping out of school. Schnell & Azzolini, (2014) also emphasized that, socio-economic family background is one of the strongest predictors of achievement differences between immigrant youths and their native counterparts. Other examples include; issues surrounding parents' acquisition of residence permits or citizenship, and their parents' networks in the Finnish society were not captured in this research.

Perhaps future researchers could factor in those material needs of newcomers and how those needs impact on their language acquisition process. Another vital research area in the future, which could facilitate the comprehensive understanding of newcomers' perspectives, is the evaluation of

language proficiency (L2) towards learning of those already in the mainstream classrooms.

7 DISCUSSION

7.1 Contacts with native peers – impacts and experiences

In perspective of the aims of this study and analyzing the experiences of the selected newcomers, I found out that newcomers are enthusiastic and wishful to establish friendship with native peers in the school but most significantly in their neighborhoods. However, it is challenging for newcomers to establish friendship with native peers, mainly due to lack of confidence to express themselves well in the Finnish language as well as native Finnish peers unwillingness to mingle with newcomers. The abundant of social support for learners, from their peers, (see MacIntyre et al., 2001) the likelihood of them being enthusiastic to communicate beyond the classroom and even outside the school environment, which will eventually increase their self-confidence towards communication. Newcomers' dependency on peers from own cultural backgrounds either born in Finland (second-generation) or arrived at a younger age helps them to establish contacts and networks with native peers. It was also recognized that, there is a conscious awareness among newcomers that, establishing friendship with native peers will facilitate their confidence (see Strickland, 2012) in learning and expressing themselves in the Finnish language.

In another dimension, newcomers recognition of engaging well with native peers especially during sports lessons and other lessons but less engagement after those lessons are over, is a clear indication of ordinary Finnish classroom lessons organization that indirectly encourages interaction and engagement with each other rather than pupils initiating such interactions and engagement willingly. Nevertheless, the long term and consistency practice of such interactions and engagements between both peers in the school during combine lessons I think, could facilitate Friendship formation and subsequently

development of their linguistic skills, however those pupils who need to continue their mainstream education in a different school after the 1 year period could be negatively affected. Interaction in classrooms should include longer talk-turns (see Wedin, 2010) that will subconsciously encourage students to talk for longer periods in order to rehearse their linguistic skills.

The lack of friendship at newcomers respective neighborhoods from analytical perspective account for their continuous stay indoors and contact with friends back in their home countries via social media which is positive though, but I think when newcomers begin to navigate themselves well in the Finnish society; most of those friends back home will be forgotten to an extent.

Newcomers experiences of emotional and psychological distress were usually found to be linked to expression of negative attitude from native peers via body language and gestures, as well as based on one's association to a particular religion and country of origin. Matikka et al. (2013) indicated that immigrant youths experienced psychological and physical discrimination at their environment of studies compared to other youths. Petty confrontations and quarrels, which mainly take place in neighborhood parks and inside public transports, in turn, were found to underline the emotional and psychological distress newly arrived immigrant pupils have to encounter periodically as they navigate their social life in the society. According to Rastas (2009), immigrant pupils have to be prepared to be seen and treated differently wherever they go as well as learn to live with other people's color-blindness. One possible factor for such public behavior situations towards newcomers might be native peers expression of uncomfortable and feelings of intimidation by newcomers culture of loudness as against their culture of silence. And therefore it is difficult for native peers to make friends with newcomers due to personality difference. However, native peers recognition of cultural diversity as a positive impact on the Finnish society implies that more need to be done in the area of multicultural education in the Finnish educational curriculum for the comprehension of tolerant coexistence.

Newcomers, in turn, were also found to be concern about Finnish peers attitude and behavior towards teachers, which some claimed might impact on

their personal attitudes towards teachers in the near future. These stances clearly should signal the need for intensifying multicultural guidance and counseling sessions particularly for newcomers at the initial stages of schooling in collaboration with learning of Finnish culture, which has already been part of the 'preparation for basic education' program but one can not tell the consistency level at which that has been done in the past to achieve the needed results.

7.2 Quality of teaching and learning approach

Reflective outcomes on teaching and learning delivery were found to be in alignment with each other. Lack of appropriate digital literacy competencies on the part of the teacher to complement the traditional approach towards teaching might be as a result of her educational background as a teacher assistant and also taking into consideration her age and period of her professional training. Even though she has 17 years experience in assisting regular teachers and dealing with newcomers, she was the regular teacher for the particular group of newcomers at the time of the research and data gathering process. Nevertheless, my foremost aim was not to underestimate her teaching competencies, but she seems not to be qualified enough in principle to assume full teaching responsibilities for newcomers. Classical example is teacher's awareness of newcomers disinterest towards history lessons, which her only solution was to explain key words with pupils without any form of improvisation or innovation of activity base approach towards history lessons. For instance the use of video – based stimulated recall activity (see Strickland, 2012) that can facilitate or serve as feedback for the class teacher to observe and assess his or her own lessons as well as active engagement of pupils in specific lessons can be used occasionally to enable the class teacher have a holistic picture of what is happening and plan differently towards lesson delivery. Edwards & Roger (2015) revealed that, one of the fundamental techniques of developing linguistic self-confidence is via listening comprehension skills as well as cognizance of other carriers of meaning.

The qualification of who becomes a responsible teacher for such a group is a dilemma. In some instances, the class teacher is required to have a Master's degree in special needs education, which is supposed to be the ideal and mandatory requirement in accordance to the Finnish teacher employment policy, especially when newcomers directly come under the category and definition of special needs pupils. In another instance, there is no specific qualification needed to teach such a group and that, there could be variations of qualifications. In addition, the Vice Principal indicated that, cultural competency is one of the important criteria to determine who qualifies to become a teacher for such a group. What this might imply is that, any native Finnish speaking person, passionate and competent in dealing with multicultural issues and groups could be qualified to be a teacher for such a group of newcomers, which will be contrary to the requirement needed to be a teacher in Finland. This in my perspective demonstrates the kind of significance and urgency attached to newcomers' initial education and integration process. In fact, studies show that immigrant children from Portugal, Italy, Greece, and Spain are significantly lacking behind (see Schnell & Azzolini, 2014) native students in test subjects. Almost all immigrant children from these countries' greatest achievement gaps are found for foreign-born students who arrive after age six. It implies, early-arrived immigrants and especially second-generation students display progress over late-arrived immigrants. Appendix VII, which positioned the Finnish perspective on age of arrival and average score points in mathematical literacy indicates that, newcomers who arrived late after age 8 and above perform poorly than those who arrived earlier at age less than 7. Nevertheless, from a positive perspective, teacher's cultural competency and being multilingual were found to facilitate pupils' initial adjustment and motivation towards classroom learning and the school environment. Pupils' acknowledgement of daily guidance and motivation from the class teacher as something that builds trust and increases their encouragement towards learning, points to the fact that, such teachers must not only be involved in teaching but practice daily oversight responsibilities as guidance and counseling professionals. This guidance and counseling concept could be done successfully

through class teacher's lessons preparation and approach of delivery (see Dabach, 2009) as some teachers talk conveyed more contingency and complexity than other teachers talk. However, parents also have a significant role to play as key facilitators when it comes to guidance and counseling of newcomers via the kind of encouragement and home support pupils receive daily. Another important technique is to listen to the storylines that each newcomer brings along in the diverse classroom situation with their cultural context (see Strickland, 2012) without assigning particular meanings to their behaviors but rather be open minded and focus on new possibilities of meanings.

7.3 Social life concerns - consistency of relationship formation

Newcomers concerns of the possibility of going astray if they should move out from their parents home immediately after age 18 is an indication of self awareness of their cultural heritage where teenagers could stay in their parents home, in some cases till completion of university education and perhaps start to work officially before they move out from their parents home. It also implies that, newcomers are aware of the dangers associated with leaving alone at that age and the impact it might have on their education in the future. Kilpi-Jakonen (2011) emphasizes that students living alone are the most likely to be drop out from school. Steps to tackle those concerns subconsciously can already be seen to be in alignment with the kind of advice received from parents, class teacher's support and guidance, and collaboration between parents and the school, which might have also contributed to the less social troubles among pupils that were course of discomfort to teachers in the past. Erlanger et al. (2009) indicated that, students who viewed that, their parents encouraged their development of communication skills and autonomy while providing a set of boundaries to work within were predicted to have better academic success. In a positive perspective, even though that class teacher was suppose to meet parents twice in an academic calendar year to discuss about pupils progress in the school, which is the standard procedure for mainstream pupils as well, parents and

teacher arranges for a face to face meeting more than what is required by law. One contributing factor for such mutual arrangement might be the difficulty in expressing certain situations well on phone for easier understanding as echoed by the class teacher and vice principal of the selected school 'X' respectively. This can not be the case perhaps in other schools with teachers who may seem to be unconcerned about the existence and the role of multiculturalism in Finnish schools. For example a teacher's expression in Latomaa et al. (2011,p.122) work indicated that: *The Finnish school cannot and should not become a service center that translate all the notices in all ten languages and thus accustoms the parents to constant 'ready meals' instead of making them actually try to become part of Finnish society and learn some everyday Finnish. In case their language skills are insufficient for understanding the notices sent by the school, it is their duty to find a translator. There are certainly opportunities for that. The Finnish school operates in Finnish; if requested, also in Swedish and Sami.* These expressed views expose the lack of knowledge on the significance of integration issues and what the Finnish schools can also learn from immigrant families. It also demonstrates the lack of knowledge on the part of some teachers that, the host country also has a responsibility to be part of immigrant societies and be accustomed to their ways and therefore mainstreaming seems to be an appealing alternative for such teachers (see Latomaa et al., 2011) because it is easier and practical, and in a sense, it seems to be more democratic. However, the perceptions motivating these mindsets could only be characterized as nationalistic and obstructive when concerned with issues of multilingual identities. According to Heath & Kilpi-Jakonen, (2012), one critical observational barrier that needs to be acknowledged is that, migrants are frequently among a highly selected group from their home country who might have superior social, cultural, and human capital than those families who are not interested to migrate.

The main issues concerning the 'preparation for basic education' program, were found to be in multiple directions but in alignment to the impact they have on pupils' motivation as they prepared towards mainstream schooling and their social life integration both at the school and home environment. For instance, according to the Vice Principal, while others may cope well in the

mainstream classroom, others may need to be placed on extra care plan, which implies that pupil's motivation and therefore preparedness towards mainstream school is not absolute. There seems to be no specific factors influencing or impacting on the motivation and therefore preparedness towards mainstream schooling, however, the following perspectives could be contributing factors in various ways relating to individual circumstances. For instance, there are limited places especially in the Vantaa municipality that organizes 'preparation for basic education' program for newcomers. As a result, newcomers have limited options to the choice of school they need to attend in the initial stages. They are required to participate in such preparation programs outside their neighborhood schools for a year after which they come back to continue at their neighborhood school. This might have a direct impact on their initial relationship formation with native peers and most importantly teachers, which subsequently might affect their social life integration. However, a few newcomers already resides in a neighborhood where they have access to such schools and for them it is an advantage to have a consistency in their relationship formation. In my perspective, policies have to be formulated to allow pupils to continue mainstream schooling or perhaps have choices that will allow them to continue at the same place after the initial 'preparation for basic education' program irrespective of place of residence. However, this also requires the expansion of availability of places for 'preparation for basic education' program and training of adequate qualified teachers to teach such group of pupils. Another contributing factor found might be the lack of qualified teachers and specific requirement needed to teach such group of pupils, preferably SEN teachers. It will be appropriate for such qualified teachers to be competent in multicultural issues and the use of technological tools (digital literacy) to complement classroom lessons. Above all, such teachers may require the necessary multicultural guidance and counseling skills to be able to guide pupils on a daily bases as expressed by newcomers to build their trust and confidence towards the Finnish language learning skills and social life integration in their new environment. Compelling one to learn a new language on a fast track basis couple with coming from a less-developed to a

more developed country should not be limited to a certain period of time but rather, should be a continuous process.

7.4 In depth information sharing and mutual responsibility

Newcomers' limited knowledge on options available for further education as captured in their future plans is an indication of lack of guidance and counseling services relating to higher education options available to them. This will facilitate their psychological mindset preparation towards the vast options of higher education available to them that can subsequently lead to university education in the future and to demystify the negative impression attached to vocational education. In fact, in most nations, (see Heath & Kilpi-Jakonen, 2012) when pupils attend age 16, key decisions are taken in relation to which educational path to take in upper secondary school or even whether it is necessary at all to continue with schooling. Comparatively, under achievement in test performance at this period may thus have significant implications for later school careers. This implies that, in an attempt to facilitate the enhancement to overcome language difficulties before such major decisions are taken, measures should be put in place for later facilitation purposes in order to lessen any unfavorable effects on the late arrivals.

A final contributing factor was found to be the balance between Finnish language learning skills and the use of pupils' own languages in the classroom as well as future contemplating of writing exams at the mainstream schools by using Finnish language. Even though pupils own languages are strongly recognized and pupils are encouraged to use them, it overuse in the Finnish learning classroom settings seems to be a dilemma for the class teacher towards the development of their Finnish language learning skills. The class teacher in such circumstances could be innovative and creative by depending on pupils own languages for conversational games once a while, for instance, which could have a direct link to some basic concepts in the Finnish language skills. This example could motivate pupils to appreciate their individual languages and also value the languages of other colleagues. Perhaps, it will be a laudable

idea if in the future newly arrived immigrant pupils within a certain age category are given options as to what language to use for academic evaluation purposes. Sinkkonen & Kyttala (2014) indicated that, most of the good practices of immigrant pupils were associated with transferring the Finnish language and culture onto the students. Therefore scrutinizing the thoughts and attitudes behind these good practices would help to create even better, more multicultural ways of arranging education for cultural diversity, which is inclusive of native Finnish students.

7.5 Future impact of newcomers education

In recent years, Finland's position and perspective on immigration has been in Labor, student, and Family Reunification Immigration. The reality of the immigration policy condition in Finland is (See MPI, 2011) currently branded by genuine questions than by solutions. One can not tell whether it is purposeful or just a coincidence but certainly there has been many school of thought among public officials and politicians as to the need of immigrant to feel up the fading working force in Finland. The question or what the public does not question is; what kind of immigrants will be needed to feel up those fading areas of work force. Certainly, I think the education of newcomers perhaps could be a reliable source of work force that Finland need and therefore newcomers earlier interest and success in education should not be underestimated but rather attached some level of urgency and practical solutions to it rather than view it as an ordinary policy formality that concentrate on the amount of extra immigrants needed to be admitted into Finland. Kilpi-Jakonen (2011) pointed out, children of immigrants are among those likely to drop out of school after compulsory education and the situation is most prevalence among those born outside the European Union than those born inside. In fact, according to Jefferies (2010), within the field of work, immigrant students have the potential access to economic, cultural, and social capital. With a preferable set of circumstances, directly linked to migratory processes and family

situations, students may be able to take advantage of work opportunities that present them with genuine apprenticeships into the ways of being and groups that can convene further status within society. However, I think there is uncertainty about the future of immigrant higher education in Finland and therefore one cannot be convinced whether immigrant pupils will receive equal higher educational opportunities and be supported to achieve academic excellence. In fact, according to Vettenranta (2015, p.10), a senior researcher of Finnish Institute for Educational Research stated emphatically that, the Finnish school system has been taking measures to successfully educate culturally and socially homogenous group of students but the rate of immigrants keep on increasing constantly. Therefore, cultural diversity also increases among the native population and subsequently, allowing societal inequality and social problems to escalate. The end result is that, the Finnish school system cannot offer significant learning environment for increasing group of different background of students.

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9 ABOUT THE AUTHOR

I completed my Bachelor's Degree in Social Services and Health Care at Diaconia University of Applied Science in 2011, and enrolled in the Master's of Art Education program at University of Jyväskylä in 2014. I work as a health care provider to people with multiple disabilities in Finland. I had previously taught in Ghana as a Licensed Teacher. I am passionate about issues concerning immigrant youth's education, welfare, and development. My previous research work was titled "IMMIGRANT FAMILY LIFE IN FINLAND The male perspective on family relationship, upbringing of children and social integration" written in 2010.

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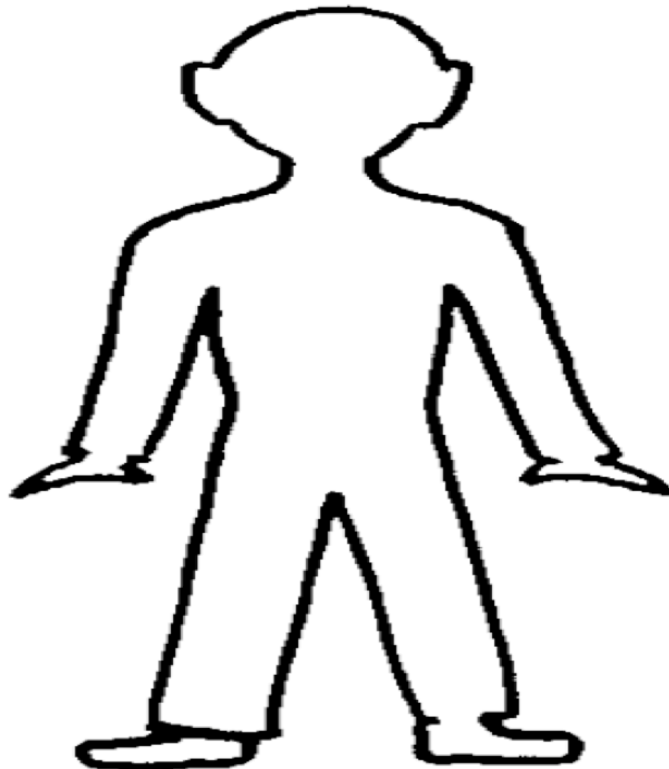
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11 APPENDICES

Appendix I

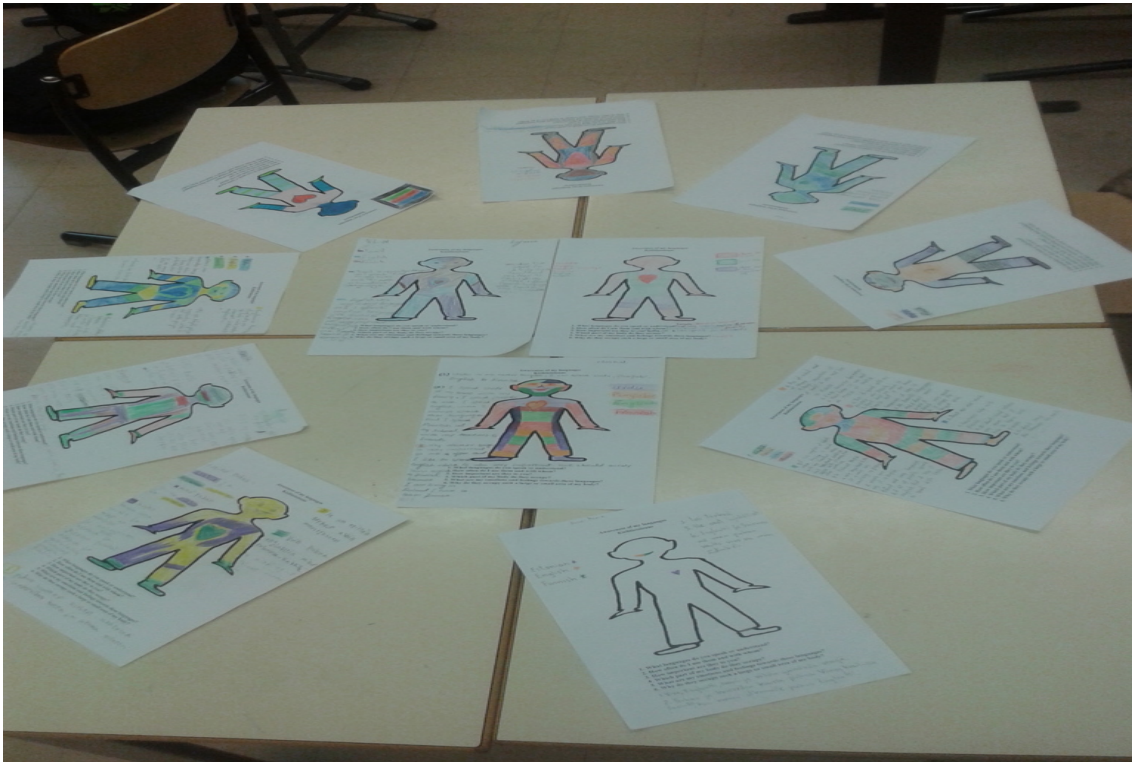
Awareness of my languages
Kielitietoisuus



1. What languages do you speak or understand?
2. How often do I use them and with whom?
3. How important are they to you?
4. Which part of my body do they occupy?
5. What are my emotions and feelings towards these languages?
6. Why do they occupy such a large or small area of my body?

Busch, B., Jardine, A., & Tjoutuku, A. (2001, p. 10). Language biographies for multilingual learning. The above sketch is a modified idea taken from Busch's article titled "Gold...the language of my heart..." what language portrayals tell us

Appendix II



Colouring work done by the entire group of newly arrived immigrant pupils

Appendix III

Pupils 1week pocket dairy 2015
Daily mood and happening
Jokapäiväinen/päivittäin mieliala ja tapahtumia

Happy moments
Onnellinen hetkiä

Happy moments
Onnellinen hetkiä

Unhappy moments
Onneton hetkiä

Unhappy moments
Onneton hetkiä

Packet dairy depicting happy and unhappy moment

Appendix IV

EXPERIENCES AND VIEWS OF MAIN PARTICIPANTS	
Final coding	Initial coding
Free school and free meals	Meals served at school but not done in own home country. (Jimmy)
Corporal punishment	Corporal punishment at school in own home country for wrong doing and even providing wrong answers. (Jimmy & Susana)
Quality of teachers	Good teachers and pupils in the school compare to home country school. (Claudia)
Going to school	Lost of interest in school whilst at home country. Interested in own hobby activities, and meeting friends. (Susana & Susana)
Lack of Self-confidence	Difficult to approach Finnish students to start a conversation due to lack of Finnish skills. (Claudia & Claudia)
Physical encounter with native peers	Finnish peers with bad attitude fight with us, mainly in neighbourhood parks or in the trains. (Jimmy)
Gestures causes emotional distress	Dislike towards immigrant pupils, especially Arabs. Not by words but through actions and inactions. (Jimmy)
Dilemma to make native pals	Finnish pupils are always in groups and difficult to approach them. However they respond appropriately if gets approached. (Claudia)
Significance of native pals	Finnish pupils are not that friendly, they gossip about us and it can be seen through their gestures. (Susana)
Designed interaction	Finnish language is difficult and it could be learnt faster to speak if one has Finnish friends. (Claudia, Susana, & Jimmy)
	Discuss and interact in other lessons with Finns because of the game rules or the lessons that demands interaction. (Susana)
	Finnish peers are disrespectful towards teachers. They do not pay attention in class. (Claudia)

Influence of native peers	
Impact of lesson delivery schedules	Time of lesson delivery and its impact on learning in the classroom. Sometimes I am tired due to methods and time of lesson delivery. (Claudia)
Significance of a bilingual teacher	It is helpful and essential for the teacher to be bilingual especially at their initial adjustment. (Claudia, Jimmy, Susana)
Daily guidance and support	Guidance and motivation from the class teacher encourages us to approach the teacher with our challenges. (Claudia, Jimmy, Susana)
Individual situations	Irrespective of what happens, the teacher must understand our individual situations and respond to them appropriately. (Susana)
Positive mind-set	Optimistic about learning and improving Finnish language skills at the mainstream classroom. (Jimmy, Claudia, Susana)
Higher educational choices	Positive attitude towards university education and negative attitude towards vocational education. (Jimmy, Claudia)
Self awareness of parental guidance	Willingness to stay with parents even after age 18 to be protected and guided towards learning. (Jimmy, Claudia)
Language skills priorities	Awareness of the importance of Finnish language as a primary responsibility and other things as secondary. (Jimmy, Claudia, Susana)
Finnish language skills for evaluation	Worried and contemplative about the use of Finnish to write exams at the mainstream classroom. (Claudia, Susana)
Parental support/negotiation	Supportive and understanding parents. Parents negotiate with pupils' opinions and direct as well as advise them as to what is good and not good for us. (Jimmy, Claudia, Susana)
	Parents motivate pupils to learn by first encouraging them to do things by themselves before they offer help. (Jimmy,

Religious tolerant/choices	Susana) Parents educate pupils on teaching of their religious faith by means of compromise. (Jimmy, Susana)
Parental rules/trustworthiness	Parents advise pupils to go outing but there is a flexible time limit to that, between 2 to 4hours and pupils must inform parents about their location all the time. (Jimmy, Claudia)
Places of socialization	Pupils' religious places for worship or ceremonies also as a place for socialization. (Claudia)
Stays indoors at home	Pupils stay indoors due to lack of friends in the neighbourhood. Wish to play in their own neighbourhood with other peers. (Jimmy, Claudia, Susana)

Appendix V

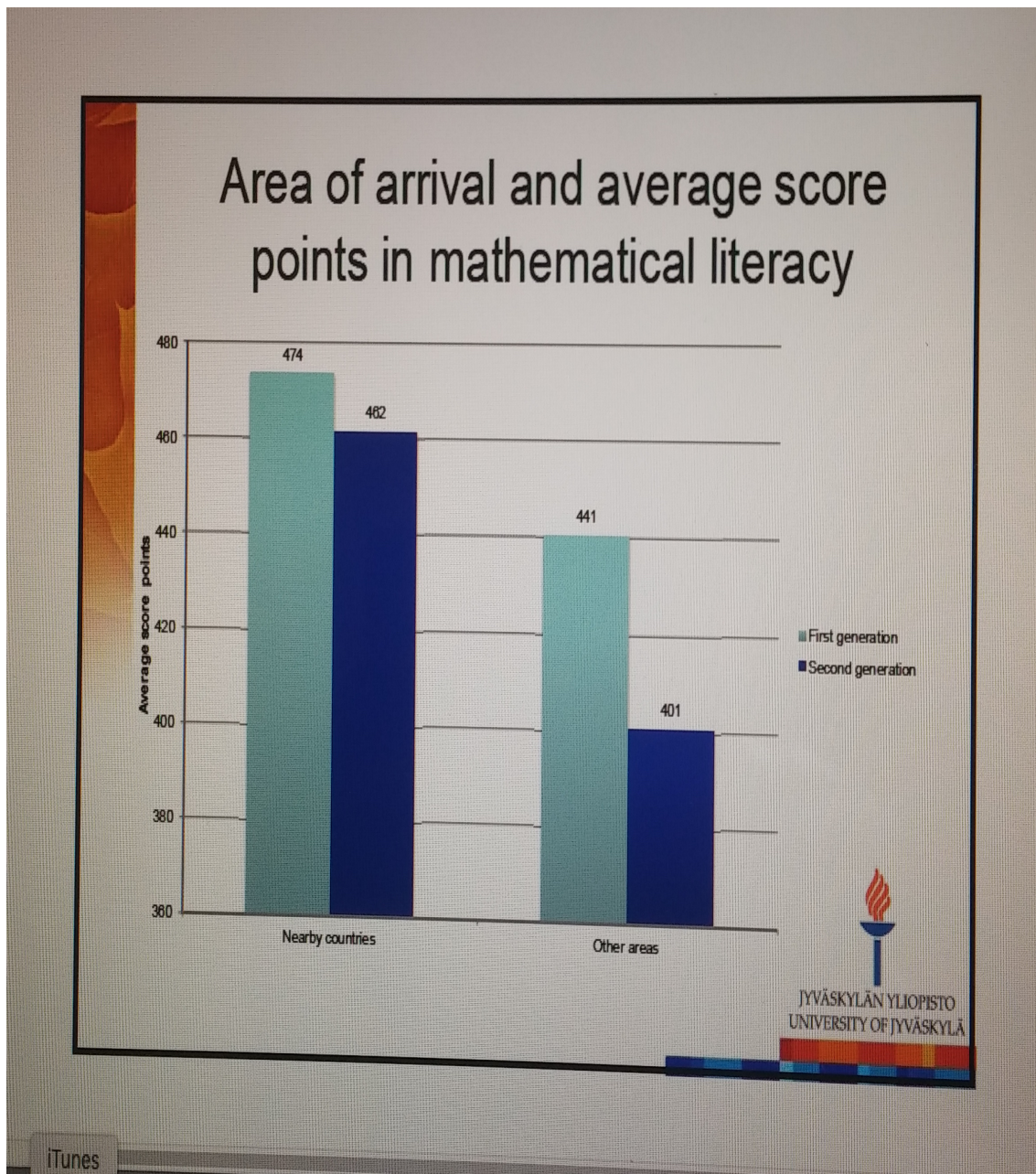
PERSPECTIVE OF THE CLASS TEACHER AND VICE PRINCIPAL

Academic qualification	Even though teachers in the preparatory class must have master's in special need education, there could be variation of qualifications as there is no specific qualification needed to teach such groups. (Vice Principal)
Extra competencies	Cultural competency, important factor in determining who becomes a teacher with such a group. Because students are of different backgrounds. (Vice Principal)
Complementary teaching tools	Inexperience with the use of technological materials as means of instruction. (Class Teacher)
Pupils - teacher relationship	There is a special relationship with this particular group of students. They are warm and always together. (Class Teacher)
	Compare them to regular students; they do

<p>Social troubles</p> <p>Assessment</p> <p>Academic performance/mainstream</p>	<p>not have much of a social problem. In the past, there were cases of stealing pupils' items, classroom misbehaviour, absenteeism, and undone homework. (Class Teacher)</p> <p>Their progress to the mainstream classroom depends solely on class teacher's evaluation. (Class Teacher)</p> <p>Feedbacks from the mainstream classroom suggest performance based on individual capabilities. Some are learning very quick and faster, others are a bit slower and it will take time. There might be other factors to that rather than language. (Vice Principal)</p>
<p>Family/teacher contacts</p> <p>Teacher - family cooperation</p>	<p>Face-to-face communication with parents takes place twice a year. It is difficult to have phone conversation with parents but in urgent situations, parents are called on phone for immediate action. (Class Teacher)</p> <p>Parents have positive cooperation with school authorities and appreciate teachers' suggestions and opinions. (Class Teacher)</p> <p>Possibility of meeting parents frequently than required as compare to parents from mainstream classroom. (Vice Principal)</p>
<p>Age of arrival</p> <p>Program duration</p> <p>Daily encouragement</p> <p>Individual capabilities</p>	<p>The age at arrival in Finland makes it difficult for pupils to have access to good schools compare to their age groups from the mainstream classes. (Vice Principal)</p> <p>In general, the one-year period is normal, but with some pupils, the one-year is not enough. However, it is good to be engaged with Finnish students for social interaction. (Vice Principal)</p> <p>Continuous encouragement and empowering pupils to realized the reality and the need to concentrate on their language learning skills for their own future success in Finland. (Class Teacher)</p> <p>Pupils may cope well in mainstream classroom but others have to be placed on special education care plan. (Vice Principal)</p> <p>Limited schools offering preparation education program in Vantaa. Difficult situation for pupils' relationship formation</p>

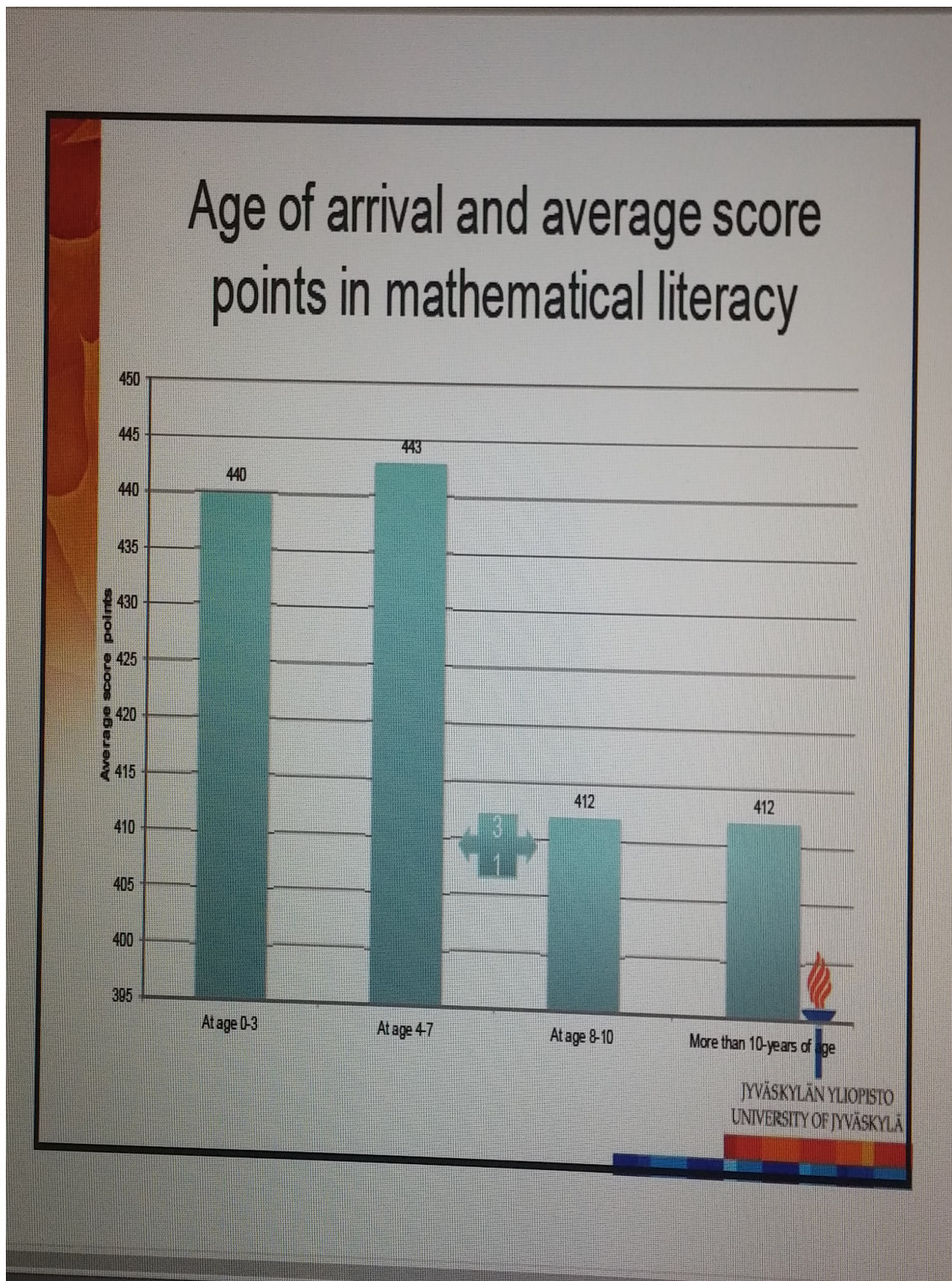
Institutional factors	with other students and teachers. First be here and continue later somewhere else. (Vice Principal)
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Appendix VI



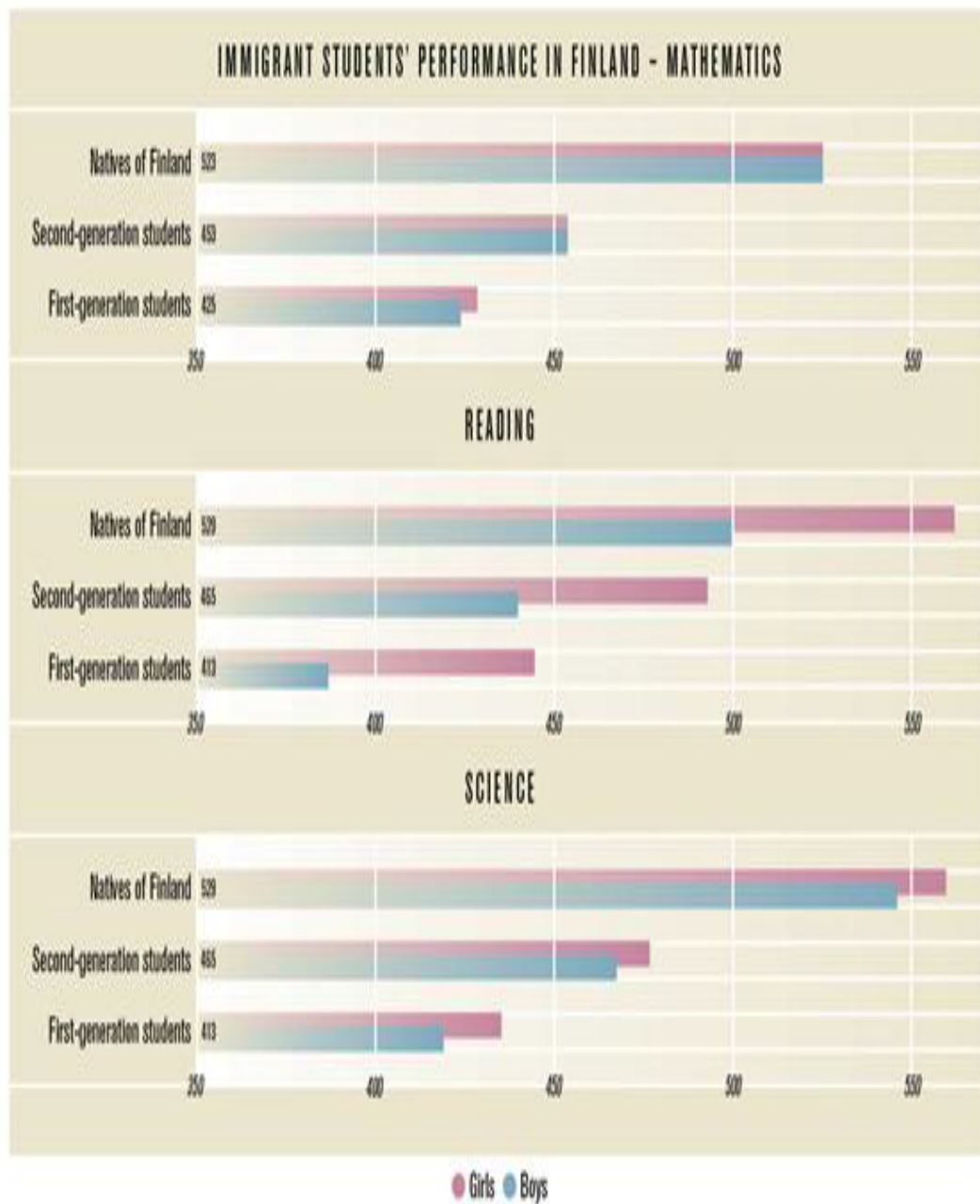
Vettenranta, J. (2015, p.10). A lecture seminar on the theme: The state of the Finnish Education in the light of PISA, delivered on 18.03.2015

Appendix VII



Vettenranta, J. (2015, p.10). A lecture seminar on the theme: The state of the Finnish Education in the light of PISA, delivered on 18.03.2015

Appendix VIII



Vettenranta, J. (2015, p.9). A lecture seminar on the theme: The state of the Finnish Education in the light of PISA, delivered on 18.03.2015