



Motivating the Multicultural Student

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HÁSKÓLI ÍSLANDS

Motivating the Multicultural Student

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Preface

I would like to thank The Multicultural School and The Technical College in Reykjavik for allowing me to use their school in order to conduct this piece of research. In particular I am very grateful for the help of Guðlaug Kjartansdóttir, who was my main point of contact at the school and was always extremely helpful. In addition, I would like to extend a warm thanks to the students and teachers who generously shared their thoughts and experiences with me.

Allyson Macdonald, my supervisor, was very generous with her time and I'd like thank her for her wisdom, dedication and for being so lovely to work with. In addition, I would like to thank Hildur Blöndal Sveinsdóttir for her diligent and thoughtful recommendations towards this thesis.

Finally, a special thank you my husband, Ingi; whose level of support for me during this thesis, and as always, never fails to amaze me.

Abstract

This study explores how multicultural students in Iceland are motivated to attend further education and what drives their attendance and participation in school. Qualitative research and semi-structured interviews were used to explore this area. Four female students and four male students from different cultures were interviewed. These were all students at The Multicultural School, one of eleven schools which make up The Technical College, Reykjavík (hereafter referred to as The Technical College). Of these eight students, six students were between the ages of 17-20. This age group was specifically chosen for young adults have both the choice and the responsibility for continuing in education rather than attending school by law. Contrastingly, two students in their 30s were interviewed to explore their motivation in pursuing education. In addition four Icelandic teachers were also interviewed.

Data from the interviews was analysed using a theory of goal acquisition (Ford, 1992) and explores the students' drivers of motivation. In exploring the role of goals in motivation Ford identifies a taxonomy of 24 goals across six categories. These categorical goals have specific relevance when considering that their pursuit and achievement can be even more of a challenge to an individual living and learning in a culture that is not their own. Bronfenbrenner's model of social ecology (1977) and the many worlds in which individuals operate are also explored in discussing the experiences of the multicultural students.

Findings from the thesis have the potential to impact on school curriculum, school policy and national educational policy regarding multicultural students within Iceland. Key findings include that younger students are more motivated by social and collaborative goals, students with an older outlook are more motivated by cognitive development goals and that multicultural students are influenced by and inhabit many different worlds.

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1 Introduction

1.1 Immigration and Iceland

Iceland was once a homogenous, monocultural country. In 1996 those of foreign origin accounted for 5% of the population. This has steadily increased to 13.3% of the population in 2011 (Statistics Iceland, 2011a). “Foreign origin” is defined as an individual born in Iceland or outside of Iceland who has at least one parent born abroad, is an immigrant, or is a 2nd generation immigrant. There is another statistic often referred to which is the percentage of population holding foreign citizenship. In 1996 this was 1.8% and 6.6% in 2011 (Statistics Iceland, 2011a). Using the “foreign origin” definition given above is clearer for the purposes of this thesis than the percentage of population holding foreign citizenship since it gives a clearer measure of multiculturalism. This is because focusing on foreign citizens does not count the many foreign born members of the population who now have Icelandic citizenship. It also does not reflect the many that are born to one Icelandic parent and one foreign parent.

Although modern migration is driven mainly by the labour market, the new influx of working immigrants brings with it families and children, who enter the education sector. Children who are born in one country before migration compared to children who have lived all their lives in the same country experience different psychological and social problems within school, reporting higher instances of ill health, stress and course difficulties (Gabb, 2006). This can lead to strong doubts regarding self-identity:

They may feel a sense of loss, anxiety, sense of being a non-person, of trying to adapt to being separated from families and former communities (Ghong, Saah, Larke, & Webb-Johnson, 2007, p. 63).

These families undoubtedly introduce a multicultural diversity into Icelandic society. The number of native languages among immigrant pupils reflects the variety of cultures within Icelandic schools. For example, those who attended compulsory school (ages 6-16) in 2004 spoke a total of 43 languages (Runarsdóttir, Ingvarsdóttir, & Aðalbjarnardóttir, 2006). Consequently, monocultural Iceland is becoming multicultural Iceland,

introducing a mix of people who originate from different cultures or are born to those from different cultures.

Given this, the modern and shifting landscape of the Icelandic school experience needs to cater for a multicultural audience, meet their attendant needs and actively engage with this newly emerging society. This has specific significance for the teachers of multicultural students. In a study conducted in Iceland, Norway and Canada, it was found that few teachers had been taught about multiculturalism or multicultural teaching in their teacher training. Teachers from Norway and Iceland were unanimous that they should have been required to learn about multiculturalism in their compulsory school years (Aðalsteinsdóttir, Engilbertsson, & Gunnbjörnsdóttir, 2007).

1.2 The growth of migration and its consequences

With the advent of globalisation and the changing landscape of culture within societies there is a need for growing research on educating multicultural students. It is forecast that by 2020, students of colour will make up approximately 40% of the United States' national school age youth. Such statistics stand in contrast to 87% of America's teachers being white, 72% of whom are women (Banks, 2001). By 2050, it is estimated that less than 50% of the America's population will be of Anglo ancestry (Lee & Koro-Ljungbeg, 2007; U.S. Census Bureau, 2000) and that those of Latin American origin will compromise nearly a quarter of the U.S. population.

Moreover, with the wealthiest nations containing 16% of the world's workers but more than 60% of global migrants (Martin, 2005), multicultural nations, that is nations that are made of a mix of different cultures, are now commonplace rather than the exception. The number of migrants is growing and today one out of every 35 people worldwide is an international migrant (Janhonen-Abreuquah & Palojoiki, 2005).

1.3 Exploring the concept of motivation

To be motivated means "to be moved to do something" (Ryan & Deci, 2000). An individual can be moved in a variety of ways. Broadly speaking, one can be intrinsically or extrinsically motivated.

This piece of research is to explore the theme of motivation within the educational experience of multicultural young adults, aged between 16-20 years old, who choose to study Icelandic. For the purpose of this study multicultural students who are interviewed are defined as individuals who are not born in Iceland and have one or more parents who are not

Icelandic. This group of individuals will have experienced a significant mix of cultural experiences, either by virtue of having spent their formative years in another culture or in some cases having parents who originate from different cultures.

Intrinsic motivation is the tendency to engage in tasks or behaviours because one finds them interesting and enjoyable. Commonly the individual becomes absorbed in the task and enjoys it for the pleasure it provides. Research shows that students with more intrinsic motivation tend to persist at difficult problems and learn from their mistakes (Walker, Greene, & Mansell, 2006). Intrinsic motivation is also linked to competence. A series of studies (Jang, Reeve, & Ryan, 2009) showed that South Korean public school students were more intrinsically motivated when they experienced feelings of competence and that students are competent when they feel able to meet the challenges of their schoolwork (Niemic & Ryan, 2009).

Extrinsic motivation, on the other hand, is the tendency to engage in behaviours because of task-unrelated factors such as the expectation of reward or punishment, for example, to pass the exam or get a good grade (Vansteenkiste, Lens, & Deci, 2006). Therefore, achieving the by-products of the tasks is the aim and the task is a means to an end rather than a means in its own right.

From primary school to university, intrinsic motivation leads to better school outcomes (e.g., perseverance, creativity and performance) than extrinsic motivation (Hardre & Reeve, 2003). Studies on motivational changes found that students tend to be less intrinsically motivated and more extrinsically motivated as they go through school and especially after a school transition (Eccles, Lord, & Buchanan, 1996).

Students attend school to learn a range of life skills; academic skills, practical skills, social skills and emotional skills. The motivation for learning is not only the student's responsibility but also the teachers', the school's and fundamentally the national educational policies' that oversee the educational system.

Schooling is compulsory within Iceland between six and 16 years of age (Lögm um grunnskóla, 2008). After this period secondary education is optional and young adults who continue their education beyond 16 years of age make an active choice and do so through their own motivation. Furthermore, within Iceland, after the age of 18, young people are deemed adults. This means that schools and colleges are not obliged to report back to their parents on their attendance or performance (Lögræðislög, 1997). As such the young adult is autonomous and independent in managing his

educational decisions, responsibilities and performance. With regard to the multicultural students in this study they have actively chosen to stay on at school and learn Icelandic.

Reasons to learn another language are extrinsic in nature in that learning it leads to something else. However, choosing to learn for the love of acquiring a new language is a different motivation; this is an example of intrinsic motivation. This intrinsic motivation can be driven by a love of linguistic learning and languages or simple educational curiosity and a belief in developing one's own skills and knowledge. In this sense, learning Icelandic is not done in order to achieve a subsequent reward; rather the reward is the actual learning of Icelandic itself.

But why is it especially important to motivate students?

Firstly, as has been noted, education beyond 16 years of age is optional in Iceland. Therefore, young adults who study at these schools are not legally obliged to attend them. So from a purely business and practical point of view schools should be concerned with motivating students first and foremost to enrol them and engage with them and then to continue motivating them in order to retain them. However, from an ideological standpoint, motivation is also relevant and important and will be discussed more fully in chapter three.

1.4 Goals and benefit of the research

Broadly speaking, as with any educational research there are two main reasons regarding its benefits:

1. To inform understandings of educational issues, drawing on and developing educational theory
2. To improve educational policy and practice, by informing pedagogy curricular and other educational judgements and decisions (BERA, 2000).

In addition to exploring what motivates multicultural students, the study also explores teachers' experience of working with multicultural students. This provides an insight into whether teachers' perceptions of what motivates a multicultural student match the students' perceptions of what they consider to motivate them. Motivation encompasses both short and long term goals and can be fundamentally shaped by either living in Iceland

temporarily or permanently. It should be noted that the main essence of the research is to explore what contributes positively towards motivation, as opposed to what does not contribute positively, or what detracts from motivation. Furthermore, the research explores how students and teachers perceive motivation and is not an in depth critique exploring the school's multicultural curriculum or its attitude towards multicultural education.

Information yielded from this study will help provide optimal strategies and initiatives to inform the curriculum in Icelandic schools involving multicultural students, influence national policy on multicultural education within Iceland and on a wider platform contribute towards the current literature relating to multicultural education in general.

With specific regard to the topic of this piece of educational research, what motivates multicultural students to attend school and learn Icelandic, the following areas are of interest:

1. This age group of young multicultural adults from 16-20, bridging the gap between childhood and adulthood, is a pivotal period in their lives: being the first time they have significant responsibility for both choosing and managing their own education
2. As young multicultural adults within a new society who bring with them a blend of cultures, this group of young people's perspectives towards motivation for education provides insight into what they themselves consider motivates the multicultural student.

1.5 The research site - The Technical College

The multicultural students interviewed for this study come from The Technical College. This is comprised of 11 separate schools that deliver a range of courses. The Technical College as the name suggests is a trade school, for those wishing to take the "journeyman" qualifications, providing training for becoming tradesmen e.g. carpenters and electricians. Hairdressing and fashion design are two other examples of trades taught within the school. After qualifying through one of the trade schools, students can choose to take the matriculation exams, i.e. the prerequisite qualifications required in order to study at university-level.

Within The Technical College, one of these schools is The Multicultural School which offers a two year programme that focuses on teaching Icelandic as a foreign language with a small number of other courses (mathematics, computer skills, and physical education) all of which are

taught in Icelandic. This caters for multicultural students who wish to learn not only the Icelandic language but about Icelandic culture, too. It is students from this programme who are the focus of my research. The Multicultural School has a two-year curriculum and it is hoped that upon completing these two years students will be sufficiently proficient in Icelandic to be able to then join one of the other vocational or academic courses on offer within the school alongside the Icelandic students.

The Multicultural School has approximately 200 students and a student roll over 16 years old. There is no “cut off” age and older adults are accepted, though The Multicultural School is overwhelmingly a place full of people in their early twenties. During conducting this research my main contact at The Multicultural school was a teacher, Guðlaug Kjartansdóttir, whose help I am very grateful for.

The Technical College is considered to be a pioneer in its work with young multicultural students (Kjartansdóttir, 2010) having been the first high school in Iceland in 1993 to have a fully-fledged international programme catering to this target group. Indeed, it has a wide cultural group with 126 students from 46 different countries and other schools seek support and consultancy from The Multicultural School in shaping their multicultural education curriculum (Kjartansdóttir). For this reason, it was considered appropriate to explore The Multicultural School as a case study, given its rich history and experience of working with multicultural students.

It is a common situation that multicultural students are attracted by the school’s very modest fees compared to other Icelandic language courses (Kjartansdóttir, 2010). These students, some of whom are managing tight budgets, utilise The Multicultural School as a means of learning the Icelandic language in order to comfortably operate within Icelandic society, rather than as a precursor to enrolling to become a carpenter upon completion of the international programme (Kjartansdóttir).

The majority of students who complete the two year Multicultural School but do not pursue a further course at the school are recorded as drop outs. This is because there is no official graduation when students complete the international programme– although this is something that the school is currently reviewing. Consequently, the drop-out rate of international students appears very high and is of some concern to The Technical College.

1.6 Personal reasons for the research

What motivates multicultural students is an area of interest to me as both a student and a teacher. As a student I have been educated in a number of cultures, namely Scotland, England and Iceland. I consequently have experience of being the outsider and being new to a culture. My learning experiences and my levels of motivation in these different cultures have been varied and are as much dependent upon the motivating reasons that took me to these countries in the first place as to what motivated me to choose to study and my experiences of interaction with people from the new culture in which I am living.

As an English language and literature teacher and English as a foreign language trainer to young people and adults, I have a range of experience of teaching multicultural students and have taught in school, colleges, companies and organisations in Scotland, England, Italy, Thailand and Iceland.

The issue of what makes students “tick,” what engages and stimulates them and also importantly, what does not, has great potential for impacting on my own teaching practice. Hence, by reviewing the literature and interviewing students and teachers the potential is to enhance my own learning and understanding of what motivates the multicultural student. My hope is that this will make me a more effective teacher and will result in my being able to develop more motivation in my students.

1.7 Structure of thesis

The essay explores literature on motivation and on multicultural education. It then introduces a number of motivational goals (Ford, 1992) that contribute in different ways towards student motivation. These goals and to a lesser degree the social ecology model (Bronfenbrenner, 1977) form the basis against which the findings of the interview data are measured against. The results and subsequent discussion explore the findings of the data and following this, focus is given to the way forward in motivating multicultural students.

2 Factors influencing motivation to study

From my perspective as a researcher, I consider the following areas of significant relevance in influencing young multicultural adults' motivation to study.

2.1 Social integration (with Icelanders)

All the multicultural students interviewed in this study had come to Iceland after they had been born. The process of acculturation they experienced that occurs after entry into another culture is heavily influenced by the age at which immigration occurs. The term *acculturation* originates in anthropology and is defined as:

Group processes which result when groups of individuals having different cultures come into continuous first-hand contact, with subsequent changes in the original culture patterns of either or both groups (Redfield, Linton, & Herskovits, 1936, p. 149-152).

These changes can include a range of states ranging from assimilation, integration, rejection, and deculturation (Berry, 1980). Generally, those pursuing integration encounter less stress and achieve better adaptations than those pursuing marginalisation and the outcomes for those pursuing assimilation and separation encounter intermediate levels of stress and adaptation (Berry, 2005). Acculturation is related to reduced loneliness and provides access to perceived support from the widest range of members in an adolescents' social network (Birman, Trickett, & Vinokurov, 2002). What dictates when, if and how these states arise is dependent on the immigrant's choices and willingness. In this regard it has been found that the more power the immigrant group has in a new cultural environment, the less likely it is they will accommodate to the new cultural norms around them (Triandis, Kashima, Shimada, & Villareal, 1986).

The age at which immigration occurs also holds great significance. When acculturation starts prior to primary school age the process is found to be smooth. Reasons for this are uncertain, however, it may be influenced by the lack of any advanced cultural development at such a tender age and

that what little has been absorbed is easily shed in response to a new culture taking centre stage (Beiser, 1988).

Those interviewed for this study had immigrated during their adolescent years and this produced different challenges. This may not be surprising given that at this time in a young person's life there is a cultural transition from one life stage of child to another life stage of young adult and different cultures have "differing, internally consistent sets of rules to be learned" (Erickson, 2002, p. 300). Also at this point there are often competing demands from peers and parents producing more conflict (Carlin, 1990).

The process of acculturation through which immigrants socially integrate with the host nation can have a range of psychological effects. This can involve certain levels of psychosocial adjustment, perceived bicultural competence, perceived group support, and connectedness to their family and culture (Safdar, Lay, & Struthers, 2003). Sources of stress experienced involve language problems (Sarda, 1990), separation from former social networks and the establishment of new networks (Aronowitz, 1984; Rogler, 1994), feelings of being different from majority peers in the new culture (Ramirez, 1991) and confusions in behaviours between the original culture and the new culture (Zigler & Stevenson, 1993). Changes of any kind brings challenges, however, change within an alien or new culture exacerbates the psychological effects, magnifying responses and reactions that may otherwise have been less significant had they occurred in the country of origin where the individual was born:

The attitudes of the host nation can facilitate or hinder social integration: The prevailing attitudes, whether positive or negative, have the power of constraining the adoption of the social identity of the host country and thereby the acculturation trajectory of the newcomer (Padilla & Perez, 2003, p. 51).

Moving to a new country and culture presents not only a new geographical landscape but also a new social landscape. The desire to connect with others, form new networks and personal friendships is a basic human need and a sound psychological adaptation to a new culture can also be predicted by a range of factors, namely, the personality of the immigrant, previous experience of life changing events and the amount of social support gained from others. In relation to this, good sociocultural adaptation is predicted by cultural knowledge of the host country, the

degree of contact with other people and intergroup attitudes (Ward, 1996; Ward & Kennedy, 1993).

Developing such companionship and support with Icelandic people is made challenging by what is likely to be a new language that impedes fostering new relationships. Essentially, not speaking Icelandic will affect developing relationships with Icelandic people – even although English is widely spoken in Iceland it is not assumed that every immigrant or Icelandic person has a comfortable and confident grasp of English nor that they will use this in forming new relationships.

The need for social bonding is an important catalyst for learning the Icelandic language and the Icelandic culture: both of which are subjects covered in the two year curriculum within The Multicultural School. Therefore, a prime motivation for choosing to study at this school may be to learn the host language in order to be able to integrate or assimilate gain full access to Icelandic society. Consequently, it could be a deciding factor for recently arrived immigrants or for those who have not mastered the language.

2.2 Social integration with multicultural students

New relationships develop from such integration and assimilation and from these new relationships, a peer group may form; a group of multicultural people whose members share similar experiences. The concept of multiculturalism is defined by many things in addition to language and nationality. Bauman (1998) talks of two groups, tourists and vagabonds, who are constantly on the move and consequently forming new relationships and peer groups for very different reasons:

Tourists move at their hearts' desire. They abandon a site when new untried opportunities beckon elsewhere...because they find the world within their global reach irresistibly attractive. The vagabonds know that they won't stay in a place for long since nowhere they stop are they likely to be welcome...they move because the world within their local reach is unbearably inhospitable (Bauman, 1998, p. 92-93).

This highlights the motion that distinct groups of immigrants are perceived very differently and experience very different realities dependent on aspects and attitudes of their culture.

As a consequence of this geographic movement, forming new peer groups can be a great source of support at what can be a vulnerable and challenging time as individuals experience the various forms that cultural transition and culture shock involves (Furnham, 2004; Sam, 2001). Therefore, access to this peer group can be construed as a by-product of learning Icelandic or it may be seen as a primary means of establishing a peer network with the by-product being learning Icelandic. It should be noted there is also significant value in multicultural students not only socialising with each other but learning from one another, also:

This is needed for creating opportunities for students to connect with each other in a way that will open the way for transcultural learning to take place, both formally and informally (Gabb, 2006, p. 362).

In this regard teachers need to be careful facilitators in orchestrating such a learning experience. Gabb (2006) explains that teachers need to ask culturally diverse students about their experience of coursework being sensitive as to how this may be relevant to the students' own culture. In order to do this, teachers must have awareness of their own cultural views and how they can affect their interaction with students from other cultures.

2.3 Language integration

There are a raft of reasons why learning a host language is beneficial. Not only does it enable immigrants to understand and communicate with the new culture around them but when a second language is taught resulting in positive learning experiences, self-confidence rises (Gardener, 1985). Bilingual individuals score more highly on verbal and non-verbal tests and those who learn a second language have also been shown to be more creative and have more sophisticated problem solving skills (Papadaki-D'Onofri, 2003). The reverse of this is that immigrant students with limited bilingualism (including students who spoke their native language but had not yet mastered the host language and students who spoke the host language but had lost their native language) were far more likely to drop out of school than those who were fluent in both languages (Portes & Rumbaut, 2001). Immigrant students who speak the new host language at home are approximately six months behind their non-immigrant peers in mathematics, while immigrant students who do not speak the new host language at home fall twelve months behind (OECD, 2001). Furthermore, when a student's first language is valued and cultivated they are more

academically successful (Cummins, 1980, 1981). Once the individual has a choice over which language to use research has shown that the choice of language has a consequential effect on behaviour. Choosing which language to converse in determines an attitude that accommodates the culture which is being responding to. For example, it has been shown that managers who were Hong Kong Chinese (who are from a collectivist society) supported more individualist values when responding in English rather than Chinese (Ralston, Cunniff, & Gustafson, 1995).

Having an understanding of the spoken and written Icelandic word allows passive participation in Icelandic society where the individual can to varying degrees understand what is going on around them. With passive understanding newspapers are understood, radio and television programmes are appreciated and this understanding allows an engagement and a connection with what is happening in the day to day life within Iceland. On a greater level, to truly appreciate the wider context of Icelandic culture and society, understanding the poetry and drama of the Icelandic sagas provides, for some, a richer and deeper appreciation of Icelandic history and culture.

Furthermore, perhaps the most pressing reason to learn Icelandic and the greatest benefit this brings is in securing a job. Understanding and speaking Icelandic increases the likelihood of being hired within the Icelandic job market. Whilst qualifications are important and relevant, learning Icelandic opens doors to job opportunities that may otherwise at best be difficult to open or at worst, remain closed.

Historically, unemployment in Iceland has been low which has most likely been a contributing factor to immigration in that people from abroad have come to Iceland to work. Overall net migration (movement of all cultures of people both in and out of the country) from 2000 until 2010 can be seen illustrated below (Figure 1). There is a notable increase in these numbers during the financial bubble of 2004-2008. However, it can be seen there was a slowdown in the number of people leaving Iceland between 2009 and 2010 even although the unemployment rate remains high at 8% (Directorate of Labour, 2011).

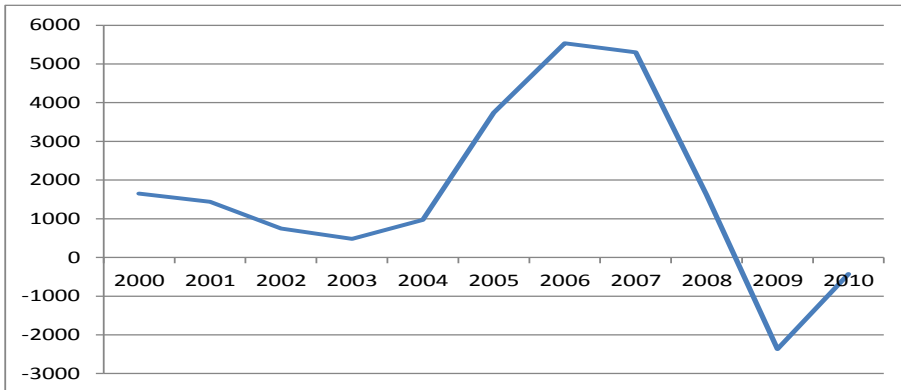


Figure 1 Migration of foreign citizens (Statistics Iceland, 2011b)

The Directorate of Labour has published figures concerning the number of unemployed foreign citizens:

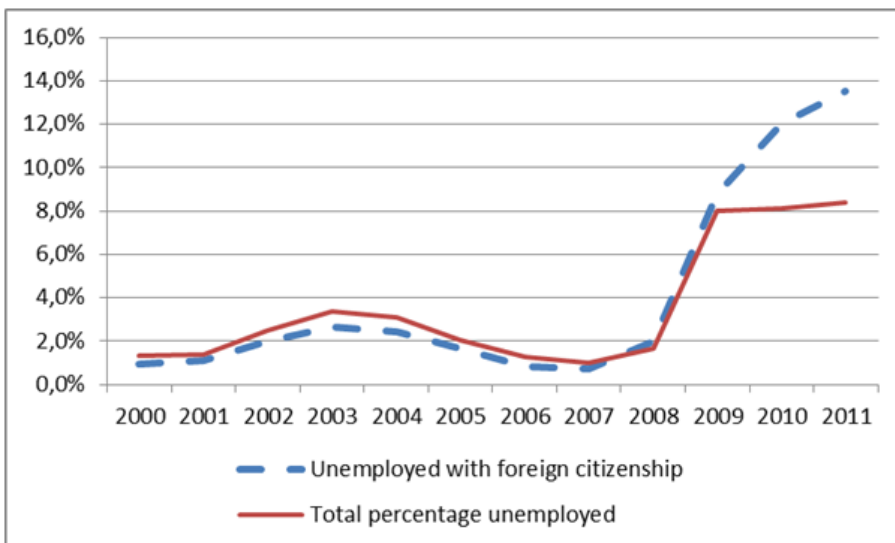


Figure 2 Average annual unemployment: From three sources (Statistics Iceland, 2011a; Datamarket.is, 2011; Directorate of Labour, Iceland, 2011)

However, it should be stressed that the two trends in Figure 2 cannot be compared directly since the total number of unemployed takes into account the population which is studying (a large part of the 18-24 year old group), retired or unable to work. The problem becomes clearer if we look at the percentage of foreign citizens of the total number of the unemployed (Figure 3).

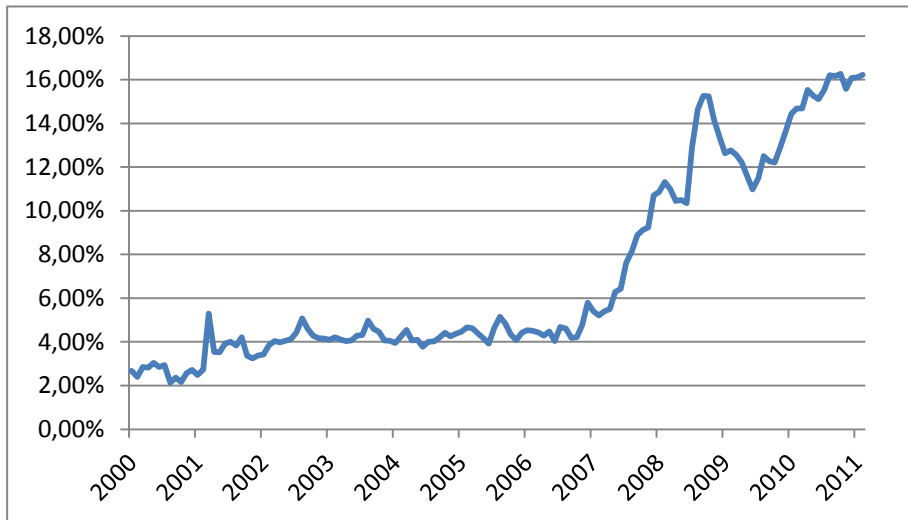


Figure 3 Foreign citizens as a percentage of the unemployed (Directorate of Labour, Iceland, 2011; Datamarket.is, 2011)

Figure 3 demonstrates that of the people that are unemployed the percentage of them that are foreign is increasing and at present levels is 16% (2011). The unemployment rate amongst immigrants is considerably higher. Such disproportionately high levels of unemployment amongst foreign citizens in Iceland remain a serious issue for the immigrant population. Consequently, these statistics have a great impact on the social conditions of these affected families, the educational choices they make and their motivation in making these choices.

3 Motivation and multicultural education

3.1 The importance of motivation in education

Pedagogically, the true essence of effective teaching is to cultivate in others a thirst and a desire for learning:

Students forget much of the content that they memorize. Thus, attempts to teach students all that they will need to know are futile. Rather, it is important that students develop an interest and love for lifelong learning. *Inspiring and motivating students is critical because unless students are inspired and motivated our efforts are pointless* [italics added] (DiCarlo, 2009, p. 257).

Therefore, the manner in which students are taught is critical. Identifying and harnessing how students can be motivated has policy implications for teachers and schools alike. It is possible to take a horse to water but one cannot make the horse drink, highlighting why motivation is so very important. Students' motivation is affected by broadly sweeping educational initiatives such as a national curriculum and by the specific language chosen by a teacher when delivering praise in the classroom.

Csikszentmihalyi (1993) holds that the concept of "flow" symbolises the height of motivation. Conditions to create flow involve challenges that require skill, absorption and feeling "lost" in an activity, well defined goals and constructive feedback, the loss of feeling self-consciousness and losing track of time. When interviewing individuals about activities in which they were truly absorbed he expected to find that these activities involved experiences of relaxation or leisure. Instead he concluded that the concept of "flow" occurs when there is a challenge that pushes physical or mental abilities.

Robinson and Aronica (2009) explore this concept further and highlight that being in a state of flow, or being in your "element" as they call it, does not take energy away from the individual but rather gives energy:

When people place themselves in situations that lead to their being in the zone, they tap into a primal source of energy...they are literally more alive because of it (Robinson & Aronica, 2009, p. 93).

Therefore, when the right task and the right conditions are provided the individual can thrive in a state of flow. However, getting the level of challenge right is important. Research has shown that not challenging students enough can result in students disengaging from an activity if they judge it as below their ability and skills (Turner, Meyer, Cox, Logan, DiCintio, & Thomas, 1998).

3.2 Opting out of education

Not only is it important to pitch the appropriate level of academic challenge to students but with a multicultural student group it is essential to connect the academic content to the cultural background of students. Doing so enhances student involvement (Wlodkowski & Ginsberg, 1995). It is especially important for teachers to support students' cultural background and for this to be supported within the whole school curriculum. Nieto speaks of the need for all subjects "to be infused with content related to diversity, from secondary math methods to reading" and that all school work should reflect "support for racial, ethnic, linguistic, gender, and other types of diversity" (Nieto, 2000, p. 183). Multicultural students who question their own worth and value as a consequence of their interactions of students from the dominant culture can experience academic difficulties which lead to insecurity about their own cultural identity (Cummins, 1986).

This can lead to students choosing to opt out of education and students over 16 in Iceland do indeed have the choice to do this. Students may leave education because they perceive their educational needs are not being met or because they do not have the necessary motivation to stay the duration of the course. Opting out of education can be for a range of reasons such as a learning atmosphere that is not conducive to their learning needs, lack of integration with other students, lack of understanding the value of education, lack of academic role models, being overcome with cultural transition into school and a lack of financial control (Lau, 2003). One of these issues that is a serious consideration for some multicultural students is facing economic challenges. This can be experienced by certain immigrants for whom supporting a family, in Iceland and abroad, may take precedence over continuing in education.

If indeed multicultural students are dropping out this has a serious implication on their short and long term lifestyle. It can have repercussions on the schools from which they drop out, the job market, the welfare system and the actual cohesion, or lack thereof, of a growing multicultural demographic and multicultural society. This can also result in damage to

psychological wellbeing, unemployment and underemployment (Zeynep & Berry, 1996).

Contrastingly, if these young multicultural adults can develop to be all that they can be, learn the Icelandic language and pursue other academic skills and knowledge, there are significantly greater opportunities open to them in the short and long term. Hence, the issue of how to motivate them is a critical one.

3.3 Meeting multicultural students' needs

Multicultural students have particular cultural needs that require active incorporation within their learning experience. Ironically, the one constant that is true about multicultural students is that they are all different. They are not a homogenous mass with the same uniform definition but a varied group comprised of many cultures.

In her review of the history of teaching multicultural students Nieto (2010) highlights three central themes:

- Diversity is a resource, not a problem
- Students learning English - *or the host tongue* - need more than language instruction [italics added]
- The families of second language learners need to be welcomed in school and involved in the education of their children (Nieto, p. 3).

A commonality within a multicultural group is that they are all different, in that they each have their own rich cultural tapestry that requires particular sensitivity. Nieto (2000) further expounds this in explaining that culture is a fluid, changing entity “that it is always on the move...always changing as a result of political, social and other modifications” (Nieto, p. 49). Arvizu (1994) takes this one stage further and describes “culture” as being a verb as opposed to a noun, hence accentuating the energy and vibrancy of culture as a living thing as it develops and grows in contrast to it being fixed and static. One of the agents responsible for causing such change within cultural practices is the very mixing of different cultures. Nieto explains:

When people with different backgrounds come into contact with one another, such change is to be expected even more (Nieto, 2000, p. 49).

In terms of allowing for this change within schools this requires an inclusive curriculum content, instructional strategies that are culturally sensitive and forms of assessment that are reflexive and flexible (Gay, 2000).

Teachers must prepare themselves to deal with multicultural students in delivering culturally responsive teaching (CRT). Broadly speaking, this involves acquiring more than a superficial awareness or respect for different cultural values and their communication skills (Gay, 2002) and developing a more substantial and nuanced understanding of customs of individual cultures (Brown, 2007). The knowledge of cultural diversity that educators need therefore goes beyond mere awareness of, respect for, and general recognition of the fact that ethnic groups have different communication styles and values or express similar values in various ways (Gay).

There are a number of different approaches advocated in order to achieve this understanding and deliver CRT and these involve different elements (Gay, 2002; Harriott & Martin, 2004; Ladson-Billings, 2001; Wlodkowski & Ginsberg, 1995). Leidning (2007) speaks from her experience as a school principal and reminds us of the critical importance of CRT:

Focusing on students without considering their life circumstances provides only a partial picture and results in piecemeal, futile attempts at intervention (Leidning, 2007, p. 48).

Students' culture and background must be more than acknowledged, it must be intrinsically included and celebrated in the teaching they receive. CRT is one such way of motivating in a way that engages with students' cultural identity and not merely their academic ability. If this is not done, then it is at the peril of the student who will remain with more questions than answers:

Most adolescents ask, 'Who am I? Who am I now? Who was I before? Who will I become?' The answer depends on who the world around them says that they are, which is partly determined by how their culture is presented in the cultural images around them. Adolescents who do not have this type of mirroring – or have a mirror that reflects only negative images – are at a disadvantage (Leidning, 2007, p. 49).

Exploring and identifying how we motivate multicultural students is of great value if the education of new multicultural students is to be nurtured positively and not result in negative images that Leidning (2007) warns of nor lead to students dropping out of education.

3.4 The Tourist Route

The International Café Day is one example that seeks to motivate multicultural students within The Multicultural School. This is a popular, annual event amongst the students whereby the entire school comes together. It involves the multicultural students preparing food from their own culture and selling this “café style” to the rest of The Technical College’s students who are predominantly Icelandic. Pride in sharing one’s culinary culture and satisfying one’s appetite are two means by which the multicultural students are motivated and engaged in this activity. Such an initiative involves promotion of cultures as well as bringing all students within the school together, whatever their background and nationality.

However, whilst it promotes and celebrates culture it does not do so with all cultures, for it is only the multicultural students and not the Icelandic students who cook and share their countries’ food. The risk of this is that it can be viewed as divisive. If the preparing and selling of food involved all students within the broader Technical College this might result in a broader cultural exchange between all students and been more cohesive.

Such an example highlights the risks of some forms of multicultural education which consider that:

A single dose of multicultural education is effective to prepare the teaching force to narrow the academic achievement and drop-out gaps between students from dominant and dominated cultures (Phuntsog, 1999, p. 99).

Whilst initiatives such as the International Café Day may motivate, criticisms of this form of multicultural education claim it is a trivial example of “tourist-multiculturalism” (Derman-Sparks, 1993) that briefly “visits a culture” and has little to do with the reality of everyday life, as for example, does focusing on Native American Indians when it is Thanksgiving in the United States. Similarly, the tokenism approach can also serve to distort multicultural education by leading to trivialization and prejudice (Ladson-Billings, 2004).

Risks of these methods can alienate cultural groups and divide them rather than increase understanding and bring them together. Aldridge and Aman (2000) cite an example of white students who checked out of school for four weeks during a Black History Month program with parental endorsement indicating that "This program was for them - not us." Such findings are evidence that this programme certainly did not motivate the culture of white Americans and segregated ethnic groups rather than brought cultures together in understanding.

Ngo (2010) observed negative effects when multicultural approaches feature superficially, as an add-on to the curriculum. He conducted ethnographic research in the American Midwest at a high school that had almost been closed down in 2000 because "neither students nor teachers wanted to be at the school" (Ngo, p. 478). His results found that cultural one off events focusing on celebration and appeasement failed both students and teachers: teachers worried about "tokenizing" students and their cultures. Efforts to promote and address equality and diversity failed to address such serious issues within the school such as homophobia, sexism and racism. This approach is seen as damaging. Nieto (2000) holds that "'Celebrating diversity' through special assembly programs, multicultural dinners, or ethnic celebrations, if they do not also confront the structural inequalities that exist in schools, are hollow activities" (p. 183).

3.5 Active engagement

Successfully transferring multicultural theory into practice and creating active engagement in class and in schools can successfully be achieved in a number of ways. One such approach is of engaging in systematic work with multicultural students that significantly draws upon their cultural identity and use this as means through which to increase understanding. Another method is to actively engage with the families of students and involve them in educational decisions that affect their children.

Researching teaching methods that catered for multicultural linguistic needs, Lee (1993) conducted work with a multicultural group of students, two thirds of whom were academically low performers. Creating a six week course focusing on developing students' mastery of literary skills, the students' initial step was to explore their own discourse and the patterns and features of their own cultural communication. Following this they focused on how they would communicate in their own words an expert's contributions discussing discourse in literature. Having examined their own

discourse and the discourse of the expert they then applied what they had learned in analysing literary criticism. The results of the programme were that students who had embarked on the course performed substantially better than those in a control group who had received no more than what they traditionally would in the literature class. Such an approach testifies to the success of culturally responsive teaching.

In relation to this Gay (2000) speaks of culturally centred communication and discusses a range of issues regarding “culturally different discourse structures” (Gay, p. 90) and “ethnic variations in communication styles” (p. 91) which should be mandatory reading for any teacher of multicultural students in increasing awareness and understanding of the many ways multicultural students communicate.

Closely related to culturally responsive teaching is culturally responsive engagement. One example of this can be seen in involving students’ families. Enlisting family involvement is one of the three central tenets of effective multicultural education (Nieto, 2010). The issue of increasing and encouraging parental involvement is explored at length by Banks (2010) who details 14 ways in which to engage parents and enlist support from the community. Further work on parental involvement resulted in the pioneering “Comer model” (1995) involving the creation of two committees which empowered both parents and instilled a “no fault” policy. This encouraged parents and teachers not to blame each other but to work proactively together and create a common vision and curriculum for the school. In this way teacher and parents can use partnership working to influence and support ways in which an awareness and appreciation of cultural identity can be an intrinsic part of the school syllabus involving and inspiring all students.

3.6 Summary

The importance of motivating students is to instill in them a thirst for education and to create learning opportunities that provide experiences of flow. Motivating multicultural students is important to support them in a new society where disenfranchisement with education may result in them dropping out and of subsequent challenges in the labour market. Multicultural students bring with them a wealth of diversity which can be used as a strength by teachers in adopting CRT in order to enhance all students’ appreciation and understanding of culture and identity. Furthermore, the engagement of students’ families is also seen as a

valuable tool through which to foster and develop their children's motivation and education.

Having explored various approaches of engaging with multicultural students let us now focus on motivational theories that encourage engagement and shape behaviour.

4 Motivation and the needs of the individual

Theories relating to needs and goals form two different schools of thought regarding what motivates us as individuals. Needs and goals influence and shape our behaviour and the behaviour we choose is often dependent on the world in which we interact with. Likewise, the worlds in which we operate and are motivated within can be determined by a range of our needs (Maslow, 1962) and as a result of us interacting with a number of different worlds at the same time (Bronfenbrenner, 1977). In addition, exploring the role of goals in motivation plays a major part in contributing towards what motivates an individual to learn (Ford, 1992).

Needs of the individual shape behaviour. These needs comprise a wide range of core human requirements. They stem from the fundamental necessity to look after the self as described by Maslow's hierarchy of needs (Maslow, 1962). He holds that needs must be satisfied in the following order:

1. Physiological – sleep, thirst
2. Safety – freedom from danger, anxiety, or physiological threat
3. Love needs – acceptance from parents, teachers, peers
4. Esteem needs – mastery experiences, confidence in one's ability
5. Self-actualisation – creative self-expression, satisfaction or curiosity.

Hence, however lofty and grand a teacher's aims may be for her student's academic development, if the student's basic needs are not met then academic development will be hindered. For example, a student coming to school hungry or feeling anxious and rejected is likely to have neither the energy nor take the risks required in order to develop and grow intellectually and emotionally - let alone have the confidence to even perhaps voice these basic needs.

Consequently, relating and responding to these needs is of significant importance. In this vein, students' pastoral care needs trump their academic and intellectual development. This is not to say that all teachers

should be social workers but the importance of meeting social needs is elevated to a requirement and not an optional add on.

In order to support these pastoral needs both school counsellors and school psychologists are viewed as systemic change agents (Curtis & Stollar, 2002; Lee, 2001) with specific regard for ensuring educational equality for all students. When multicultural students are often disproportionately represented, such systemic reworking is critical (Heward & Cavanaugh, 2001). Group interventions have been shown to enhance student self-awareness through work with same cultural groups in order to explore cultural heritage. Following this, mixed cultural groups enhance intercultural awareness and relations, with the ultimate goal being to promote mutual respect and understanding within the school setting (Lee).

4.1 Bronfenbrenner's social ecology

When exploring these issues in relation to the needs of individuals Bronfenbrenner's theory (1977) of social ecology reminds us that individuals do not exist in a vacuum but are affected by different systems and worlds in which they operate (Figure 4).

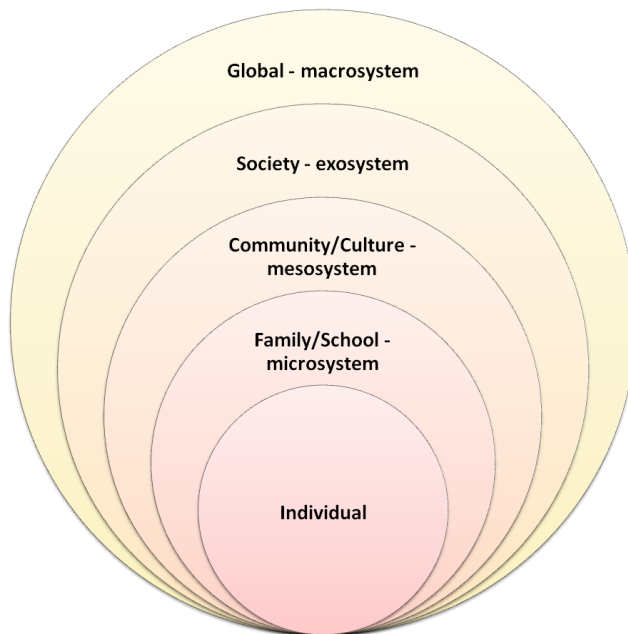


Figure 4 Bronfenbrenner's social ecology theory adapted from Huitt (Huitt, 2009)

The *microsystem* refers to the innermost system, that of the family and the school, which has the first and the most immediate effect on the *individual*. Next there is the *mesosystem*, the community and culture of students. The *exosystem* refers to the wider social society which affects individuals but does not directly involve them. This involves for example, the influence of media and entertainment. Finally, the *macrosystem* is a larger system still and one in which the effects of the global world impact upon and influence the individual (Huitt, 2009).

Therefore, in conducting this research, the impact of these systems on multicultural students will be of interest. This is because multicultural students interviewed for this study function within a number of different worlds: within their own culture and their own family unit (microsystem), within their new Icelandic society and culture in their community (mesosystem), within the wider, national culture that embraces the country and not just the community (exosystem) and furthermore how their original, cultural identity and their emerging, transformational cultural identity following acculturation fits into the global world (macrosystem).

As Bronfenbrenner's theory (1977) details, at the same time as we interact on different levels with each other our intercultural interaction has developed with the consequent change in international demographics. This highlights the need to reassess how we educate these emerging multicultural societies.

Multicultural students in many countries face a number of concerns. The majority of growing multicultural immigrant groups in Canada, Europe and Australia experience challenges similar to those of immigrant groups in the United States (Banks, 2009). Groups such as Jamaicans in England, Algerians in France and Aborigines in Australia experience prejudice and discrimination in both society and school and suffer from achievement problems in school (Banks & Banks, 2010.) In attempting to escape such prejudice some multicultural students have felt pressure to "act white" in order to be perceived as intelligent by teachers (Oakes, Well, Jones, & Datnow, 1997). This illustrates that by virtue of originating from a non-dominant cultural group, the less dominant culture feels the need to abandon or dilute their own culture in order to gain favours from the dominant cultural group. This exemplifies the tension experienced by a multicultural student's original microsystem and the exosystem in which they operate.

To address such inequalities, a number of initiatives have been introduced to both increase achievement levels of these groups aimed and

also to promote more positive attitudes to diversity. Such initiatives can appear in many forms and cater to many multicultural groups ranging from an individual unit of study to a programme within a school or total school reform (Banks, 2008, 2009).

Furthermore, in addressing cultural divisions within schools, Nieto (1999) talks of the use of bridges and the role that teachers can play in acting as a link between their students' differences and the culture of the dominant society. The metaphor of a bridge is an especially apt one. Nieto explains:

A bridge provides access to a different shore without closing off the possibility of returning home...a bridge connects two places that otherwise might never be able to meet...they become more valuable with use because they help visitors from both sides become adjusted to different contexts (Nieto, p. 115).

It can be argued that in addition, both individuals and their multicultural families (microsystem) have certain support needs that require the help of a "bridge" to link them to support in the host culture (exosystem). Therefore a pro-active approach is required by the school to establish a meaningful engagement that evolves past the occasional email informing parents about a school trip, or an annual visit to the school in order to hear about the schoolwork of their child.

In this regard, using the same communication model and agenda to foster relations with families has been brought into question through research in Iceland, emphasising that each family is different and unique and by virtue different forms of communication are needed for different people in different ways (Ragnarsdóttir, 2008). Limited knowledge and understanding of other cultures and a failure to comprehend how a teacher's own cultural beliefs and attitudes influence their teaching thwarts communication with multicultural families and is the greatest cause of parental non-involvement (Meyer, Bevan-Brown, Park, & Savage, 2010). Clearly, there is genuine benefit from "hot wiring" multicultural students' and their parents' pastoral needs, that is making it an intrinsic part within the school and educational system.

Involving people from different systems of Bronfenbrenner's model, namely, parents, students and teachers in decisions influencing students' education has shown significant improvement in student learning

(Henderson & Berla, 1995). It also increases parents' confidence, self-esteem, understanding of the school and the students' education (Gomez & Greenough, 2002; Salas, Lopez, Chinn, & Menchaca-Lopez, 2005). Such initiatives require careful cultivation over and above deciding upon and implementing the day to day curriculum in the classrooms.

Following on from needs' theories and the tensions experienced in the different worlds multicultural students inhabit leads us to motivational theorists who focus on the importance of goals.

4.2 Goals and motivation

In exploring the role of goals in motivation Ford (1992) identified a taxonomy of 24 goals across six categories. These categorical goals have specific relevance when considering that their pursuit and achievement can be a challenge to an individual living and learning in a culture that is not their own (Figure 5). The following section introduces Ford's goals. With regard to each of these goals I have explored the relevance of the goal in regard to the multicultural student experience. Under the topic of each goal is a common theme relating to the goal that I have added to the model.

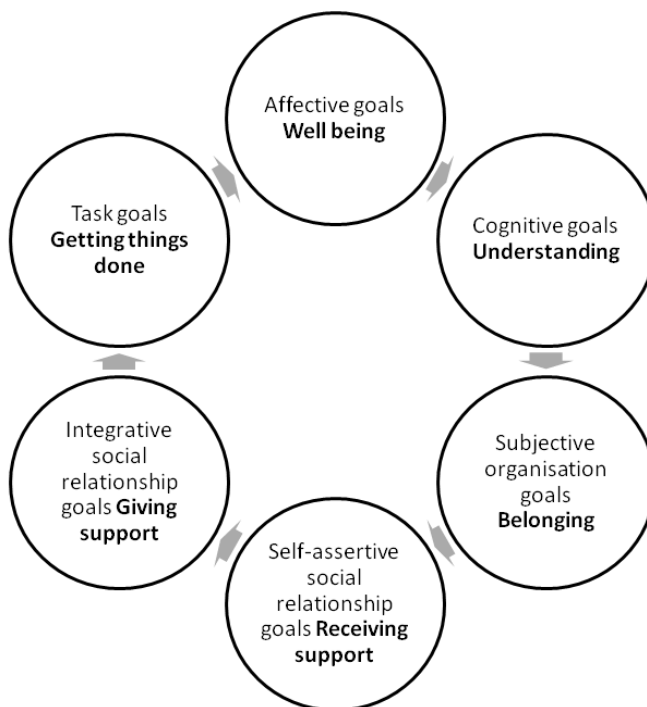


Figure 5 The role of goals in motivation adapted from Ford (Ford, 1992)

Affective goals relate to the emotional and physical wellbeing experienced (Ford, 1992, p. 87). Given that multicultural students experience a range of new cultural experiences and culture shock, this goal cannot be underestimated. Emotional and physical wellbeing are the bedrock from which all other goals can be pursued. Young multicultural adults are juggling a number of emotional demands: adapting to a new culture and language, navigating the landscape between childhood and young adulthood and preparing for the world of work or subsequent study. All these circumstances result in them having a particular myriad of affective needs.

Cognitive goals refer to developing understanding and engaging in intellectual creativity (Ford, 1992, p. 87). Grasping and interacting within a new culture can often involve managing and overcoming a lack of understanding and when stressed, any form of creativity is often thwarted. Therefore, this goal has direct relevance to the world of the multicultural student whose intellectual creativity may be temporarily stunted by their cultural shift.

Subjective organisation goals are concerned with the acquisition of a sense of belonging to something greater (Ford, 1992, p. 87). This area is highly pertinent to the world of the multicultural student.

It can be argued that merely fitting in on a basic, social level can be a challenge in a new culture and therefore the goal of fitting into a new and large society may seem elusive for the multicultural student. Cultures have their own method of communication or protocols of participation in discourse and this can have a marked effect as to how multicultural students behave in the classroom and in a new culture (Gay, 2002). Ethnic groups of colour have a more fluid way of speaking with others compared to mainstream education where the standard often involves the teacher occupying an active role and talking and the students occupying a passive role and listening. Therefore, understanding how cultures communicate with each other is required in order to avoid perceiving as rude or aggressive. Gay argues that if this is not understood:

Students may be intellectually silenced and because they are denied use of their natural way of talking their academic efforts are diminished as well (Gay, 2002, p. 111).

Therefore, an understanding of and relating to other cultures is vital. Relatedness is the need to establish relationships in which one feels close, cared for, and secure (Baumeister & Leary, 1995; Deci & Ryan, 1991). Relatedness is created when people accept as their own the beliefs and customs of others whom they feel connected to and with whom they experience a sense of belonging (Niemic & Ryan, 2009). This relates not only to peers but to the role of teacher in the classroom:

Relatedness is deeply associated with a student feeling that the teacher genuinely likes, respects, and values him or her. Students who report such relatedness are more likely to exhibit identified and integrated regulation for arduous tasks involved in learning... those who feel disconnected or rejected by teachers are more likely to move away from internalization and thus respond only to external contingencies and control (Niemic & Ryan, p. 139).

Self-assertive social relationship goals refer to experiencing a confident sense of self and self-determination and of receiving support from others (Ford, 1992, p. 89). Like subjective organisation goals, self-assertive social goals are about the role of relationships.

This goal in particular is of vital importance to the life of the multicultural students who each day navigate their way through a new culture, new language and new relationships. A common occurrence of arriving in a new culture is that marginalisation often occurs as integration into new social networks that help with basic requirements has not yet been achieved (Ekaas, 2004). The emergence of both an individual's authentic self and self-confidence can be challenged through these new and often frustrating experiences.

Ragnarsdóttir's research focuses on how ten immigrant families navigate the social structures and adapt to their new home in Iceland and of how each family goes through its own cultural journey of transformation (Ragnarsdóttir, 2008). One form of receiving help can be seen in "accommodating" to the other culture and this accommodation can be done either by the dominant or the dominated culture (Nieto, 2010).

Self-confidence and a sense of self is linked to autonomy. Chirkov & Ryan (2001) found that the role of parents and teachers influence this. They studied both Russian and US high-school students and found that students' perceptions of both teacher and parent autonomy support were associated

with greater internalization of academic motivation. Therefore, teachers' and parents' actions can have a consequential affect in the development of self-confidence and autonomy of students. Another important aspect of autonomy support that has been shown to facilitate internalization is teachers providing a purpose and meaning for why a learning activity is useful (Niemic & Ryan, 2009).

Integrative social relationships goals involve a sense of belongingness, fairness and of extending support to others (Ford, 1992, p. 89). It would seem reasonable that in order to be able to address the social support needs of others, the social support needs of oneself must first be met. This experience may happen after acculturation or integration has occurred.

In order to enhance belongingness and taking part in a more active role in society – by extending support to others – the diffusion and management of any conflict is beneficial. In this regard collaborative learning, a technique often employed in multicultural settings, is effective. Under the banner of collaborative learning are four core skills; managing differences, solving problems, forming a group and working as a group (Hill & Hill, 1990). All of these traits contribute towards successful intercultural relations. It has also been found that co-operation contributes towards positive attitudes in cross cultural settings (Cooper, Johnson, & Wilderson, 1980) and that students need both social and linguistic skills to come to terms with conflicts (Nunan, 1992).

Attaining such a goal requires multicultural students to have reached a comfortable and confident level within themselves and this takes time. However, the level and support a student's own family offers can accelerate a sense of how grounded and centred they feel, thus enabling them to be able to extend help to others. The extent of their family's support can then have a major influence over this goal.

Task Goals are comprised of the organisational minutiae and efficiency that can assist in "getting things done" (Ford, 1992, p. 89). Implicit within this is the knowledge relating to how things get done. This involves the development of skill and competence in order to achieve objectives. Operating within a new culture and finding out new cultural systems can take time and requires cultural knowledge and social networks; the latter two being less immediately accessible to the multicultural student. Therefore, the completion of what may seem, to a native citizen, to be a simple routine task, for example, filling in administrative forms or mastering appropriate social etiquette can be challenging for someone from a different culture. This may be laborious until the multicultural student

becomes familiar and comfortable navigating their way through a new cultural system.

Having explored this taxonomy of six motivational goals, why are they so relevant? Jere Brophy in his book *Motivating Students to Learn* (2008) holds that these six categories are reminders of the various competing agendas that teachers have to deal with in motivating their students to focus on learning goals:

Doing so successfully involves making it possible for students to coordinate their goals so that many different goals are being satisfied, and few, if any are being frustrated, as they engage in classroom activities with motivation to learn (Brophy, 2008, p. 8-9).

These six goals (Figure 5) embrace a broad spectrum of human needs. Goal theorists have found that when these mix of goals are cultivated and nurtured in the classroom students are able to harness their energies on the learning task at hand (Brophy, 2008). Consequently, the fear of failure and embarrassment or resentment of class activities is greatly diminished. Conversely, if fear, embarrassment or resentment is present this negatively impacts on motivation. Hence, educational initiatives that strive to meet these six goals seek to create a foundation from which motivation can grow and flourish.

Therefore, in achieving an optimal learning environment, teachers serve their multicultural students particularly well in fostering conditions where motivation occurs and the nurturing of Ford's goals contributes towards this end.

However, it must be remembered that by virtue of their mixed background and mixed cultural experience multicultural students operate within different worlds (Bronfenbrenner, 1977) and the extent to which precise goals drive their motivation is coloured by the experience and background they bring. This suggests that the extent to which these goals motivate multicultural students can vary.

What is of particular interest is the extent to which students at The Multicultural School, as a reflection of their own experience, feel these six goals are being met. Furthermore, how does the achievement of these goals manifest itself in their education within the school? In addition, are these goals met in any other environments aside from the school setting?

5 Methods

5.1 Research questions and analytical framework

To explore the complex reality of motivating multicultural students both Ford's goals (1992) and Bronfenbrenner's ecology model (1977) will be used in exploring this piece of research.

Ford's goals encompass the six areas shown below:

1. Affective goals
2. Cognitive goals
3. Subjective goals
4. Self-assertive social relationship goals
5. Integrative social relationship goals
6. Task goals

Table 1 shows a more detailed account of the definition of each goal.

Table 1 Analytical framework developed from Ford (1992) and findings in current multicultural literature

Goals	Indicators
Affective goals	Entertainment, tranquillity, happiness, pleasurable bodily sensations and physical wellbeing
Cognitive goals	Exploration to satisfy one's curiosity, attaining understanding, engaging in intellectual creativity
Subjective organisation goals	Unity - experiencing a spiritual sense of harmony or oneness with people, nature, or a greater power) and transcendence /experiencing optimal or extraordinary states of functioning that of beyond ordinary experience
Self-assertive social relationship goals	Experiencing a sense of individuality, self-determination and resource acquisition (obtaining material and social support from others)
Integrative social relationship goals	Belongingness, social responsibility, meeting one's ethical and social obligations, equity - promoting fairness and justice and resource provision, giving material and social support to others
Task goals	Task goals - mastery, task creativity, management - handling everyday tasks with organisation and efficiency, material gain and safety

This theoretical framework will be used to explore the following research questions:

1. What motivates multicultural students?
2. Which sources of motivation drive learning? What other goals are supported?

With regards to teachers of multicultural students, I ask:

3. How do the teachers and how does the teaching contribute to students' motivational needs?

In exploring this area it is of interest to note the following:

The way in which teachers introduce learning tasks impacts students' satisfaction of the basic psychological needs for autonomy and competence, thereby either allowing intrinsic motivation to flourish and deeper learning to occur, or thwarting those processes (Niemiec & Ryan, 2009, p. 136).

Therefore, particular attention will be given also to students' perception and attitudes towards their teacher and how this affects the students' motivation.

5.2 Data generation and analysis

The research is conducted through the use of semi-structured qualitative interviews. The interviews explored if and how students were motivated and how they perceived this. For this reason qualitative research was chosen as a means to research this area. Qualitative research provides rich data and is "concerned with answering questions about the experience and meaning people give to dimensions of their lives and social worlds" (Fossey, Harvey, McDermott, & Davidson, 2002).

Qualitative analysis is an intuitive and inductive process and whilst "no-one can be trained to have sensitive insights" (Taylor & Bogdan, 1998, p. 140) the process of analysis is an on-going discovery of becoming familiar with the data from all angles. Firstly, the interview data was analysed using a grounded theory approach (Glaser, 1978) to gain preliminary analysis of emerging issues. This approach focuses on developing social theory and concepts, rather than verify social theory (Taylor & Bogdan). It involves the production of analysis and explanation and of extrapolating meaning and understanding that is literally grounded in the data. This is achieved by moving backwards and forwards analysing the data and emerging explanations and interpretations. Caution is applied in ensuring that the data is placed up against the research focus rather than the other way round which can constrain analysis by forcing findings into pre-conceived ideas (Hitchcock & Hughes, 1995).

Following a preliminary grounded theory approach the data was analysed against the six areas within the framework (Ford, 1992). In having examined these goals in closer detail in light of current multicultural literature and how they relate to the lives of the multicultural student, it can be seen that these goals are relevant in exploring the experience of

multicultural students in a new culture. Consequently, this framework is used in analysing the interview data.

The design of the researcher-student interview was piloted with a visiting student from China before being used to interview students from The Multicultural School. This allowed the interview schedule (Appendix 1) to be tried out and ensure that the topic, wording and arrangement of questions allowed the interviewee opportunities to share rich data.

Eight students were interviewed. The interviews were with six young adults, between the ages of 17-20 and two adults between the ages of 30-40. Students were from Vietnam, Colombia, Kenya, The Ukraine, Mexico, China and The Philippines. Each student was interviewed individually regarding their views/experiences of what motivates and drives their attendance at school and their classroom participation. Interviews lasted between 25 and 50 minutes dependent on how much detail the interviewee chose to share in his/her answers.

Four of the students' teachers were also interviewed individually. All four teachers were Icelandic. They were interviewed about their views on their classroom teaching, their views towards teaching multicultural students and also on the school ethos, i.e. the spirit and the attitude of the school.

Access to students and teachers was gained through Guðlaug Kjartansdóttir, one of the principal teachers in The Multicultural School. She contacted those whom she considered may be interested in taking part and importantly, fitted the criteria – young adults who had not been born in Iceland, had one or more parents who was not Icelandic and who were comfortable and confident being interviewed in English.

Verbal permission was obtained via this teacher that the students wished to voluntarily take part in the study. This permission was once again obtained over the telephone when arranging the interview and also at the interview itself. In this way individuals who chose to take part in the study gave their permission to be interviewed and for the interviews to be recorded and transcribed. Following the transcription of the interviewees, interviews were coded and analysed using the analytical framework above.

The interviews took place at a variety of locations. Interviewing students in the school classroom was a familiar setting to them. Interviews that occurred here were done in complete privacy with the exception of one interview which was done in a reception area that was otherwise unoccupied due to it being the weekend. Interviews were also conducted in local hotels with private lounges. These were chosen because the hotels

were central, allowed privacy and were a neutral setting where the student could talk freely. Whilst these provided comfortable and private settings, the relative grandness of the hotel did initially make some students slightly apprehensive. However, after an initial few minutes of “chat” and allowing the student to become familiar with her surroundings, the interview became more relaxed and fluid.

The structure of the interviews for both students and teachers allowed for open-ended and neutral questions and related to the following broad areas:

- What influences motivation to attend school?
- What constitutes engagement and how is engagement achieved?
- The role of praise
- How is motivation effected when under pressure?
- (Students only) How does being multicultural affect your experience in an Icelandic school?
- (Teachers only) Does teaching in a multicultural environment affect your teaching experience?

5.3 Ethical issues

As with any piece of research ensuring that a code of ethics is observed and respected is vital.

Bogdan and Biklen (2003) convey the word “ethics” as being as emotionally charged as the word “sex” or “snake”. They hold that although researchers can never be entirely certain of how findings will be viewed and utilised the political ramifications and implications generated by a piece of research must be carefully considered (Bogdan & Biklen, p. 48).

5.3.1 General issues

Researching students’ attitudes towards their motivation to education and asking about students’ school experiences has the potential to reveal sensitive and delicate issues for the student, the teachers and the school, as qualitative research by its very nature can lead to unexpected destinations. Exploring students’ own experiences and focusing on delicate issues for example in this case, experiences relating to a new school, new culture and new country “may in some cases produce an internal crisis” (Flick, 2002, p. 41). Therefore, both the structuring of questions and asking questions during each interview was done with care.

In addition the tone of the research is also influenced by the very qualitative design as “doing qualitative research with subjects can be more like having a friendship than a contract...with the subjects continuously make decisions about their participation” (Bogdan & Biklen, 2003, p. 43). Hence maintaining ethics on an on-going basis as the interview develops is central to qualitative research and ensuring that the interviewee is comfortable with their level of self-disclosure.

Ethical theory provides a framework for those being interviewed to be protected in the following ways:

- Non maleficence – those being studied or taking part in the research should not be harmed by researchers
- Beneficence – researching people should produce some tangible benefit
- Autonomy or self-determination – the need to respect the beliefs of those being researched
- Justice – that everyone taking part in the study should be treated equally

(Murphy & Dingwall, 2001, p. 339)

Meeting these theories was striven for during all aspects of conducting the research. During the arrangement of the interviews and conducting the interviews themselves attention was given to ensure all interviewees were voluntarily giving up their time, were comfortable during the interview and were given the opportunity to ask me any questions they may have.

Silverman (2010) discusses the issue whether interviewees wish to be anonymous and raises the question of whom benefits from this process. Given that that nature of the research can touch upon sensitive and personal topics, the issue of confidentiality was considered important for the interviewees, their families and The Multicultural School. For example, interviewees may have critical or negative remarks to make about their lack of motivation in their new educational setting or through their new cultural experiences and these remarks may reflect in a negative light on their teachers or new communities. Furthermore, confidentiality can be “a very difficult thing to protect in qualitative research, which depends so much on rich description” (Collins, 2004, p. 350).

5.3.2 Trust and openness

As I wished interviewees to be as candid as they could the act of not protecting their identity then challenged how open and honest they would be in the interviews. Hence, for this reason all interviewees' names are changed in order to protect individuals' identity as best as can be possible. This is to say that all efforts are realistically taken to protect the identity of interviewees within the scope that Reykjavík and Iceland itself, a country with a population of approximately 320,000, is a small community.

Flinders (1992) holds that after gaining consent from interviewees at the onset of a piece of research being culturally sensitive when reflecting upon and analysing the data is a must. In addition to avoiding harming interviewees researchers must be sensitive to how the individual is part of a larger system. Subsequently, when analysing the data, care and diligence is taken in exploring interconnections between different worlds as described by Bronfenbrenner (1977) in section 4.1.

During the interviews themselves, which were conducted in English, it was noted that some students had a more comfortable and competent grasp of English than others and therefore this may have influenced the ability of individuals to answer questions. It should be noted that no interviewee, neither young adults nor teachers, had English as a native language. However, all interviewees were recruited on the basis that they knew interviews were to be conducted in English and therefore it is considered that interviewees had sufficient enough confidence in speaking English given that they chose to take part in the study.

Interviewees knew that I was not only a researcher but also an English teacher and this may have influenced how they chose to answer my questions and how much depth they provided in their responses. It could be possible that interviewees, especially the students, were perhaps telling me what they thought a teacher would "want" to hear, even although it was stressed that I was a teacher independent of the school system they were in and that I wished them to be free and honest in their answers. Alternatively, they may also have felt more reluctant to open up to a teacher, especially with regard to expressing their views on their own teachers. Additionally, some students may even have been forthcoming with their views, trusting me because I was a teacher.

Students' level of trust can be determined by a number of factors one of which is the depth and knowledge a teacher possesses which can positively influence students' trust in teachers. Trustworthy teachers serve as models

for their students, encouraging students to interact and develop trust with each other the way teachers do with students (Hamilton & Pinnegar, 2000). It has also been found that closeness and rapport between students and their teachers also improves students' learning and motivation (Dobransky & Frymier, 2004).

With regard to students who were quiet and shy, the behaviour of passive students is linked more so to low confidence than low knowledge and such students have been found to be shy for cultural reasons as this can be a way to show respect for the teacher (Jones & Gerig, 1994).

Consequently, students' cultural experience of teachers may have shaped their attitude to me and how motivated they were in responding to interview questions.

5.3.3 The individual versus the collective

Furthermore, given that many of the students interviewed come from diverse cultural backgrounds, often where the importance of the collective over-rides the importance of the individual, the views expressed may have been heavily influenced by their family's needs and even the needs of their original culture. Asian cultures are typically described as collectivist and Western cultures, especially North American culture, as strongly individualist. India, an example of Asian culture has been described as collectivist (Laungani, 1999; Verma & Triandis, 1999). Therefore, different cultures satisfy needs in different ways and studying the ways needs are satisfied is dependent on culture (Iyengar, Lepper, & Ross, 1999). It was found for American culture, where individualism is favoured, that individual decisions led to the highest levels of intrinsic motivation. This was in contrast to what was found in Asian culture, where collectivism is favoured, that accepting decisions made by the trusted in-group led to the highest levels of intrinsic motivation (Zuckerman, Eysenck, & Eysenck, 1978).

Related to this is how the self is both construed and viewed, namely that individualist (independent) and collectivist (interdependent) models support differences in cognition, emotion and motivation. This means that the individualistic, independent self is more motivated to enhance the needs of the self and the goals of the individual. This is in contrast to the collectivist, interdependent self that is more motivated to enhance the needs of the group and promote others' goals (Markus & Kitayama, 1991).

Therefore, analysing the data required careful consideration in establishing potential factors behind students' views. However, care should be taken not to merely bracket people into two neat camps by virtue of the culture they come from. Bandura (1997) holds that:

People live their lives neither entirely autonomously nor entirely interdependently in any society...interdependence does not obliterate a personal self (Bandura, p. 32).

6 Results

In this chapter the results gained from the interview data are presented. This is grouped into three sections: the younger group of students (17-20) the older students (30+) and the teachers.

Results for the younger group of students are presented using Ford's model of the six goals. The analysis showed that certain goals were more relevant than others regarding students' experience and what shapes their motivation. Furthermore, within each goal, a number of topics emerged. In custom with qualitative analysis, sections of interview are presented, explored in detail and students' choice of language is examined and discussed.

The main objective of the research is to explore the views and experiences of young students, the main target of The Technical College's multicultural programme. Interviewing older students and the students' teachers also informs the study. The analysis of the results of both the older group of students and the teachers focuses on exploring emergent data in an open way. This is done through using a grounded theory approach that compares and contrasts their experiences and views to those of the younger students.

6.1 The Affective goal – “She was always smiling”

The achievement of the Affective goal involves students reaching levels of pleasure, happiness and well-being. Students talked at length about class and school experiences that they felt were fun. In all instances these experiences were highly social, involving some kind of communication and group work.

Students spoke of experiencing affective goals in the following five areas:

- The positive role of the teacher
- The importance of games and group work
- The importance of social activities
- The positive effect of choice and a relaxed atmosphere
- How being different is better

6.1.1 The positive role of the teacher

Group work involved “fun activities” and students explained that they found activities fun when it involved “talking with my classmates and enjoying jokes.” In this regard the behaviour of the teacher also enhanced the experience of fun:

Charles: Yeah, her name is Anna, and she is a fun teacher, she gets on well with the students.

Mica: What is it that you like about her, what makes her different from other teachers?

Charles: Sometimes when my classmates make jokes, she just goes along with it, unlike the other teachers, they just get mad and stuff.

The frequent repetition of “really,” “fun” and “smiling” further supports a pleasurable school experience that is shaped by the behaviour of the teacher. In addition, there is a strong sense of social engagement between the teacher and student resulting from a teacher putting focus and effort in communicating with the students. The repetition of “show you” and “explain to you” highlights this:

Dora: We had this lesson with a teacher called Lilja, she was really good, and she was really fun because she told us about society and culture and she was really fun with this, she was always smiling, so she would get you into wanting to know more and she was always explaining to you and pronouncing to you and it was really good because she also spoke Spanish and she would show you pictures and she would always put up a slideshow, the things she wants to show to you...then you ask her a lot of questions, like ‘Why do Icelandic people say this word?’ and she will explain it to you and she will show you a video of a famous, Icelandic singer and you know a lot of what is going on around you, that as a foreigner you don’t really know what Icelandic people are into and what they listen to and what they like to do and everything, so it’s really fun because she will show you ‘Oh, we like to go in the summer to this place.’ So, it’s really fun.

The passion of teachers was also found to be connected to students' enjoyment of their class. It was noticed when teachers were "into" what they were teaching. Teachers smiling and being happy was very important in setting the atmosphere, engaging with students and motivating students:

Dora: Well, yeah, my favourite teacher is Lilja 'cause she really got me interested in the class. Sometimes some teachers make classes boring so you won't want to learn 'cause you feel tired or sleepy, since the teacher is not into what she is teaching but this woman you could see she was really passionate about what she was teaching.

Mica: What did she do that showed she was passionate?

Dora: She just has this really nice face and she was always smiling and really nice and she didn't really do much, she was always just smiling and talking and smiling, even though, you could never see her, like sad or something, so it was really fun 'cause she will make you happy, too.

6.1.2 The importance of games and group work

Popular lessons that provide pleasure and happiness are also those that involve some kind of a group game involving humour. In the case below, the game described by the student creates a fun atmosphere and the humour generated by the varying quality of students' drawings helped lighten the atmosphere. Furthermore, allowing the students to introduce their original culture gave them a chance to introduce their own culture in their own terms and was an example of extending choice to the students. So, this is another demonstration of choice being a winning strategy to create student engagement and pleasure with the classroom activity:

Steve: The teacher many times tried to make a lesson like a game, so we have some games or just, she gave us some pictures and we were supposed to describe or even sometimes, yes, I remember now, she asked us to draw something about our country, some symbols and then we were supposed to make some short story about our countries. It was really interesting to make the drawing because everyone was funny and their drawing came out very well...then it was very

interesting to listen to people introduce their country, it was very nice lesson, yes, I think it was the best lesson.

6.1.3 The importance of social activities

In addition to fun in the classroom, students also spoke of social events organised outside the classroom that made them happy. This involved a competitive element bringing people together:

Joyce: Well, like every lunch, the other one, my old school in Iceland, we used to have a competition going on maybe girls and boys doing push ups, you know, just music, just different kind of stuff.

Activities such as dance were also popular:

Joyce: We do different kind of activities, we have this dancing, 'cause we are a little bit foreign, so we were doing, I don't know, it's like a dance from Turkey, a Turkish dance, so we were trying to do it and then to dance in front of the whole school.

Joyce also talked at length about how "sometimes I just like to be out of school, so I prefer to go to Akranes" where more activity based events were planned:

Joyce: I went to a school where they do music, like if I want to study about music or I don't know making timber, timber or something, like making houses or something, I went to three schools, actually, the one they do music and we had a band playing for us and then we had this other one, they were teaching us how you make wood and the way to write on it, this is the machine that cleans it and paints it and writes 'something, something, 2010' yeah, so it's really fun.

6.1.4 The positive effect of choice and a relaxed atmosphere

Students spoke of their previous education as being controlling, with rigid and long hours and being in an environment in which the courses they studied were prescribed to them.

Steve: School in Ukraine, it's much, much stronger than here in Iceland, you cannot choose programmes that you want, you have programmes and you are supposed to finish them and you are supposed to study chemistry, physics, mathematics, it's much stronger than I finish now, in Iceland.

Vince: I was in some kind of military school so it was a little bit hard. Here everything is so relaxed, the school starts at eight o'clock. I think it was very good for me the change.

Simon: In the Philippines we studied from like eight in the morning until four in the afternoon, unlike here we start at eight to twelve or something, yeah, I think it's more relaxing here that people can really learn, the thing they learn they can really store it in their mind. Like in the Philippines they were studying eight til four and they were kinda stressed.

Dora: In Colombia you couldn't leave until the time was over and they opened the school for you to leave and if you were going to leave you had to have permission from your parents saying where you were going and the school, if you missed more than three times or something, they would call you but if you didn't go to school they would call your house and say 'Where is she? She's not in school right now' you know, to let parents know and to see if they know you are not in school.

It should be noted that all previous educational experience in their host countries involved these students being minors that may account for tighter control systems regarding attendance. In comparison, The Multicultural School caters for students over 16 and after 18 years old they are exempt from parental permission. What also differs is that students favour having more choice over being able to select what they want to study. Not only were students positive about the choice they were given but they also favoured being able to create their timetable to suit their own time-schedule and accordingly fit into their life outside school:

Steve: It's very nice and I choose programmes that I like so I might study computers now...what I like in this school is you can do everything that you enjoy, if you enjoy something you can do it, if you don't enjoy it you don't need to do it, just

study Icelandic, yes, you are supposed to do it. I really like, for example, gym, you can put gym in your schedule but you can choose the time you want and go how many times that you want to and you don't need to pay. I really like in this school, if you need to go on the internet, there's a lot of computers, you have your username and password.

Dora: It is quite different in the way that if you want to study you can if you don't they don't really matter because they are not on you saying 'You have to come to class, you have to come'.

6.1.5 How being different is better

Pleasure and happiness was also derived from being different and it was perceived that being multicultural was a benefit. Vince felt that the fact he looked physically different was an attraction to girls and made him popular with the opposite sex "It's nice because with Icelandic girls they are not looking for other Icelandic people like blond, or you know blue eyes, I don't know, they are looking for other kinds of people (laughs)."

In discussing his martial arts competitions, he explains that Icelandic people underestimate him by the virtue of his being from a different culture and perceive that, due to this, he will experience difficulties in Iceland that will affect his sports performance. In addition, because he is from another culture they know significantly less about him and his level of martial arts, compared to other Icelandic competitors. Consequently, he can surprise them with his ability:

Vince: I like to be foreign, for example, if I am going to fight, they are waiting on Icelandic people but when I came they were 'Ah' – surprised – they were a little bit shocked because you are foreign. Sometimes, it's very good, but sometimes, I think they are a little bit racist, for example, in my permit for works and everything like that they said 'Oh, it's very difficult for you because you are Mexican, so you are from Mexico, difficult for you to be in Iceland,' so, they are a little bit racist.

6.2 The Cognitive goal – “I’m really curious and I want to know a lot of things”

The achievement of the Cognitive goal involves students developing, understanding and engaging in intellectual creativity. Students spoke of experiences regarding the following areas:

- The planners
- Applying oneself
- The carrot of English

6.2.1 The Planners

Students who had planned a long term academic vision had a strong sense of being content and comfortable living in Iceland. Three students in particular who conveyed passion, direction and focus at developing their intellectual and academic skills received strong parental support and backing, had an open attitude to learning Icelandic even in the face of challenges and had a “game plan” as to where their education could take them.

Even at a young age, such students spoke in terms of life goals. Vince, a seventeen year old had a game plan backed up with strong belief and passion. His coming to Iceland and learning Icelandic was the first of many accomplishments he had set his mind to. Likewise he also had a clear sense of not wanting to fail at what he does:

Vince: I want to get Icelandic as my first goal. I am also out of my country for two, three or four, years, and when I am back there again I am going to say, ‘Okay, I was in Iceland, I can speak Icelandic, English and Spanish’ it’s a good experience for me.

Mica: What kinds of things encourage you to attend school?

Vince: I think it is the responsibility because if I’m not here I’m going to miss something or fail and on the day of the exam maybe I’m going to fail or not get some break and in the Uni’ I don’t want to fail so maybe I should get very good grades that way I always come and I am strong, get good grades and in the future I am going to Oxford.

Dora, another seventeen year old, displays a passion for intellectual development and in addition is allowing herself the space and time to develop her skills in Iceland and use this in order to more prepare herself for subsequent studies and to consider what course of study she would like to pursue at university:

Dora: I came to Iceland because in Colombia you are so well prepared in secondary school that straight after you finish secondary school you go to university at the age of 16 or 17, so I wasn't really prepared at that age to choose a career. I wasn't sure and I didn't want to be the type of person who wants to master in this career but I didn't like it so I swapped to another career, I wanted to be sure when I go to university the career I am passionate about. I really had no clues what to study so I came to a European country 'cause you have to do college and then you will have a little bit of time and you can choose the things you mostly like and related to the careers you like.

Dora and Vince hold the value of studying in high regard and it shapes how they plan to lead their lives. They show awareness for hard work, applying themselves and that through long term studying they will achieve their ambitions:

Dora: For most things in life, if you want to be someone important and if you want to have a good future you have to study, that's my point of view, so I go to school because I want to learn, I want to know, I'm really curious and I want to know a lot of things.

Vince: Because I have goals in my life and I want to reach my goals, so I have to work, I want to do chemistry or physics something like that so I have to speak three languages or four. I have to finish high school and university. I have to be someone in life.

For these students studying at The Multicultural School was a stepping stone onto other courses of study in higher education.

6.2.2 Applying oneself

Students were aware of having to apply themselves diligently and concentrate on learning Icelandic. Steve spoke of the need to be present in class and follow the course of the class and to focus on the teacher:

Steve: You need to go to all lessons because if you want to get Icelandic quickly you are supposed to pay attention and you get it, if you don't look at the teacher you lose it and it's impossible to study.

Steve also acknowledged that the best way to deal with a challenging relationship he had with one teacher was for him to take more responsibility and learn more Icelandic rather than rely on the teacher speaking English to him. Such an approach shows maturity and self-awareness that he has the power to improve his own situation:

Mica: Is there anything or has there been anything that has been difficult for you?

Steve: One teacher I have a problem with he doesn't want to talk to me in English. But I think it's time just to get more Icelandic to understand him better.

Vince was also willing to go the extra mile in order to develop his Icelandic and spend extra hours on his homework: which he knew took his Icelandic peers a fraction of the time. His tenacity and iron will in grappling with an academic challenge is clear and he rises to meet this:

Vince: Maybe Icelandic takes one hour to study and I have to take maybe two or three hours to study or maybe one day to study...and maybe I get the same grade but when I get for example 8 or 9 or 10 then some Icelandic person gets the same but they take one hour and I studied for one day but I feel better, I feel okay, I did another language in another country with other people...sometimes, I feel like, I'm already lost but I don't want to say, 'It's difficult, it's very difficult, I can't do it' and just be like 'Okay, I'm gonna fail' I want to try and try and try until I get it.

Simon, a student who admits to being painfully shy, described how his favourite teacher was the one who pushed him to talk in front of the class. This highlights the strength of desire to want to develop academically and in this case, socially, even although he finds this challenging:

Simon: He wants to push you to have confidence and that's why I like him because I am really shy (laughs).

6.2.3 The carrot of English

The lure of learning English was also prevalent when students spoke of developing their intellectual goals. Simon consistently spoke more of his comfort in using English and his increased levels of understanding in English rather than Icelandic. He was keen to develop his English more so than his Icelandic:

Mica: Okay, so this autumn, what subjects are you thinking of taking?

Simon: Photoshop, mathematics, English also, I really want to continue my English...in MIMIR I just studied Icelandic, and I learned the basics and in MH school, I studied English and Icelandic also but I dropped the Icelandic course because it was too hard for me.

Simon attended The Multicultural School in order to obtain his university matriculation exams he requires to go to university. He explains that his preference would be to obtain this through taking the International Baccalaureate programme because it is conducted entirely in English.

Simon: In our country when you are finished high school you can go to college directly but here you study to get to college, that's something I don't like.

Mica: Okay, so you'd like to be able to go straight from high school to University?

Simon: Yeah, yeah, to university.

Mica: And the reason that you are here is so that you can do qualifications to go to university, am I right in understanding that?

Simon: Yeah, but maybe this coming August I'll go to MH to study IB because it's only two years and then it's in English and I can relate to it more.

Charles was also concerned about his level of Icelandic and when discussing future courses at university spoke of studying through using English rather than Icelandic, showing his dependence and preference with English. He explained how the books for studying computers would be in English but was concerned that class discussions and lectures would be in Icelandic and this posed a worry for him, "I don't know if I can manage it, though, I don't think they speak English there. The lectures and the books are maybe in English..." It was abundantly clear that he favoured subsequent study at university using English even although his primary reason for coming to The Multicultural School had been to develop his Icelandic skills.

Dora and Vince both had clear, long term plans to study in England and being in Iceland was viewed as a stepping stone and also an opportunity to develop their English in addition to learn Icelandic. Dora describes her academic plan as being focused on achieving her International Baccalaureate, and moving her focus on developing Icelandic to an evening course:

Dora: I found there's a school in English in Reykjavik and it's really good because it's a college and it's international so I am thinking about doing the international college here and then, if I want to, I can swap to any country and I want to do university in England. My plan is to start in MH in English and probably I will do Icelandic but maybe in MH it's a long term and I won't have time because I will be in the IB programme and it's quite hard, so I'll just think about doing Icelandic in another school which will be in the evening.

Vince not only has his mind focused on studying English but knows the exact English university he wishes to attend and has strong ideas of the English accent that he wants to develop:

Vince: In the future I am going to Oxford University and I want to speak British English like you. Someday it will come, maybe...

6.3 The Subjective organisation goal – “Everyone was foreign and like me”

The achievement of the Subjective organisation goal, involves students experiencing a sense of unity, relatedness, connection and belonging to something greater. These experiences were in three main areas:

- Celebrating their own culture
- Belonging to a multicultural environment
- A question of integration

6.3.1 Celebrating their own culture

Students spoke of a class activity where they were given free range to draw what their country represents to them and to introduce this in Icelandic in front of the class. The effect of this was manifold.

Students creatively expressed their own cultural heritage, drawing on things that they themselves were connected to and peer-taught this to their classmates. This gave them the power and control to deliver how they saw their culture and it presents an opportunity for questions and answers and debate. Upon introducing their presentation students also gain appreciation from other classmates. Simon, who experiences challenges with his shyness, was brought out and engaged by this experience “I was surprised because one of my Japanese classmates, she, you know approached my drawing and said ‘Oh, you are good in drawing.’” Furthermore, this activity also provides Icelandic practice in a group setting building students’ confidence and offering them practice at developing their language skills in order to connect with Icelandic society.

6.3.2 Belonging to a multicultural environment

Students reported a sense of belonging to a multicultural group. Ironically, even although members of a multicultural group are different the fact that they are different is the very thing they have in common, providing a sense of relatedness. Vince enjoyed one class in particular because he was able to communicate with both teacher and his classmates through a variety of languages. This ability allowed him to comfortably develop relationships and connect with people:

Vince: She's a very good teacher, she speaks Spanish so it was nice for me because I was sometimes missing my language and she helped me. I was with a person from Chile so I spoke to him in Spanish and with a Russian person I spoke English, and with Polish, Icelandic, so it worked well because it was easy, it was different, everyone was foreign and like me and I was comfortable in this atmosphere.

Steve was also supportive of being able to talk his mother tongue in school as "many people talk in Russian in the school" and likewise that the multicultural students in his class supported making friendships. Furthermore, his main reason for going to school every day is to see his friends:

Steve: There are lots of students from different countries and it wasn't any problem to get friends, you can call them all the time 'Let's go somewhere, fishing together' and I phone Ramon and many people I start to know, it's nice, no problem.

It should also be noted that Vince and Steve are two confident young students and notwithstanding their ability to speak a variety of languages, their confidence also contributed to them being able to feel more connected with their multicultural peers, in the sense that they initiated communication with them.

6.3.3 A question of integration

Trying to fit in

The motivation for learning Icelandic in order to fit in was a main aim of many students. This produced a dichotomy in wanting to belong to the Icelandic community yet not compromise nor dilute their cultural identity in the process. As a result there was ambivalence between what a student thought and what he felt:

Vince: You know I am not going to change Icelandic people but I don't want to change to be in the Icelandic system so I was thinking 'Okay, I am going to be Vince - if someone wants to be with me he is welcome.' I don't want to be in some other Icelandic group I want to be here and maybe in some other group.

Fitting into the workplace was a challenge for those students who also had jobs. Here, there was a practical need to speak Icelandic in order to communicate with both customers and colleagues. In some instances customers complained to their manager about the young people's lack of Icelandic skills.

Both working and attending school led to the challenges of juggling commitments leading to feelings of depression and withdrawal:

Joyce: Well, because I had this job in Bonus, the supermarket, so it's already difficult, coping with the people, some of them get angry and they talk to the manager, and say 'Why do you have people like this that don't speak Icelandic?!' so in order to keep my job I was trying to learn and to make friends and just to try to fit in but that's why I wake up every day...but sometimes I feel so lazy I just shut off the alarm, I don't want to hear anything, I always go if they call me but if I don't go it's just sometimes I'm just tired of being at home, I just don't want to go and do something and studying is the only thing that can take my mind off it.

Partial "membership" of an Icelandic peer group was experienced in the workplace. This granted a limited friendship but not the same degree of friendship experienced between Icelandic people. It was felt that full friendship would be offered when "you speak their language":

Dora: I work with a lot of young people, so they are really nice but in a way they are talking to just Icelandic people, so they only want to hang out with Icelandic people...even although they all speak English, it won't be the same for you to make friends with Icelandic unless you speak their language... they would talk to you as friend but you work hard, like, work friends but none of this, like 'friends friends'.

Mica: Okay. Does that change as you are getting to know the language more?

Dora: Sometimes, yeah, it does 'cause then you want to know the language more so you could fit in and you could understand what they are saying.

Fitting in to the wider context of The Technical College again brought experiences of limited connection and relatedness. International students went on a day trip to explore various work settings. This involved all students from The Technical College, meaning both Icelandic students and multicultural students went on this outing together. During this trip, there were a number of instances of the international students feeling marginalised due to their not being able to fully understand and consequently not benefit to the same extent as the Icelandic students. Such limited ability in itself can disenfranchise international students from the very activity which aims to engage them. Had a buddy system operated with an Icelandic student being paired with an international student or if instruction had been offered in other languages, for example, English and Spanish, this could have made this educational visit being more accessible:

Mica: And the trip that you mentioned, the one that perhaps took some students to Selfoss and you saw a factory - what were the choices people had for these activities?

Dora: Well, there were a lot. I don't know if I can remember because the list was in Icelandic, so we had to translate...the worst thing is we didn't really understand what was being explained because it was in Icelandic and we were the only two foreigners...other Icelandic people from the school came but we didn't really understand anything. We could just see what they were doing.

Them and Us

Students expressed a strong identification and connection with Icelandic culture and contrastingly a distinct lack of identity.

Vince and his family demonstrated a strong connection to his Icelandic society. Icelandic people are independent, industrious and work long hours. Vince describes his family very much in these terms and comments that his family's behaviour is natural against the backdrop of Icelandic society. In this sense, Vince's family experience a real sense of belonging demonstrating that they are settled and comfortable enough to be able to do so:

Mica : And tell me a little bit about your family.

Vince: My family? Of course, I have my father and mother and two sisters, my sister has an Icelandic daughter and she is married to an Icelandic man. My father is a martial arts teacher and was in the federation also in my country and here and now he is the national Icelandic coach. He has two world martial arts medals in two countries and for 15 years he was in the martial arts team...he was in several of the Olympic games, so we came for his job and for the grandchild, you know my sister has a husband and after my father applied to get a job here and he got the coach of the national team and my mother she takes care of kids and things like that and my sister is working in communication.

Mica: Busy people!

Vince: Yes, a little but not too much...we are in Iceland.

In sharp contrast Charles' family maintains a strong sense of their own identity. Intent on Charles learning Icelandic and securing a solid job in order to provide for the rest of his family, Icelandic is only spoken within the home as a joke.

Mica: And your family, when you're at home, do you speak Phillipino?

Charles: Yeah.

Mica: Do they speak Icelandic?

Charles: nods 'no'

Charles: Just you know, like sometimes they speak Icelandic as a joke.

6.4 The Self-assertive goal – “She wants us to learn one by one”

The achievement of the Self-assertive social goal involves students reaching levels of self-confidence and self-determination and of receiving support from others. Students spoke mainly of receiving help from others although

there were certain students who showed clear self-determination and had a very strong awareness of their motives and aims. Students' experiences related to the following three areas:

- Teachers going the extra mile
- Support from the family
- Support from Icelandic friends

6.4.1 Teachers going the extra mile

Giving up their time

With regards to developing confidence and receiving help from others the theme of teachers "going the extra mile" was a common topic amongst students. Teachers who did this made students feel welcome, accepted and cared for. The following student was particularly touched not only by teachers accommodating his personal circumstances but in doing so, giving up their own free time:

Vince: Nice teachers, they are all very nice, I can ask for help and they are very open, for example, last semester I was late for school as I was a very long time with my visa and the teachers let me finish all exams a little bit later...they took care, they gave their personal time, free time, to help me finish exams, so it's very nice.

Patience

There is also a sense that teachers who go the extra mile are those who demonstrate patience. Students commented favourably on teachers who gave them the time to fully grasp the learning activity and in some cases slowed down the speed of the lesson in order that students were able to understand:

Vince: She was teaching me Icelandic, Érla, she was always talking to me in English if I didn't understand anything, she always stopped the class to explain to me in English if I don't understand.

In certain situations, the extent of this patience is especially appreciated. Joyce places great value on the patience of her teacher and she feels her teacher caters for students as individuals who learn at different speeds. Recognising this in itself is a form of support, however, acknowledging this

and catering for it and repeating something again and again is what Joyce “loves about her”:

Joyce: She wants you to understand and she will repeat the sentence for even a week until you get it in your head and she will explain it to you, like more than a hundred times, she doesn't jump to something when everybody hasn't understood, I think that's what I love about her, she wants us to learn one by one.

Joyce continues and implicitly suggests that not showing patience equates to bad teaching and that in comparison her teacher provides more patience and support than her sister does, who is fluent in Icelandic:

Joyce: No, my sister, my elder sister, she's really, really perfect, some Icelandic people are always shocked when they hear her speaking but she doesn't want to teach me, she doesn't want to repeat it more than three times, I just ask my sister 'What did he say?' and although she's really good in Icelandic she refuses to teach me, she's a terrible teacher.

Caring

A teacher's sense of caring was highly prized. Caring was manifested in both praising and correcting mistakes and this created a sense of being looked after:

Joyce: If the teacher is telling you, 'You are good' it's really nice because you feel quite comfortable in the class, you feel comfortable with the teacher, she is kind to you and she is worried or even if she doesn't praise you, she will correct you which will also be good because it means she cares to see if you are pronouncing it well.

The sense of being looked after was extended beyond teachers and involved older students who were classmates. The class roll can be anything between 16 and upwards and consequently other older students can be parent figures to younger students like Joyce who explains that:

There's many foreigners from other countries and I think I was the youngest one there, which is really awesome 'cause you have people around and these men and women, they kind of care about you.

An interesting consequence of being looked after and cared for by teacher and fellow students is Joyce actively reaching out and extending help to others:

Mica: So, when the class is given cakes and coffee and your colleagues, your classmates, they clap and things, how does that make you feel?

Joyce: Well, like I really did good and it gives me courage to study more, like to always be the best, but sometimes I try to help, also, 'cause in the class we were two girls who really understand a lot more and can speak in English.

There was also a sense that teachers were doing their job with a real sense of passion and with a sense of calling:

Kate: The teacher...I can feel like they are trying to help foreign students to understand about Icelandic and they do it very well, she is teaching by her heart, they are teaching by heart.

Kate's teacher was also supportive in making necessary administrative enquiries in order to gain authorisation for Kate to attend the school. This demonstrates the role of supportive counsellor that teachers' play in the lives of their students in addition to their duties in the classroom.

Kate: She tried to help me – and the people worked there they said, 'Ok, an exception only for her but not another one.' She really, really likes to help foreign students, for this is not her responsibility.

Variety

Finally, students also described teachers using other methods in order to ensure communication and understanding happened and that students were included in the class, especially those students who do not understand English:

Joyce: She taught us in Icelandic but she also, you know tried to translate it, she makes some effort to put in the word in the Google translate, so that students can understand more.

Mica: What does she do that's funny?

Joyce: Like when she's explaining something, she makes signs which are really kind of funny because it's really different, some people are from different countries and she speaks Spanish, she is also a teacher in Spanish at school, so those that speak Spanish kind of understand her because she repeats it but people who don't know English and no Icelandic, it's hard to talk to them, so she does signs, like trying to explain and we just laugh and she likes telling us about, like if she's telling a story she tells us about herself and tries to give examples which makes it more interesting.

Using Google Translate, signs and stories not only add to the variety of teaching styles but is successful in that it accommodates students' different learning styles and language abilities and using the internet, visual stimuli and narrative stories all enhance learning as well as enjoyment. As Dora says, "So she does signs and we laugh" and that "makes it more interesting."

6.4.2 Support from the family

Two students in particular possessed a strong sense of self-awareness largely down to the support they derived from their family. In addition, these students possessed a great degree of maturity for their young years. Both were seventeen years old and had clear ideas about how to integrate into a new society and showed great self-awareness.

Dora lives with her brother and his wife whilst the rest of her family live in her home country. Although living in Iceland was the first time she had lived without her parents the assurance and confidence she gained from her relationship with her parents was clear:

Dora: They feel really proud to see that I am in another country gaining a new experience and also feel really upset and sad because I am not with them. They really miss me...they are really proud to see I am studying and behaving and to see I am going to school and that in my free time, I am working...they really, really miss me...I talk to them and they tell me to call them every day to see how I am doing and they also want to

know how is work to see if I am okay...they tell me it's a really good experience and it will teach me how to be a little bit more mature.

Her parents are supportive towards Dora's new life yet very open and honest about their sense of loss in her not being with them anymore. They are also open with the pride they feel towards her. In this sense their openness and maturity at sharing their positive supportive feelings and less pleasant feelings relating to how they feel her loss, perhaps transfers onto Dora; as she can see the benefit in what she is doing even at the same time she knows it is hard on her own.

Also seventeen, Vince moved over to Iceland with his entire immediate family, including his parents and three siblings, one of whom is married to and has a daughter with an Icelandic man. Vince describes how the cocoon of his family and the security he has with them are responsible for giving him the support to get through tough times in Iceland, to have the confidence to be himself and to learn that how he shapes his mentality is his choice. He explains how he finds it difficult to make friends with Icelandic people and through the support of his family "we make it happen":

Vince: I'm going to take the opportunity that they don't want to talk with me, I just talk with myself, thinking about me, like you know 'What do I want?' so I want to take this good part because maybe I can take the bad part and 'Oh, I am so sad, they don't talk with me, oh my God,' so I don't want to say that. I am conscious that this has happened, the bad part and also the good part...and I choose the happy part.

Mica: Was it always like that, that you chose the happy part or was there a change?

Vince. Yeah, yeah, of course your mentality changes.

Mica: What changed it?

Vince: What changed it? I think my family because I am with my family.

Mica: So, they gave you encouragement to change it?

Vince. Yeah, yeah, because maybe if I was here alone, maybe I don't talk with you now, if I was in Mexico with my family but I am with my family, we are together, we are working together, we make the difference, we make it happen, it's like because, if my mother is sad for example, and she doesn't speak Icelandic, I can talk with her, we can help her, if she doesn't understand Icelandic I can go and say 'Okay speak with him, okay translate to my mother'- we help each other.

In addition, Vince has a particularly strong sense of self-determination and is very clear about why he is studying in The Multicultural School and is equally clear about when the time is to study and when the time is to party. Furthermore, he shares his vision for his future life and that is does not want to just be "Mr Nobody":

Vince: I don't want to be Mr Nobody. You know in history should be my name, like Vince or maybe because some novel something like that...because that is going to give me something in life. Maybe I have friends who spend the time in parties and drinking and it's okay because in life you have time between 15 and 18 years and you party and its okay but you are not always going be like that. When you are 40, or 50, you have times, you know when you have to work...

A great deal of comfort and security is also derived from the support and praise of Vince's family. Vince's father is a martial arts champion and coach and a great role model to Vince who also practices martial arts. Following in his father's footsteps is very important to Vince:

Vince: They were proud of me, I got something and my family say 'Okay, my son is smart' and also, you know I am in martial arts because my father teaches me...my father's Vince and I am also Vince and it's like Vince returns and Vince is fighting again but they are talking about me and not my father and that made me happy. I'm starting to be someone in life, so that's very nice.

It is clear the sanctuary of support these families offer in what can sometimes be a rocky, cultural transition to make for young students.

6.4.3 Support from Icelandic friends

Only one student commented on support that she received from Icelandic friends. This was in one of her part time jobs in a restaurant:

Dora: The good thing is that they are always trying to teach you and to help you to pronounce, which is quite good, they are always saying sentences or I am just listening to their conversations when I am working and they will say 'Try and talk to me and see if you understand' and they show interest in that they want you to learn their language which is really good.

Although there is some mixing of Icelandic students and multicultural students in certain school subjects from the interview data the absence of emerging friendships and support systems between these two groups was clear.

6.5 The Integrative social support goal – “My whole family depends on me”

The achievement of the Integrative social support goal involves students reaching a sense of belonging, of extending support to others, meeting one's ethical and social obligations and promoting fairness and justness. Students spoke of these kinds of experiences with their own blood relations and immediate family, whether this family was with them in Iceland or remained in their home country. This was not surprising given that generally speaking most people are closest to their family members and helping and assisting each other is a general function of family life. Students' experiences related to the following areas:

- A sense of obligation – putting your eggs in one basket
- A sense of obligation to family – far and away

6.5.1 A sense of obligation – putting your eggs in one basket

An additional but related factor especially to the theme of belonging was that of obligation. Obligation, in itself, shows a strong emotional connection to others, to the extent that this strength of connection compels certain behaviour for the sake of others. The theme of obligation featured in the interview data. Tied with obligation came a sense of duty, that there was a “right” thing to do and in certain cases that the right thing to do was to

honour the needs of the family. Certain students spoke of how the obligation they felt towards their families shaped their own behaviour and at times their family's choices dictated their behaviour. Although this was judged as being the right thing to do, there were instances when this behaviour was in favour of the family members and clearly made the student unhappy, rather than the arrangement being perceived as being a "win-win" and fair decision for all concerned.

Connor's reasons for why he chooses to study at The Multicultural School and why he chooses to learn Icelandic are based solely around his family's needs and expectations. His mother decided that he was going to The Multicultural School and so decisions about his own educational development were not only not made by him but he was "told" what they were by his mother. In this sense, Connor's demonstrates a strong sense of belonging and obligation to his family.

At 18, Connor is the youngest of three siblings with a 20 year old brother and a 21 year old sister. Both his siblings and his parents work in fish factories. Connor is very much seen as the potential breadwinner and the education delivered by The Multicultural School is seen as the way by which Connor can secure an education and consequently be the security for the rest of the family. As a result decisions surrounding his education are driven by the family's needs rather than what Connor wants to do. Connor is Vietnamese and coming from a collectivist society where supporting the group and the family is held in high regard Connor's unquestioning loyalty to such cultural customs can be clearly seen:

Mica: Why did you choose this school?

Connor: I don't know, I never knew about this school, it was my mum she just thought I could go there.

Mica: How did she find out about it? Do you know?

Connor: She just said that I'm going to school, so, I didn't know I was going here.

Mica: So, sometimes it is difficult for you. Okay. You have been here for three years, what kinds of things encourage you to keep coming back?

Connor: It's just my family, they are all counting on me. I am the only one in school but my siblings all quit the school to work.

Connor's short term and long term attendance in education is of prime concern to his family. Not only is his education viewed as the potential springboard to a good job for himself but for the rest of his family, too. In this sense, although the youngest member of the family, Connor carries a great deal of responsibility for the future work direction of his entire immediate family:

Mica: Okay, you've mentioned a little bit about this, Connor, can you say a little bit more about how your family feel about you coming to school, after three years?

Connor: No, they just, they just feel good about it, they are hoping for me to graduate and find some good jobs for them, you know, so I can help them in the future.

The pressure of this responsibility for his family could be seen during the interview. Connor was sad and withdrawn and did not convey any enthusiasm or pride about this role his family had placed upon him. However, he did convey enthusiasm when talking about computers at university and there was a sense that this decision came from him as an individual rather than as an obligation or imposition:

Mica: And your decision to go from the Icelandic class to the general one now, what helped you make that decision?

Connor: My family, like, they were asking what would you like to learn after learning Icelandic and spending two years or three years and I think it's time for me to learn something and not just Icelandic, so I've decided to learn something about computers and probably continue at the university.

6.5.2 A sense of obligation to family – far and away

Joyce demonstrates that the pull of family expectations can be felt from both near and far and that her family has strong views about the benefits of education. Historically, in Africa, Joyce's grandfather exerted his own influence in supporting Joyce going to school:

Joyce: My grandpa comes home around ten 'What are you doing here? Aren't you supposed to be in school?' I was actually the youngest and he just chases me to school with a stick but he's not going to beat me, okay he is but, I'm just playing along. He's really fun.

Currently, Joyce feels the pressure of expectations from her step-mother who lives in Reykjavik and across many thousands of miles from her biological mother in Africa. Such is the strength of the expectation that Joyce should go to school that her step-mother gets angry when Joyce tells her she has quit school. Contrastingly, so heavy are the expectations she feels from her biological mother that Joyce has chosen not to tell her any details about her educational life and leave her with the thought that Joyce is on her way to "maybe becoming something" (interview with Joyce). Both these mothers' reactions show how importantly they prize education and how these views shape Joyce's behaviour:

Mica: How do your family feel about you attending this school?

Joyce: Well, my step mum is proud of me 'cause she says I don't have to quit school, 'cause when I tell her I quit school she really gets mad but my birth mum, well, I haven't told her about anything 'cause she thinks I am studying and maybe I'm becoming something and maybe finish in two or three years but I tell her I like here.

However, there is a tension created between such expectations and the financial support that Joyce wants to offer her family back in Africa. Having been in Iceland for three years during which time Joyce has been in two different schools, she has twice stopped going to school, once for 6 months in the first school and now at The Multicultural School she has not been to school for the past 3 months. Coinciding with this current hiatus from school, Joyce began working at a popular restaurant two months ago which involves her working from 11 a.m. until close of business which is often at midnight. This means it is not possible for her to attend school and attend work. Joyce says as a result of working long hours in the restaurant she is "kind of tired and too lazy to go to school sometimes...the school have called me three times but I really didn't care about it 'cause I have this new job."

This tension between satisfying long-term educational expectations and earning a living is thwarted by the emotional pull she feels towards her family in Africa and her desire to give financial support to them. Consequently, there is an obligation between her desire to study and her desire to offer financial support to her family in Africa:

Joyce: I'm fine to work and maybe save some money because nobody will pay for me so I have to do it for myself and I have to take care of myself...I have one sister and two boys, they are brothers in Africa, so my mother, she's in a low side of the country, so she doesn't earn much, so I maybe try my best to help her, which is not easy 'cause my whole family depends on me, even my grandpa he is really sick, I heard he's been sick like six times, I don't know if he is gonna die, I hope not.

6.6 The Task goal – “If it's easy, everyone is gonna do it”

The achievement of the Task goal involves students developing their efficiency and management of daily tasks. There was less focus on this goal compared to other goals. This may be because the study explored attitudes, opinions and experiences of education as opposed to practical living tasks. Students that did focus on task related activities spoke of their family and either how they missed the support of them or that they were contributing to the family ethos and well-being. They commented on the following three areas:

- Domestic chores
- Developing independence
- Family values

6.6.1 Domestic chores

Although Dora lives with her brother and his wife in Reykjavik, this is the first time she has lived without her parents. Whilst living with her parents, it was clear her mother was a practical support to her in cooking her meals and tidying her room. Learning how to deal with chores herself in addition to juggling the first part time jobs she has ever had was as much part of her emotional journey in Iceland as her education was in The Multicultural School. When speaking of these practical tasks she became tearful:

Dora: It is difficult because, like the first time I am working and everything, first time making my own money and everything

without my parents there and my mum saying 'You have to tidy your room' or she will do it for you, it's things you actually miss, your mum's food, which is something, the best thing in the world...and having to learn how to cook because you have to think about what you have to cook for yourself and not your mum so it's hard (gets misty eyed and a little emotional).

Steve's day began early because of a different kind of chore, namely that he drives his mother to work before he goes to school. This demonstrates his support for his mother and that his days are organised and structured to accommodate more than just his own direct needs but contribute to the needs of his family:

Mica: So, I'd like to ask you a little bit more about the reasons for you being interested in school. What makes you get up in the morning, when the alarm clock wakes you up?

Steve: I actually wake up early because my mother has a job much earlier than I have school. So I wake up to drive her to her job.

6.6.2 Developing independence

Dora manages the steps towards full independence by gradually widening her boundaries. Her decision to come to Iceland was influenced by her brother and his wife who were both already settled in Reykjavik. However, Dora's game plan has been carefully devised to look after herself and allow her to make a gradual transition to the country in which she ultimately wants to go to university. She perceives that Iceland is a safe and calm place in which to develop her independence at her young age of seventeen, before embarking on university in England, a country with a more sizeable population:

Dora: I want to do university in England and Iceland is a really calm country and because of my age I really did think, I'm not here with my parents so I think it's nice to stay here meanwhile and then when I am a little bit older and I can look after myself more I could go to England.

6.6.3 Family values

One student in particular was very task oriented and focused on the process by which to achieve personal accomplishments and recognition from other people. This was a quality that he obtained from his father's strong work ethic and a determination to achieve and excel. His motivation was influenced by his father and the sense of pride his family had in his performance both at school and in martial arts. In Vince's perceptions his family also prize his assurance and focus at the young age of seventeen:

Mica: Where does that feeling of wanting to try and try and try come from?

Vince: I think from my father because you know he's in martial arts, he was always fighting, he was in the national team for many years, in the Olympic games, in the war, so he was obviously, he was always fighting, he was always trying, he was always trying to be better, not than other people, to say 'I'm better than you' he was always thinking 'I want to be better myself.' Then I want to grow up like my father...so I want to be like my father and always be more and more and more and more...it's been difficult, it's difficult of course because if it's easy everyone is gonna do it but if it's difficult just a few people are going to do it and I want to be one of the few people.

Mica: Your family, you've spoken a lot about your family, how did they feel about you attending this school?

Vince: They are happy, they feel proud of me because I'm young and I already have goals in my life I want to reach, I'm already sure what I want from my future.

6.7 Older students – “But now the point is Icelandic”

The two students who were in their thirties were older than the main group of students who were aged between 17 and 20. The older students spoke of two significantly different areas compared to the younger students. These areas related to their focus on:

- Tasks
- Family issues

Students spoke at great length about task goals and there was a strong sense of direction and dedication that drove their productivity and development in a range of areas.

6.7.1 Tasks

The imperative to learn Icelandic

Firstly, there was a real determination and tenacity to learn Icelandic. Students had a clear understanding learning Icelandic would then lead to better job opportunities or would enable them to be able to go on and study other subjects:

Kate: I want to learn Icelandic, to use Icelandic and hopefully understand it, to have more time to understand more and more, and then I can learn some job.

The desire to learn Icelandic had always been strong:

Mica: You've been here for 2 years. Has it always been a strong feeling for you that you want to learn Icelandic or has that changed?

Zoe: No it never changed, always.

Mica: Good for you.

Zoe: Hard to say (laughs) because now I only want or I have to learn this language, so, maybe after that, then I can choose some other kind of course...but now the point is Icelandic because if later on I want to learn something I have to be good in Icelandic first because how can I understand if I don't understand the language they talk to me in?

Zoe's own drive to learn the language is the main motivation for her above and beyond anything the teachers or school does to motivate the students:

Mica: What things make you come to school every day?

Zoe: Learn more, learn more language, get a better job, this is the point.

Mica: Are there any things in the school or the class or the teachers that encourage you to come, is there anything to motivate you to come and to learn?

Zoe: I don't know because I am always just thinking 'I want to learn' so I just go.

Cognitive goals as fun

In comparison with younger students who often cited fun, group activities as a source of enjoyment and motivation, the older students were more motivated by opportunities to work towards task goals that were related to cognitive development. Zoe had studied Icelandic at MIMIR, a college for adult education in Reykjavik, but felt that the longer classes at The Multicultural School allowed her more opportunity to learn:

Zoe: I studied for a long time with MIMIR school twice a week and two hours per day, but it's not good enough to learn, really...so I wanted to go to the real school to really learn, so now I can listen every day. I feel like now in class I can answer a little bit in Icelandic, small sentences, yes, I'm so happy because now if people ask some simple question, I can answer.

Likewise, Kate's favourite activity in class is an individual reading exercise that requires concentration and challenges and develops her grammar and reading skills in Icelandic:

Mica: What do you like about that?

Kate: This makes me understand how the verbs go together, when they are singular it is this meaning but when they go together it's a different meaning. In the story we can see it many times, but not in the book...in the book it is simple but in the story you can understand how the grammar is used.

Task minded teachers

The issue of achieving and working towards tasks is also present when older students spoke of their favourite teacher whom they described as challenging them and whose classes they had to prepare for and work hard in:

Mica: Can you tell me about a favourite teacher that you have?

Zoe: I think it's Hanna, yeah, it is because I think she is very worth it and also because she is very active.

Mica: So, she's very active - what does she do?

Zoe: Always pushes you to learn more because she is very fast and you have to learn at home, you have to prepare something at home.

Conducive class environment for cognitive development

Having a peaceful atmosphere that was conducive to learning was also important to the older students. They were frustrated at times by younger students disrupting the class. This is in contrast to the younger students' experiences who most often cited class activities that involved a high degree of socialising and group work involving collaborative discussion as classes they perceived as having the most fun. Such is the extent of the frustration that older students feel like they are at primary school some times:

Kate: It's okay if they (the younger students) are there for learning but some students they come here I don't know what they want, sitting in the class and talking and not writing and flirting. I don't know why they spend the time for that and it is really difficult...this kind of student makes noise and the teacher always has to stop them and remind them it's a class and things like that 'This school is not Grunntskolinn (Primary school).'

Concentrating amidst noise is a challenge:

Zoe: Yes, what is difficult is the other students because they always make some noises and I am always thinking, 'Ah please, get a hold of the class!'

Mica: Is it difficult to concentrate?

Zoe: Yes, because if there are voices around you cannot pay attention to the teacher, yes, it is difficult for me.

Mica: You said before that sometimes the teacher asks them to be quiet.

Zoe: Yes, they sometimes ask them and they are quiet for a few minutes but then they just start again. But not all the class, just some, most of them have made some noise, this is difficult for me 'cause if you have noise I cannot learn, I cannot pay attention to the class.

There was awareness that being an older student amongst much younger students was a challenge. Kate explained that this produced communication problems in trying to bridge the age gap and it led Zoe to explore studying Icelandic at the university instead:

Kate: Yeah, there is a big difference so it is very hard to maybe just joke but it is very hard to communicate with them.

Mica: When you say that you are different, do you mean different from the younger people or different from the Icelandic people?

Kate: No, I think I am different from the students here in my class. I think I am too old (laughs).

Zoe: I have checked the courses at university and I think these kind of courses are much better for me and also I think the students may be older, so I think that's better for me, because in The Technical College usually there are some teenagers...I am 34, so I think it is because we are a different age, we have a different thinking and maybe they don't know what they want to do but I really want to learn this language because I want to get a better job.

6.7.2 Family issues

Responsibility to children and family

The older students have children and need to cater for their children's needs. This presented dilemmas that at times challenged the needs and responsibilities of the student. Kate's husband is keen for her and her son to join him in Denmark. However, Kate's concern is that such a move would

upset her son's education. She is intent on her son going to university and until this happens she cannot "relax". Even although Kate herself is keen to develop her Icelandic and secure a better job and even although she acknowledges that Denmark offers a better work/family life balance it is the concern over her son's education that is responsible for her still being in Iceland. In addition, family pride is also a driving factor and Kate is keen for her son to do things the "right" way in Asian eyes which entails achieving a higher education and then returning to his home country:

Kate: I don't think I can move because my son is here, he is 19 years old and he has to finish Menntaskolinn and go to university. He'd need to change the language and I don't want to make it difficult for him...I don't know what to do in the future, I have to have him beside me, unless he gets into University, then I can relax again...this is a big reason for me, as it's difficult for people in Asia to go abroad to study and I always say to him 'They have to spend too much money to learn abroad and you are here already'. He has to think about that and I don't know where I can put my face if he can't get into University when I go back and see my family...but he has this in his mind because he is saying 'When I get into University then I can go back to Asia and visit family – but not now' (laughing).

Juggling working and family time

In connection with a very much task based approach to school, Kate also spoke of the eternal juggling between tasks involving school, family and work. She spoke of the challenges in trying to find quality family time amidst conflicting work schedules and that this made it difficult to flourish both as a family and also to integrate into society around them:

Mica: Your husband has been here for 20 years or so, so he speaks Icelandic?

Kate: Yeah, but when he was living here, working here, he worked almost always night shift, in the day time he was always asleep and tired because of doing over time, over time, over time, this is a big problem in Iceland because people who live together have no time to help each other about the language or about studying...even eating together is difficult.

In contrast Kate's husband who now lives and works in Denmark is experiencing a different and more balanced way of life that is conducive to family needs. Consequently, he is trying to persuade Kate and her son to move to Denmark. This highlights the possible difference in quality of life for an immigrant family in Iceland compared to Denmark:

Kate: I like Denmark because people work from eight to four o'clock and not everyone works overtime, and he says I can see a lot of people in the weekend...not in Iceland...in Iceland you see only foreigners, because people are always working, so he says I can learn this life, I know in this life the family can be together and have time to relax and have a private life together.

6.8 Teachers – “This is in many ways a strange school”

Teachers' views of their work with multicultural students focused on the following two areas:

- Background and family
- Communication and language issues

6.8.1 Background and family

International students' divergent backgrounds

Teachers also believed that international students brought with them a rich and complex set of circumstances. Teachers' choice of language to describe certain students' circumstances convey the extent to which the teachers' were shocked by these circumstances, as the words “astonished”, “unbelievably” and “wild” suggest. Such circumstances affected the students' education and emotional well-being and this was caused by a lack of communication skills, experiencing trauma and no educational support for any learning difficulties they may have:

Fred: We have met students that have no language at all, they have no mother tongue, and they have difficulties in expressing themselves.

Fred: My international students here have astonished me...for example, the boy who saw his mother and father and whole family executed before his eyes, such terrible things...my students are very different and their background is very

different...they come from all kinds of regimes and different school systems...some of the students are sick and I have the other extreme as well – well-educated people, so this is in many ways a strange school.

Culturally mixed families also produce social problems for certain international students creating a challenging dynamic:

Lilja: They come from unbelievably different backgrounds and the family situations are you know, many of them, are tackling difficult family situations.

Mica: Can you give me some examples?

Lilja: Maybe one parent working a lot doesn't have time, to get involved, a mother living with an Icelandic step-father, the step-father is maybe more or less your own age, it's just a wild spectrum of family situations.

Mica: When you say, 'your own age' you mean the step-father is the same age as you or as the child?

Lilja: No, as the child.

In addition, some international students find themselves living in two different worlds at the same time, a new Icelandic culture and their original culture that is still protected and continued in the home and is the more dominant culture. This can have a negative effect upon their subjective organisational goals in integrating into Icelandic society and hinder their cognitive goals, in learning Icelandic:

Hanna: Let's just look at the student from Thailand, who lives more or less in a Thai society in Iceland, doesn't speak Icelandic to anyone outside school, works where there are a lot of Thai people, for example, cleaning in a hospital, has limited knowledge of Icelandic and will get a very limited knowledge of Icelandic even after 4 terms and won't be able to speak, read and write like Icelanders.

Financially, international students and their families can find themselves in a better financial situation in Iceland than compared to their home country. This is even the case when unemployed. Such financial incentives serve as an attraction to live and settle in Iceland. However, compounding this situation is that the reality of mixed cultural families staying together can influence the continuation of financial benefits and whether immigrants remain in Iceland:

Mica: You said they have some problems with money and family. Is that a few students or the majority?

David: The majority...the students have all kinds of problems and they are here because their mother got an Icelandic boyfriend. Will they get married or break up? One Eastern European boy said, 'If we have to go back my mother will have 16,000 per month to live from for 6 months and after that you get nothing.' Here you get 130,000 paid out and maybe if there are 3 living together they will have about 400,000 - that is much better than $3 \times 16,000$, so they are always afraid what is coming and this drives them on, where you are standing and do you get the passport?

Responsibility to the family

Teachers also felt that learning Icelandic and indeed coming to school may need to be dropped in order for international students to work to support their family. In such situations practical responsibility for the family and the need for putting food on the table and paying rent supersedes any cognitive goal of learning for learning's sake. This highlights the difference between families who have the financial means to allow their children to pursue higher education and those who do not. Therefore, no matter how much the desire was to study and attend school, in certain situations financial constraints stymied academic development:

Hanna: I know that in many cases the students tell me that they have to quit school because they have to start working, these are very often families who are not high income families. I had this wonderful student, a very, very good, intelligent student and midterm she just told me she had to start working in a fish factory because she and her mother couldn't afford to have her go to school anymore...it's very tricky to tell them

that they should get an education if they are told from their homes that they ought to get a job as soon as they can...so we've started the parents' meetings for the foreigners and we also try to tell them a little bit about the necessity of an education in Iceland and how you get much better paid jobs by getting an education although you can't start earning money right away.

There is often a pay off between financial gain and family separation. Large families often become fragmented with members living in their home country and others living in Iceland. This creates a system whereby certain family members move and join other family members in Iceland for the purpose of earning money. It also creates a situation whereby international students from large families often have to experience a permanent reality that their immediate family may never be together but be split across countries or continents:

David: If you have a student from a poor country these are usually from big families...you are maybe coming alone with your mother. Your sisters and brothers are with your grandfather and the mother is trying to work for some money to send home and usually the whole family is never together. It's very common that one sister might call another sister to come over and this is for earning something...the families are so big, maybe seven or eight and everybody is trying to stay alive and it is very hard for them not being able to meet their sisters and brothers...they think a lot about this.

6.8.2 Communication and language issues

English – the middle language of communication

Teachers felt that many students, especially those who did not have a grasp of English, were focused on the practical benefits of learning Icelandic and that it allowed them to navigate tasks in daily life. This highlights another difference between those international students that speak English and those that don't:

Hanna: They are very motivated to learn Icelandic because they already live here and they know they can't get on here without knowing Icelandic, they can't take part in society or take part in studies or work or whatever, they know they need

to learn Icelandic...I mean they can't go out to the shops, many of our students don't have English as a middle language either, our students from Thailand or Vietnam, they can't go to the shops and ask for anything, or get a job.

Little or no English or Icelandic could result in communication complications in the classroom. Culturally, certain students may be shy and reticent in speaking in class and linguistically if they do not possess the language to speak the teacher can be uncertain about the extent to which they are able to follow class activities. Such limitations can influence to what extent those students can meet both cognitive and social goals:

Lilja: It makes you wonder why they react in a certain way, why they don't respond to you, why they keep quiet or why they just show disrespect, some of the Asian kids would never talk back to you, even if they want to and they say that they understand, even if they don't, the European kids don't do it like this.

Mica: What do they do?

Lilja: They are more verbal...if they don't like something, they just tell you and then we can talk about it. Sometimes I feel like the ones that are quieter, they get a little left out, so you have to focus on them, too, you have to check if they don't understand what I am saying, you have to go and talk to them and say 'Do you know what I am trying to explain?' and it's difficult, also, because they don't speak English, many of them and you tend to forget, you have the majority of the class that understands English and it's impossible to give the lesson for the first level completely in Icelandic because they don't understand a word, any of them, so you use the English as a crutch, I probably use it too much when I am talking to them and then you come to realise that there are two kids there who don't speak English, they don't speak Icelandic...do they get anything at all?!

Technology - the language of remote communication

As has already been discussed, teachers found distinctions between Icelandic and international students and between younger and older

students. They also found that the students they taught, both Icelandic and International students have something in common: they saw a distinction between students of today who exist in a great swathe of technological advancements and the reality of students who attended school before the onset of extensive social networks such as mobile phones, Facebook, twitter, Skype and the internet.

Today's student was viewed very differently as a consequence. Whilst they were physically present in the class it was found that they were often communicating with friends or networks outside of the school or indeed on the other side of the world. This consequently affected to what extent living in Iceland was an integral part of their lives in addition to affecting their concentration in class. In addition, it affected their acquisition of Icelandic for their desire or focus on learning Icelandic faced competition of being able to communicate with ease in a variety of different ways in their own native language via social media:

David: The problem today with students, not just with foreigners, is that they are there all the time with their phone or listening to their own language in music and so on and I often say to them 'You have to listen to an Icelandic radio' but this is becoming a problem and also they have computers and they are always in their own language and it is understandable as it is much easier for them.

From a more long term perspective becoming a more proficient and regular communicator over the web could also affect their socialisation skills in developing "real" face to face relationships: relationships that require a different kind of nurturing and maintenance than via a screen and the click of a mouse:

David: Youngsters can control their friends...you don't have to look for an Icelandic friend, you can get them in the computer and if you don't like them you can just push delete and get a new one, so you are using your fingers to get acquainted or to have something to laugh at, a Polish boy would ask for Polish jokes in his computer. With youngsters today everything depends on the computers, if I say to a 17 year old boy "Someday you will ask a woman to dinner and talk to her for 2 or 3 hours, and there is no delete button on her breast, you can't say 'I can't do any more, I have talked to her for 15

minutes and now I want to push the delete and she will disappear’” so they are getting so used to controlling everything this way.

Even when not in a classroom setting but in a social setting David found students existing separately and individually and not interacting with one another. So, whilst a group of students were in the same physical space, in reality their presence and concentration was on relationships or topics of interest that were remote and random.

In these ways students are pursuing subjective organisation goals in aspiring to achieve a unity and connection to something greater. What is different is that the scope and choice of how to connect is far more extensive than face to face communication allows for and that connecting to an online or web based community has a different form and substance from the day to day communities in which we live:

David: This is becoming a problem, they are sitting here if they have a coffee break, looking at their phone and hardly talking together and always communicating with someone else at a distance...there is a person sitting next to them and they don't talk to them...this is all students, not just international students...they are becoming quite the same.

Planning Language Lessons

One issue which directly affected the teachers and indirectly affected the students was the actual creation of units of work to teach in The Multicultural School's curriculum.

Lessons were individually compiled by the teachers and this was often a lengthy and laborious process done by individual teachers in isolation without peer support from other teachers or the Ministry of Education:

Lilja: There is not much material for the Icelandic teaching, so all of the teachers that have been giving classes for a longer time have made their own material and I haven't gotten to that stage, yet. I am just beginning to teach and wondering what do they need, what do they want to learn about, how do they build up the course...and what I'm missing is the co-operation between schools, I'm missing that a lot. I would like to see a group come together talking about what is happening, what works, what doesn't work...and I haven't experienced any

kind of co-operation between the Icelandic teachers that are teaching Icelandic as a foreign language...there is a curriculum now, it does exist, it comes from the Ministry of Education, what they recommend for each stage but still we don't have the material to support it.

Creating and writing coursework and units of work was also a source of pride for some teachers. Devising such work grew out of a need to find books and resources that could not be found elsewhere and subsequently it became a necessity for the teacher to create exercises:

Hanna: You have to think of what you want to teach as there is nobody who has done it before, so all the material I use is something I have created myself, so this is much more fun (laughs)... there aren't any books, so if you want to add a new subject for the 4th level, you have to write the book yourself... now everything I teach is something I've written myself...I wrote a book about an Icelandic family of 5, what they do and so on, 'cause you can't go out to the shops and buy these, I couldn't go out to the shop and buy these books.

Asides from teaching resources, comment was also made on the number of teachers within The Multicultural School and that there was a domino effect in operation meaning that small numbers of multicultural students meant small numbers of teachers equating to few or no opportunities for partnership working between teachers. Consequently, it was considered that should there be more multicultural students there would be more teachers who taught the same class and could share resources and exchange teaching methods:

Hanna: I'm the only teacher who teaches these subjects, if we had a group double the size of students, we'd probably be two teachers teaching the same parallel subject, so it would be very good to have someone else teaching the same subjects so we could stop every now and then say 'How do you think this is working?' or 'Shouldn't we change books, or shouldn't we do something else?' but you have to do this yourself.

7 Discussion of analysis

The research sought to explore the following questions.

With regards to multicultural students:

1. What motivates multicultural students?
2. Which sources of motivation drive learning? What other goals are supported?

With regards to teachers of multicultural students:

3. How do the teachers and how does the teaching contribute to students' motivational needs?

7.1 Summary of goals of younger students

The motivation model put forward by Ford (1992) has been used to explore the experiences of eight students in The Multicultural School. Ford's model is a useful tool to use when exploring any target group's motivational impetus. Figure 6 shows how the goals can be "unpacked" to reveal the layers of issues that motivated individuals in this study. It also highlights the relationships between goals, as in the case that often cognitive and task based goals were inter-related and dovetailed into one another as did affective goals and subjective organisation goals. For example, having a curiosity about learning could lead to a strong work ethic that in turn helped develop the cognitive goal of learning, and enjoyment was gained from collaborative group exercises that increased a sense of belonging and integration in the class. These links between goals remind us that motivational goals are often inter-related.

The goals that are shaded, cognitive, task and integrative social relationships goals were the goals that featured more prominently in the data from students with an older outlook. The goals that are not shaded, affective, subjective organisation and self-assertive social relationship goals were the predominant goals that younger students spoke of.

Words highlighted in bold are themes that teachers spoke of. These themes spread over four goals and it is of interest that three of these goals are the very three goals that students with an older outlook concentrated on. This suggests that teacher and students with an older outlook share similar views regarding education and motivation and that they perceive these certain goals enhance motivation.

This would indicate that the programme and the teaching is more aligned to motivate students with an older outlook, who have more responsibilities and are intent on developing knowledge than it is aligned to the younger student group with little responsibilities and who prize the social and fun aspects of school.

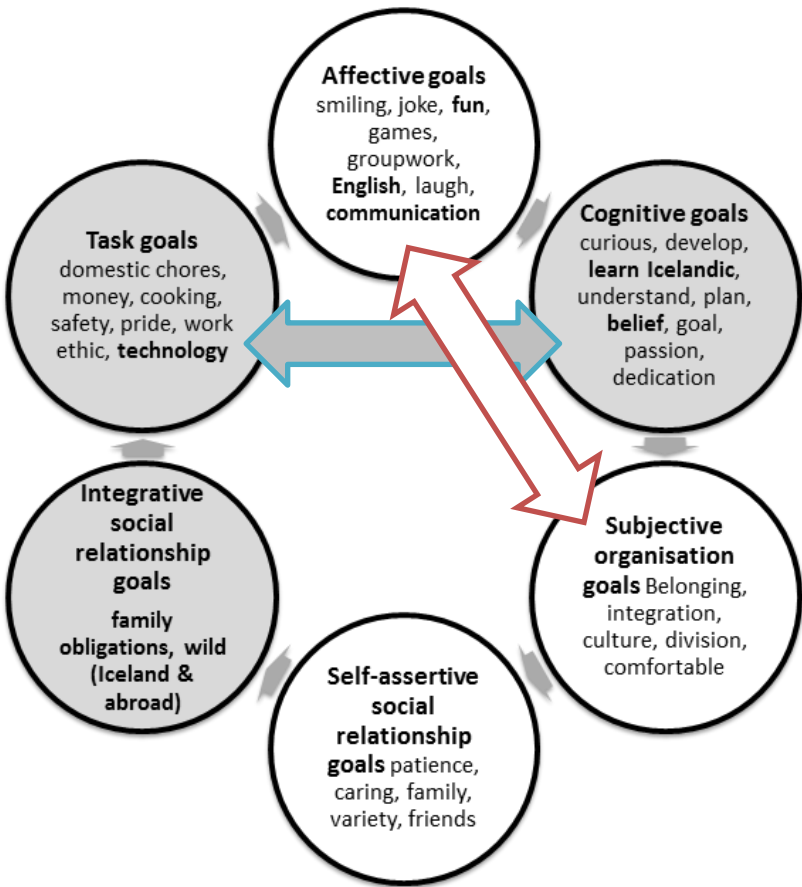


Figure 6 Characteristics of goals of multicultural students

Certain goals supported students' motivation to learn and were more of a driving factor than others. The goals that students highlighted divided them into two camps by virtue of outlook, as certain of the younger students had a maturity that was akin to the outlook of older students.

7.2 Younger students – a social network

The age range of the younger students was between 17-20 years old. Younger students' motivation to learn was more influenced by affective, subjective organisation and self-assertive social goals. This translated into students' desire and appreciation of the teaching that included variety and favoured exercises that had a strong focus on social interaction and collaboration within the class. These goals can be seen in the table below (Table 2).

Table 2 Goals related to social issues

Goals	Indicators
Subjective organisation goals	Unity, relatedness, connection, belonging to something greater, relatedness
Affective goals	Pleasure, happiness, well-being
Self-assertive social goals	Individuality, support from others, resourceful

The period between 17–20 years old is a transformative stage between childhood and adulthood and is a pivotal time in a young person's life whereby young adults evolve into a growing independence in the world. So it should not be surprising that young students were motivated by goals that led to creating their own sense of unity, connection and relatedness to the world around them. Young students also focused on the affective goal which covers areas of pleasure, happiness and wellbeing, for this is the time when individuals are able to make their own choices, explore their own ambitions and direct their own lives.

Socialising both in and out of the school was very important to young students and at this age it is common for young people to have an active social life. Also, young adults typically have few financial responsibilities in the form of bills, mortgages and their own families and this may account for why this group of students was intent on pursuing pleasure and fun and

enjoying their newly developing freedom. What should be noted is that a multi-cultural group of students with divergent cultural and socio-economic backgrounds may have to address financial responsibilities at this young age. This can be seen later when financial responsibilities are discussed.

Teachers commented that the focus of young students was on social networking. Lilja felt that maintaining a social life was the driving force behind student's attendance and that the majority of them did not want to learn Icelandic at all. Hanna described how the younger students "come and go out all the time and speak and whisper in corners." Consequently talking and communicative games and exercises were popular amongst the younger students.

One such activity was especially popular and resonates with the findings of Lee (1993) who used active engagement of the multicultural students' own culture in delivering CRT to teach literary criticism. Students at The Multicultural School spoke of creating a short visual presentation of their own culture and country and presenting this to the rest of the class. Such an approach is a clear example of good practice in multi-cultural education. It promotes the development of shared cultural understanding and appreciation, it recognises and celebrates difference and it provides a platform for sharing, discussion and developing tolerance. In addition, students are able to direct their own peer teaching to their classmates and say "This is who I am, this is where I come from and this is what happens in my country." Therefore, it supports a sense of ownership, pride and identity. Such an activity is a good example of multicultural education which fosters a learning environment where students regularly interact and get to know each other. This in turn reduces conflicts and prejudice and creates trust, the basis for human relationships (Aðalbjarnardóttir & Runarsdóttir, 2006).

Taking this one step further to open up intercultural learning to all students would involve Icelandic students and multicultural students working and co-operating together in intercultural groups. A benefit from this is that co-operation contributes towards positive attributes in cross cultural settings (Cooper, Johnson, & Wilderson, 1980). This would also promote even further understanding, respect and learning between students' cultures (Hill & Hill, 1990, Lee, 2001). By involving Icelandic students with multicultural students in classes this would work towards the multicultural students' more extensive membership in the school community which shows links with greater motivation, higher grades and increased effort (Goodenow, 1993).

Young students also focused on the self-assertive social goal. For, ironically, whilst young students sought to connect to a new community in their own way, at the same time they needed the support of teachers, parents and friends in order to form a connection to the new society within Iceland and also to be help develop their confidence. This creates a sense of tension in that on one hand they wish to be free to become connected to others of their choosing and on the other they wished support and a lending hand in order to help them achieve this freedom. These issues highlight the delicate balancing act of supporting students yet encouraging their independence and autonomy.

7.3 Older outlook – the mature student

The older students comprised students who were over thirty years old and in some instances two students, who although only seventeen years old, demonstrated a measured and mature outlook. Their motivation to learn was centred mainly around the cognitive, task and integrative social support goals.

This translated into students’ desire and appreciation of the teaching that included being able to study Icelandic for long periods, mastering Icelandic in order to lead to a “good” job within Iceland or learning enough Icelandic and English in order to access further study/work opportunities. Finally, there was also a goal of meeting the needs of their original family and their new culturally mixed family. These goals can be seen in the table below (Table 3).

Table 3 Goals related to cognitive and task issues

Goals	Indicators
Cognitive goals	Intellectual creativity, understanding, curiosity
Task goals	Management, organisation, efficiency
Integrative social support goals	Ethical, giving support to others, sense of belonging

Kate and Zoe prized the ability to be able to attend day school rather than night school. Their desire to learn Icelandic was focused and shaped by a no nonsense approach. Both women had previously studied at university and were familiar with an academic setting. Cognitive goals and task goals

were often inter-related in this group and their drive to learn provided the impetus to motivate them. Rather than their favourite class activities focusing on the social and the interactive, older students focused on individual reading in lessons that gave them time and opportunity to fully reflect upon and grasp Icelandic grammar.

The older group of students spoke of how the noise levels within classes could be disruptive for concentrating and learning and of the frustration this caused them.

Such was the motivation to learn amongst older students that teachers used this as a method of classroom management, often urging the younger students to be quiet because the older students wanted to be able to concentrate. This highlights that not all multicultural students have the same needs and that older students' cognitive and task goals are in marked contrast to typical younger students who favour affective and subjective organisational goals. It also demonstrates a clashing of motivational goals and accentuates a central tenet of multicultural education: that each multicultural student is different and has different needs and that ethnic groups have different values (Gay, 2002).

The more mature of the younger students with a clearly laid out life plan were also motivated by the cognitive and task goals of learning Icelandic in order to help them fit into Icelandic society and to learn more English so as to prepare them for studying at university in the UK. These individuals showed great curiosity in wanting to learn which manifested itself in regularly asking questions in class and when they were with their Icelandic friends, setting themselves high academic standards to meet and of developing their education as a means to allow them to access and forge a career. In this sense, although they were half the age of the older students, they shared the same practical, business-like vision.

Such findings have implications for classroom management techniques and units of work that produce conditions that allow students to learn but also suggest the benefit in dividing students into groups based on attitude and not just age. For as some of the younger students show, it is more a question of attitude than age that determines what classroom atmosphere and teaching strategies optimise motivation.

7.3.1 Balancing family with school

An additional factor that distinguished students with an older outlook compared to students with a younger outlook was in relation to giving support to their own family. It was also found that as a consequence of age,

the older students were more likely to have their own children, rather than be emerging from childhood themselves, as was often the case with the younger students.

One such older student is Kate who was born and grew up in Vietnam, a collectivist society. Compared to Vietnam, Iceland is an individualist society and consequently Kate is shaped both by her original culture and the Icelandic culture in which she and her 19 year old Vietnamese son now live.

Kate's situation highlights the myriad of cultural conflicting messages and societal rules that multi-cultural students' live contain. As previously discussed, such complexities accentuate the need for a substantial understanding of customs of individual cultures (Brown, 2007). It emphasises the need for not only teachers but growing multicultural societies to be aware of and sensitive to a multi-cultural student's reality and that it is often a multifaceted mesh of cultural beliefs and expectations that can be constantly in flux and changing.

Lessons allowing students to describe their own cultural world, as one teacher used in The Multicultural School, are a good basis on which to start exploring the concept of what being multicultural means and of opening up a dialogue for their needs and experiences. It should be noted that this is just a start and that further progress could be made by introducing multicultural society to Iceland and not only introducing Icelandic society to multicultural students. Nieto reminds us "Diversity is a resource, not a problem" (2010). Irrespective of cultural background, a diverse community can lead to diverse learning rather than divisive learning. One such elementary school within Iceland has adopted such an approach and included all the school's students in the programme. They have changed their ethos from a "They" approach to a "We" approach, with a focus on learning from each other, rather than just about each other, and emphasise their similarities rather than their differences (Aðalbjarnardóttir & Runarsdóttir, 2006).

7.3.2 Notion of responsibility

The notion of responsibility was a recurring theme. Students experienced a range of new responsibilities by virtue of their multi-cultural status in a foreign country.

Financial

Amongst the younger students, sourcing part time jobs was a new experience. Dora's two part time jobs were the first she ever had and were part of her growing independence and emergence into adulthood. Judith's

part time job was partly used to provide money to send back to family in Africa and Charles, whilst the youngest of a family of 5 adults, had the hopes of his entire family upon him securing an education that would lead to a “good” job in order to provide for them.

These three very different situations show that far from being representative of pocket money, a job can be a burden that multicultural students have to bear. In Charles’ situation, he attends school to learn Icelandic whilst his family only speak Icelandic at home as “a joke”. This produces a contrast between his family’s strong desire in wanting Charles to learn the language and be the main breadwinner for a family that itself does not actively learn the language. This could result in undermining Charles’ attitude to and experience of learning Icelandic. Likewise, Judith and Simon, also experience a tension in being pulled in two different directions as both manage part time jobs in addition to pursuing their education. This juggling of study and work has caused them to have suffered from lengthy absences from school due to being over tired.

For certain multicultural students, earning money is a practical need and one that contributes towards the integrative social support goal. It involves assisting others, whom, in this case, are members of their immediate or extended family. Given this, multicultural students require a degree of flexibility in being able to attend to two areas of their life that are often in competition with one another.

Direction of education

Students also experienced responsibility for managing the direction of their own learning and timetables and felt positive about this. Students who were the most motivated received support from their immediate families, often their parents who impressed upon them the value of education or the motivation came from the student’s own belief in the value of education. Certain students at times shirked this responsibility and more often than not this was connected to maintaining a job whilst studying. Focusing on short term goals of earning money clouded a long term view of education. In addition, having a minimum 80% attendance rate also affected students’ school presence. This also illustrates that the majority of students are experiencing independence for the first time. An emerging independence can result in changeable behaviour as they establish themselves not just in a new school but in a new culture and language.

This then leads us to the teachers of multicultural students and to what extent they feel the students’ motivational needs and goals are being met.

7.4 The teachers – custodians of education

7.4.1 Passion and caring – teachers' attributes

Passion and caring was important for motivating students. Passion and enthusiasm shown in teaching was transferred into passion and enthusiasm for learning in students. Teachers who were described as “joking,” “fun” and “always smiling” infected their students with a positive desire to become involved in the class. Consequently, students were more engaged. At times students were hard pressed to describe in detail the nature of the exercise that motivated them, rather it was the behaviour of the teacher who was so “into the lesson” and that the lesson often involved collaboration and humour which consequently motivated the student.

It has been suggested that one of the most influential factors for students' motivation is their teachers' motivation and enthusiasm (Nilsen, 2009) and this group of multicultural students fit this proposition. Students who consider teachers supportive experience high levels of motivation (Reeve, Bolt, & Cai, 1999). When enthusiasm was coupled with humour this provided not only entertainment but was also a hook by which to strengthen the motivation and concentration of students. Students also felt more connected to teachers who shared their own lives and personal stories when teaching, supporting the observation that students find it more interesting when what is being taught is related to everyday life rather than something abstract (Kember, Ho, & Hong, 2010) and that feeling a sense of “relatedness” to others also positively affects academic motivation (Furrer & Skinner, 2003; Ryan & Powelson, 1991).

A teacher's passion was also appreciated even when it challenged students. Simon, a self-proclaimed shy student, described how his favourite teacher was one who pushed him to talk and develop his confidence: the very thing he found the most challenging. Therefore, even in such situations the presence of a passionate teacher encourages students to be motivated to address the very issues they fear.

The role of caregiver was also viewed in a positive light. It made students feel looked after and valued and encouraged them to attend school and participate in class. Teachers' patience and how they wanted students “to learn one by one” (interview with Joyce) made students feel that their learning speed, no matter what their level of Icelandic, was being catered for. Steve was grateful for being allowed to complete exams after school and for the teacher to stay behind and give her own free time. Likewise, Kate spoke of teachers “teaching by heart” to illustrate the extra

mile she felt teachers go to, for example when phoning the Directorate of Labour in order to negotiate for Kate to be able to attend The Multicultural School. Indeed it has been shown that a close teacher student relationship is positively linked to the degree to which students rate their teachers' availability, friendliness and helpfulness (Kember et al., 2010).

The findings from the interviews suggest there is a positive correlation between a teacher's passion and caring and a student's motivation in the classroom. From the perspective of multicultural education where "Students learning English - *or the host tongue* - need more than language instruction" [italics added] (Nieto, 2010, p. 3). Such findings confirm that the presence of enthusiasm, passion and caring in the classroom, and not a litany of silent grammar exercises, engages with students and motivates them to become involved and motivates their desire to learn.

7.4.2 Teachers' views

With regards to students being responsible for the direction of their education, teachers highlighted a number of areas. They felt there was a need to support students in understanding the benefits of an education and that whilst learning Icelandic is the primary goal of their current studies in The Multicultural School, there was a world of education beyond this. In this regard David's teaching focused on the salary of certain jobs and the lifestyle this would allow in Iceland. He aimed to explore where kinds of education led therefore explaining the relevancy and application of education. He also spoke of the need to explain to all multicultural students how The Multicultural School and The Technical College operates in order that they would have an understanding of the Icelandic educational system, how to navigate it and the effect a solid education could have on the quality of their lives.

Using such teaching methods to provide a purpose and meaning for why a learning activity, and indeed education itself, is useful has been shown to facilitate motivation and autonomy amongst students (Niemic & Ryan, 2009). Teachers felt the need to explore that the time and effort education took may not pay off immediately but that it would ultimately result in better job opportunities and a more secure financial future. This issue was further exacerbated given that the families of the students did not often believe in the intrinsic value of education. Hanna commented on how teachers' beliefs in the intrinsic value of education was often in contrast with the students' families who were keen for their children to develop only as much Icelandic as necessary in order to secure a job. Consequently,

teachers felt they were fighting a losing battle trying to instil the value of education in their students.

Therefore, in addition to teaching Icelandic, the teachers' of multicultural students have a role in teaching the value of education. Promoting this successfully to students can then be the magnet that attracts students to committing to education and accepting and managing their own educational development.

These views highlight a need to explore the bigger picture of the role of both learning Icelandic and of education per se in the lives of multicultural students and that winning the hearts and minds of students and their families is needed if multicultural students are to benefit from every educational opportunity that they can.

A two way dialogue between teachers, parents and students can explore more than a superficial understanding of different educational and cultural values (Gay, 2002). Creating a forum between these three groups where the focus is on collaborative exploration of the benefits and challenges of long term education could address these challenges. How this is managed requires sensitivity for as Ragnarsdóttir reminded us different forms of communication are needed for different people in different ways (2008). Culturally responsive teaching also extends outside the classroom and should involve the families of the student and not just the students themselves. Consequently, the families of multicultural students need to be regularly welcomed throughout the school year and involved in the education of their children (Nieto, 2010) and made aware of the educational opportunities available to their children. Pioneering work resulting in "The Comer Model" (1995) provides such a structure for parental involvement that advocates partnership working between the school and families in order to create a joint vision for school programmes and the curriculum.

7.4.3 Engagement

Teachers spoke of the challenge in engaging with multicultural students. After teaching her first group of students, Hanna almost left teaching such was the frustration she felt at students only speaking their own language and of the uphill battle she felt in trying to interest them in lessons. David expressed how demotivating it felt to "talk to himself in class", gaining no feedback from recalcitrant students who were more focused on communicating with the outside world via their computers and mobile phones.

In contrast to these frustrations these teachers did manage to identify a way in which to engage with students. For example, David was aware of the emotional losses many of his students experience in being separated from their families, of the financial hardships they had experienced in their home country and that by communicating with them in a manner similar to how he communicates with his own children he was able to engage with them. Lilja also managed to engage with the students. Many students spoke of her sunny disposition, of her actively sharing aspects of her own life in Iceland and it was noticeable how many of the students enjoyed her use of YouTube and pop songs in teaching Icelandic.

Such examples demonstrate the communication barriers felt by teachers when working with a multicultural group. Although standing in a classroom in their own cultural world, having a multicultural audience in front of them transports teachers to another set of inter-relating mesosystems (Bronfenbrenner, 1977). However, despite the frustration, these examples show that these barriers can be overcome by using technology that itself is used as a form of recreation by the students (YouTube) and by finding a way of communication that creates a way of sharing and opening up.

Interestingly, it was not only the students that felt isolated but also the teachers. Teachers were concerned at experiencing their frustrations in isolation. Hanna spoke proudly of all the units of work that she alone had compiled over the many years because there were no other resources out there. As a new teacher Lilja spoke of the time it took her to plan lessons and of how there was no collaboration between the teachers in her department. In turn, there was also no peer support between teachers in different schools who taught multicultural students and Lilja felt this increased the sense of marginalisation.

The principal of one such school in Iceland, with a large multicultural body, addressed the issue of supporting teachers and recognised the importance of ensuring that not only are students supported and motivated but that the teachers are, too. As head teacher, he was concerned with creating a spirit of joy among students and teachers believing that "If the teacher is joyful, the students are, too. That is priceless" (Aðalbjarnardóttir & Runarsdóttir, 2006, p. 182). Consequently, each morning before school starts, he meets with a group of teachers for a moment of friendly chat.

This is not to suggest that a morning group huddle is the panacea to every teacher's concerns. As one feature, however, amongst a raft of peer support initiatives it allows a forum for teachers to meet and share best practice and offer both professional and personal support. Teaching

multicultural students is a comparatively new phenomenon in Iceland and its development could be greatly assisted by those teachers collaborating rather than working in isolation and re-inventing the wheel at the start of every term.

7.4.4 Wild experiences

Teachers conveyed shock at the backgrounds multicultural students often came from. Financial hardships, broken families, draconian regimes, trauma and murder were some of the experiences that students had endured. In addition to this, countered with culture shock and a new language the teachers felt that this group of students often had very demanding emotional needs not to mention educational needs. Fred commented that “some of our students have no language at all, not even their mother tongue.”

Although each student was assigned a teacher as a counsellor this related to administrative concerns as opposed to emotional and psychological support. Given the range of emotional disturbances some multicultural students have experienced it would seem beneficial for the multicultural students and indeed their parents, to be assigned a professionally trained therapeutic counsellor. In this way focus would be on students’ “life circumstances” (Leidning, 2007, p. 48) and embrace more fully culturally responsive teaching. On a regular basis this could provide support with emotional concerns. Teachers, too, would benefit from having access to such a facility in order to assist them in providing any emotional support for their students.

In addition, a buddy system partnering up an Icelandic student with a multicultural student for the school year could provide a range of emotional and practical support. On a personal basis this increases understanding between both students about each of their respective cultures. Such a relationship also allows more opportunity for Icelandic to be practised and during external school visits the Icelandic buddy can assist with communication issues and translate when necessary.

Moreover, creating peer support in the form of groups between Icelandic and multicultural students also adds benefit and can positively influence academic motivation (Wentzel, 2005). This is not only a way of bringing students together in a supportive environment but is also a cost effective method, too (Legault, Green-Demers, & Pelletier, 2006).

7.5 The multicultural student's nested worlds

The interview data showed that multicultural students belong to a number of inter-related and at times conflicting worlds and that belonging to these worlds can affect what motivates them. These worlds are illustrated by Bronfenbrenner's (1977) nested worlds in his social ecology theory (Figure 7):

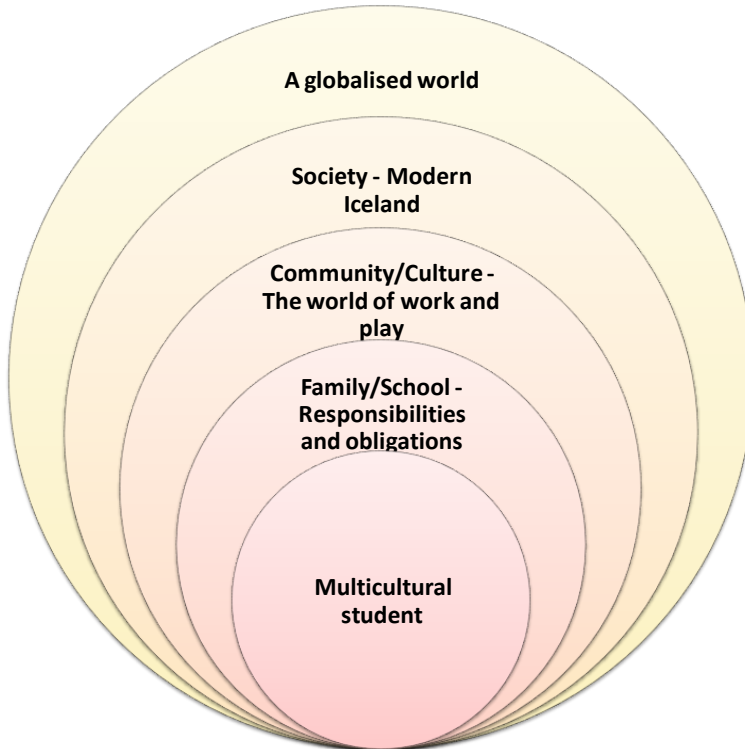


Figure 7 The nested worlds of the multicultural student. Adapted from Bronfenbrenner (1977)

The younger students' focus on developing a social network showed an intense interaction between the student as an individual and their new friends who are their new cultural community. As Bronfenbrenner's model demonstrates, and teachers confirmed, although individuals initially come from their own family, students establish their own networks and new communities. High energy, verbally communicative classes allow them to pursue this. Therefore, the creation of new social networks is also a goal that young students were motivated to achieve. Given that they were motivated by forming a new social community, young students prized

collaborative, highly interactive lessons as these lessons allowed them to get to know others and form a new family of peers. Consequently, being motivated by these kind of lessons drove the students' language learning as the highly popular and interactive lesson using YouTube showing a video of an Icelandic pop song demonstrated.

Teachers' roles extended beyond facilitating education and involved caring and looking after students, assisting or completing administrative tasks, enquiring after their wellbeing and getting to know them as individuals. In these instances the role of the teacher is manifold and chameleon-like. She interacts with the students fulfilling many roles in their world, for example, teacher, parent, confidante, counsellor, advisor and administrative assistant, all roles from the worlds of school (microsystem), cultural community (mesosystem) and the wider Icelandic society (exosystem). In this way teachers contribute to students' motivational needs in providing a source of emotional support, especially with the younger students. This is contrasted by teachers contributing to older students' motivational needs in providing the opportunity of academic work that developed the students' Icelandic skills.

By using humour and sharing her own cultural stories a sense of community is also created as is a greater insight into Icelandic society at large. Moreover, in showing she cares and attending to students' pastoral needs, she relates to the students in a nurturing, familial way. Teachers who used their personal time in such ways and went the extra mile for students can on the one hand be seen to be supportive yet on the other can be seen to be holding students' hands and creating a situation of dependence. In these examples, the teachers reach out from the world of the school community or the Icelandic community and both literally and metaphorically extend a helping hand to young students especially who are taking their first footsteps into mature independence.

This social metamorphosis highlights how students' venture out into different worlds as a consequence not only of geographical and cultural relocation but also due to the migration from childhood to young adulthood. In this sense, their independence grows, from the microsystem - in which individuals engage in face to face communication in local communities, to the mesosystem - a collective set of microsystems, followed by the exosystem - the world in which someone known to the individual operates - and finally the macrosystem - where engagement is within a global arena (Bronfenbrenner, 1977). Teachers play a pivotal role in supporting, managing and at times choreographing students' conflicting

experiences between these many worlds, for example, the tension students' encounter in the contrast between their teachers' intrinsic belief in education compared to their parents/families who often do not share such beliefs. Subsequently, students can experience two different worlds, one occupied by their teachers and one occupied by their parents, each with contrasting views. Leading from this tension can therefore create a dilemma in the mind of the student and affect and challenge what exactly motivates the student, for example, to attend school or to skip school for a job that helps financially support their family. Multicultural students' day to day responsibilities may be affected by the global world, or the macrosystem. Although living in Iceland, their financial obligations to a family in another continent can necessitate them working in addition to studying in order to support a family far away. This highlights the challenges experienced by multicultural students in that trying to juggle both a job and schoolwork can thwart their motivation and ability to further their educational development.

Moving from the developmental needs and experiences of the young students to the older students, we can see that older multicultural students live in a number of nested worlds, also. Born and raised in Vietnam, Kate's immediate world are her Philippino husband, who lives in Denmark and her Vietnamese son, who lives with her in Iceland. Subsequently, Kate's life is influenced by four different, cultural communities: Vietnam, The Philippines, Iceland and Denmark. Consequently, she operates in and is motivated by satisfying the goals of a number of worlds: her Vietnamese family, her relationships with her "new" family influenced by Phillipino and Danish society, the influence of Icelandic community and culture and in the background the presence of Danish society. In addition, Kate also experiences the contrast and tension between the concept of collectivism, favoured by her Asian culture, compared to the concept of individualism, favoured by the Western culture, where she now lives.

This presents a challenge in how to accommodate her own intrinsic beliefs yet fit in with the cultures that her immediate and extended family is from and live in. The reality of this leaves her torn between joining her husband in Denmark or remaining with her son in Iceland until his university education is at least started. Such an example also shows that the older student's choices and behaviour can be motivated primarily by the goals of her own children's learning and that this need is more highly prioritised than pursuing her own learning goals.

Such a variety of experiences demonstrate the pull and push experienced by multicultural students by the different worlds they inhabit on a daily basis.

7.6 Looking forward

Multicultural students bring with them a wealth of cultural experience, values and opinions. This study shows that a “young” and an “older” outlook can influence the goals that motivate a multicultural student. Broadly speaking, levels of social interaction, engagement and group collaboration feature as main drivers of motivation for students with a younger outlook and the acquisition of knowledge, skills and qualifications are the main drivers for students with an older outlook. However, the study has also shown how multifaceted culture is and that no two multicultural students are alike. As a consequence courses, curriculums and educational policies require flexibility that caters to a variety of needs in order to support this growing group of students.

Secondly, although The Multicultural School does not deliver a multicultural curriculum but rather delivers a curriculum aimed at multicultural students, it has been shown that there are a number of initiatives that can be taken from best practice multicultural education to help support student motivation and involvement. Such practices enhance culturally responsive teaching and learning environment for both students and teachers. These methods involve engaging with parents in a regular and systematic way and creating a two way street for all cultures and students, including Icelandic students, to learn about each other (Comer, 1995; Gay, 2002; Nieto, 2010; Banks & Banks, 2010).

Introducing frequent and reciprocal cultural exchange and shared learning between Icelandic students and multicultural students supports a growing multiculturalism. As Icelandic society changes in order to positively support this change it must open itself to other cultures and open itself to learning about and an increased understanding of these cultures. This can be addressed in many forms not least in politics and the job market. If tomorrow’s Icelandic society is to be open in their cultural views then the education of Icelandic students must also focus on multicultural issues. Opportunities for collaboration between schools to share best practice and between teachers to support and guide one another should be explored. Students of all cultures could be more involved with one another both socially and academically. In this way today’s schools can play its part in preparing tomorrow’s growing, motivated, multicultural society.

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Appendix 1 – Student Interview Schedule

Semi Structured Interview for Students

What influences motivation to attend school?

1. Tell me a little bit about yourself and your experience of your last school before you came to Iceland? How do you find being in school in Iceland? How long have you been here?

(general opener to establish rapport)

2. You decided to study at The Multicultural School. Why did you choose this school?

(what was their initial motivation?)

3. What do you want to get from your experience at this school?

(extrinsic or intrinsic motivation involved?)

What constitutes engagement and how is engagement achieved?

4. Why do you go to school every day? What kinds of things encourage you to attend? Is there anything difficult?

(what are the current motivations?)

5. Can you tell me about a particular lesson that you have enjoyed and describe that to me?

(what engages and motivates them in the classroom?)

6. Could you tell me about a favourite teacher that you have? Why do you like him/her?

(how do they engage and encourage you?)

The role of praise

I want to talk a little bit about praise.

7. Do you get praise at home and at school? What kinds of things are said to you? How do you feel about being praised in this way?

(exploring role of teachers and parents and whether effort and persistence are praised or ability is praised).

How is motivation effected when under pressure?

8. Can you describe a challenging experience in a lesson? Can you give an example? Did you feel you got through it? If so, how?

(what factors affect motivation and what factors support motivation?)

How does being multi-cultured affect your experience in an Icelandic school?

9. How do your family feel about your attending X school?

(cultural influence and to what extent this represents extrinsic motivation?)

10. Has being Thai/Lithuanian etc., affected your social experience at school? Has it affected your learning experience at school?

(does coming from a multi-cultured background make a difference and if so how so?)

Appendix 2 – Teacher Interview Schedule

Semi Structured Interview for Teachers

What influences motivation to attend school?

1. Tell me a little bit about yourself.... How long have you been teaching? How many schools have you taught in? What subjects do you teach and how long have you taught at this school?

(general opener to establish rapport)

2. You teach a whole range of students, both Icelandic and from other cultures. Do you think there are any differences in teaching those from multicultural backgrounds?

(exploring approaches taken when teaching students from different backgrounds?)

What constitutes engagement and how is engagement achieved?

3. What are the reasons you consider students attend The Multicultural School and complete the programme? What kinds of things encourage them to attend?

(what are the current motivations?)

4. Can you tell me about a particular lesson/ or type of lesson that you feel the students enjoyed and describe that to me?

(what do they consider engages and motivates their students in the classroom?)

5. What kind of student do you really enjoy teaching? Can you tell me about an experience like this?

(how does genuine engagement with a student manifest itself?)

The role of praise

6. Can you tell me of an example when you give praise in the classroom?

What kinds of things do you say? What are your reasons for giving praise in this way?

(exploring whether effort and persistence are praised or ability is praised).

How is motivation effected when under pressure?

7. Can you describe a challenging experience for students in class?

Did they overcome it? If so, how?

(what factors affect motivation and what factors support motivation?)

Is your experience of teaching affected by teaching in a multicultural setting?

8. Has teaching multicultural students affected your experience as a teacher?

(does teaching students from a multicultural background make a difference to your views on teaching and if so how so?)

Has it affected your motives and appreciation or understanding of teaching?

9. How do you think your multicultural students' families feel about them attending this school?

(cultural influence and to what extent this represents extrinsic motivation?)

10. What do you consider students want to obtain from their experience at studying the international programme here? What do you think the students should get from their school experience here? Do you think they receive this?

(extrinsic or intrinsic motivation involved?)

11. How do you engage with the families of your multicultural students?

(exploring extent of communication and if this affects motivation)