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**Integration of Turkish Immigrants into the Norwegian Society:
The Role of English as a Lingua Franca**

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Preface

As an immigrant living in Norway, I have always been interested in the integration process of immigrants in their new society. My motivation to conduct this study stems from my personal experience and ability to understand immigrants' challenges while integrating.

This is the first paper that examines the role of the English language as a lingua franca in the process of integration of Turkish immigrants into Norway. While existing research indicates a positive correlation between host language ability and earnings, the majority of the findings are based on studies in English-speaking countries. Here, my research aims to determine whether the English language, as a lingua franca, can contribute to the integration process of immigrants in another country, namely Norway, where English is not the host language.

Abstract

The purpose of this research study is to investigate the role that the English language plays as a lingua franca in the integration process of adult Turkish immigrants into Norwegian society. It also attempts to provide an understanding of how Turkish immigrants experience the integration process in Norway, as well as the factors that contribute to increasing the degree of different facets of integration.

The current research was conducted through two questionnaires along with 27 semi-structured online interviews with adult Turkish immigrants living in Norway. Interviews were designed to obtain comprehensive information regarding the immigrants' linguistic background and their level of integration into Norwegian society. The results were analysed through the conceptual framework of Diaz's (1992) model, which provides a dimensional approach to measure immigrants' integration.

Key words: integration, English as a lingua franca, language, culture, migration, Turkish immigrants in Norway

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List of Abbreviations

ELF	English as a Lingua Franca
EEA	Economic Area Agreement
EMI	English-medium Instruction
HEI	Higher Education Institutions
IMDi	Directorate of Integration and Diversity
IOM	International Organization for Migration
LIAM	Linguistic Integration of Adult Migrants
OECD	Organisation for Economic Co-operation and Development
VOICE	Vienna-Oxford International Corpus of English
SSB	Statistics Sentralbyrå

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CHAPTER ONE

1 Introduction

The rapid growth of globalisation and the ease of mobility across countries during the past decades has brought about some fundamental changes in the structural organisation of societies. People do not only carry their body and workforce with them when they move, but they also carry their identities, experiences, cultures, habits and needs. According to current global estimates, there are around 281 million people, representing 3.6% of the total population, classified as migrants, that is people who live outside their home country (IOM, 2020). Particularly in Europe, migration flows have increased since the end of the 20th century. Norway is one of the countries affected by these movements. There has been noticeable growth in the intake of immigrants in Norway recent years. Norway is an attractive destination for immigrants for a variety of reasons. Some people immigrate in order to work, study, or reunite with their families. Others, however, immigrate to escape war or a humanitarian crisis. According to a demographic report from 2021, approximately 800 000 immigrants live in Norway, and that makes up 18.5% of the total population. The largest groups of immigrants come from Syria, Somalia, Pakistan and Poland (IMDi, 2022). Migration, which is a movement of people across borders for purposes of searching for better economic and social opportunities, has long contributed to Norway's population growth, its economic development, and its demographic and social diversity.

According to Iversen (2002), immigrants may encounter a variety of challenges after they move to a new country. Integration of newcomers is therefore a crucial component of achieving effective and comprehensive social inclusion. In recent years, the topic of what conditions facilitate the successful integration of immigrants into society as well as what strategies are most effective for achieving this goal has been discussed extensively. Norway has placed a high priority on the integration of immigrants on its political agenda for many years.

[i]t is important for the host society's members and institutions, on their part, to determine how to deal with these newcomers, to maintain social cohesion, and to ensure the smooth functioning of a social, political, and economic system in which everyone feels connected and gets a share of the pie (Martiniello & Rath 2014: 13).

Norwegian government views the integration of immigrants as one of the most important steps towards ensuring social cohesion and making Norway an inclusive society (NOU, 2011:14).

Like others, many Turkish immigrants face challenges in Norwegian society when they first arrive. Leaving their home country is not the only tragedy for these individuals; they have to deal with the clash of language, religion, and culture as well (Emadi, 2002). There may be difficulties in overcoming these differences, which may result in increased segregation rather than integration. The concept of segregation refers to the separation of members of certain social groups from the rest of society for a variety of reasons such as their social status, ethnicity, or sexual orientation (Bevelander et al., 1997). Integration occurs, however, when minorities are given the opportunity to participate in a variety of spheres within society (Roth, 2005). It is necessary to achieve many interdependent components in order to be integrated into the host society. Wilkinson (2013) argues that they are primarily associated with linguistic, economic and social and psychological factors. It can be explained simply that economic integration involves employment, jobs and education which are essential to sustaining a livelihood. Social integration involves social support that can contribute to a person's well-being and participation in society, and psychological integration that involves values, attitudes and language in order to feel a sense of belonging (Berry, 1997; Diaz, 1997; Ager & Strang, 2008). Johnston (2015) argued that communication is a key in the society to achieve integration in all these components and, language forms the very basis of the communication - either in a business meeting regarding the newest fads or in a therapy sessions with a disgruntled couple. According to Chiswick (1995), language skills are a gateway for immigrants entering a receiving society and provide a basis for them to explore opportunities and integrate into the host society.

A recently arrived immigrant may experience communication difficulties due to a lack of proficiency in the host language and people from different backgrounds need to communicate together. This necessitates in the first place understanding the others' intention and expressing one's own intention. Thus, a common language is chosen to serve this purpose, and it is known as 'lingua franca'. Mauranen (2003) defines it as "a medium language spoken by people who do not share the same native language".

Globalization has resulted in English no longer being used only by countries with

traditional English-speaking populations, such as the United States and the United Kingdom. Qualitative studies of English in the linguistic landscape show that its role as a global language is more prominent than its role as a marker of British, US American, Australian, Canadian etc. Accordingly, the number of English speakers in the expanding circle has grown significantly over the past few decades. In particular, Europe is regarded as a pioneer region as a means of developing English as a lingua franca (ELF). In Norway, English is widely spoken by everyone else as well: Norwegian citizens with and without a migration background and people of foreign status living in Norway. As a modern lingua franca, the English language may serve as a useful tool for intercultural communication and for helping immigrants adapt to their new environments (Barber et. al., 2009).

According to Bordignon & Moriconi (2017), monitoring and evaluating the integration process is vital for ensuring immigrants' integration into society and also it is necessary to conduct further research in order to gain a better understanding of how individuals perceive the integration process, how they experience it, and what factors influence their future in the host society. In this master thesis, the role that English as a lingua franca plays in the integration of adult Turkish immigrants into Norwegian society is the focus. Data were collected from two questionnaires through semi-structured online interviews with Turkish immigrants living in Norway.

1.1 Aim and Research Questions

In the past few years, new migration trends have emerged for a variety of political, economic and social reasons; however, there has not been so many research done regarding migrants' degree of integration in their new countries, as well as their experiences and perceptions of settling into various facets of society. Reviewing existing studies on immigrants in Norway revealed that the focus has been primarily on employment and/or levels of discrimination in society. These studies often evaluate "integration" in terms of "access to services" without considering the social aspects of migrants' relationships with the host community. This is a study of Turkish immigrants who can communicate in English, and how their English language skills affect their whole integration process on the degree of different facets of life in Norwegian society. The objective of my research is not to evaluate the language skills of the participants, but to understand their experiences in terms of integration to the host society

they live in at the moment. The research was conducted through two questionnaires and interviews in order to collect as much relevant data as possible in an attempt to answer the following research questions.

- How, if any, does English play a role for Turkish immigrants in their integration into Norwegian society?
- Which challenges do Turkish immigrants living in Norway name in their interview as part of their integration experiences in their new country and which of these challenges are related to their English language skills or Norwegian host language?

In this study a sociolinguistic perspective is adopted in the analysis of the participants' responses.

2 Literature Review

While a handful of studies examine the correlation between host language use and integration, there are relatively few studies evaluating the effects of English language skills, which is a lingua franca on immigrants' integration process. For instance, a study conducted by Ken Lau and Chia Yen (2014) examines the role of English as a lingua franca (ELF) in the process of social integration of students at a Taiwanese university. In this study, they investigated how international students were able to integrate socially with others during their studies. In this context, researchers described the role played by ELF using the perspective of a group of international students. Also, they examine how well the university has been able to fulfil its goal of internationalization. As a result of their analysis, despite efforts by international students and local students to engage in informal and formal social interaction, the authors conclude that attempts are mostly one-sided on the part of international students, and their efforts were generally ineffective. Following the findings of their participants, the authors discuss in some detail the underlying causes of social failure in both informal and formal settings. Even though this paper addresses the experiences of international students at one particular university, it suggests that there are lessons to be learned that can be applied far more broadly.

There has also been another study that has examined the social value of ELF for migrant workers. Thang et al. (2002) have demonstrated that English proficiency among Japanese women working in Singapore facilitates deeper connections with locals than it does with their male counterparts, and also a study by Froese et al. (2012) has been conducted in South Korea, while using Korean in the workplace can benefit immigrant workers as a way to adjust to cultural environment, ELF can be used simply for ‘communication’.

The present study also aims to contribute to understanding immigrants' experiences and the role of the English language as a lingua franca in the process of integrating.

2.1 Background

In the following section, immigration and Turkish immigrants in Norway will be briefly explained.

2.1.1 Immigration in Norway

Many languages can be heard and seen in everyday life in Norway, and especially in its capital city, Oslo. In part, this multilingualism is due to Norway's large immigrant population. Over the past few years, Norway has seen a significant increase in immigration due to its recent economic growth. A Demographic Statistical Office estimates the population of Norway is 5 391 36 million in 2021, with 800 000 residents categorized as having a ‘migrant background’ (SSB, 2022). Many individuals within this category also speak several languages besides Norwegian. These languages, such as Arabic, Turkish, Somalian, Urdu, and Polish, are part of the Norwegian linguistic landscape both in spoken and written form. A majority of these immigrants come to Norway for humanitarian reasons, to reunite with their families or to find employment and many of these immigrants have lower socio-economic backgrounds than their native peers.

In detail, we can look at how Norway became a multilingual and multicultural society over the years. The open Nordic labour market has been part of the Norwegian economy since the mid-1950s. Norway started taking immigrants from all over the world, but mostly from Scandinavian countries, especially Sweden. There were relatively few immigrants in Norway during the 1950s and 1960s, and there was no formal policy intended to integrate migrants

into Norwegian society. Due to the lack of skilled labor, Norway started to recruit immigrant workers, primarily from Pakistan, Morocco and Turkey, between the end of the 1960s and the beginning of 1975. Chain migration inflows have led to Norway has experienced population increase. Immigration issues have been placed as a high priority on the political agenda due to some of the consequences of this flow. As early as the mid-1970s, Norway decided to limit low-skilled workers from outside Scandinavia to resolve integration issues facing immigrants in society before allowing new ones to enter the country. Therefore, in the following years, the majority of immigrants to Norway have been refugees and asylum seekers, who were allowed to stay for humanitarian purposes or who immigrated to reunite with family members (Bevelander, 2013). Norway, however, has experienced a significant growth in labor migration flows since 2004, because of the Economic Area Agreement (EEA) which allows individuals to move freely within the region given specific circumstances.

2.1.2 Turkish Immigrants in Norway

As early as the 1970s, Turkish immigrants began to migrate to Norway. A majority of individuals immigrated to Norway at the beginning for personal reasons, or were invited by their friends, or were hired as shipworkers. Accordingly, the first Turkish migrants settled in coastal cities or the populated towns of Norway. Turkish community in Norway during that time period consisted of mainly middle-aged, semi-skilled, single males. Major factors that motivated them to settle in Norway were equal rights to Norwegians and high wages. It is estimated that many of these immigrants still reside in Norway today. Early immigrants promoted Norway as a destination of choice for their friends and relatives. As Anderson (2011) notes, this type of chain migration was common among early Turkish migrants. During the period 1976-1977, the borders were closed to further inward migration of this kind in Norway. There was a growing awareness and focus in the political debate on "foreign workers". Now, the majority of immigrants in Drammen are Turkish, making up more than 20% of the entire population. According to government statistics, the number of Norwegians of Turkish descent living in Norway in 2013 was estimated to be between 16,500 and 20,000.

3 Conceptual Framework

This section will present the conceptual concepts that the data analysis will be based on. I will introduce the theories and key-foundations related to my subject using sociolinguistic terms such as language ideologies, dimensions of integration, social identity, the relationship between language and culture, host language, lingua franca, English etc.

“..to practice without theory is to sail an uncharted sea; theory without practice is not to set sail at all” (Susser 1986, quoted in Hardiker & Baker 1991:87).

Social work is a study of the world of people as we perceive in, in different ways and within diverse point of views and perspectives. Theories are an attempt to generate a patterned explanation for the reality, or why is this particular thing going on this particular way. Theories are not only one abstract way of interpreting the context but more as an interconnected network of aspects that merges/separates in motion all the time. A theoretical perspective is defined by Beckett (2006) as a “set of ideas or principles intended to guide practice. This is making sense of what is going on rather than being half way towards knowing what to do. There is good case for having an even more realizable point of view by simply calling it the ‘ways of knowing’ as Fook (2002) stated. To gain knowledge derived from our understanding of different theories in social work domain, theories need to have to have critical components; to describe specific behaviour and to make predictions about future behaviours related to a specific context. Sociolinguistic landscape data are not seen as a means of identify exactly how languages are used but rather to focus on the ideologies about languages which are in circulation. The linguistic landscape is shaped by ideas about the values of particular language varieties but it also means through which these ideologies are developed and reproduced (Cenoz & Gorter, 2006). In this research study, I attempt to shed light over the main theoretical domains that I believe it can reflect in explanatory matter, to my research study and its objectives.

3.1 Integration

Researchers in social science have done a great deal of theoretical and empirical work on the

integration of individuals and groups into societies. Especially over the past thirty years, integration has been studied more across a wide range of academic disciplines, including history, demography, sociology and anthropology due to the significant increase in immigration of people throughout the world (Diaz, 1993). In this regard, policymakers and scholars have become increasingly focused on a successful integration of immigrants into a host country's society. There is a heated debate within the policy community as to which policies should be adopted to facilitate immigrant integration most effectively, and also in academia, there has been considerable discussion about why some immigrant groups are more successful at integrating than others. Integration studies have expanded according to these questions: How can integration be measured?; Under what conditions does integration among immigrants increase and decrease?; and of course, What are the consequences of a low degree of integration of immigrants to the host country?

The concept of integration can be defined in many different ways, since it is a holistic and abstract concept that is perceived differently by each individual. The term is however defined in a more general sense, which refers to the extent to which immigrants have the necessary knowledge and capacity to establish a successful and fulfilling life in the host society. The definition, here, emphasizes the significance of both knowledge and capacity. Knowledge encompasses being fluent in the host language and having ability to manage host country's social and economic institutions. Capacity refers to immigrants' ability to invest in their future based on their social, and economic assets. Knowledge and capacity together allow individuals to realize their potential and accomplish their life goals within the host society.

The vast amount of immigration has led to a continuing process of cultural interaction between different cultures. In this regard, the process of acculturation plays a significant role in the lives of people in modern society. Acculturation refers to the acceptance of norms, values, customs, and traditions of another culture by a representative or representatives from one culture. The process of acculturation can take the form within a natural process in multinational society, but it can also occur as a result of an intentional policy of the government, for instance, granting citizenship only to those foreign nationals who have passed the so-called naturalization (learning the official language of the country and accepting its cultural norms, traditions, and customs etc.). A migrant may face two distinct challenges

after moving to another country: preserving his/her cultural identity or becoming engaged in the foreign culture. According to Berry's acculturation model (1997), when a person moves from one country to another, four types of acculturation models might be experienced by immigrants: integration, assimilation, segregation, and marginalization.

Integration occurs when a person maintains his/her own cultural identity while also being a member of the majority group of the society.

Assimilation, on the other hand, occurs when a person does not wish to preserve his/her original cultural identity. Instead, adapts to a new identity of the majority group of the new society.

Segregation, refers to a preference to maintain one's own cultural identity by avoiding interaction with society's dominant group.

Marginalization occurs when in-group relations are not maintained (usually due to an external factor) nor out-group relations are established (an unwillingness to acquire a new identity), resulting in neither maintaining the cultural identity nor participating in the new society.

The concept of integration can also be defined as the process by which minorities are offered the opportunity to participate in a variety of spheres of society by the dominant group or government. There is, therefore, a mutual process of involving all members of the society, rather than merely a process of adaptation of immigrants. Spencer (2003) points out that integration should not be regarded as solely about access to the institutions in the host country; rather it is a two-way process of adaptation on the part of migrants and host society.

In a general sense, Diaz (1993) states "Integration occurs when immigrants become active members of the society they have adopted, acquire its attitudes and behaviours, and actively participate in its activities, as well as maintaining their original cultural identity". According to this, integration can be subdivided into six dimensions regarding different spheres of life. Diaz (1993) emphasizes that it is essential for an individual to become fully integrated into society and there is a need to work together with all of these dimensions to achieve integration. Those six dimensions of integration proposed by Diaz (1993): communicative/linguistic integration, social integration, economical integration, structural/navigational integration, political integration, and personal/psychological integration.

Linguistic integration, particularly, can be regarded as a first necessary skill that can facilitates access to other dimensions of integration. It provides the basis for integrating into the host society's communicative structure.

Social integration, is the process of becoming a part of the social life of the host society. The important point is that participation in society should be with the majority one in the host country, not with the immigrant community.

Economic integration, is the process of being able to participate in the economic and occupational life of the host society.

Navigational integration, is the process of being able to meet with basic needs in a host country, such as getting help from governmental institutions.

Psychological integration, is immigrants' personal satisfaction with the host country and the experience of national belonging.

Political integration, is the participation of immigrants in political elections and some social organizations. As a measure of political integration, change of citizenship to obtain the national citizenship of the host country may also be considered an indicator of political integration, as immigrants may change their citizenship in order to be able to benefit from their political and legal rights (Diaz, 1993).

These multidimensions of the integration provides a comprehensive assessment of the process. For integration into society to be achieved, Wilkinson (2013) believes that it is essential to focus on each component of these dimensions. As these are interconnected, integration level cannot be evaluated by one indicator alone, since individuals' linguistic, economic, and social integration can vary considerably. Because of that, process of integrating newly arrived migrants is multifaceted, and is therefore difficult to evaluate. Several indicators have been developed by Eurostat (Indicators of immigrant integration-A pilot study, 2011) to assess the degree to which an individual has successfully adapted to another society. These includes broader indicators like language, social inclusion, health, employment, education and more specific indicators such as income, housing, participation in the society etc.

3.1.1 Linguistic Integration

Languages are essential in building intercultural understanding and social cohesion in the society. They also play an important role in the development of immigrants' identities as active citizens. This includes both the language of the host society into which they are integrating and the language that is already part of their individual linguistic repertoire.

The concept of 'linguistic integration' does not simply refer to the acquisition of the language of the host society. There is certainly more to it than just testing one's language abilities and familiarity with the host culture. Immigrants and their families are basically required to fulfil these requirements in order to enter a country, work, settle in, and become citizens. Studies conducted by the Language Policy Unit (the unit responsible for handling these issues) have shown that most European countries are setting higher standards and introducing more tests to measure immigrants' linguistic integration level. It is therefore unfortunate that learning the host language is diverted from its original purpose, that of integration, and it even causes the exclusion of immigrants from society. Yet, immigrant's proficiency levels are assessed by a machine-made program which is a non-prescriptive instrument. There are some instances in which testing is required for official purposes, such as when applying for a residence permit or citizenship. According to scholars, language tests should be prepared by professional bodies to ensure their fairness and reliability. However, it should be known that passing a language test is also not enough to guarantee successful integration. It is possible for migrants to be well integrated while still having limited host language skills. A person's proficiency in a foreign language develops through years of real-life experience and therefore it should not be a precondition for participating in society, since it is rather outcome of social interaction with the society.

3.1.2 Social Integration

Durkheim, a French sociologist, introduced the concept of "social integration" in his work. He argued basically that society exerts a powerful force on individuals, and people's norms, beliefs and values create collective consciousness. With this collective consciousness, individuals bind together and create social integration that is affected density of population

followed by increase of interactions between individuals. Also, Blau (1960) understood this 'social integration' concept as bonds of social attraction, i.e. "how attracted a person is to the group and how attractive each person is to the rest of the group".

Social integration has been analyzed largely from two perspectives: formal integration, where the institution facilitates the process, and informal integration, where the peer network facilitates the process. As part of the formal integration process, two factors identified as contributing factors, namely the faculty's perceptions and the education system. Informal integration is, however, facilitated by family, friend support, social life, and a sense of belonging to the host country. According to Ager and Strang (2008), a sense of belonging is essential for social integration. Social bridges with the society are described as one of the fundamentals of integration and are enabled by respectful relationships to friends and family members. In this context, active involvement of different groups in society in a variety of activities such as sports, education, politics may not only produce a sense of equality, it may also reduce prejudices in society (Ager & Strang, 2008). As Bakker et al. (2016) explain, social integration is affected by the extent to which individuals participate in social networks. Hadziabdic and Adata-Sansstrøm (2006) found that foreign-born individuals are more likely to be segregated rather than integrated into society if their social networks are dominated by individuals from their country of origin. As a result, alienation and a sense of "we" against "them" may result, limiting the possibility of participation and integration into society (Hadziabdic & Adata-Sandstrøm, 2006; Hammaren, 2014). In contrast, Baker (1982) points out that immigrants may also require emotional support and the opportunity to exchange life experiences with others who speak their own language and belong to the same cultural/ethnic background, as they are likely to have experienced similar challenges and this might help them in adjusting to society in a healthy way. Individuals from the same ethnic background might have similar cultural and social codes. An environment like this can provide a sense of belonging, affinity, support and ease the transition between old and new, as well as provide a path (Beiser, 1993; Fox et al., 1994).

In addition, the ethnic composition of the area in which one lives influences the degree of social integration. A large number of immigrants have been found to integrate more successfully when they are able to interact with their neighbors (Ager & Strang, 2008). However, the majority of migrants with low incomes tend to reside in less attractive

neighborhoods, which are often populated with a large number of immigrants (Martinson, 2005). According to Adamuti-Trache (2013), migrants are more likely to socialize with those of their own ethnic group due to a sense of comfort. When individuals live in ethno-linguistic enclaves, they are less likely to have exposure to the host country's language and therefore have fewer opportunities to practice it regularly. However, homogenous settlement for minorities may help to maintain their cultural heritage, prevent discrimination, and strengthen their social network with the majority group (Talen, 2012). According to Halpern (1993), prejudice and discrimination may have a substantial negative effect on an individual's mental health. Yet, these clusters may negatively affect mental health as well, leading to isolation and social problems (Bourne & Walker, 2011). Wernesjø (2014) suggests that immigrants' sense of belonging can differ based on social, historical and political contexts in urban and rural areas.

3.1.3 Economic Integration

Economic integration is defined as immigrants' ability to participate in the main institutions of their host country. The labor market and the public services (education, health care) are some of these institutions. Several approaches to immigrants' integration consider economic dimension to be a key factor or to act as an important indicator of integration, as suggested by Ager and Strang (2008), and the income of the immigrants in the host country has historically been one of the major variable in the economic integration for scholars who conducts researches about integration of immigrants. In recent years, additional factors have started to be also considered, such as individual's human capital. There is also a common discussion regarding host language ability as a critical factor in influencing the so-called transferability of individuals' skills (Alba & Foner, 2014). While the traditional approach has historically been based on the income position of immigrants, it is becoming increasingly apparent that the economic integration of immigrants is a multilayered and complex process. In a recent report, OECD researchers (The Organization for Economic Cooperation and Development) compiled a list of a wide range of factors affecting immigrants' integration into the labour market (OECD & European Union, 2018). These factors include employment status, employment type, working conditions, self-employment, type of work contract, income and other factors related to the education (educational attainment level, language proficiency,

and access to adult education and training in the host country).

3.2 English as a lingua franca

Some languages have grown in importance globally over all the others, in particular these are English, Chinese, and Spanish. According to Nielsen (2003), English is the one that has become a part of the daily lives of most communities in the modern world now since it is the most widely spoken language. Historically, the expansion of the English language began during the period when Britain gained economic dominance, and the language spread throughout World War II. It has evolved into different varieties in different countries, some using it as the native language for instance; The United States of America and Australia etc., and some others as the second language, also known as ‘new Englishes’ or ‘world Englishes’ for instance; some countries in Africa and Asia. According to Pennycook (2017), there are three main paradigms in the literature that describe the position of English: the circle model (Kachru, 1992), linguistic imperialism (Phillipson, 1992); and English as a lingua franca (Seidlhofer, 2011). Kachru’s notion of circle models of English also points to the varieties of English around the world. For Kachru, the ‘inner circle’ refers to the English used as the mother tongue in countries like the United States, Canada, United Kingdom, Australia and New Zealand, as different from the ‘Outer circle’ English, which is the variety spoken in countries which were colonized by native English speakers. His last circle is also the ‘Expanding circle’, which includes countries in which English is learnt and used over the world.

As a starting point, we can take a closer look how lingua franca is defined in the literature. Jenkins (2007) defines a lingua franca as “a contact language used between speakers whose first language is different” and Mauranen (2009) calls it “a language of communication among people who use the language as an additional language”. These two definitions are combined in VOICE (Vienna-Oxford International Corpus of English) as “an additional acquired language system which serves as a common medium of communication for speakers of diverse languages”. According to Jenkins (2014), the term 'lingua franca' should not be restricted to simply a common linguistic code. Rather, it should be viewed as a common discourse mediated by multiple languages, embracing cultural diversity, empathy, and mutual respect. There is a close link between the emergence of this concept and the

"consequences and driving forces of globalization" (Seidlhofer & Mauranen, 2012).

Nowadays, English also has the role of a global language and is widely used as a lingua franca. English as a lingua franca has been conceptualized as a kind of 'contact language' in situations where there is no common native tongue between the interlocutors, and English is used as the language of communication (Firth, 1996).

English is, of course, also present in Norway, in official contexts or in materials aimed at tourists. English is by far the most commonly used language after Norwegian in Norway. It is also widely spoken by all Norwegian citizens regardless of their migration background. In many areas, English is also used to translate information from Norwegian to make it widely accessible, but it is also used emblematically in advertisements to construct a modern, globally oriented identity for the business and the customer.

Globalization and economic development have increased the importance of English in many aspects of society. Education as an integral part of human life has also been influenced by it. Norwegian students are taught English from elementary school through high school, which indicates that English is an essential subject for academic achievement and future professional advancement. There has also been an increase in the practice of English-medium instruction (EMI) around the world as a result of the mobility of learners, and the increased focus on intercultural and transcultural learning. Since students from different language backgrounds are admitted to programs, in most institutions master's programs are offered in English as the language of instruction, which is considered as an essential part of the internalization process. The term EMI refers to the use of English for educational purposes outside of English-speaking countries, and is generally practised by both teachers and students who do not speak English as their first language (Murata, 2019). As a result of internalization and mobility of students and staff, EMI at universities is being implemented (Sandstrøm & Hudson, 2018; Marinoni, 2019). Courses taught in English reduce language barriers, provide greater access to universities for international students and staff, and, in turn, increase university ratings and revenue. The provision of higher education courses conducted in English can be viewed as an opportunity for immigrants with a limited knowledge of the Norwegian language to participate in higher education. Norway's higher education system offers an extensive and varied range of courses in English. A significant increase has been observed in the number of courses being taught in English in higher education institutions

(HEIs) over the past ten years. According to Chapple (2015), EMI can lead to language benefits and increase employability as well as improve cross-cultural understanding and global awareness. Although these perceived benefits are often cited in favor of these practices, there is debate as to whether they outweigh the drawbacks, which include the loss of local language and content learning outcomes. The English language cannot be separated from its role as an international language, and therefore it has become a linguistic currency that represents cultural capital.

A number of lingua franca exist throughout the world, but English is considered one of the most widely studied and discussed in literature. There has been extensive research on the use of ELF in a variety of domains and settings, including business, higher education, cross-cultural communication, and teacher training. The role of English as a second language in the process of integration of immigrants however, seems to have been under-explored, or, as Jenkins (2014) suggests, "tends to be forgotten".

3.2.1 The Status of English in Norway

National identities assume that we share similar traits and share a sense of belonging to the country in which we live. As members of national groups, we can never know everyone in the group, but we may share some common characteristics with each other. In Norway, how immigrants fit or integrate into this community can be an important consideration. The Norwegian language is regarded as a central component of national identity, but proficiency in English is also almost part of it. Through the linguistic landscape, Norway is globally oriented community. English proficiency, in addition to Norwegian, is an indicator of modern Norwegian identity.

Ideologically, English is an exception as a language which does not express the identity of any one nation or ethnic group. In higher education, most programs are offered in English, and there is an increasing importance of English in secondary education as well. English is regarded as a global language, and it plays an important role in the construction of the society in Norway. Unlike other languages, English does not belong to specific speakers or countries; it belongs to those who speak it. English in Norway plays many roles, but

perhaps one of the most interesting is its role as part of the construction of a modern, global identity.

Another aspect of the status of English in Norway, it can be a blocker in learning Norwegians among newly arrived immigrants. It has been reported that immigrants from Anglophone countries, but also from other countries throughout the world where English is a second language, rely on English and do not feel the need to learn Norwegian.

3.3 Importance of the Host Language

The language is the basis for communication. A person's ability to communicate with others is essential to the establishment of good relations (Alberdi & Nørregaard, 2002). Thus, learning the language of a new country is one of the greatest challenges for immigrants, as already discussed. The sociolinguistic perspective holds that inequalities between immigrants and host societies in terms of education, income and societal recognition etc. are significantly influenced by the proficiency in the relevant national language. Accordingly, migration itself is not solely responsible for the economic and social difficulties experienced by immigrants.

The ability to communicate effectively in the language of the host country is vital to an immigrant's integration into the labor market and society in the host country. It is widely believed that language skills are a key component of social inclusion (Nisse & Johannesen, 2015). The first reason is that language skills are a valuable asset in themselves since they are the primary medium of communication. Employers are willing to reward language-proficient employees for their high productivity. Research has indicated that learning the language of the host country can significantly contribute to immigrants' integration into the labor market in many ways (Gould, & Welch, 1983; Kossoudji, 1988; Tainer, 1988; Chiswick, 1991). Studies conducted in countries with large immigrant populations, such as Australia, Canada, Israel, Germany, and the United States, have demonstrated that having a good command of the language of the host country is correlated with a higher level of income. There is no doubt that language skills play a significant role in immigrants' economic success. Additionally, like language skills can facilitate the transfer of experience and education acquired before migration to a new workplace, they can also ease the process of acquiring additional education and experience in the host country. Apart from facilitating immigrants' integration

into the labor market, language skills are crucial to different spheres of society like health, education, and political participation as well. Individuals will also have the opportunity to support themselves as well as participate in social activities.

Research indicates that, despite the importance of language acquisition, proficiency levels remain low among a large segment of the immigrant population. In many case studies, a lack of language proficiency has been cited as one of the primary causes of failed integration, which in turn can fuel anti-immigrant attitudes. This makes it extremely important to identify the driving influences and associated factors that motivate immigrants to invest in learning the language of the host country and to understand why some immigrants easily acquire the language of the host country while others are resistant to learning it.

Immigrants who are not adequately adapted to the host society may experience a detrimental effect on their well-being, which may affect their ability to integrate into the host society. Well-being can be classified into three categories according to Nelson and Prilleltensky (2010): personal well-being, relational well-being and collective well-being. In terms of a personal level, well-being consists of a sense of control over one's own life, a feeling of confidence, and a sense of belonging. Relational well-being is being able to establish and maintain positive and supportive social relationships, as well as taking part in community activities. Well-being on a collective level refers to an individual's ability to access resources such as employment, education, and a safe environment. It is possible to view these three categories as equivalent to different dimensions of Diaz's (1993) such as personal well-being in conjunction with psychological integration, relational well-being in conjunction with social integration, and collective well-being in conjunction with economic integration.

3.4 Language and Culture

Language is an essential asset in our daily lives. Our participation in social life depends on it, as well as our ability to fulfil our basic needs. However, language serves not only as a means of communication but also serve as a boundary. A person's language is often regarded as the first characteristic distinguishing them from others, since it is an obvious and immediate marker of social differences. Therefore, it has the power to not only unite some people, but

also to stratify others, and potentially to cause social segregation and inequality. Since language serves a dual function, one cannot also simply assert that sharing a common language brings people closer together. Thus, languages are more than just practical means of communication. Moreover, they can serve as a means of constructing both individual and group cultural identities. Just like religious beliefs and clothing, languages play an important role in the creation of social and cultural distinctions.

Culture can be interpreted and defined in many different ways from different perspectives. As explained by Giddens and Sutton (2017), culture involves values, material resources, and behavioral patterns that correspond to a particular group of people. Individuals in a society reproduce, change, and create culture through their knowledge, attitudes, and morals (Deniz & Perdikaris, 2000). Cultural aspects as beliefs and costumes of certain groups of people, are transmitted from generation to generation mainly by means of a language.

An immigrant's first language is often an integral part of their primary culture when learning languages. In this context, Ager (2006) uses the term 'languaculture' to describe a comprehensive idea that language encompasses more than vocabulary and grammar: it also includes background knowledge as well as habits and behaviours that constitute culture. In other words, it is important to recognize that immigrants have not only their language abilities as a barrier to communication, but also their cultural perceptions and backgrounds as well. As Bourdieu (1991) explains in great detail in *Language and Symbolic Power*, language cannot be viewed solely as a means of communication.

CHAPTER TWO

This chapter provides an overview of the research study methodology and the data collection process. It also describes procedures for conducting questionnaires and interviews, as well as how results will be analyzed.

4 Methodology

This is a study of immigrants from Turkey who came to Norway after 2018. The research is based on macrotheory which focuses on bigger groups of people (Babbie, 2004). As part of the data collection process, questionnaires were used along with a series of semi-structured individual interviews involving a think-aloud exercise. The answers to the questionnaires and individual opinions/experiences of participants obtained through interviews will be the core of the research study which will provide an insight into whether and how their English language skills contributed to their integration process in Norway. I employed both quantitative and qualitative methods as the main research strategy for my thesis. My main reason for choosing both methods is to understand the words from the opinions/experiences of the participants and making sense out of them with the help of numbers and statistical values according to their answers. So, the data will not only be based on numbers, but also on words that which make the respondents' messages unique. Conducting both methods together will allow the researcher to get a deep insight into the topic and interpret the meaning of the information provided by the participants.

In the following sections, all the steps taken, the method and approach, the participants and the materials will be clarified in detail.

4.1 Participants

The participants in the study were Turkish immigrants who currently live in Norway. They were volunteers who wanted take a part in such a study. Before selecting them, the poster which describes aim of the study and eligibility criteria for participation was shared via the Internet.

The interviewees were selected according to the following parameters:

- a. Immigrants who were born in Turkey
- b. Above 18 years old
- c. Having lived in Norway for no more than five years. (came to Norway after 2018)
- d. Have at least B1 intermediate level of English

A brief explanation of the study's objectives was shared with participants prior to administering the surveys in order to release their personal data, and they were asked to sign a consent form. This consent form requested information about their gender, age, educational level, household income, place of residence, and so forth. 27 Turkish immigrants participated in the research in ages ranging from 21 to 56 years old. Interview sessions were arranged with the participants within two weeks and the Turkish version of the questionnaires was shared with the participants via e-post beforehand. There was no limitation as for the gender of the participants; and the interviewees consisted of 12 males and 15 females. They were from universities, hospitals, and other community locations in Norway.

4.2 Materials

In order to investigate the role of English language on the integration process of Turkish immigrants into the Norwegian society, there was a need to do analysis on immigrants' individual linguistic backgrounds and level of integration to the society. For this aim, two survey-based questionnaires were used in my research: the Language History Questionnaire (Li, P., Zhang, F., Yu, A., & Zhao, X. (2020) and the Immigration Policy Lab (2018). HLQ was developed by the Brain Language and Computation (BLC) Lab to measure the language background of multilingual speakers, and IPL was developed by the Immigration Policy Lab (IPL) at ETH Zurich to measure participant's degree of integration into a particular society. It aims to measure the multidimensionality of immigrant integration into the host country in a pragmatic and survey-based manner. Initially, participants completed the LHQ, which is the gold standard for linguistic assessment, and then the IPL, a measure of how integrated participants were into Norwegian society. I used the LHQ survey to obtain a background language history of participants to understand their language usage in their daily lives. For IPL, my general objective in conducting was to evaluate the extent to which the participants

were integrated into Norwegian society. It is possible to obtain IPL in two forms. IPL-12 is a short form containing twelve questions. As part of the long form, IPL-24, there are 49 (sub-)questions in total. All of the questions from the IPL-12 are included in the IPL-24, but there are additional questions in each dimension. My research has been conducted using IPL-24, since this longer measure provides a broader range of questions for analysis. Two or four survey questions are used to measure each dimension, and they are followed by choices from 1 to 5 (Likert scale). The questions are clearly oriented and assigned standardized scores, so that higher scores indicate a higher level of integration among respondents.

According to this measure, known as the 24-item long form (IPL-24), migrants are evaluated across six integration dimensions, assessing their multidimensional capacities and resources. These dimensions are psychological, social, linguistic, economic, political, and navigational. The conceptual framework section of the paper presented an overview of all these dimensions of integration. Briefly, as for *psychological integration*, the measure captures respondents' feelings of belonging to their host country as well as their intention to continue living there in the future. For the purpose of determining *social integration*, the measure captures social bonds and interactions between immigrants and natives in the host country, as well as the establishment of bridging social capital as demonstrated by active participation in native organizations. In the case of *linguistic integration*, the measure captures language ability skills in terms of writing, speaking, reading and understanding in the host language of the country. As a measure of *economic integration*, it captures income, employment and satisfaction with the employment conditions. The *political integration*, measure captures the extent to which respondents are aware of the major political issues facing the host country as well as their engagement in political discussions and actions. In addition, a few questions are designed to assess the respondents' political knowledge. Lastly, as for *navigational integration*, the measure captures the ability of respondents to manage their basic needs in the host country, such as seeing a doctor, addressing legal issues and finding a job etc.

Additionally, the measure tests immigrants' understanding of basic conventions in the host country, including how to properly address a letter, how to pay income taxes, driving regulations, and how to seek medical care. There is a positive correlation between the six dimensions of integration in the survey, indicating that immigrants with high scores in one dimension generally score high in the others as well.

IPL was designed to be adaptable in order to meet the needs of a variety of national and local contexts. So, I had to adjust some questions to fit the Norwegian society. In the survey, in order to measure economic integration level of participants, there were some questions about participants' income. Since the original survey was based on the people living in the United States, I first searched for the median household income of immigrants in Norway. As part of the survey, I also needed to obtain information about a respondents' household size in order to calculate household income in accordance with it. A household is defined in this survey as a group of individuals living together and sharing living expenses and other financial responsibilities. Alternatively, the term may refer to an individual who lives alone and is responsible for own living expenses and financial responsibilities. It was also necessary to adapt some questions to the Norwegian political system in order to assess immigrants' political integration. For instance, in the original survey, there was a question about the president of the United States. I have substituted 'president' for the Norwegian equivalent of the head of government, which is called a 'prime minister'. Additionally, political party names were replaced with those of the two largest parties or those of the parties commonly used to describe the country's left-right dimensions in Norway. There was also a question regarding which party holds the largest number of Senate seats. It is commonly used in Norwegian news and reporting to refer to the 'legislative chamber' instead of 'senate', and to assess the social integration of immigrants, it was necessary to refer to the Norwegian population as a whole. In my case, I used the term 'Norwegians', and it identified a majority of people as Norwegian citizens by nationality.

LHQ is an enhanced tool for assessing linguistic background of multilingual speakers and the their language use in under specific circumstances. The questions were mostly about their present life situation, with the purpose of investigating their choice of language for interaction. Survey allows researchers to generate self-reported linguistic measures in multiple languages. Those include theoretical constructs in second language (L2) or bilingualism research, such as age of acquisition, length of stay and L2 or L3 proficiency in reading, writing, comprehension, and speaking. It includes in total 22 questions, grouped into 4 modules. Each of the four modules contains a subset of questionnaire items pertaining to the users' linguistic history (background), proficiency in first, second, or multiple languages (proficiency), context and habits of language use (usage), and dominance and cultural identity

of the languages acquired (dominance).

As part of both of my surveys, I assessed a respondent's language proficiency in languages based on their own self-evaluations. A can-do statements were chosen as a means of quickly assessing their English language proficiency. The skills of reading, listening, writing, and speaking are all important to effectively communicating in English. A can-do statement is a self-assessment that is used to measure what a person is capable of doing in a language, such as reading a newspaper or listening to the radio. A review of the existing literature indicates that can-do statements are a reliable way to measure ability. Even though some may be concerned that they cannot assess their abilities accurately, studies have shown that individuals generally perform well at assessing their own language abilities, when given concrete language-related actions and asked to identify their ability to perform these actions. Based on the literature, I conclude that can-do statements are an appropriate method for achieving my research objectives.

I also had three open-ended questions along with the LHQ and IPL questionnaires to obtain as much relevant data possible (see appendeix for the list of the questions).

4.3 Procedure

The actual data collection was conducted through semi-structured online interviews/surveys with 27 Turkish immigrants living in Norway. Interviews were conducted along with the questionnaires in order to gather as much data as possible even though it was possible for participants to complete the questionnaire on their own. An interview conducted in this manner is called a semi-structured interview, and among various methods to collect data, semi-structured interviewing seemed to be the most appropriate method for the current research project. Interviews are useful method when investigating phenomena which are not directly observable like ideas, thoughts, experiences and beliefs (Patton, 2002; MacKey & Gass, 2005). And also, a semi-structured interview allowed me to clarify the questionnaire questions, significant details and verify the information provided by the respondents in order to avoid misunderstandings. There were some participants who administered the instrument as a self-completion questionnaire, however responses were checked with the participants to clarify any ambiguous or contradictory responses. In particular, for the language background

history (LHQ) test, discussion between the researcher and the participant was essential since language backgrounds are inherently complex. On average, each interview lasted ranging from averagely 23 to 31 minutes.

4.4 Methods of Analysis

As for the analysis of the data in the present study, transcriptions were done for the recorded interviews and the participants' answers will be analyzed according to the conceptual framework that has been discussed in previous chapters. Questionnaires will allow me to get structured information about participants' language background and integration level into the Norwegian society. They are intended to present the knowledge, ideas, experiences, and background information of individuals.

Analyzing the data provided by the respondents will be followed by descriptions, explanations and evaluations within the context of the integration process of Turkish immigrants in Norway. It is stated that qualitative studies are intensive and holistic researches in the form of rich descriptions about human behaviors in natural contexts. Diagrams and graphs will also be used to illustrate the findings of the analysis as an addition to the text. It is true that working with numbers is often associated with a quantitative approach (Neumann, 2007), but qualitative approaches do not exclude this kind of visualisation as well. By utilizing both methodologies in my research, it will provide a broader perspective to comprehend the results and enhance understanding. In addition, I will also present some of the experiences and opinions of the participants in order to cover a range of viewpoints.

4.5 Ethical and Methodological Considerations

As discussed by Maccauley (2003) in the chapter about ethics, having a positive relationship with the participants is important for a successful research study. Each researcher should take into account their ethical responsibilities when designing questions for questionnaires and interviews intended to collect data for their research (McCauley, 2003). At every stage of the research process, ethical considerations play a crucial role. The research design, the selection of participants, and the manner in which they are treated throughout the study are all part of this process.

So, in order for the research to be ethical, it is important to base it on ethical principles.

Many ethical issues arise when conducting qualitative research especially. Some of these issues will be discussed in terms of micro-ethics and macro-ethics introduced by Brinkmann & Kvale (2005). The micro-level ethics refers to the relationship between the interviewer and the informants, such as confidentiality of the informants, and the role of the researcher. However, ethics at the macro level refers to the relationship between an individual and society at large. Regarding macro-ethics, it is important to take into account the social and ideological consequences of the study as a practice of knowledge production.

According to Basit (2010) reliability criteria in the case of qualitative researches are also different from quantitative studies. He argues that for a quantitative research to be reliable, it should be duplicable in another setting and leads to the same result. On the contrary, a reliable qualitative research is the one which is “unique and particular to a setting”. He also admits the influence of researchers on qualitative research, through pointing to the fact that similar research, done in a similar setting, but by two different researchers might “yield different data and findings, which may still be reliable because they will interpret the data and report their findings in their own unique and idiosyncratic ways”. According to MacKey and Gass (2005), the results from the qualitative research are rarely directly transferrable from one context to another. This is because qualitative studies involve a few participants and are done in a specific context with its unique features. However, Stake (1994) & Denscombe (1998) suggest that apart from the uniqueness of a qualitative research, the results could be indicators of the situation in larger groups and thus transferrable.

The current study followed both micro-ethical and macro-ethical guidelines and was approved by the Norwegian Centre for Research Data (NSD) prior to the beginning of the research. Informed consent letters with information describing the study and its objectives were provided to participants prior to the interviews and consent was obtained from the respondents regarding their participation in the questionnaires and interviews. A respondent must have a clear understanding of why he or she is being asked for information and for what purpose it will be used. The participants were thoroughly informed about the study before filling out questionnaires and taking part in interviews. In all instances of the interview, the same questions were asked, with some clarifications being added at the request of the informants. It was made clear to participants prior to the interview that they had the right to

withdraw from the study, either during or after the interview process. At the beginning of the interview, it was explained to attendees that if they had any doubts or felt uncomfortable answering any of the questions, they may ask for clarification or decline to answer. Participants were assured of anonymity and data confidentiality since the interviews were recorded on an encrypted laptop with a password protection feature. Accordingly, the researcher ensured anonymity by not revealing interviewee names during data analysis.

4.5.1 Translation Process

Initially, using guidelines from the 'Translation and Cultural Adaptation', the original Immigration Policy Lab Integration Index (IPL) survey was translated from English to Turkish. The translation process included three steps. Firstly, the survey has been independently translated into Turkish by two native Turkish speakers. Subsequently, one Turkish version of survey was chosen as the most accurate translation. Afterwards, a person with certified English language knowledge translated translated the text back into English for the author's approval before the Turkish version was released. Language History Questionnaire (LHQ) had already a proofread Turkish version of the survey.

CHAPTER THREE

This chapter presents empirical part of the research. It explains the results of the questionnaire and the interviews conducted, in line with the chosen theoretical frame. It aims to state the perception of the theories and models used in reality, and contextualize the phenomena, which will be followed by concluding remarks.

5 Results

5.1 Key Findings on Immigrant's Integration Outcomes

In this study report, a multidimensional approach is used to measure the integration outcomes of Turkish immigrants in Norway. IPL tool functions as an index, thus all survey questions have a clear directionality and assigned scores, in which higher scores indicate a higher level of integration. Each question is assigned a score between 1 and 5 points. Once the score of each question has been calculated, it is rescaled again from 0 to 1. Afterwards, the mean integration score of each dimension is calculated to obtain the overall integration score of immigrants.

IPL Integration Index

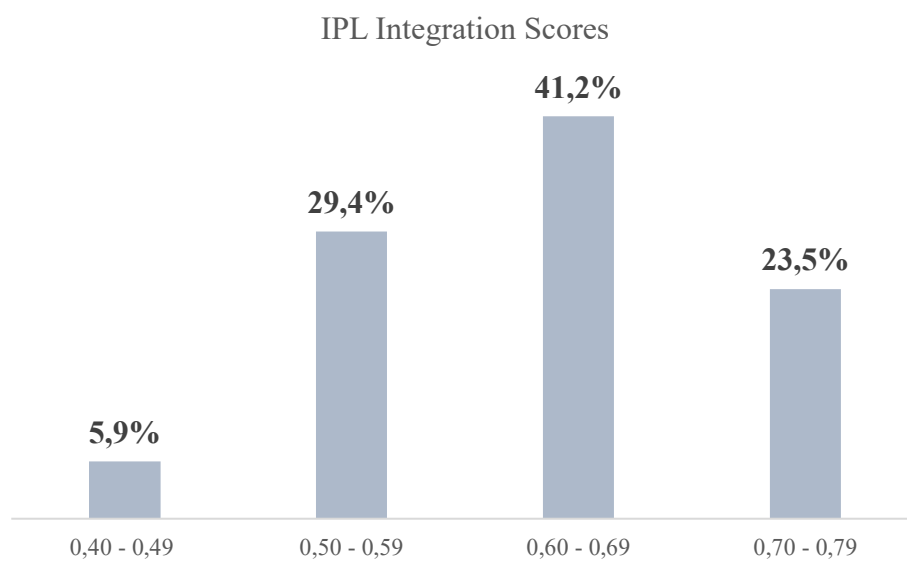


Figure 1. *IPL Integration Index*

It is observed that the Turkish respondents in Norway tend to score between 0,50 and 0,69 on the IPL Integration Index, with a mean score of 0,64. 41,2% of the respondents have integration scores between 0,60 and 0,69.

■ **OVERVIEW OF INTEGRATION SCORES**

A brief summary of the key findings presented below provides an overview of the integration of Turkish immigrants in Norway. A number of socio-demographic factors drive integration outcomes. These are age, gender, household size of immigrants etc. Below are the results of the tool based on the respondents' demographic characteristics.

• **Integration Score per Gender**

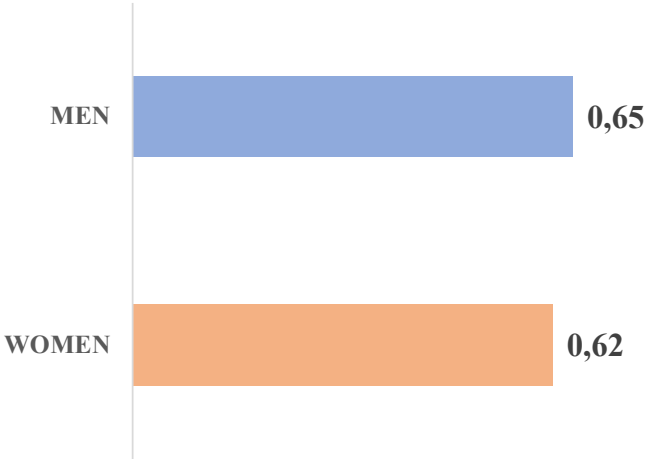


Figure 2. *Integration Score per Gender*

In comparison to men (0,65), women have a lower overall integration score (0,62). This trend can be clearly observed in several dimensions of integration and variables examined in this study.

- **Integration Score per Age**

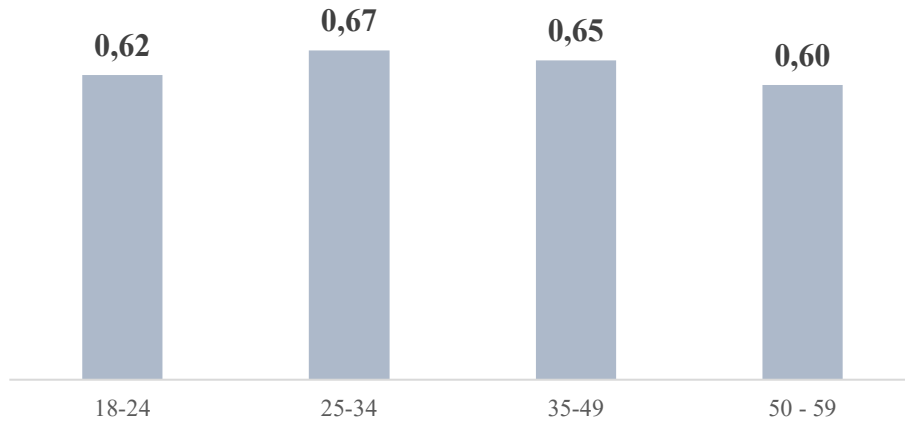


Figure 3. *Integration Score per Age*

Most respondents are between the ages of 25 and 34, and respondents between these ages have the highest integration scores (0,67).

- **Integration Score per Age Sorted by Gender**

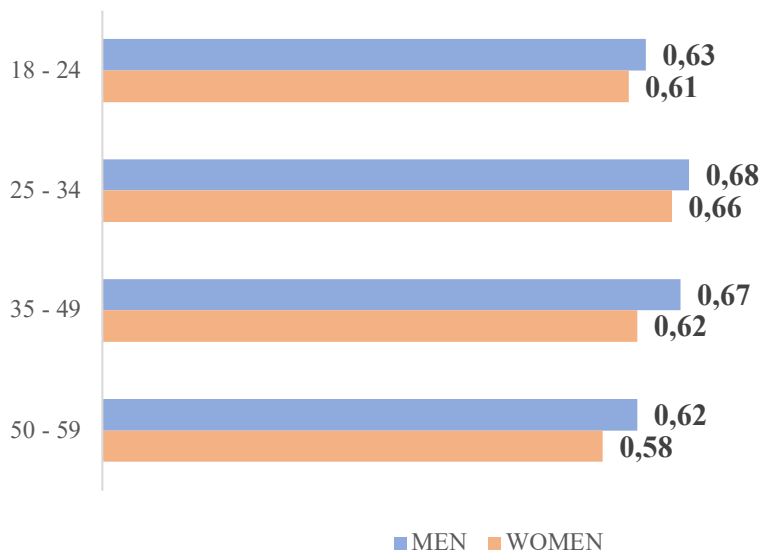


Figure 4. *Integration Score per Age Sorted by Gender*

The highest integration scores were found among male respondents between the ages of 25 and 49. It is also important to note that there is a gender difference here, as women across all age categories show lower integration scores than men.

- **Integration Score per Household Size**

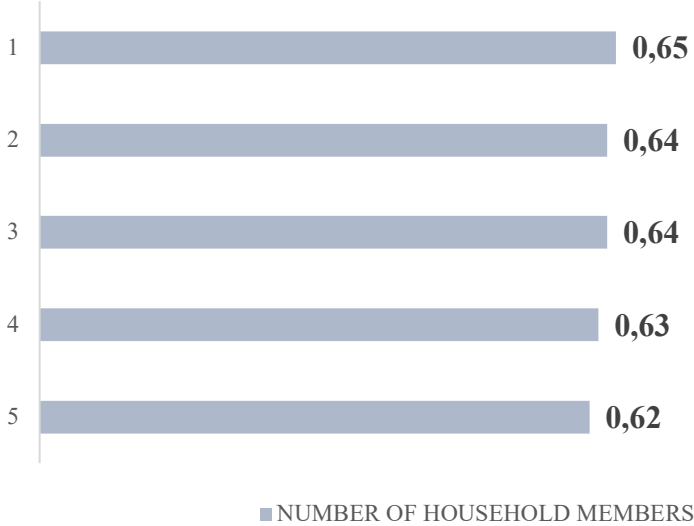


Figure 5. *Integration Score per Household Size*

Individuals with a single household (household size 1) have the highest integration scores, followed by families with two and three members. The majority of the families in my study consisted three or four members, indicating that they tend to be less integrated than those with fewer members.

- **Integration Score per Household Size Sorted by Gender**

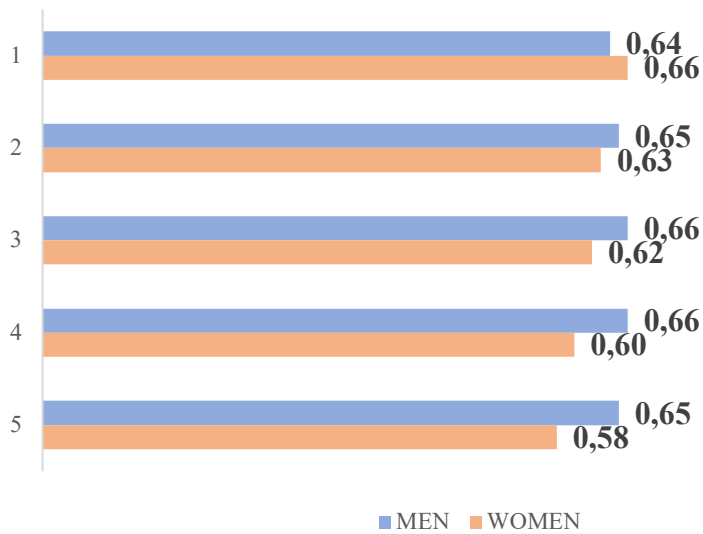


Figure 6. *Integration Score per Household Size Sorted by Gender*

There is a significant difference in integration scores between women and men living in a household with four and five members. Among men who live in four- and five-member households, integration scores tend to be higher than among women with the same household size. Also in comparison with men living in a household with two or three members, men living alone have lower integration score. The reason may be that men are less socialized socially and emotionally, so they may deal with their loneliness by alienating themselves even more from other people (Bristol, 2014), resulting in a lower integration score.

The integration scores of women living alone appear to be higher than those of women living in a household with many members.

- **Integration Score per Income**

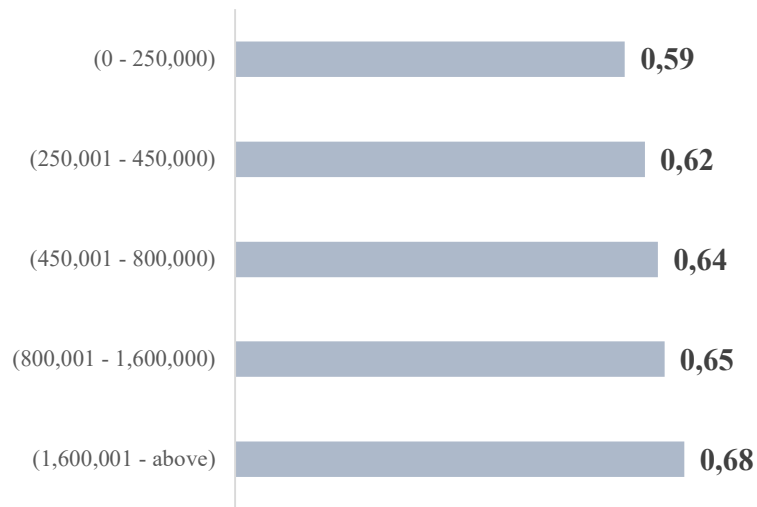


Figure 7. *Integration Score per Annual Household Income*

It has been found that income is positively correlated with integration. Accordingly, a migrant is more likely to be integrated if their household income is high. There is a significant increase in integration scores among respondents who live in households with relatively high incomes (more than 450,001 NOK)

- **Integration Score per Income Sorted by Gender**

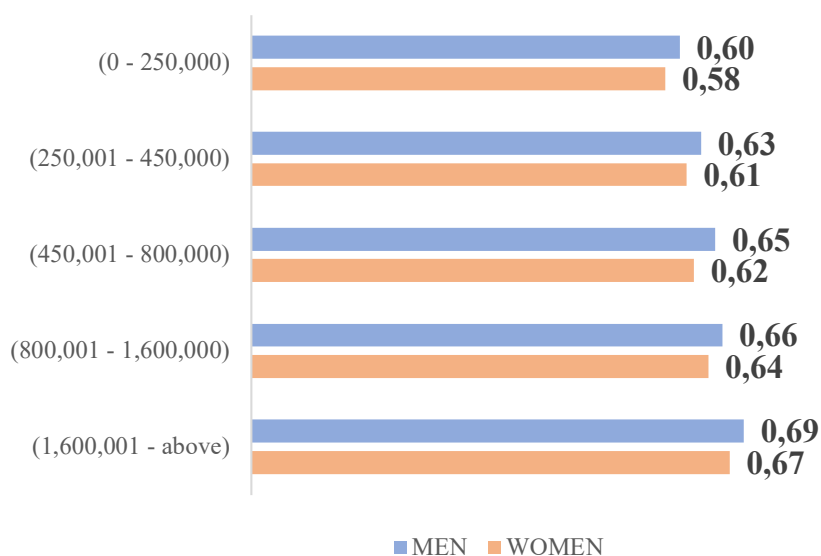


Figure 8. *Integration Score per Annual Household Income Sorted by Gender*

Both genders show a statistically significant positive relationship between income and integration scores. Income is a significant factor in determining their degree of integration. People earning the highest income tend to be employed in technical, professional, or administrative occupations. It is likely that those with professional occupations will also have higher scores in the social dimension. As income and integration have a relatively strong relationship, this may explain why employment status has a significant impact on integration.

■ EDUCATIONAL ATTAINMENT

- Integration Score per Educational Attainment

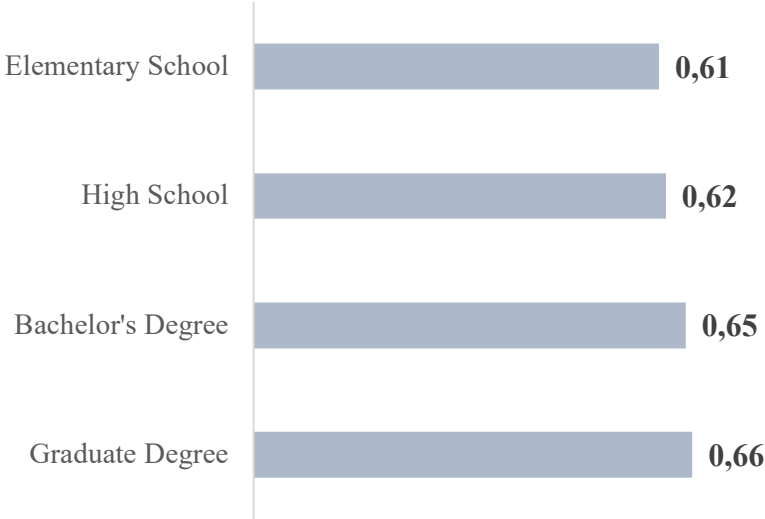


Figure 9. *Integration Score per Educational Attainment*

There is a positive correlation between educational attainment and integration in general. This means that a migrant who is more educated will be more integrated into society. Despite the fact that both income and education are positively correlated with integration, income tends to be the most significant factor. This can be seen from Spearman's correlation coefficient, which assesses the strength and direction between two variables.

- **Integration Score per Educational Attainment Sorted by Gender**

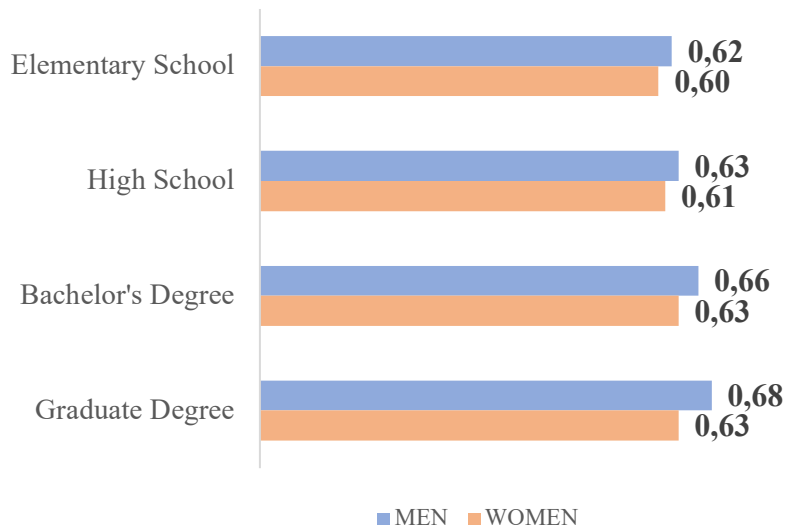


Figure 10. *Integration Score per Educational Attainment Sorted by Gender*

There is a positive correlation between educational attainment and integration scores for both genders. Men's and women's integration scores increase as their educational attainment increases. In contrast, women who hold bachelor's and graduate degrees demonstrate similar integration scores compared to men with high school diplomas. Education is associated with a greater difference in integration scores between educated and uneducated women than between educated and uneducated men. There may be a difference in the level of integration between men and women due to the status of employment, particularly when the educational level of women is low.

- **Integration Score Per Educational Attainment Sorted by Income**

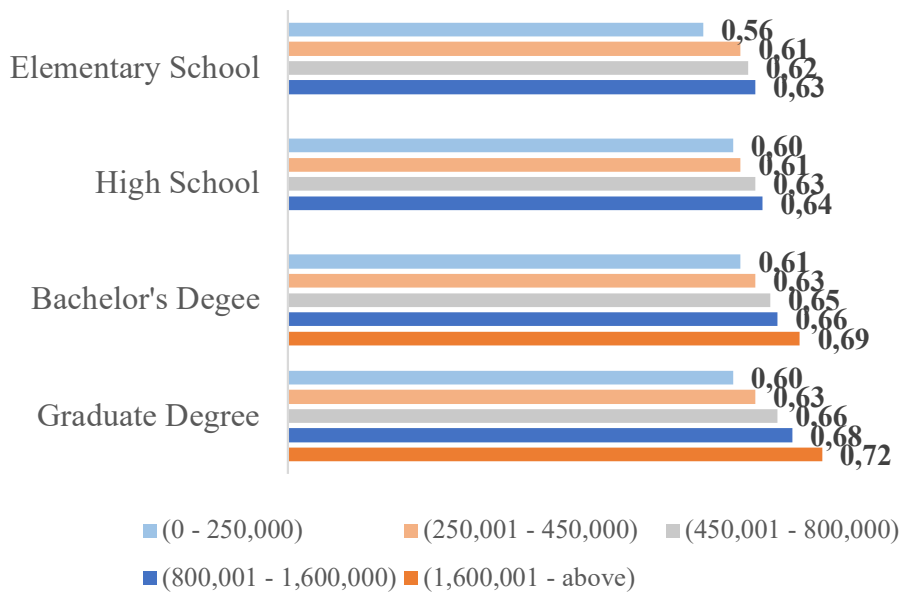


Figure 11. *Integration Score Per Educational Attainment Sorted by Income*

Participants with a higher educational degree (bachelor’s and graduate) level in all income categories, integration is higher than among those with lower academic levels as expected. It may be the opposite in some instances, as foreign degrees of immigrants may not be recognized by employers and/or immigrants may not be able to find a job in their field. Implementing an effective system and guidelines for recognizing of educational degrees for immigrants, particularly those with a higher education degree is key to achieving stronger integration levels in the countries. However, I have not observed any negative correlation in this sample in terms of the higher educational degree and integration scores of Turkish immigrants in Norway. As a note, in this sample no data has been obtained on respondents earning 1,600 001 or above and having graduated from elementary or high school.

■ EMPLOYMENT

- **Integration Score Per Employment Status**

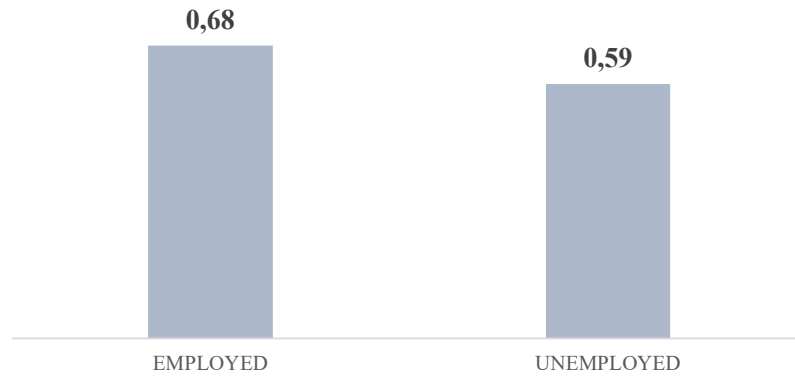


Figure 12. *Integration Score Per Employment Status*

A lower integration score is observed among those who are unemployed (0,59) as compared to those who are employed (0,68).

- **Integration Score per Employment Status Sorted by Gender**

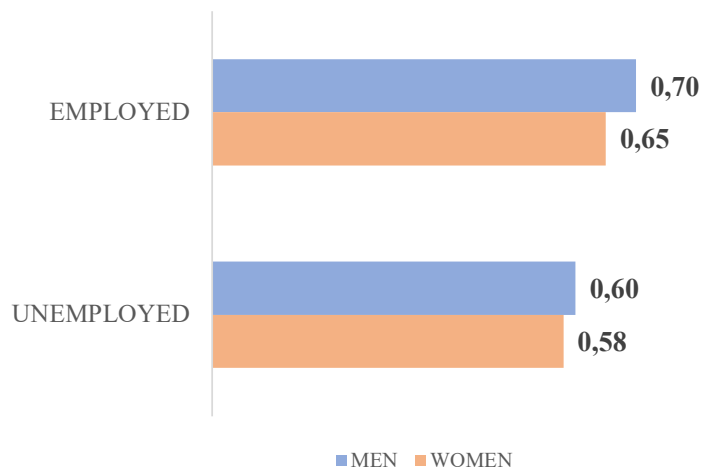


Figure 13. *Integration Score Per Employment Status Sorted by Gender*

Even though there are small differences in terms of integration scores between men and women in unemployment, when they are employed, it can be seen that men show higher integration. Overall, men tend to be more integrated across both employment status categories.

- **Integration Score per Employment Status Sorted by Income**



Figure 14. *Integration Score Per Employment Status Sorted by Gender*

Unemployed respondents have a lower level of integration than those in other income categories. In this study, no data were collected for unemployed participants earning between 800 001 - 1,600,000 and 1,600 001 - above. Despite the fact that some of the individuals are unemployed, since other members of their household are employed, their income is included in the report.

- **Integration Score per Employment Status Sorted by Level of Education Attainment**

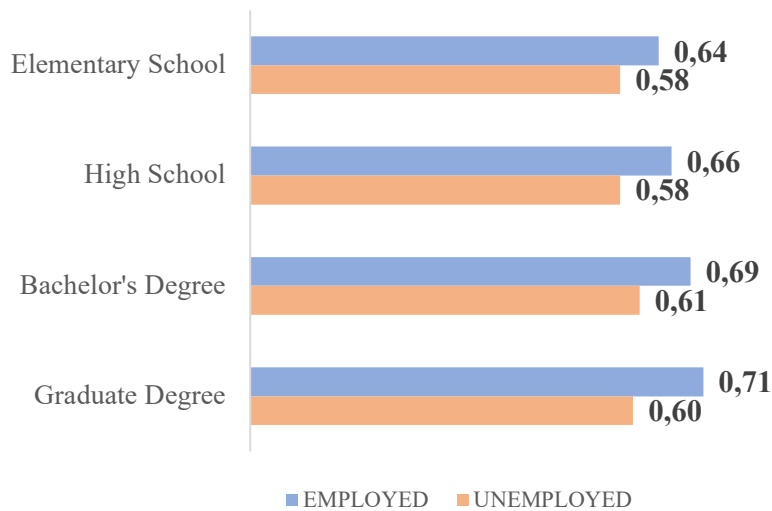


Figure 15. *Integration Score per Employment Status Sorted by Level of Education Attainment*

There is a significant difference between employment and unemployment scores between respondents who graduated high school with a score of 0,66 and 0,58, respectively, and those who graduated with a bachelor's degree with a score of 0,69 and 0,61. The employment status of immigrants is correlated with their educational attainment. In other words, when a person has a higher educational attainment, they are more likely to be employed and have a higher integration level. However, it does not vary as much when they are unemployed, since education attainment does not have a significant impact on employment status.

■ LENGTH OF STAY

- **Integration Score per Length of Stay Sorted by Gender**

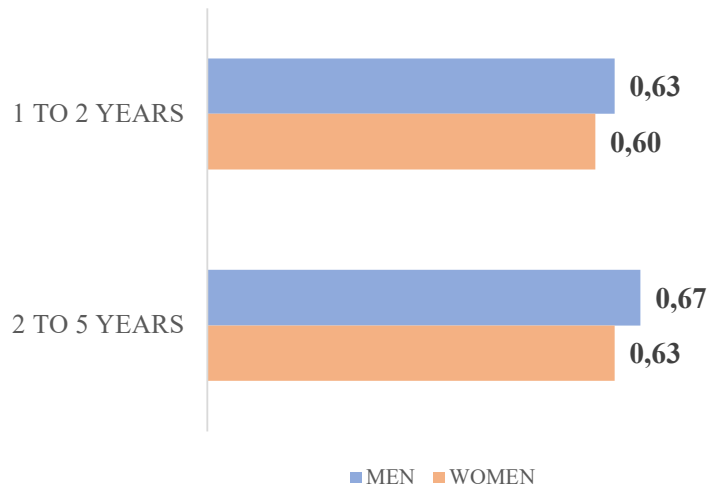


Figure 16. *Integration Score per Length of Stay Sorted by Gender*

I divided the participants into two categories: those who lived in Norway for 1-2 years and those for 2-5 years. Men and women with longer stays in Norway achieve slightly better integration outcomes. A slight gender difference can also be observed, showing that men scoring higher in 1-2 years and 2-5 years 'length of stay' categories.

- **Integration Score per Length of Stay Sorted by Income**

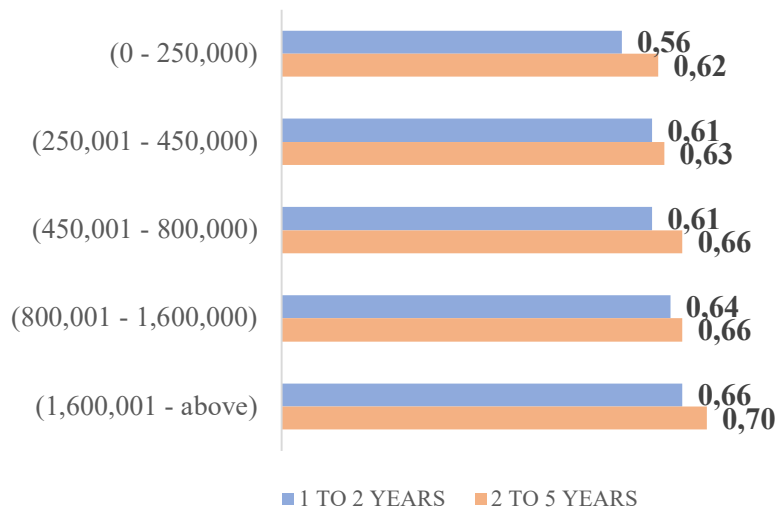


Figure 17. *Integration Score per Length of Stay Sorted by Income*

Immigrants who have moved to Norway recently and have a household income between 250 001 - 450 000 and 450 001 - 800 000 kr show no greater level of integration than those with lower household incomes who have lived in Norway for 2 to 5 years. The results of the study indicate that newly arrived migrants face a variety of barriers in attempting to integrate into their host country, regardless of their household income level. It is evident that those with higher incomes and those who have been in Norway for a period of time have higher integration scores.

■ IMMIGRATION STATUS

- **Integration Score per Legal Documentation**

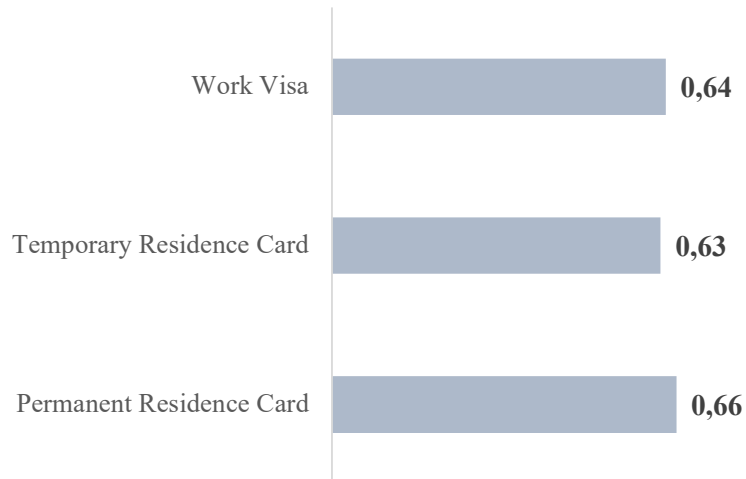


Figure 18. *Integration Score per Legal Documentation*

An individual with a permanent residence card has a higher integration score and averaged a score of 0,66 for their integration. Considering that my participants have lived in Norway for less than five years, none of them currently hold a Norwegian passport.

■ MIGRATION INTENTIONS

- **Integration Score per Migration Intentions Sorted by Gender**

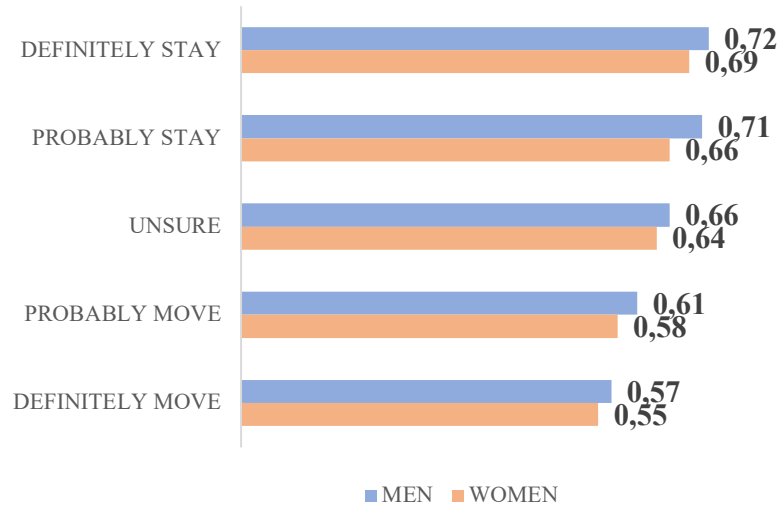


Figure 19. *Integration Score per Migration Intentions Sorted by Gender*

Compared to respondents who do not intend to stay in Norway, respondents who intend to stay in Norway have higher integration scores. There is a negative correlation between intention to leave Norway and integration scores as expected. Comparatively to women, men respondents who wish to stay in Norway for the rest of their lives have relatively high integration scores.

- **Integration Score per Migration Intentions Sorted by Income**

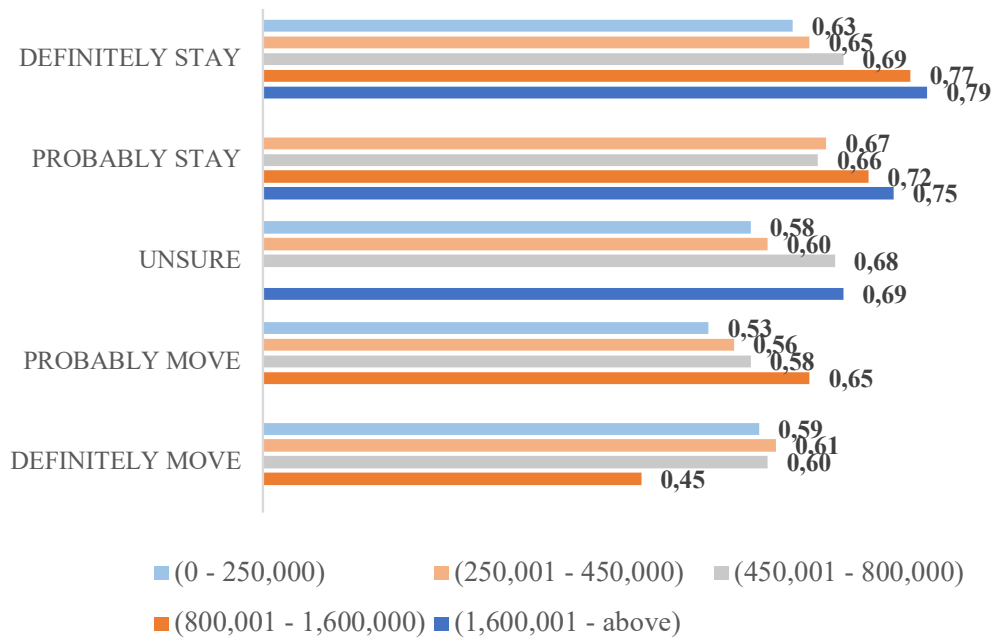


Figure 20. *Integration Score per Migration Intentions Sorted by Income*

In all income categories, the level of integration in Norway is relatively higher among respondents who are certain that they intend to stay in the country. In some income categories, there is no data has been obtained, for instance, there was no respondent who earns 1,600 001 - above and wants to ‘definitely move’ from the country.

■ INTEGRATION SCORE PER DIMENSION

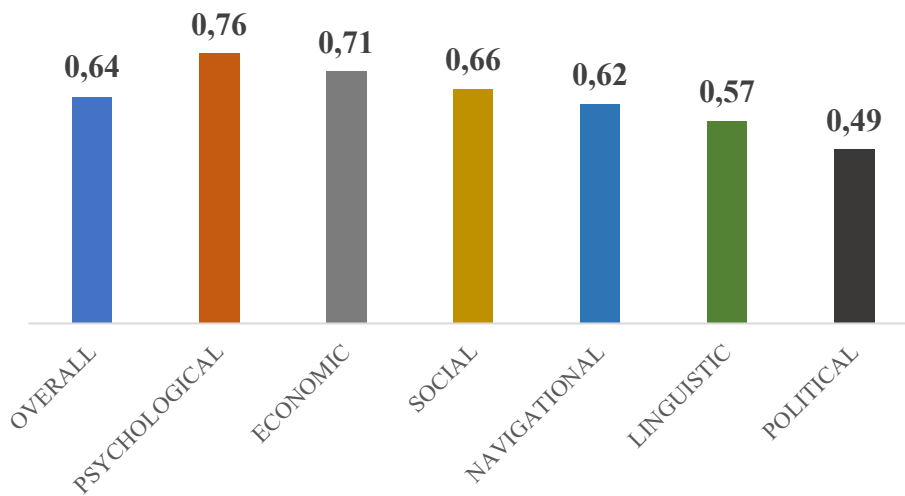


Figure 21. *Integration Score per Dimension*

It is estimated that the IPL Integration Index is 0,64 on average. It is one of the advantages of the IPL Integration Index that, beyond its aggregate integration score, it enables researchers to examine specific dimensions of integration in addition to their interlinks, since these dimensions are all correlated.

- **Psychological Dimension**

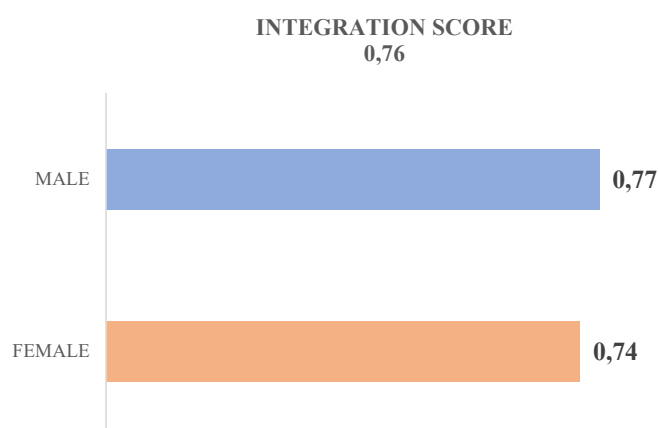


Figure 22. *Integration Score of Psychological Dimension*

The psychological dimension has an overall score of 0,76, which is the highest value among the six dimensions, indicating respondents have a strong connection and and sense of belonging to Norway. Based on the gender of the respondents, men are found to have higher integration scores than women, but this difference is relatively minor.

- **Economic Dimension**

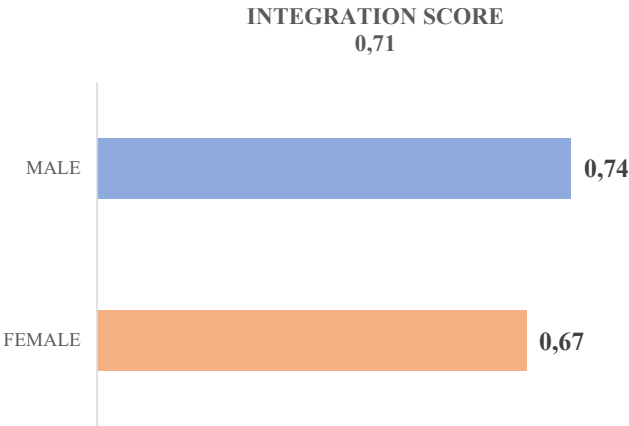


Figure 23. *Integration Score of Economic Dimension*

The economic dimension has an overall score of 0,71, which is the second highest value among the six dimensions, indicating respondents do not experience difficulties in finding a job and getting a proper income etc. They might be satisfied enough with their employment situation, and/or they have the ability to accommodate various levels of unexpected expenses. Also, the figure demonstrates a significant difference in terms of gender and economic integration of immigrants. In these results, the difference between respondents in education, employment or training and those who are not in, may have played a role. In my opinion, this provides strong evidence that economic variables have a significant impact on the integration score.

- **Social Dimension**

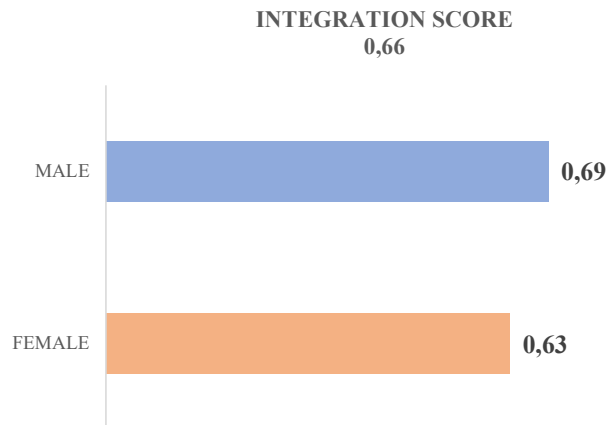


Figure 24. *Integration Score of Social Dimension*

The social dimension has an overall score of 0,66, which is the third highest value among the six dimensions, indicating respondents have social ties with Norwegians and interact with them on a regular basis. It was found that more than half of the respondents talked with at least three Norwegians during their free time in the last month via telephone and online messaging applications such as SnapChat, Messenger or text message. They also shared meals at least once a month with them who are not members of their family. In comparison with men, women score much lower when it comes to socialization with the society. This indicates that women are more isolated and have fewer interactions with their national peers. It is also possible that this result may be contributed to by the differences between respondents who are employed/in school and those who are not employed, in school, or in education like in economic integration. Employed or in school individuals are more likely to have a higher level of social integration than those who are unemployed or not in school. In general, their level of social integration is relatively high despite the lower level of linguistic integration. There is a possibility that they may communicate in a language other than Norwegian with their peers.

- **Navigational Dimension**

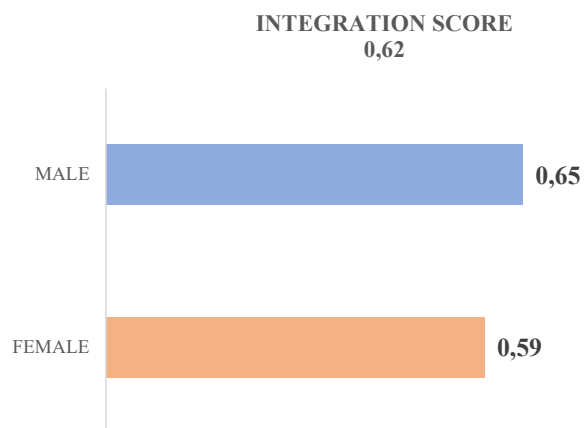


Figure 25. *Integration Score of Navigational Dimension*

The navigational dimension has an overall score of 0,62, indicating respondents may experience some difficulties in searching for a job, managing their basic needs, obtaining medical care, and seeking legal advice in their host country. Although they have limited host language skills, which results in a low linguistic integration score, their level of navigational integration is high. It is also evident from this that they are able to manage with their needs in Norway in a way. The lower score may also be attributed to the fact that the navigational dimension test also assesses knowledge of basic laws in the country of residence. Many respondents skipped the questions or answered as 'I am not sure'. Since my participants have been living in Norway for not more than five years, their integration score in the navigational dimension might be acceptable. And also, it seems that men have greater knowledge and capacity to access relevant assistance and services in the host country as compared to women.

- **Linguistic Dimension**

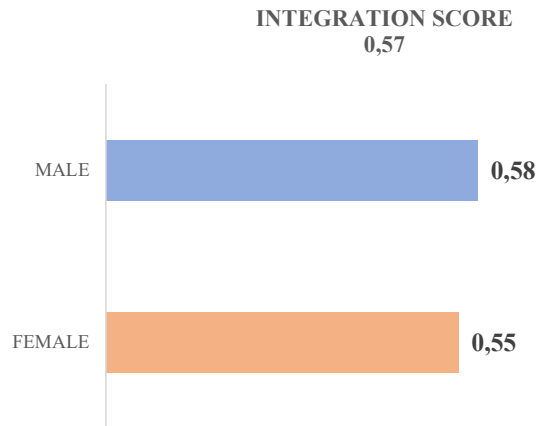


Figure 26. *Integration Score of Linguistic Dimension*

The linguistic dimension has an overall score of 0,57, which is the second lowest value among the six dimensions. The Linguistic dimension captures respondents' communication skills in their host language, Norwegian. The linguistic dimension of integration is usually correlated with the social dimension. Therefore, linguistic integration scores increase when respondents' social integration scores increase, and vice versa. There are significant differences in this regard since respondents' social dimension scores are high, while their linguistic dimension scores are low. This could indicate that immigrants might also communicate in a language other than Norwegian or in addition to Norwegian.

- **Political Dimension**

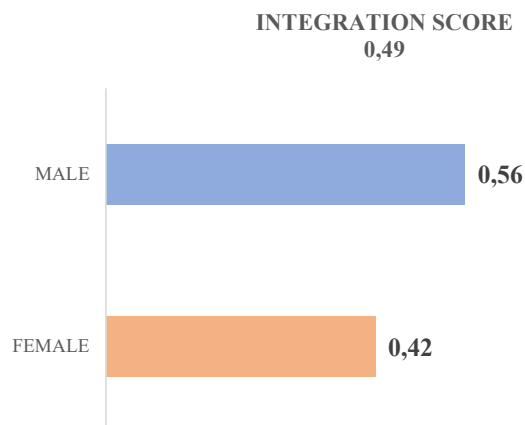


Figure 27. *Integration Score of Political Dimension*

The political dimension has an overall score of 0,49, which is the lowest value among the six dimensions. Several respondents did not even answer the political questions, which may indicate a sense of discomfort. Possibly, there is a lack of familiarity with the important political issues facing the host country and less involvement in political discussion and action. The gender difference in political integration is apparent, with men having a higher score than women.

- **Integration Score per Dimension Sorted by Migration Intentions**

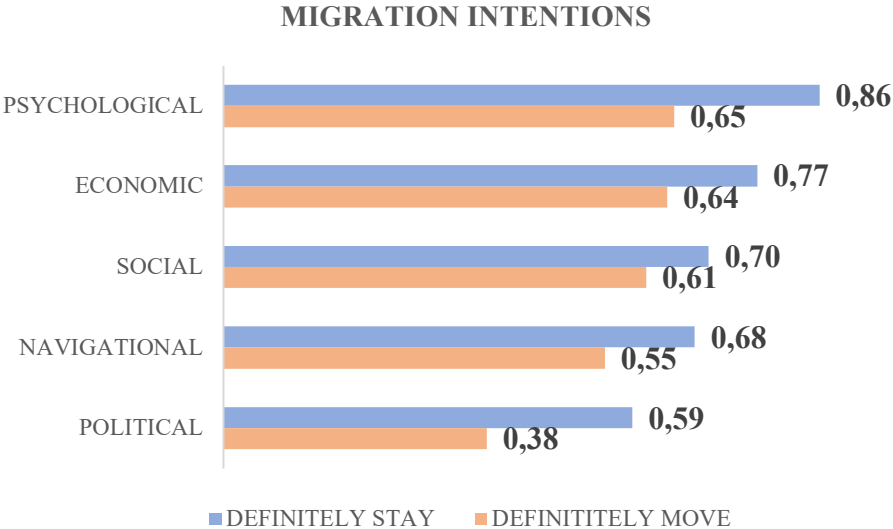


Figure 28. *Integration Score per Dimension Sorted by Migration Intentions*

Migration intentions and integration scores are positively correlated, as previously observed. Integration score increase when they intend to stay in Norway for a longer period of time. In the majority of cases, the relationship can be explained by the psychological dimension, possibly because the majority of respondents feel a strong sense of belonging to Norway and therefore have more intentions to stay in the country. This positive relationship is also attributed to their social ties with Norwegians and their interactions with them; however, the social factor contributes less significantly than the psychological factor.

- **Integration Score per Dimension Sorted by Employment Status**

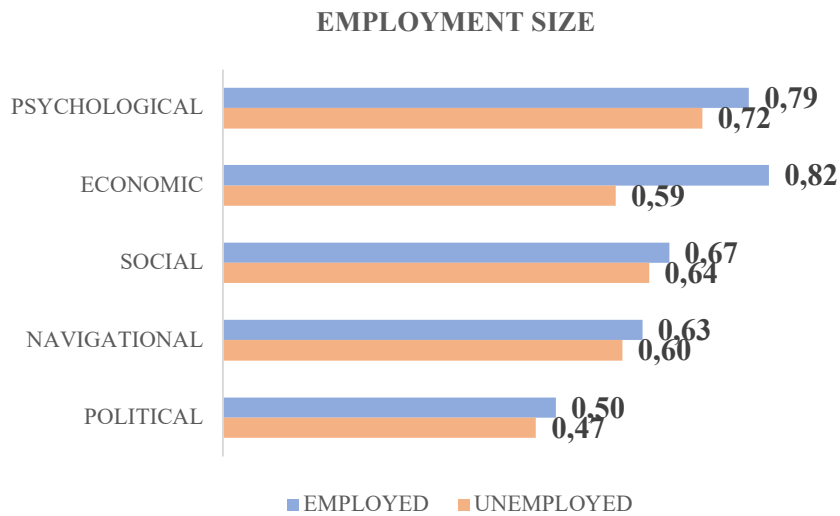


Figure 29. *Integration Score per Dimension Sorted by Employment Status*

Respondents who are unemployed have lower integration scores on all dimensions. Particularly in the economic dimension, the largest difference in integration scores occurs among unemployed respondents, who have significantly lower scores than employed respondents.

5.2 Key Findings on Immigrants’s Language Background

With the help of the LHQ survey, I am able to generate three aggregate scores that represent participants’ overall proficiency, dominance, and immersion level in the languages that they have acquired or/and learned. In multilingualism research, proficiency, immersion and dominance are complex constructs, and they are often correlated with each other.

The participants in my study are multilingual. They can speak three languages. All of my participants are Turkish, so their first language (L1) is Turkish, and they began learning English in elementary or high school, so their second language (L2) is English, and they have all started learning Norwegian after they immigrated to Norway, so their third language (L3) is Norwegian.



As part of my analysis, I will evaluate participants' scores based on their language proficiency, immersion and dominance in Turkish (L1), English (L2), and Norwegian (L3).

- **Language Proficiency**

Multilingual and/or bilingual researchers have considered the proficiency level in each language that a speaker has acquired or learned to be an important factor (Chen, Zhou, Uchikoshi & Bunge, 2014). In light of this, HLQ provides an overall aggregate score of proficiency in languages, that is calculated using the weighted sum of a participant's self-assessment of his/her proficiency levels across different components of a language, reading, listening, writing and speaking.

So a participant's overall proficiency score of his/her *ith* language can be written as:

$$\text{Proficiency}_i = \frac{1}{7} \sum_{j=\{R,L,W,S\}} \omega_j P_{i,j} \quad ^1$$

'{R, L, W, S}' stands for Reading, Listening, Writing and Speaking components of a language. $P_{i,j}$ stands for a participant's self-rated proficiency level in the *jth* component of his/her *ith* language.' (Chen, Zhou, Uchikoshi & Bunge, 2014). Since participants rate themselves on a 7-point Likers scale, in the equitation 1/7 used to rescale the score to range between 0 to 1. 1 indicate a native-like proficiency level, and 0 indicates low proficiency. And

¹ This equation and calculation method taken from Li P, Zhang F, Yu A, Zhao X (2019). Language History Questionnaire (LHQ3): An enhanced tool for assessing multilingual experience. *Bilingualism: Language and Cognition* 1–7.

also, ω_j represents a weight assigned to the j th of each linguistic component. In order to examine multilingual participants' listening, speaking, writing, and reading abilities in the languages analyzed, I treated different linguistic aspects equally and assigned each aspect a weight of .25 (i.e., %25).

Here is the overall proficiency level of participants in three languages. As I mentioned above, L1 represents Turkish, L2 represents English and L3 represents Norwegian.

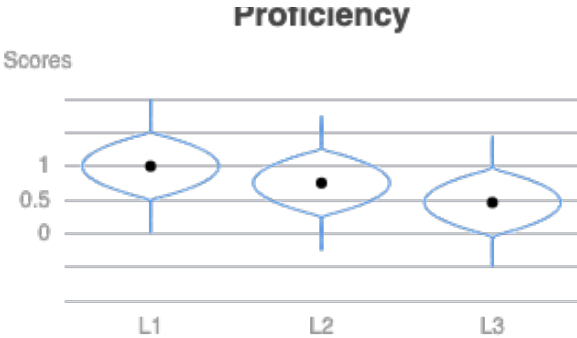
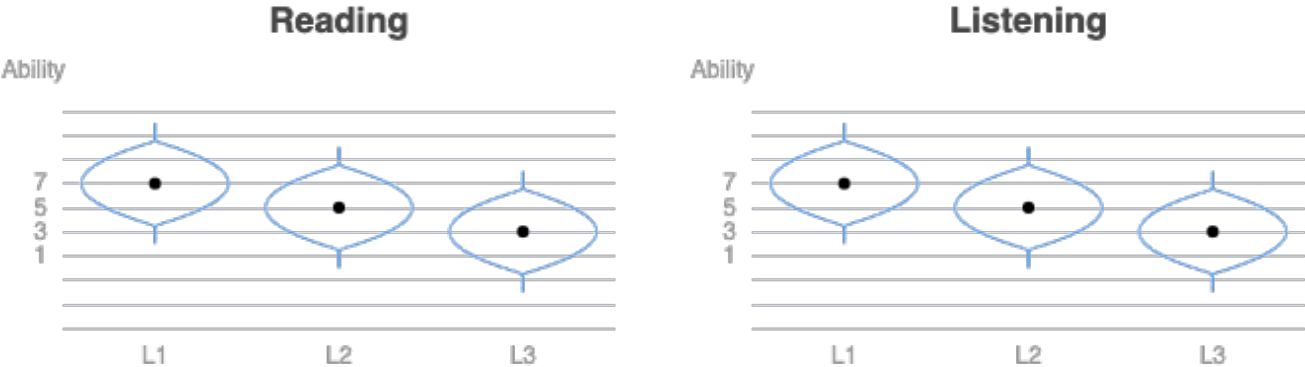


Figure 30. Proficiency level of participants in Turkish, English and Norwegian

Considering that all of my participants were born in Turkey and acquired Turkish as their first language (L1), their overall proficiency scores in Turkish are rated as 1. As can be also seen from the figure, the overall proficiency of the participants in English (L2) is higher than their proficiency in Norwegian (L3). As a general conclusion, the participants are more proficient in English than in Norwegian. Being eligible for this research requires at least a B1 Pre-Intermediate English level. Therefore, high proficiency in this language was also expected.

Below figures show the proficiency level of participants across different components (reading, listening, writing and speaking) in three languages (Turkish-L1, English-L2, Norwegian-L3).



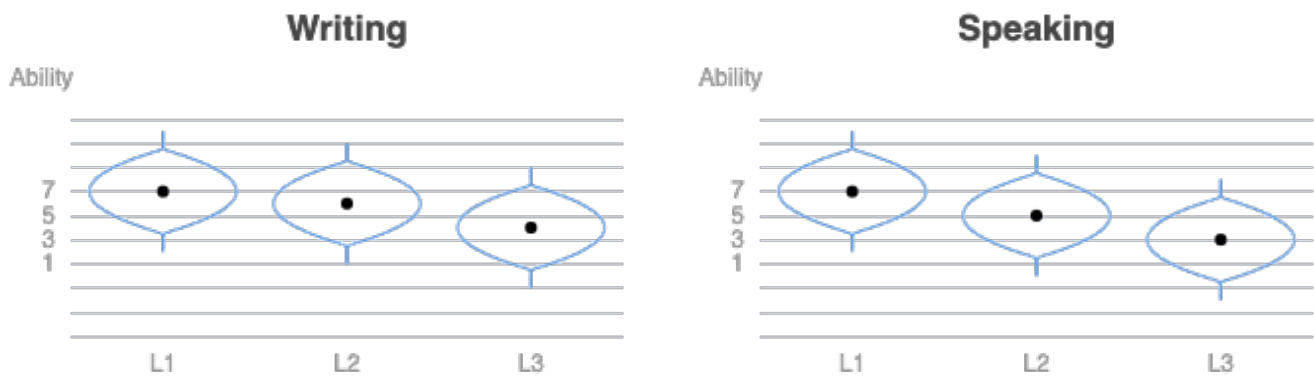


Figure 31. *Reading, Listening, Writing, Speaking level of participants in Turkish, English and Norwegian*

Based on the analysis of language abilities, participants rated themselves as the highest(7) for each ability in Turkish, as it is the native language of them. Among English language abilities, it was observed that participants did not show any significant differences between them, except for writing, which was slightly higher than the other components, indicating that participants were more proficient at writing in English than in the other components of the language. As for Norwegian language abilities, participants' speaking skills were somewhat lower than their reading, writing, and listening skills. The lower score in speaking may be due to a lack of practice on the part of the participants. On the other hand, in writing they assessed themselves as highest among other components.

- **Language Immersion**

According to many researchers, immersion in a target language environment may be the most effective method of learning a second or third language. There is also empirical evidence that immersion experience may help late adult learners minimize interference from the L1 to the L2 or L3 (Nikolov & Djigunovi, 2006). Therefore in order to be able to conduct an effective investigation, it is important to have a rough idea of how long participants have been immersed in each language they acquired/learned. A total overall aggregated score is computed by LHQ for each language a participant knows, based on the participant's Age, Age of Acquisition (AoA), and Years of Use.

So a participant's language immersion score can be found with the following equation:

$$Immersion_i = \frac{1}{2} \left[\sum_{j=\{R,L,W,S\}} \omega_j \left(\frac{Age - AOA_{i,j}}{Age} \right) + \left(\frac{YoU_i}{Age} \right) \right]^2$$

'Age is the participant's current age in years. $AOA_{i,j}$ stands for the participant's age at which he/she first started using i th language in terms of the j th component (e.g., reading). YoU_i stands for her total number of years using the i th language. It is incorporated this variable into the equation to account for situations such as when one started to learn a language at an early age, but stopped using it for an extended period. Such experience of language immersion should be different from (less immersive than) that of a participant who started to learn a language at the same age but has remained an active user of the language. $\{R, L, W, S\}$ and ω_j have the same meaning as in equation language proficiency. In addition, it applies a scaling factor (1/2) to the function to ensure AOA and YoU have equal weight in calculating the overall immersion score, and to rescale the score to range between 0 to 1. 1 indicates the most native-like immersion level in a language.

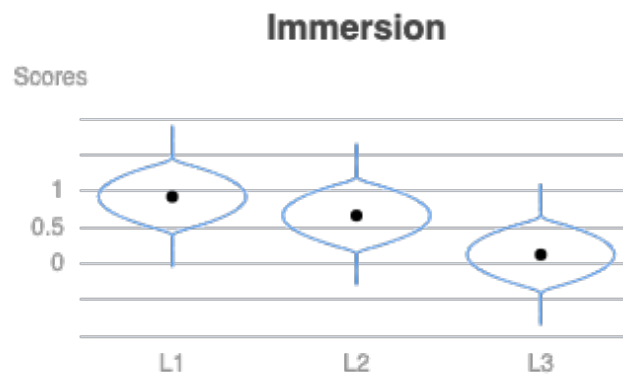


Figure 32. Immersion level of participants in Turkish, English, and Norwegian

The figure shows the overall level of immersion in languages that participants acquired/learned. Participants' immersion in L1, the most native-like immersion level into the language, which is their native language Turkish. As can also be clearly seen, participants'

² This equation and calculation method taken from Li P, Zhang F, Yu A, Zhao X (2019). Language History Questionnaire (LHQ3): An enhanced tool for assessing multilingual experience. *Bilingualism: Language and Cognition* 1–7.

level of immersion in L2 is significantly higher than their level of immersion in L3. Perhaps the reason for this may be that they started learning English during their school years, while still living in Turkey. As most participants only began learning Norwegian after moving to Norway, Norwegian has the lowest immersion level among the participants.

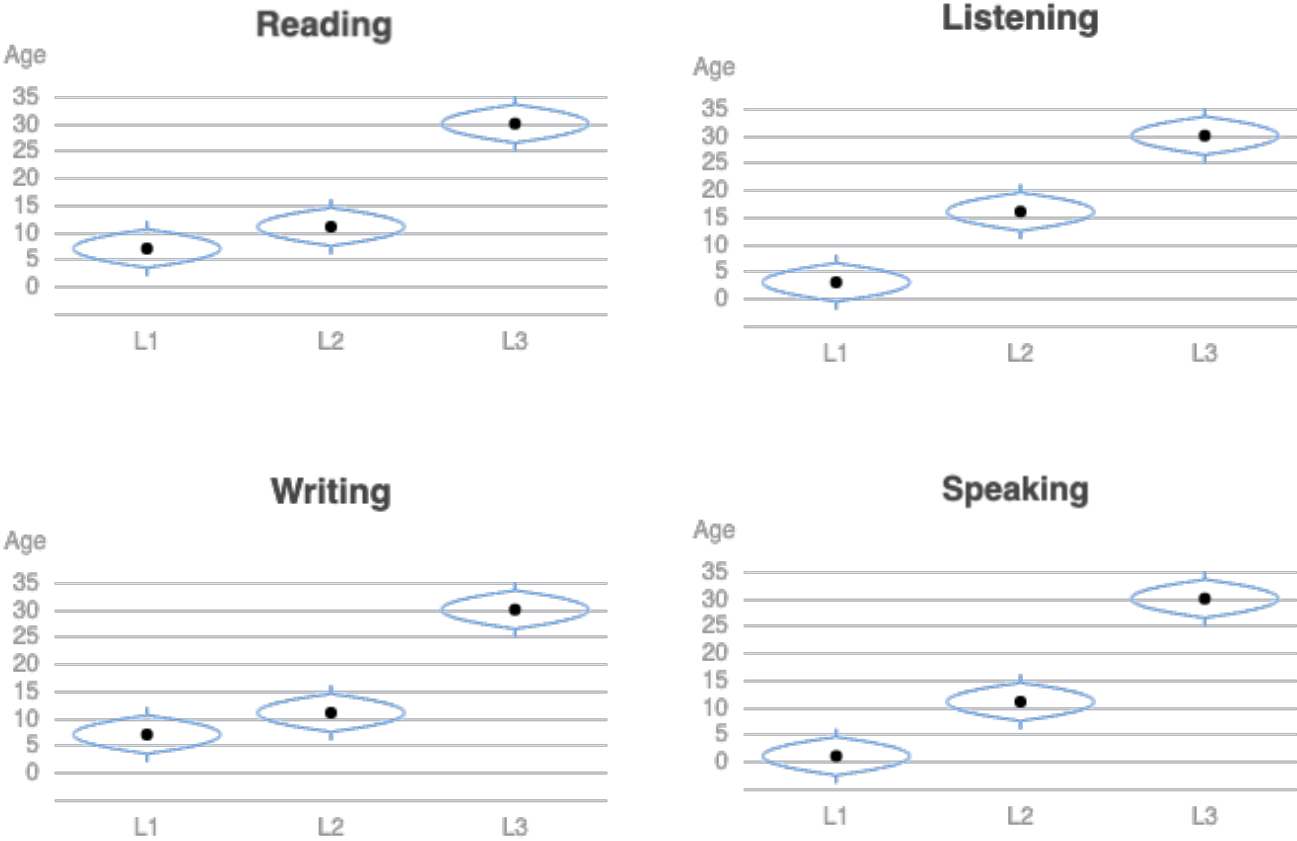


Figure 33. *An average ages of the participants' when they started immersing themselves in Turkish, English and Norwegian language components*

There is no significant differences between ages of the participants' when they started immersing themselves in the languages English and Norwegian language components. On the other hand, there may be some differences in the L1 Turkish language components, since participants begin listening and speaking during their early childhood, and once in school, they immersed themselves in both writing and reading.

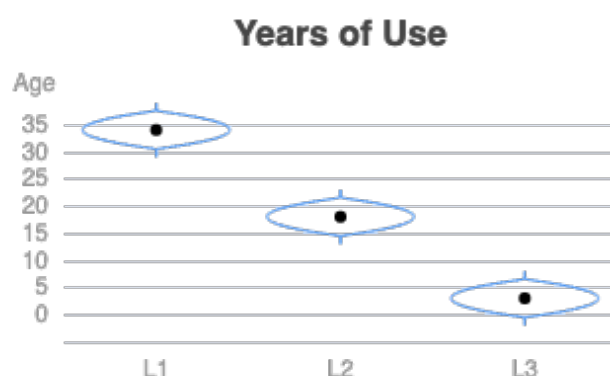


Figure 34. Average number of years of language use

It is expected that participants have not had the opportunity to use the L3 for so many years since they began learning Norwegian after emigrating to Norway and have lived there for less than five years.

- **Language Dominance**

In multilingual research, language dominance plays another important role, and it is closely related to a variety of factors, including participants' proficiency in each language and their daily use of that language (Zhu & Ameel, 2015). With LHQ survey, it is possible to compute an aggregated dominance score based on both the participant's self-reported proficiency and the amount of time (hours per day) spent on different components of each language they acquired/learned.

It can be expressed as equation below:

$$\mathbf{Dominance}_i = \sum_{j=\{R,L,W,S\}} \omega_j \left[\frac{1}{2} \left(\frac{P_{i,j}}{7} \right) + \frac{1}{2} \left(\frac{H_{i,j}}{K} \right) \right] \quad ^3$$

³ This equation and calculation method taken from Li P, Zhang F, Yu A, Zhao X (2019). Language History Questionnaire (LHQ3): An enhanced tool for assessing multilingual experience. *Bilingualism: Language and Cognition* 1–7.

' $\{R, L, W, S\}$, ω_j and $P_{i,j}$ carry the same meaning as in previous equations. $H_{i,j}$ stands for the total estimated hours per day a participant spent on the j th linguistic aspect (e.g., speaking) of her i th language. K is a constant serving as a scaling factor, currently set to be 162. Another scaling factor $1/2$ is applied to the function to ensure the proficiency and the daily usages of a language to have equal weight in calculating its dominance score.'

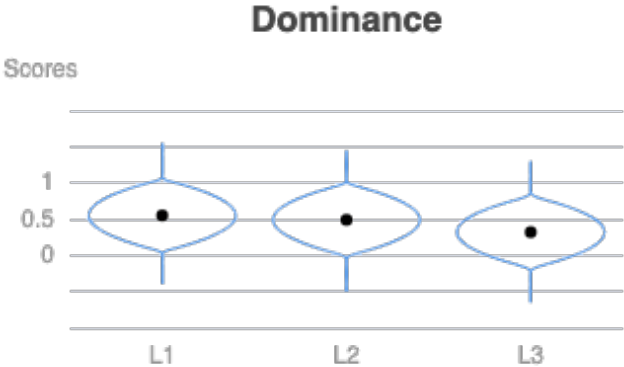
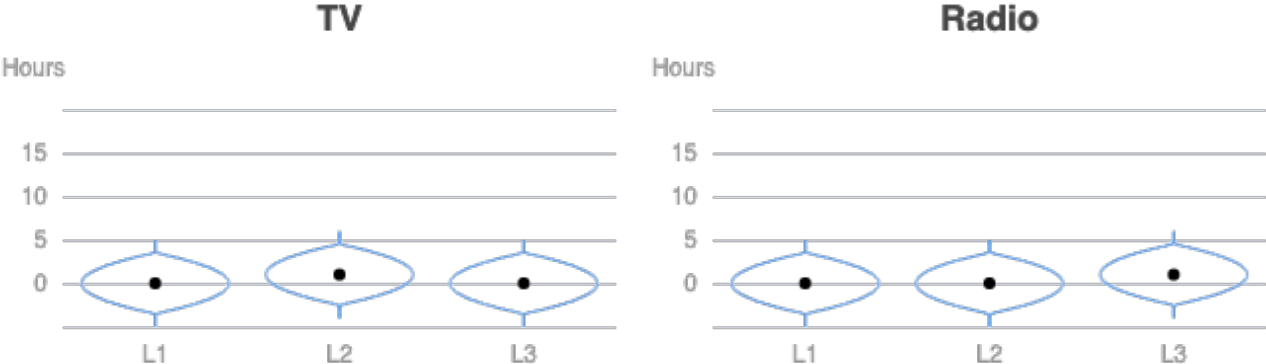


Figure 35. Dominance level of participants in Turkish, English, Norwegian

Based on the violet plot, respondents L1 is the most dominant language in their daily lives. The reason might be that majority of participants are likely to use Turkish at home with their household members. Due to the participants' residence in Norway, I would expect that the language dominance of L3, Norwegian, is greater than that of L2, English. Therefore, we can conclude that the Turkish immigrants in Norway have a great deal of preference for English as their second language.

Below, the figures shows that average hours per day participants spend in the following activities in Turkish, English and Norwegian.



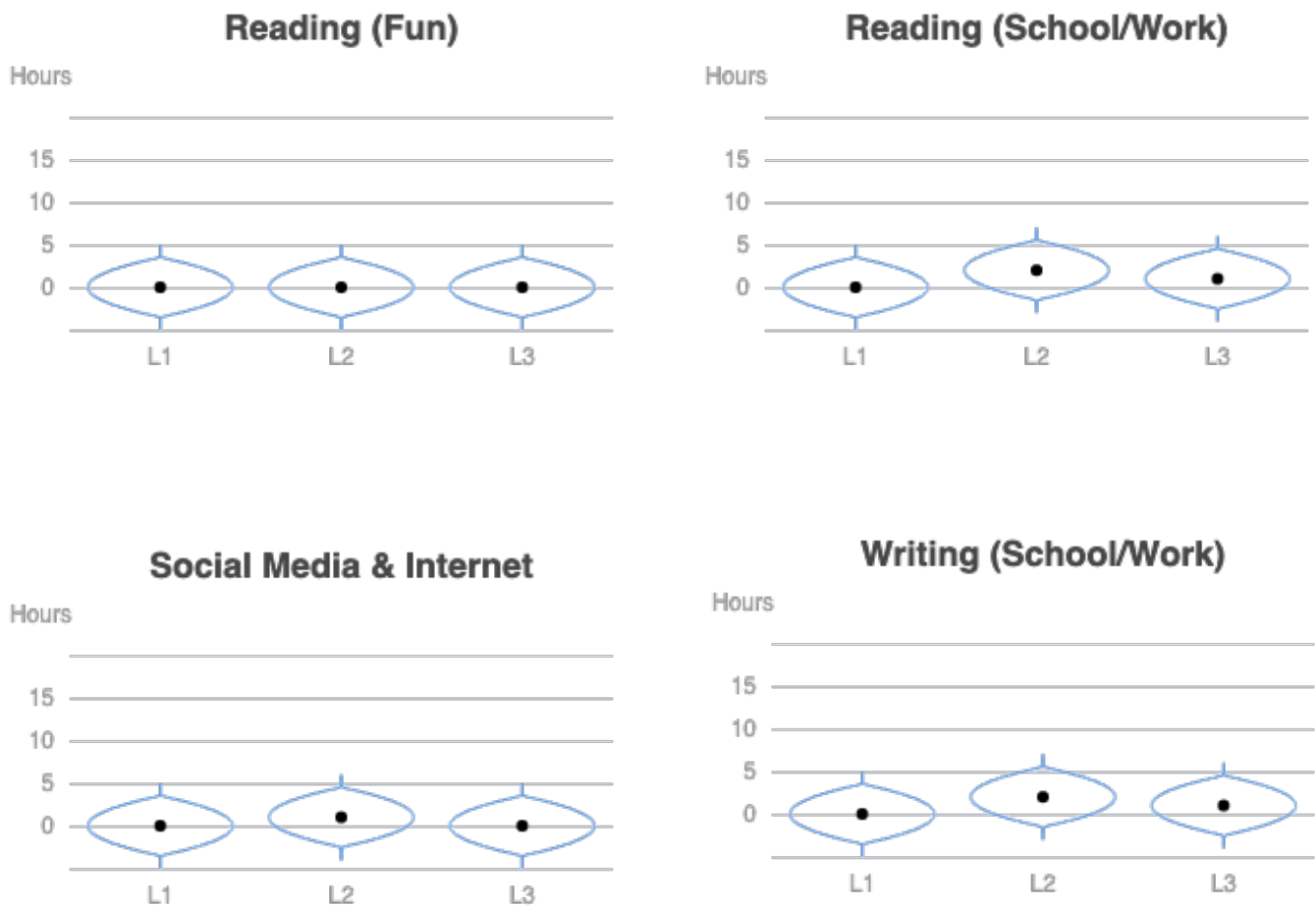
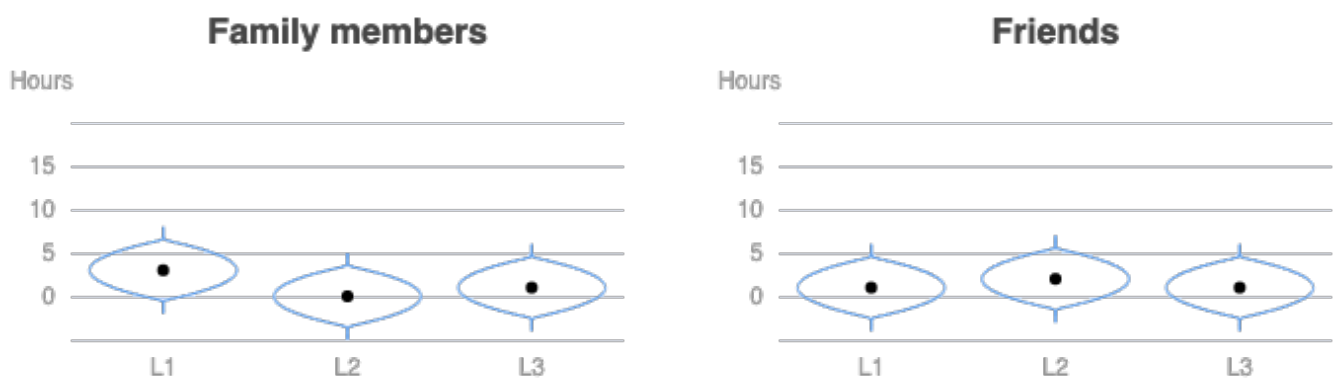


Figure 36. Average hours per day participants spend in activities in Turkish, English and Norwegian

Below, the figures shows that average hours per day participants spend speaking with the groups of people in Turkish, English and Norwegian.



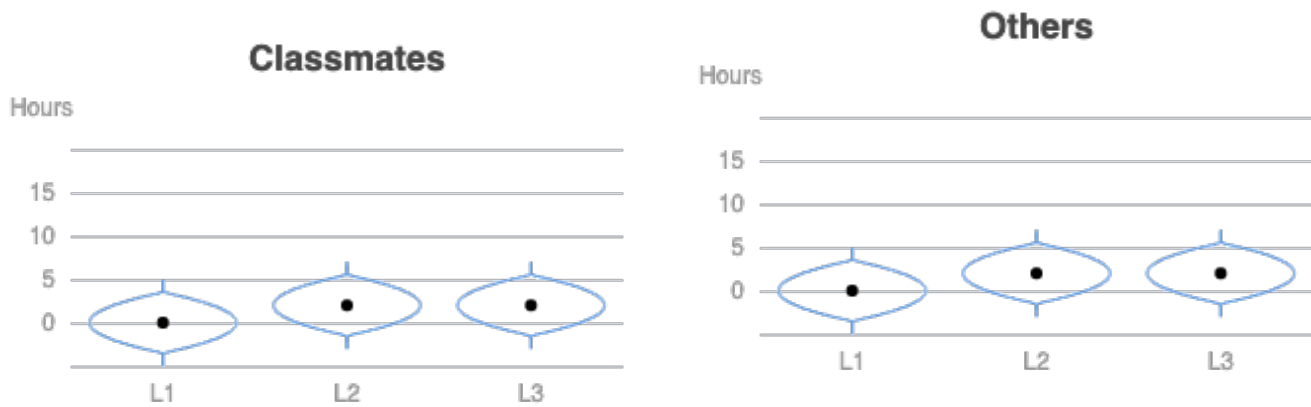


Figure 37. Average hours per day participants spend speaking with the groups of people in Turkish, English and Norwegian

‘Others’ represents colleagues. It appears that the hours spent per day speaking with colleagues in Norwegian and English are not significantly different; however, since the participants reside in Norway, I would expect a greater number of hours spent speaking with colleagues in Norwegian than English.

6 Discussion

In this section, the questionnaire and interview data of 27 Turkish informants will be discussed to ascertain their level of success in integrating into the Norwegian "social way-of-life" and to evaluate the contribution of the ELF to their integration. The focus of this research study is to unpack the significance of ‘English language’ especially for the social and economic integration of Turkish immigrants into their host society, Norway.

6.1 Is ‘host language as key to integration’ a myth?

It is widely acknowledged that ‘host language is a key to integration’ in the field of migration. Learning the host country’s dominant language is thought to help a person reconstruct his or her life in a new country. Moreover, a report of the European Council on the Linguistic Integration Of Adult Migrants (LIAM, 2014) emphasizes the important role played by linguistic knowledge of the host country’s language when it comes to the especially, economic and social integration of immigrants. In reverse, a lack of proficiency in the host language is

often cited as the reason for unsuccessful integration. According to the literature, language competence in the relevant host language is a significant, however not the only, factor determining inequalities in access to education, employment, income, and social contacts in society since linguistic differences can lead to difficulties in understanding and coordinating in the context of work situations or social relationships. It is believed that the host language constitutes both the medium of everyday communication which is an indicator of social integration and a resource, in particular in the context of education and the labor market, which are the main indicators of economic integration.

On the contrary, based on my research findings on Turkish immigrants' integration outcomes, although their linguistic integration dimension (0,57), which measures their proficiency in the host language, such as reading, listening, speaking and writing components, is relatively low, their overall integration score mean is 0,64, which is unexpectedly higher than their linguistic integration score. Despite the fact that proficiency in the host country language plays a crucial role in immigrants' integration process, why and how Turkish do immigrants have a low linguistic integration score, but a relatively high integration score in almost all integration dimensions, such as psychological (0,76), economic (0,71) and social (0,66)?

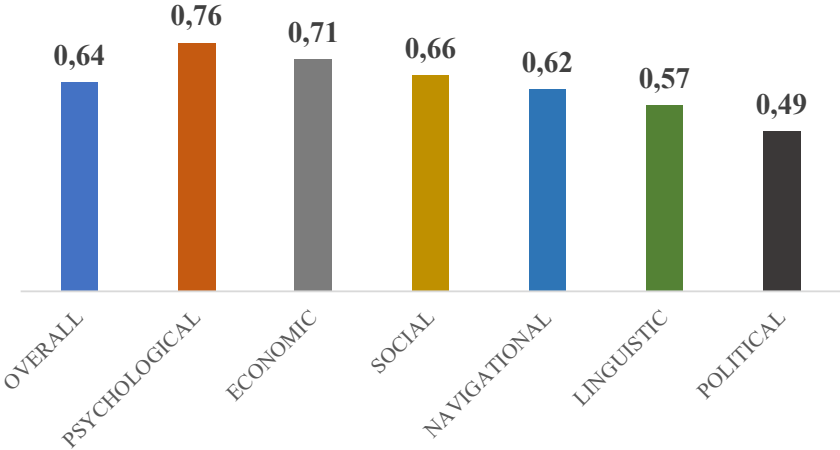


Figure 21. *Integration Score per Dimension*

It is unclear how, even though Turkish immigrants' linguistic integration is quite low, which means that they have limited Norwegian language skills such as comprehension, reading, writing, and speaking. However, they have been able to integrate well

psychologically, economically and socially into Norwegian society, despite their poor host language skills. As a lingua franca widely spoken in Norway after Norwegian, could the English language play a role in this integration process of Turkish immigrants? In order to determine whether English has a role to play in this process of integration into Norwegian society, I will examine the participants' language background data as collected through the History Language Questionnaire (HLQ) and consider how participants' English proficiency, immersion and dominance levels affect their economic and social integration in the host country.

6.1.1 Integration of Turkish Immigrants into the Norwegian Labor Market and The Role of English

Economic integration is defined as the unrestricted access of immigrants to the education and labor market in the host society (Penninx, 2005). In immigrants' labor market integration research, human capital theory is a popular paradigm. Human capital is what determines labor market success. Those are an immigrant's educational qualifications, language skills, and work experience. According to this, the economic integration level of informants has been evaluated through the IPL Index (Immigration Policy Lab) questionnaire by means of the following main indicators: educational attainment, employment and income. Taken altogether, I believe that these three dependent variables provide a comprehensive picture of Turkish immigrants' economic integration in Norway since education, employment and income are decisive factors in determining economic outcomes. According to literature, host language skills both for educational attainment and for labour market outcomes are important. Generally, the cause of low economic integration among immigrants is attributed to deficiencies in host country language proficiency. When immigrants know the language, the gap between natives and immigrants decreases. Since informants have low host language proficiency, in this section, I will examine the role of English as a global language in educational attainment, employment status and income level of immigrants, and consider how English language skills affect Turkish immigrants' economic integration in general in their host country, Norway, and whether English language as the medium of communication helps to decrease the gap between natives and immigrants.

- **Education**

In the new social investment model of economic integration, education is based on developing human resources and realizing human potential (Sibirskaya et al., 2019). Considering its effects on employment and income, human capital is a key component of immigrants' economic success in the host country. A person's human capital accumulation begins with the education and skills he or she acquired before immigration, and may continue with additional training and education in the host country (Paola & Brunello, 2016). It is primarily captured by the degree of education completed in the home country and any additional investments made in education in the host country. There is a direct correlation between education and employment. In turn, differences in education attainment levels affect the economic integration of immigrants into the host country.

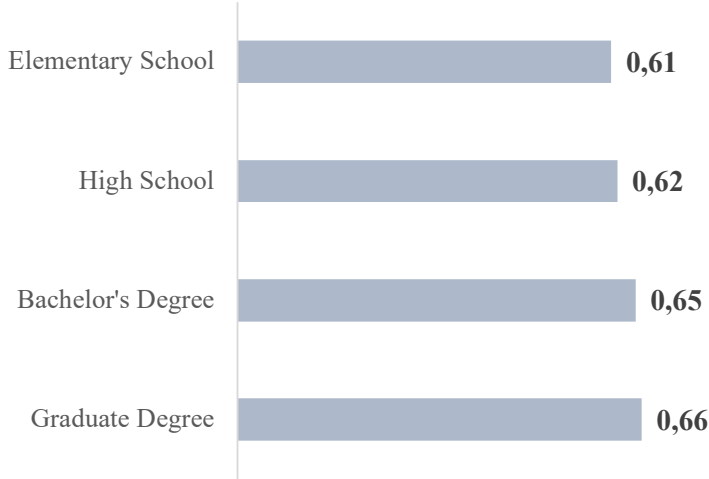


Figure 9. *Integration Score per Educational Attainment*

Clearly, Figure 9 shows that the degree of education attainment of immigrants is positively correlated with their integration scores. Therefore, migrants with a higher level of education are more likely to be integrated into the host country. Particularly, there exists a significant difference in integration scores between elementary school graduates and graduates with a graduate degree (master's, PhD, etc.). It can imply that Norway has established effective mechanisms and guidelines for recognizing foreign degrees particularly those with higher education degrees, which helps to achieve higher integration levels when educational attainment levels increase. Otherwise, this situation could result in rents for

natives with the same level of education as immigrants, and it will inevitably lead to lower integration scores among immigrants with higher education.

Language skills are likely to be a factor in determining the transferability of pre-immigration investments in human capital, in the form of education or experience, since a person cannot use all of his or her skills if they cannot communicate in the host country. Besides, when immigrants want to make any additional investments in education or training in the host country, it seems like they are also able to access the Norwegian education system relatively easily despite their low linguistic knowledge of Norwegian.

An analysis of the Language History Background (HLQ) data might provide insight into the language used by informants in schools and/or higher education institutions.

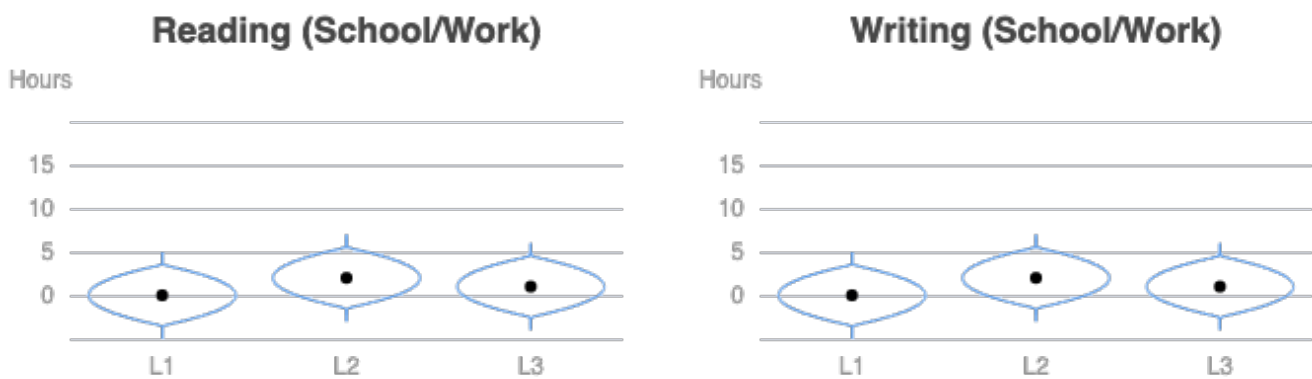


Figure 36. *Average hours per day participants spend in reading and writing activities in school or at work in Turkish, English and Norwegian*

In order to estimate language dominance, various factors are taken into consideration, such as the proficiency of informants and the hours per day they spend reading and writing activities, during school or work in each of the languages they know. As I mentioned before while analyzing LHQ data, L1 represents Turkish as their native language, L2 represents English as their second language and L3 represents Norwegian as their third, host country language on the violet plots. As can be seen from the left and right violet plots, there are no significant differences in immigrants' reading and writing activities regarding the languages they spend time in, and also as expected, no sign was found of immigrants using Turkish as their first language in reading and writing in schools, although there is evident that informants

spend more time in their L2, English than L3, Norwegian during their studies. We can conclude that English can also thus facilitate the integration of Turkish immigrants into the Norwegian educational system.

One of my informants;

“I completed a bachelor's degree in Turkey. Afterwards, I received an offer to attend a master's program in Norway. All of my courses were conducted in English. Moreover, most of our professors were not even Norwegians. Upon completion of my master's degree, I plan on pursuing a doctorate degree. Norway offers a variety of English PhD programs. Even if you speak only English in Norway, you can survive well in especially academia.”

In Norway, education as an integral part of human life has also been influenced by the spread of globalization and consequently, international education opportunities have developed all over the country. Especially, Norwegian policy makers and practitioners ensure that English becomes a facilitator for quality education, and many efforts have been made to promote English language acquisition and multilingualism. As a result of the mobility of learners, and the increased focus on intercultural and transcultural learning, multilingual classrooms have become common in Norway since 1990. Since students from different language backgrounds are admitted to international programs, their language of communication in the multilingual classroom is of great significance. Nowadays, universities in Norway are attracting students from around the globe, and their teachings occur partly or totally in English, more spread of ELF and more international campuses are resulted. In this regard, higher education is one of the driving forces behind the spread of ELF. This research shows that a positive correlation exists between English proficiency in Norway and educational outcomes for Turkish immigrants.

- **Employment**

Employment of immigrants is critical for the social cohesion and inclusive growth of a country. It also provides immigrants with the opportunity to become self-sufficient and productive citizens. As a key indicator of economic integration, employment is often considered the most important factor. Job is the primary source of income for immigrants, and

it constitutes their social standing in the eyes of their families and within their local community. Although employment is important in and of itself, job quality also plays a crucial role in shaping immigrants' economic integration.

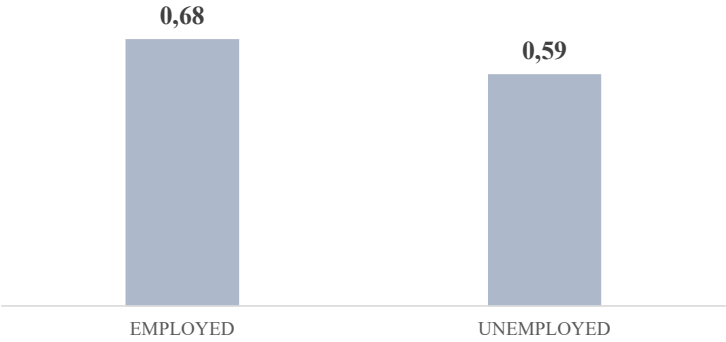


Figure 12. *Integration Score Per Employment Status*

Informants were involved in a variety of occupations to earn their livings and fulfil the basic needs of themselves and their families. As can be seen in the figure, there is a lower integration score among unemployed individuals (0,59) as compared to employed individuals (0,68). Despite the low level of linguistic integration, more than 75% of immigrants are employed. I believe that this high percentage of employment may be attributed to immigrants having access to the Norwegian labor market in spite of their limited knowledge of Norwegian. An analysis of the Language History Background (HLQ) data might provide insight into the language used by informants in the workplace.

As shown in figure 36, informants spend more hours per day in reading and writing in English, than in their third language, Norwegian at work. The average hours per day in which they use English as their second language vary from 3 to 2, as opposed to 1-2 hours in Norwegian. This indicates that informants use their second language little more than their host country's language, Norwegian during their work hours. The hourly difference between the languages they use may seem small. However, given that they live in Norway, I would expect more use of Norwegian at work than English. There is no doubt that English, the language of the global economy, plays a significant role in the Norwegian labor market.

One of my informants;

“Currently, I work as a computer engineer in Oslo. I applied for this position on LinkedIn before coming to Norway. Norway, particularly Oslo, offers a variety of English-speaking jobs that require little or no knowledge of Norwegian. The language I use at work is only English. No matter how fluent you are in Norwegian, English is a must in my field of computer engineering. The latest technology originated from the United States, and in order to follow the latest trends, it is necessary to have a good understanding of English. In Norway, since the country is highly developed and follows technological advancements, it was easier for me to get this position due to my relevant education and solid English skills.”

Globalization and the integration of the world economy have led to English becoming the lingua franca, and now it is used as a tool of gaining a competitive economic advantage in the marketplace. A key component of the '21st century skill set' is the ability to speak English, which is considered a 'must have' in order to participate in the global knowledge economy. The importance of English is particularly apparent in developing countries, where the language is believed to be the key to higher value. Thus, in Norway, policymakers support decisions regarding the implementation of educational reforms for the teaching, learning, and assessment of the English language. In some sectors, English proficiency may be a prerequisite for employment. Particularly in administrative and IT-related occupations. In this regard, the bilingual skills of immigrants, such as proficiency in the dominant language of the host country along with their mother tongue, may also be insignificant in terms of success on the labor market nowadays. Additionally, the study also demonstrates that English language proficiency increases a migrant's potential for success contributing to the host country and home economies.

- **Income**

Annual employment earnings are the primary outcome variable for economic integration among immigrants. Workers' economic gain is determined by the income they receive from the labor market. Successful integration into the host society requires immigrants to be able to earn sufficient income and meet such basic needs as decent housing and adequate healthcare.

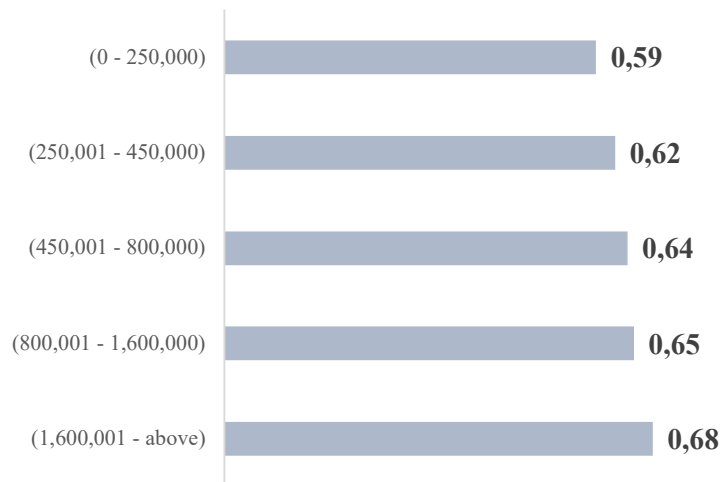


Figure 7. *Integration Score per Annual Household Income*

As figure 7 shows, there is a positive correlation between income and integration. It can be said that the higher the household income, the more integrated the migrant is. Respondents living in households with relatively high incomes (over 800,001 Norwegian krone per month) exhibit significantly higher integration scores. In spite of the limited skills in the language of their host country, immigrants are able to earn higher salaries. Income is one of the most important factors influencing immigrants' success in 'catching up' with their host countries. In other words, closing the gap between natives and newcomers. The results of many studies have indicated that along with time spent in a particular country, there is a tendency to catch up with natives (Chiswick, 1978). However, language can still be a barrier and a limiting factor. Economic literature has conceptualized language skills as a form of human capital; the effects of language on immigrants' performance on the labor market have been extensively studied. Clearly, there is an impact of the English language as a lingua franca in Norway on Turkish immigrants' earnings.

It has been determined by examining the language history background of immigrants that their L2 English proficiency level is higher than their L3 Norwegian proficiency level. Similarly to what I mentioned in the employment indicator, informants generally use English more at work. It has been shown that the English language has positive effects on all variables related to economic integration. A higher level of education is associated with a higher

employment probability, as well as a higher household income and a higher level of integration.

One of my informants:

“This is my second year in Norway. Currently, I am working as a waitress in an Italian restaurant in the city centre. I am very satisfied with my job, my boss and everything. At work, I only speak English. All of my colleagues and most of the customers in the restaurant speak English well. My salary here is much better than what I could make as a waitress in Turkey. I also get the same salary as my Norwegian coworkers. Even though I'm not fluent in Norwegian, the language is not a problem for me. I got a job quickly and get the same pay as the natives.”

A person's success in a migration experience is partially determined by their skills and the value of these skills on the host country's labor market. Language proficiency is a skill that is often needed by migrants - and which has been found to be associated with their income level in certain contexts. As a consequence of the increasing importance of the knowledge-based economy and the service-based economy, language and communication skills are becoming increasingly valuable for migrant workers (Clark & Drinkwater, 2008; Rassool, 2013). The purpose of this analysis is to examine the role and value of English as a lingua franca (ELF) among Turkish immigrants in a country where English is not an official language.

Immigrants with higher levels of human capital, including educational attainment level, employment status and income, are more likely to integrate quickly and successfully in Norway.

6.1.2 Integration of Turkish Immigrants into the Norwegian Society and The Role of English

In integration analysis, one of the key areas is the social domain. An effective integration process relies on immigrants establishing social networks that allow them to make the most of their economic, cultural, and human resources. Therefore, they should engage in social bridging (relationships with individuals from communities other than their own) as well as social linking (relationships with organizations and public services) (Pulinx & Avermaet, 2017).

- **Social Contacts**

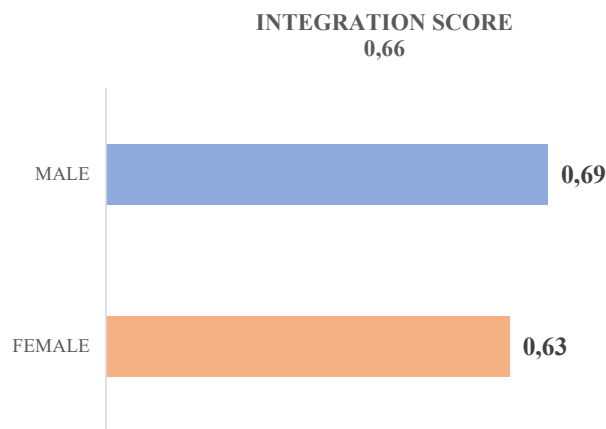


Figure 24. *Integration Score of Social Dimension*

Based on the integration of the informants' social dimension, the score is 0,66. Following psychological integration and economic integration, social integration is the third highest value among immigrants' integration dimensions. This indicates that respondents have strong ties to Norwegians despite their poor host language proficiency. A questionnaire completed by informants indicated that at least 60% of them have conversations with Norwegians - either via mobile phone or online messaging apps such as Facebook messenger and SnapChat. SnapChat is the most common means of communication among Norwegians with their families and friends. Majority of informants said that they downloaded Snapchat just to communicate with Norwegians. Nearly 60% of respondents share meals with Norwegians who are not members of their family at least once a month during their free time. Based on their comments, they implied that most of the Norwegians they have dinner with are their colleagues. The informants believe that making friends at work is much easier since they have more in common with each other. The social integration scores of women (0,63) are lower than those of men (0,69) when comparing genders. An explanation for this may be the difference in employment status or school attendance among the informants. The social integration score of those who are employed/in school is higher than the score of those who are not employed/in school. Considering the limited host language abilities of informants, social integration is expected to be a lower score, since lack of knowledge of the host

language may create a barrier among immigrants and also affect their social relationships with the host community. Perhaps they communicate with their peers in a language/languages other than Norwegian. In this regard, an analysis of the Language History Background (HLQ) data might provide insight into the language used by informants and their Norwegian peers.

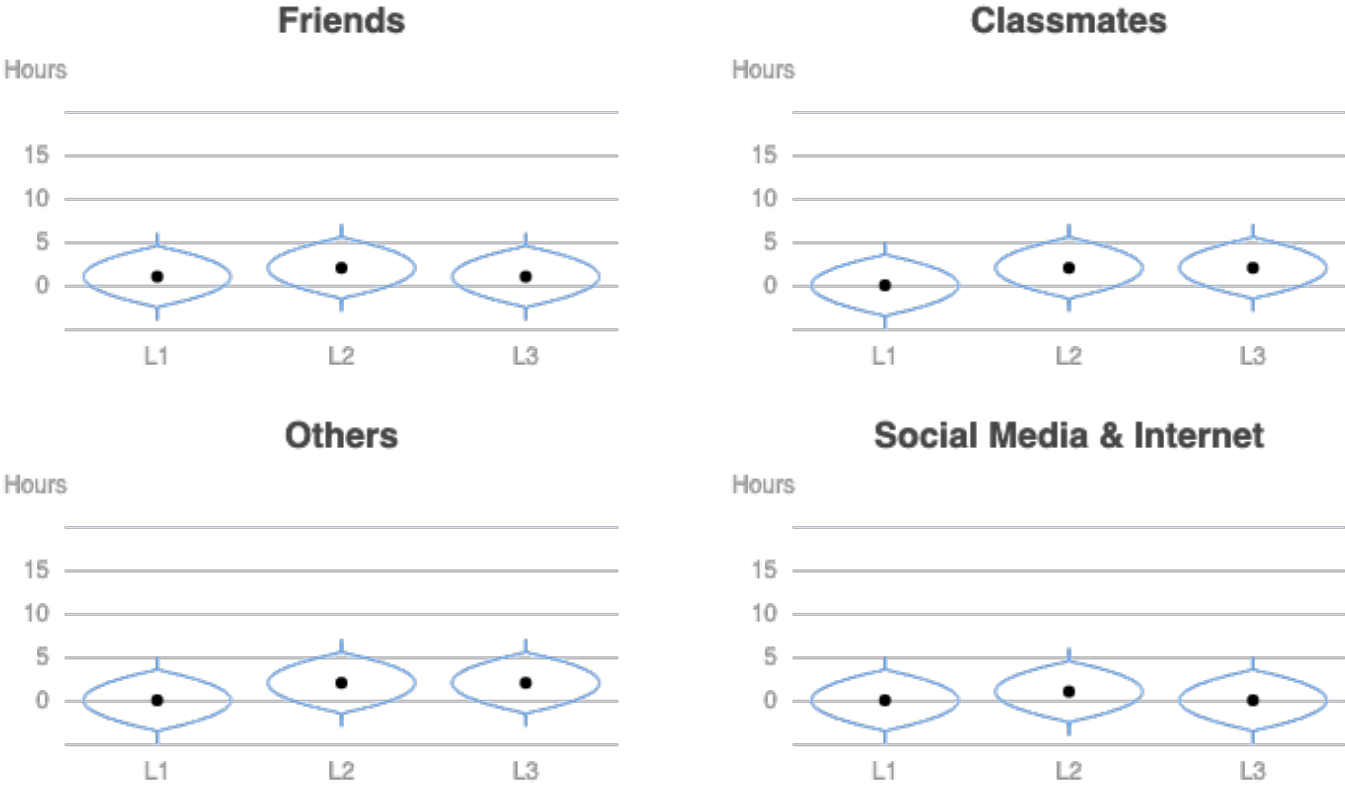


Figure 37. Average hours per day participants spend speaking with groups of people in Turkish, English and Norwegian

Here, ‘others’ represents colleagues. In the violet plot, it can be seen that informants spend more time communicating in English than in Turkish or Norwegian with friends and classmates. And, they spend approximately the same number of hours each day in Norwegian and English with their colleagues. Because they live in Norway and Norwegian is the host language, I would expect them to use more time using Norwegian in their communication with their classmates, friends, colleagues, and on social media. There is no doubt that English plays a substantial role in social interaction among Turkish immigrants in Norway. In addition to having an English level of at least B1, all informants have lived in Norway for no longer

than five years. It is evident, however, that regardless of whether they could communicate in Norwegian in some way, they were more comfortable speaking English when with Norwegian peers. In addition, there is also the possibility that the environment in which a person interacts may influence their choice of language. For instance, speaking English at university with classmates, friends and colleagues, Turkish at home with family members, and Norwegian at the grocery store.

One of my informants;

“I have been in Norway for two years and I have taken A1, A2 and B1 level courses, so I can understand daily conversation and basic stuff in Norwegian. Even so, I do not feel comfortable when I speak of it. English has been in my life since I was 15. I feel much more comfortable with it. When I need to speak Norwegian, I become shy and want to switch to English at once.”

Based on my informant’s statement, in my opinion, the English language status in Norway also plays a role in immigrants switching to English from Norwegian without any hesitation.

One of my informants;

“The Norwegians are pretty good at English. The only language I speak with them is English. My friends are mostly international, but I also have some Norwegians. Everything would be hard for me if I didn't know English. I made many friends thanks to my English language skills even though I have only lived in Norway for a year.”

The spread of English as a global communication tool is seen as delivering a common language in linguistically diverse places and contexts (Mehtabul et al., 2013). In this regard, Norway could be one of the places where English might even serve as a substitute for the local language for the purpose of communicating with people who do not know Norwegian. According to Education First (2013), the Norwegian population is relatively proficient in English compared to other populations and the status of English in Norway cannot be denied.

After analyzing the relationship between the outcomes of economic and social integration of immigrants and the role of English, I am able to make an assessment as to whether 'host language as a key to integration a myth'.

The term "linguistic integration" is merely the process of ascertaining that immigrants are able to speak the language of the political state into where they immigrated. In support of this idea, it is believed that immigrants are unable to contribute to the economy and the society of their new country without proficiency in the host language. But is it really reasonable to use the host language as a basis for determining who is and is not welcome in a country? In other words, who is integrated or unintegrated?

The sociolinguistic community has argued for decades that language and speakers are inseparable; there can be no language without speakers, and there can be no speakers without a language. Language is without doubt a deeply personal and social matter, reflecting the experiences of each individual. At that point, it is important to perceive languages as real linguistic entities spoken within political states. As all we know that immigrants should be able to participate effectively in society. Yet, this participation cannot be limited to only linguistic integration, by no means, host language skills cannot be the only objective. It has also been proven throughout history that minoritized groups have not been structurally integrated into host societies' economic and social life even if they start speaking the dominant language of the country they immigrated. There are several other factors that influence the integration of immigrants, and language should just be viewed as a tool for knowledge transfer.

English, lingua franca is becoming increasingly important for communication among people across the world. It is no longer a secret that English has become a major means of communication. With the help of the Internet, English is now the dominant language in advertising, broadcasting, academic publications, popular music, and the film industry. Therefore, the English language holds the potential to offer opportunities and empower individuals in a globalized world. With the rise of English as a lingua franca (ELF), English language skills are becoming increasingly important in order to be able to participate actively in society - in the physical world and in the digital world. There has also been implications for the learning of English in Norway due to the widespread use of English throughout the world. Especially, it has been observed that Norway has experienced an overwhelming degree of

'Anglicization' in recent years. Considering the new and changing language environment in which English is used in Norway, it is reasonable to use the term "English as a second language" instead of "English as a foreign language".

In Norway, there are many bilingual and trilingual speakers, and a large percentage of Norwegians now speak English as a second language. The English language is almost ubiquitous in Norwegian daily life, and it can be considered to function as a second language. There is a high level of exposure to English through a wide variety of media, such as films, television, music, gaming, and social media. As a result of a reliance on imported media, in which US and UK produced TV programs and films were broadcast with subtitles instead of dubbing.

English is also a core subject in the Norwegian school curriculum, and Norwegians were found to have the highest level of English proficiency in two recent international surveys, and their level of competence to be high, and to have overwhelmingly positive attitudes towards English. It is the English language that is used to communicate with those who do not speak Norwegian. Therefore, it can be said that English is widely accepted in Norway as a language of communication. As reflected by one of the interviewees' comments reported above 'speaking Norwegian might help with the integration, but also if you speak English that is also just enough to fit in.' So, for Turkish immigrants in Norway, language repertoires that include English can greatly facilitate integration into the Norwegian labor market and society.

6.2 Is English as a lingua franca a facilitator or blocker in immigrants' use and practice of Norwegian?

The English language has shifted from being a language that was originally used to serve native speakers' needs, to becoming a communicative tool also used among non-native speakers in their interactions. The prevalence of English in Norwegian society and the immigrants' higher fluency in English as compared to Norwegian would be influential factors in the immigrant's preference to use English. The teachers also acknowledged the significance of English for teaching the Norwegian language in the classroom and immigrants also admitted the usefulness of English in their learning of Norwegian.

One of my informants;

“English played a great role in my learning of Norwegian, without English knowledge, learning Norwegian would have been a tragedy for me. So, I would say that English is a facilitator to learn Norwegian in the beginning, but, when it comes to practising Norwegian, English is a blocker. I believe that fluency in English might make me lazier and unmotivated to speak and practice Norwegian.”

As mentioned in the above by one of informants, in spite of the fact that English had a pivotal role at the beginning of learning Norwegian, after sometime, it became a barrier for immigrants’ further use, practice and progress in Norwegian. When they get used to it, they do not want to step out of their comfort zone.

One of my informants;

“I might start a conversation in Norwegian, but I would soon need to switch to English. It takes long time to produce sentences in Norwegian. I feel that the native interlocutor might get impatient and even sometimes they switch to English before me when they see that I am struggling a little bit with the language.”

Interlocutor can be impatient and the informants are afraid that they will not convey the intended meaning. It is not just the fluency in English of immigrants that makes them unmotivated to speak Norwegian; it might even be the fluency of Norwegians in English that prevents immigrants from speaking Norwegian.

One of my informants:

“Although I would like to learn and practice my Norwegian, English is everywhere now. I watch English movies and listen to English music, etc. This is how the world right now. Even Norwegians listen English musics and movies almost all the time.”

According to this, English is weakening of motivation for L2 language acquisition, which is Norwegian here. Knowledge of English as the language with the highest Q-value throughout the world undermines the acquisition of all other L2s. It is unquestionable that English has established itself as one of the world's dominant languages; on top of this, it has become a symbol of our time, alongside globalization and networking.

ELF could be a facilitator and a blocker at the same time in people's use and practice of Norwegian. Based on their individual differences, immigrants invested different amounts of desire, time and effort in the language learning process and opted for English and/or Norwegian under different exposures. The ELF, through playing a crucial role in the development of the immigrants' Norwegian language at the beginning, was identified as a blocker in the immigrants' further use of Norwegian. It was also found that the type and extent of the linguistic proficiency needed for a specific situation, affected the immigrants' choice of language for that specific situation.

6.3 Is English enough to be fully integrated into Norwegian society?

ELF is categorized as a 'contact language' and is only used by non-native speakers (Firth, 1996). Therefore, English serves as a neutral and free-choice language for international communication. However, languages are not simply different word systems, but also different value systems. In order to understand the cultural and social meaning of words, it is essential to interact with natives and learn the host language.

One of my informants;

“I do not have any problem communicating with people and meet my basic needs in Norway. I mean, I can go to the grocery store and buy what I want just through speaking English. However, I feel like I do not know many things about Norway, such as cultural things, traditions, or fairytales. For example, I learned what ‘rampenisse’ is last year. I believe that if I was better at Norwegian, I would understand the backstory.”

Communication in another language involves becoming aware of the ways of another culture (Liddicoat, 2003). Host language learning can assist in gaining a more complete understanding of the culture of another country, as well as facilitating a better sense of how other people view the world from their own cultural perspective. This will also result in the fading of the divide between the 'self' (the immigrant) and the 'other' (the members of the host society). Additionally, becoming involved in the host country's society is an important aspect of the process of integration and can have significant implications for the well-being of immigrants. In order to achieve this, they must make their voices heard, take an active interest

in how the society they are in works, and take part in the decisions that shape the future of the community.

One of my informants;

“Since I am not good at Norwegian, I do not understand the news on TV. Especially, what the prime minister is talking about or political parties have ‘debate’ programs from time to time on TV, I do not understand what they are discussing about. I do not feel like I have enough knowledge of Norwegian politics to discuss with Norwegians. This also makes me feel like I am not fully integrated into the country.”

Immigrants' integration scores in the navigational and political dimensions were the lowest among other integration dimensions, as one of my informants noted above. The rights and duties in the country come also with Norwegian citizenship. Usually host language skills are a pre-requisite for obtaining citizenship in the country. In order to become a citizen of Norway, an immigrant must reside in the country for at least seven years and pass a Norwegian language and civics test which demonstrate the applicant has a basic understanding of the country, such as who was the country's first prime minister. It has been shown that immigrants with greater proficiency in the local language tend to be more culturally resilient and possess a greater level of psychological resources (Smith et al., 2019). When individuals are able to speak and understand a new language, they are likely to be more efficient and have more self-esteem within the new cultural environment, since they provide opportunities for positive self-evaluation. Norway is implementing mechanisms to ensure that immigrants have a good understanding of the local language (as well as other cultural teachings). These include compulsory language classes intended to enhance the integration of new arrivals or those who have already settled in the country but do not possess a proficient understanding of the language. Keeping the Norwegian language as a common means of communication would, according to the prime minister, be tantamount to saving the heritage of Norwegian history. He implies that a common future can be built by embracing history, rather than denying it. So, the Norwegian government has taken into account many implications and introduced a test to assess language skills, culture and history for immigrants seeking nationalization.

7 Conclusion

This study aimed to extend existing theories and empirical findings regarding the impact of English proficiency on labour market outcomes and social contacts of Turkish immigrants whose first language is not English. The effectiveness of economic integration can be measured through labour market outcomes, as well as social integration, where outcomes can often be measured based on surveys of attitudes, feelings, and perceptions. Throughout the integration process, there are numerous aspects to consider. It should not be forgotten that it is a multidimensional process and some of these aspects are more difficult to measure than others. As I stated before it is not only economic and social factors that contribute to the effective integration of immigrants. It also has psychological, political, navigational and political facets. In my study, I focused primarily on the economic and social outcomes of immigrants' integration, where English as a lingua franca played a key role. All the dimensions of integration are closely interconnected, and failure to integrate in one dimension will likely have multiple consequences. For instance, education attainment affects their ability to integrate into the labor market, thereby impairing their career prospects. Diaz's (1993) emphasizes the importance of these dimensions of integration and the need to work together with all of them in order to achieve fully integration.

This research has shown that English plays a significant role in the integration of Turkish immigrants in Norway. However, English in the global world should not be perceived as the product of only one native-speaking nation and one culture. Therefore, it is necessary to work on the development of new forms and methods, alongside focusing on the English language just as a means of international communication. On a practical level, international communication using English as a lingua franca is a dynamic hybrid that significantly depends on the discursive practices and contexts in which it is implemented. It is important to understand that the lingua franca is not a monolithic stable system. Instead, it is a communication resource, which depends on the social-cultural, economic and political changes of the global world.

Limitations

In the same way just as many other studies have had limitations, it is also important to acknowledge that this study was not also free from limitations. It is necessary to point out these limitations. There may, for instance, have been a lack of diversity among Turkish participants in the sample. Although the participants were drawn from a variety of backgrounds around Norway, especially in terms of measuring the integration scores of immigrants, there were no participants in some income categories, for example, unemployed but making a higher income etc. From my experience, I would recommend that in a similar study, the sample should be more diverse and the number of respondents should be increased. The results of further research could be examined on a larger sample of respondents from different occupations, income levels, educational levels and the detailed analysis can be done to find out the relationship between English as a lingua franca and Immigrants integration outcomes. Consequently, the total number of participants in this study was relatively small, which might be explained by the strict criteria used for the inclusion of participants in the experiment, such as having at least B1 proficiency in English and not being a Norwegian resident for more than 5 years etc, but it was a good decision to conduct the questionnaire in a semi-structured interview format.

Hopefully, this study will provide a basis for further discussion of the role of ELF in immigrant integration in countries where English is not an official language. More research is needed on the topic of ELF role in integrating immigrants in Norway or in another country.

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APPENDICES

Appendix 1: Research Project Poster

Yüksek Lisans Araştırma Projesi için katılımcılar aranıyor!

Norveç'te yaşayan Türk göçmenlerin İngilizce biliyor olmalarının Norveç toplumuna entegrasyonuna katkısını ölçmeye yönelik yüksek lisans çalışması yürütüyoruz.

ARAŞTIRMA HAKKINDA

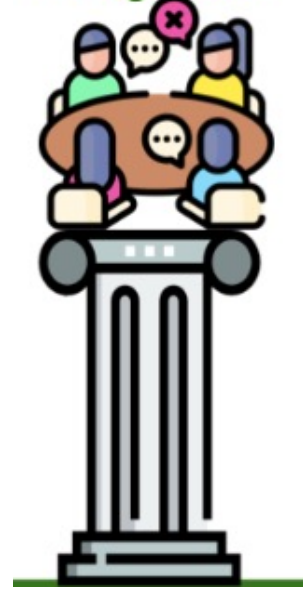
- Araştırma iki survey den oluşmaktadır ve yaklaşık 45 dk sürmektedir.
- Survey tamamlandığında her katılımcı 100 kr değerinde çek kazanır.

KATILIMCI ÖZELLİKLERİ

- 18 yaş ve üzeri olmak
- Norveç'te en fazla 5 yıl yaşıyor olmak
- Belli bir seviyede İngilizce biliyor olmak

Araştırma hakkında ayrıntılı bilgi almak ve katılım sağlamak için aka170@uit.no hesabına mail atarak iletişime geçebilirsiniz.

Integration



UiT The Arctic
University of Norway

Appendix 2: Consent Form

Are you interested in taking part in the research project “Integration of Turkish Immigrants into the Norwegian Society: The Role of English?”?

This is an inquiry about participation in a research project where the main purpose is to identify the role of proficiency in English in the adaptation of Turkish immigrants to Norwegian society. According to the researchers, being able to speak the language of the host country plays an important role in the integration process. As for English, it is widely spoken in Norway, and almost everyone is fluent (or knows at least a little bit - this is mostly true for the elder generation) in English. It shows the importance of English language in the lives of immigrants could play a part in their first steps to adjusting to the new society. Having access to the Turkish immigrants will give me a chance to converge on an understanding of how English language contributes to the integration of Turkish descent immigrants into Norwegian society. In this letter we will give you information about the purpose of the project and what your participation will involve.

Purpose of the project

This project aims to explore the role of proficiency in English in the adaptation of Turkish immigrants to Norwegian society, not to test the language skills of the participants. In a wide scope sense, the project aims to address/answer one question in integration research today:

1. Are they of the opinion that their English proficiency contributes to a successful adaptation to Norway?

Who is responsible for the research project?

UiT The Arctic University of Norway – Department of Language and Culture is the institution responsible for the project.

Investigators:	Email:	Phone:
Aylin Kayali Bjørgve (Principle Investigator)	aka170@uit.no	41295354
Dr. Fatih Bayram(Supervisor)	fatih.bayram@uit.no	77644343

What does participation involve for you?

The questionnaire will be completed in an interview basis. Also they can be completed by participants online on their own, but the responses must be checked with the participant to clarify any ambiguous or contradictory responses. If you permit, I would like to record the interview on an audio recorder and write down some keywords during the interview. Both of the questionnaire will not take longer than 45 mins. In first survey, it is expected from you to provide information about your personal data such as; gender, age, level of education, annual household income, area of residence, and living situation. In the second survey, it is expected from you to provide some information on your language background and language use by completing an online language background questionnaire.

Participation is voluntary

Participation in the project is voluntary. If you chose to participate, you can withdraw your consent at any time without giving a reason. All information about you will then be made anonymous. There will be no negative consequences for you if you chose not to participate or later decide to withdraw.

Your personal privacy – how we will store and use your personal data

We will only use your personal data for the purpose(s) specified in this information letter. We will process your personal data confidentially and in accordance with data protection legislation (the General Data Protection Regulation and Personal Data Act).

Your data will be kept confidential and securely stored, with only an anonymous number identifying it. Information linking that number to their name will be stored securely and separately from their linguistic data. No personal data will be transferred by email or stored using online services. The information will be protected by passwords on the individual files, and a username and password on the computer and server. Only the principal investigator will have access to the files and the computer.

What will happen to your personal data at the end of the research project?

The project is scheduled to end in May 2023. Upon collection, all data will immediately be pseudonymized. Personal information such as name, date of birth, contact details will be stored separately in individual files protected by passwords on the computer and server. Please feel free to contact us if you wish to ask any questions about this study at any point.

Your rights

So long as you can be identified in the collected data, you have the right to:

- access the personal data that is being processed about you
- request that your personal data is deleted
- request that incorrect personal data about you is corrected/rectified
- receive a copy of your personal data (data portability), and
- send a complaint to the Data Protection Officer or The Norwegian Data Protection Authority regarding the processing of your personal data

What gives us the right to process your personal data?

We will process your personal data based on your consent. Based on an agreement with UiT The Arctic University of Norway, Data Protection Services has assessed that the processing of personal data in this project is in accordance with data protection legislation.

Where can I find out more?

If you have questions about the project, or want to exercise your rights, contact:

- UiT The Arctic University of Norway – Department of Language and Culture via Aylin Kayali Bjørgve, by email: (aka170@uit.no), or by telephone: +47 41 29 53 54
- UiT The Arctic University of Norway – Department of Language and Culture via Dr. Fatih Bayram(Supervisor), by email: fatih.bayram@uit.no or by telephone: +47 77644343
- Data Protection Services, by email: (personverntjenester@sikt.no) or by telephone: +47 53 21 15 00.

Yours sincerely,

Project Leader
Aylin Kayali Bjørgve

Consent form

I have received and understood information about the project Integration of Turkish Immigrants into the Norwegian Society: The Role of English? and have been given the opportunity to ask questions. I give consent:

.. to participate in *an* interview

I give consent for my personal data to be processed until the end date of the project, approx. February 2023

(Signed by participant, date)

Appendix 3: The Immigration Policy Lab Index Questionnaire (IPL)

How connected do you feel with Norway?

- I feel an extremely close connection.
- I feel a very close connection.
- I feel a moderately close connection.
- I feel a weak connection.
- I do not feel a connection at all.

How often do you feel like an outsider in Norway?

- Never
- Rarely
- Sometimes
- Often
- Always

Thinking about your future, where do you want to live?

- I definitely want to live in Norway for the rest of my life.
- I probably want to live in Norway for the rest of my life.
- I am unsure if I want to remain in Norway if I want to move to another country.
- I probably want to move to another country.
- I definitely want to move to another country.

How often do you feel isolated from Norwegian society?

- Never
- Rarely
- Sometimes
- Often
- Always

In this country, how difficult or easy would it be for you to see a doctor?

- Very difficult
- Somewhat difficult
- Neither difficult, nor easy
- Somewhat easy
- Very easy

In this country, how difficult or easy would it be for you to search for a job (find the proper listings)?

- Very difficult
- Somewhat difficult
- Neither difficult, nor easy
- Somewhat easy
- Very easy

In this country, how difficult or easy would it be for you to get help with legal problems?

- Very difficult
- Somewhat difficult
- Neither difficult, nor easy
- Somewhat easy
- Very easy

Now we would like to ask you some questions about daily life in the Norway. **Please answer these questions from memory, without looking up the answers or asking another person.**

Not many people can answer every question correctly, and we would be very grateful if you would answer the questions to the best of your ability.

How many drinks (a can or glass of beer, a glass of wine, or a shot of liquor), in about an hour time span, can an average person have before he or she is too intoxicated to legally drive a car?

- No alcoholic drinks at all.
- Most people can legally drive after one or two drinks.
- A maximum of five drinks, as long as the person can drive safely.
- There is no limit, as long as the person can drive safely.
- Don't know.

How do most people in Norway typically pay their income taxes?

- Taxes are automatically deducted from paychecks, and no special filing is necessary.
- Employers have the responsibility to file forms for their workers.
- People can pay their taxes at a bank or a municipal office.
- Workers must file their tax returns with the federal government.
- Don't know.

If you were sending a letter in Norway, what is the correct way to write the address on the envelope? Please select one format from the list below.

- 24 Odderhei Platå, Kristiansand, 4639, Norway
- 24 Odderhei platå, Kristiansand, Norway, 4639
- Kristiansand, Odderhei platå 24, 4639, Norway
- Odderhei Platå 24, 4639, Kristiansand, Norway
- Don't know.

In the Norway, how should you seek medical help for a condition like chronic back pain?

- Call an ambulance
- Go to the emergency room
- See your general practitioner
- Ask a supervisor at work
- Don't know

What is your **household's** total annual income (before taxes and deductions) from all sources? If you don't know the exact figure, please give an estimate.

Your household includes everyone with whom you share an apartment or house **and** with whom you are also related by birth, marriage, partnership, or adoption.

- 250,001 - 450,000 NOK
- 450,001 - 800,000 NOK
- 800,001 - 1,600,000 NOK
- 1,600,001 – above NOK

How satisfied are you with your current employment situation?

Your employment situation refers to the answer you gave in a previous question (either in paid work, in school, unemployed, permanently sick or disabled, retired, in the military, in community service, doing unpaid housework, looking after children or other persons, or other status).

- Very satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Very dissatisfied

In the last 12 months, how often did you eat dinner with Norwegians who are not part of your family?

- Never
- Once a year
- Once a month
- Once a week
- Almost every day

Please think about the Norwegians in your address book or your phone contacts. With how many of them did you have a conversation - either by phone, messenger chat, or text exchange - in the last 4 weeks?

- 0
- 1 to 2
- 3 to 6
- 7 to 14
- 15 or more

Many people help each other with everyday favors, such as getting rides, borrowing a little money, or babysitting. In the last 12 months, how often have you provided such favors to Norwegians?

- Never
- Once a year
- Once a month
- Once a week
- Almost every day

Please evaluate your own skills in Norwegian. How well can you do the following when reading Norwegian?

I can **read** and understand the main points in simple newspaper articles on familiar subjects.

- Very well
- Well
- Moderately well
- Not well
- Not well at all

Please evaluate your own skills in Norwegian. How well can you do the following when speaking Norwegian?

In a conversation, I can **speak** about familiar topics and express personal opinions.

- Very well
- Well
- Moderately well
- Not well
- Not well at all

Please evaluate your own skills in Norwegian . How well can you do the following when writing Norwegian?

I can **write** letters about my experiences, feelings, and about events.

- Very well
- Well
- Moderately well
- Not well
- Not well at all

Please evaluate your own skills in Norwegian. How well can you do the following when listening to Norwegian?

I can **listen** to and understand the main points in radio or TV programs about familiar subjects.

- Very well
- Well
- Moderately well
- Not well
- Not well at all

How well do you understand the important political issues facing Norway?

- Very well
- Well
- Moderately well
- Not well
- Not well at all

In the last 12 months, how often did you typically discuss major political issues facing Norway with others?

- Never
- Once a year
- Once a month
- Once a week
- Almost every day

Now we would like to ask you some questions about public policy and current events. **Please answer these questions from memory, without looking up the answers or asking another person.** Not many people can answer every question correctly, and we would be very grateful if you would answer the questions to the best of your ability.

To which of the following parties does the current Prime Minister of Norway belong?

- Høyre
- Arbeiderpartiet
- Other
- Don't know

Which of the following parties occupies the largest number of seats in the Parliament of Norway ?

- Høyre
- Arbeiderpartiet
- Other
- Don't know

- How many people, including yourself, live in your household?

- How many years of education did you completed?
Please include years completed both within and outside Norway

What is your current situation in Norway?

- a) I have permanent residence card
- b) I have temporary residence vard
- c) I have work visa

Appendix 4: Language History Background Questionnaire (HLQ)

Language history questionnaire (LHQ). Go to <https://blclab.org/lhq3/> to use the online version and for reference

(1) Participant ID number				(2) Age			
(3) Gender		<input type="checkbox"/> Male	<input type="checkbox"/> Female	<input type="checkbox"/> Non-binary	<input type="checkbox"/> Non-relevant		
(4) Education		<input type="checkbox"/> Graduate school (Doctor)		<input type="checkbox"/> Graduate school (Master)		<input type="checkbox"/> College (Bachelor)	
		<input type="checkbox"/> High school		<input type="checkbox"/> Middle school		<input type="checkbox"/> Elementary school	
(5) Parents' Education	Father	<input type="checkbox"/> Graduate school (Doctor)		<input type="checkbox"/> Graduate school (Master)		<input type="checkbox"/> College (Bachelor)	
		<input type="checkbox"/> High school		<input type="checkbox"/> Middle school		<input type="checkbox"/> Elementary school	
	Mother	<input type="checkbox"/> Graduate school (Doctor)		<input type="checkbox"/> Graduate school (Master)		<input type="checkbox"/> College (Bachelor)	
		<input type="checkbox"/> High school		<input type="checkbox"/> Middle school		<input type="checkbox"/> Elementary school	
(6) Handedness		<input type="checkbox"/> Right-handed		<input type="checkbox"/> Left-handed		<input type="checkbox"/> Ambidextrous	

(7) Indicate your native language(s) and any other languages you have studied or learned, the age at which you started using each language in terms of listening, speaking, reading, and writing, and the total number of years you have spent using each language.
*Notes For "Years of use", you may have learned a language, stopped using it, and then started using it again. Please give the total number of years.

Language	Listening	Speaking	Reading	Writing	Years of use*

(8) Country of origin	
(9) Country of residence	

(10) If you have lived or traveled in countries other than your country of residence for three months or more, then indicate the name of the country, your length of stay (in Months), the language you used, and the frequency of your use of the language for each country.
* You may have been to the country on multiple occasions, each for a different length of time. Add all the trips together

	Never	Rarely	Sometimes	Regularly	Often	Usually	Always
	1	2	3	4	5	6	7
Country	Length of stay (in Months)*		Language		Frequency of use		
					<input type="checkbox"/> 1, <input type="checkbox"/> 2, <input type="checkbox"/> 3, <input type="checkbox"/> 4, <input type="checkbox"/> 5, <input type="checkbox"/> 6, <input type="checkbox"/> 7.		
					<input type="checkbox"/> 1, <input type="checkbox"/> 2, <input type="checkbox"/> 3, <input type="checkbox"/> 4, <input type="checkbox"/> 5, <input type="checkbox"/> 6, <input type="checkbox"/> 7.		
					<input type="checkbox"/> 1, <input type="checkbox"/> 2, <input type="checkbox"/> 3, <input type="checkbox"/> 4, <input type="checkbox"/> 5, <input type="checkbox"/> 6, <input type="checkbox"/> 7.		
					<input type="checkbox"/> 1, <input type="checkbox"/> 2, <input type="checkbox"/> 3, <input type="checkbox"/> 4, <input type="checkbox"/> 5, <input type="checkbox"/> 6, <input type="checkbox"/> 7.		

(11) Indicate the way you learned or acquired your non-native language(s). Check one or more boxes that apply.
* e.g., Immigrating to another country where the dominant language is different from your native language so you learn this language through immersion in the language environment.

Non-native Language	Immersion*	Classroom instruction	Self-learning
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(12) Indicate the age at which you started using each of the languages you have studied or learned in the following environments (Including native language).

Language	At home	With friends	At school	At work	Language software	Online games

(13) Indicate the language used by your teachers for instruction at each educational level. If the instructional language switched during any educational level, then also indicate the "Switched to" language. If you had a bilingual education at any educational level, then simply check the box under "Both Languages".

Environment	Language	(Switched to)	Both Language
Elementary school			<input type="checkbox"/>
Middle school			<input type="checkbox"/>
High school			<input type="checkbox"/>
College (Bachelor)			<input type="checkbox"/>
Graduate school (Master)			<input type="checkbox"/>
Graduate school (Doctor)			<input type="checkbox"/>

(14) Rate your language learning skill. In other words, how good do you feel you are at learning new languages, relative to your friends or other people you know?

Very poor	Poor	Limited	Average	Good	Very good	Excellent
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

(15) Rate your current ability in terms of listening, speaking, reading, and writing in each of the languages you have studied or learned (including the native language).

Very poor	Poor	Limited	Average	Good	Very good	Excellent
1	2	3	4	5	6	7
Language	Listening	Speaking	Reading	Writing		

(16) Rate the strength of your foreign accent for each of the languages you have studied or learned.

None	Very weak	Weak	Moderate	Strong	Very strong	Extreme
1	2	3	4	5	6	7
Language	Accent					
	<input type="checkbox"/> 1, <input type="checkbox"/> 2, <input type="checkbox"/> 3, <input type="checkbox"/> 4, <input type="checkbox"/> 5, <input type="checkbox"/> 6, <input type="checkbox"/> 7.					
	<input type="checkbox"/> 1, <input type="checkbox"/> 2, <input type="checkbox"/> 3, <input type="checkbox"/> 4, <input type="checkbox"/> 5, <input type="checkbox"/> 6, <input type="checkbox"/> 7.					
	<input type="checkbox"/> 1, <input type="checkbox"/> 2, <input type="checkbox"/> 3, <input type="checkbox"/> 4, <input type="checkbox"/> 5, <input type="checkbox"/> 6, <input type="checkbox"/> 7.					
	<input type="checkbox"/> 1, <input type="checkbox"/> 2, <input type="checkbox"/> 3, <input type="checkbox"/> 4, <input type="checkbox"/> 5, <input type="checkbox"/> 6, <input type="checkbox"/> 7.					

(17) If you have taken any standardized language proficiency tests (e.g., TOEFL, IELTS, TOEIC, etc.), then indicate the name of the test, the language assessed, and the score you received for each. If you do not remember the exact score, then indicate an "Approximate score" instead.

Test	Year taken	Language	Score	Approximate score

(18) Estimate how many hours per day you spend engaged in the following activities in each of the languages you have studied or learned (including the native language).

Language	Watching television	Listening to radio	Reading for fun	Reading for school/work	Using social media and Internet	Writing for school/work

(19) Estimate how many hours per day you spend speaking with the following groups of people in each of the languages you have studied or learned (including the native language).

Note *Include significant others in this category if you did not include them as family members (e.g., married partners)
 **Include anyone in the work environment in this category (e.g., if you are a teacher, include students as co-workers).

Language	Family members	Friends*	Classmates	Others (co-workers**, roommates, etc.)

(20) If you use mixed language in daily life, please indicate the languages that you mix and estimate the frequency of mixing in normal conversation with the following groups of people.

Note *Include significant others in this category if you did not include them as family members (e.g., married partners)
 **Include anyone in the work environment in this category (e.g., if you are a teacher, include students as co-workers).

	None	Very weak	Weak	Moderate	Strong	Very strong	Extreme
	1	2	3	4	5	6	7
	Language 1			Language 2			Frequency of mixing
Family members							
Friends							
Classmates							
Others (co-workers, roommates, etc.)							

(21) In which language do you communicate best or feel most comfortable in terms of listening, speaking, reading, and writing in each of the following environments? You may be selecting the same language for all or some of the fields below.

	Listening	Speaking	Reading	Writing
At Home				
At school				
At work				
With friends				

(22) How often do you use each of the languages you have studied or learned for the following activities? (including the native language)

Note*This includes shouting, cursing, showing affection, etc.

**This includes counting, calculating tips, etc.

***This includes telephone numbers, ID numbers, etc.

	Never	Rarely	Sometimes	Regularly	Often	Usually	Always
	1	2	3	4	5	6	7
Language	Thinking	Talking to yourself	Expressing emotion*	Dreaming	Arithmetic**	Remembering numbers***	Praying

(23) What percentage of your friends speaks each of the languages you have studied or learned? (including the native language)

Language	Percentage
	%
	%
	%
	%

(24) Which cultures/languages do you identify with more strongly? Rate the strength of your connection in the following categories for each culture/language.

	Very poor	Poor	Limited	Average	Good	Very good	Excellent
	1	2	3	4	5	6	7
Culture/Language	Way of life	Food	Music	Art	Cities/Towns	Sports teams	

(25) Use the comment box below to indicate any additional answers to any of the questions above that you feel better describe your language background or usage.

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(26) Use the comment box below to provide any other information about your language background or usage.

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(27) Do you also speak/use any dialects of the languages you know? Please indicate the name(s) of the dialect and the degree you use them.

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Appendix 5: Interview Questions

1) Do you think that knowing English contributes to the socio-cultural and economic life in Norway?

- a) Yes
- b) Maybe
- c) No

1a) Could you share your thoughts/experiences with me regarding the question above?

2) Do you think that having at least a good command of English has a positive or negative effect on motivation to learn Norwegian? Can you share your thoughts/experiences with me?

3) Do you think knowing English is enough to fully integrate into Norwegian society?

