



UNIVERZITET U NOVOM PAZARU

Departman filoloških nauka

Studijski program: Engleski jezik i književnost

Magistar Nudžejma Cakir

**ULOGA STRANOG JEZIKA U
PROCESU SOCIJALNE INTEGRACIJE
IZBJEGLICA I MIGRANATA IZ BOSNE
I HERCEGOVINE NASELJENIH U
SENT LUISU**

(Doktorska disertacija)

Mentor: Prof. Dr. Amela Lukač-Zoranić

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UNIVERSITY IN NOVI PAZAR

Department of Philological Studies

Study program: English language and literature

Nudžejma Cakir, MSc.

**THE ROLE OF THE SECOND
LANGUAGE IN THE PROCESS OF
SOCIAL INGEGRATION OF
REFUGEES AND IMMIGRANTS FROM
BOSNIA AND HERZEGOVINA WHO
SETTLED IN ST.LOUIS**

(Doctoral dissertation)

Mentor: Prof. Dr. Amela Lukač-Zoranić

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The Role of the Second Language in the Process of Social Integration of Refugees and Immigrants from Bosnia and Herzegovina who settled in St. Louis

ABSTRACT

Increased migration of people from third world countries and war-affected areas has been observed all over the world, and especially in Western countries. There are various reasons for migration: war, violence, poverty, family reasons, employment, education and various other circumstances where international protection is needed. Immigrants are often pressured into finding work quickly in order to cover living expenses, pay off debts, and send money to relatives in a homeland. Host countries mostly provided short-lived public services to newcomers: social assistance, health care, education, labor rights, employment and other services. Unfortunately, the host countries are not sufficiently able to socially integrate immigrants into society, mainly it is up to immigrants to reach it. Immigrants often face difficulties in adapting to a new society. Indicators of a weak integration process are the low rate of education of immigrants and the inability to find employment, as well as passive participation in society.

Many factors that impact adaptation in new communities are observed. One of the key factors is L2 competence during the period of transition. Learning a target language should go beyond the level of adoption of grammar rules; immigrants should use L2 in a sociological context. The rationale of the research is the observed social distance and discrimination that lead to exclusion from the social environment. The most common obstacle to social integration is the L2 deficit. This dissertation aims to investigate the role of an L2 in the process of social integration. We found a correlation between a foreign language and the social integration of refugees and immigrants from Bosnia and Herzegovina who settled in St. Louis. Consequently, the study examined differences in respondents' perception and behavior towards the L2 construct and social conditions that affect second-language learning and social integration in regards to age, gender, and level of education of respondents. This study was conducted among 358 (N=358) respondents who immigrated from Bosnia and Herzegovina to the United States, St. Louis. It is known as the largest Bosnian community outside B&H. The social migration of B&H immigrants to St. Louis is treated as positive. To collect the desired data, we used a

quantitative method and a survey questionnaire with the 5-point Likert assessment scale. The data was processed in SPSS 24, a statistical package for data analysis.

This study presents the significant role of foreign language learning in maintaining immigrants' adaptation to mainstream culture and society. The L2 is considered a medium that facilitates faster and easier social integration. Moreover, the study offers solutions for faster and efficient SLA, which leads to the sociocultural and socioeconomic integration of immigrants and refugees.

Keywords: migrations, immigrant, refugee, social integration, SLA, culture, ethnicity, education, employment.

TABLE OF CONTENTS

LIST OF ABBREVIATION	xi
LIST OF FIGURES	xii
LIST OF TABLES	xiii
CHAPTER 1	1
1. INTRODUCTION	1
1.1. General Introduction.....	1
1.2. Background of the Study.....	4
1.3. Literature Review	9
1.4. The Statement of the Problem.....	14
1.5. The Purpose of the Study	15
1.6. Research Questions	15
1.7. The Scientific Excellence and Importance of the Research	17
1.8. Operational Definitions	17
1.9. Theoretical and Conceptual Framework	20
2. EMPIRICAL CONSTRUCTS AND CONDITIONS FOR SLA.....	25
2.1. FAMILY AND MIGRATION BIOGRAPHIES.....	25
2.1.1. The Type of Migration: Involuntary and Voluntary Migration.....	25
2.1.2. The Age Factor	29
2.1.2.1. Maturational Factors and the Critical Period Hypothesis.....	29
2.1.2.2. Early Exposure to a Target Community	31
2.1.3. Cognitive Factors and Attainment in regards to Skills.....	32
2.1.3.1. Affective Factors.....	34
2.1.4. The Aptitude Factor	35
2.1.4.1. MLAT - the Modern Language Aptitude Test.....	36

2.1.4.2. The Correlation between Aptitude and SLA	37
2.1.4.3. Criticism of Aptitude	38
2.1.4.4. Universal Grammar.....	39
2.1.5. The Cultural Capital Factor	40
2.1.5.1. Cultural Capital Theory	41
2.1.5.2. Cultural Capital Variables	41
2.1.5.3. Benefits of Cultural Capital	42
2.1.5.4. Cross-cultural Appreciation in the Teaching Practice	43
2.2. ORIGIN CONTEXT (OC)	45
2.2.1. Linguistic Distance	45
2.2.1.1. Positive and Negative Transfer.....	47
2.2.1.2. Cross-linguistic Influence	47
2.2.1.3. Contrastive Analysis and Error Analysis.....	48
2.2.2. Spatial Distance	50
2.2.3. Cultural Distance Factor	50
2.2.3.1. Religion Aspect in Learning L2.....	51
2.2.3.2. Inter-cultural Scope of Learning and Intercultural Sensitivity	52
2.2.3.3. Acculturation - an Alternative to a Cultural Distance	53
2.2.4. Second Language Exposure in the Origin Country	54
2.2.5. Second Language Instructions in the Country of Origin	56
2.2.5.1. Second language as a Human Capital.....	58
2.2.5.2. L2 as a Determinant in Decision-making	58
2.3. RECEIVING CONTEXT (RC).....	60
2.3.1. Institutional Reception of Immigrants	60
2.3.2. Integrational and Language Courses for Immigrants	63
2.3.2.1. Language Courses.....	65

2.3.2.2. Civic Integration Courses	66
2.3.2.3. Dual learning- ‘Embedded Language Learning’	69
2.3.3. Social Exposure - A 'Key' to Sociocultural Integration	71
2.3.3.1. Social Distance- a Threat to Sociocultural Integration	72
2.3.3.2. The Solution to Social Distance - The Acculturation theory	75
2.3.3.3. Socio-educational Model Designed by Gardner	77
2.3.4. Employment - A Key to Socioeconomic Integration.....	78
2.3.4.1. L2 skills and Employment Probability	80
2.3.4.2. L2 Skills - a Path to Higher Income and Amount of Earnings in the Target Country	81
2.3.4.3. Discrimination at the Market Labor.....	82
2.4. ETHNIC CONTEXT.....	85
2.4.1. Access to Ethnic Media	85
2.4.1.1. Ethnic Media as a Connective Mediator.....	86
2.4.1.2. Ethnic Media and its Orientation Role	87
2.4.1.3. Ethnic- Media as a Dual Frame of Reference.....	88
2.4.2. Ethnic Neighborhood - Enclaves	90
2.4.2.1. Choice of Settlements	91
2.4.2.2. Segregation and Low Incomes.....	92
2.4.3. Group Density and L2 Skills	93
2.4.4. Language at Home	94
2.4.4.1. Language at Home and its Impact on SLA.....	95
2.4.4.2. Age Factor and Bilingualism	96
2.4.5. Inter-ethnic Marriage	99
2.4.5.1. Inter-ethnic Marriage and Socioeconomic Integration -Assimilation .	101
2.4.5.2. Determinants of Inter-marriage	103

CHAPTER 3	108
3. THE METHODOLOGY OF STUDY	108
3.1. Research problem	108
3.2. Research Objective.....	109
3.3. Research Questions and Hypothesis.....	109
3.4. Research Design and Methods	111
3.5. Subjects and Procedure	113
3.6. Research Instrument	114
3.7. Pilot Study	117
3.8. Data Reliability and Validity.....	117
3.9. Data Collection method and procedure	118
3.10. Procedure.....	118
3.11. Data Analysis Procedure	119
CHAPTER 4	121
4. DATA PRESENTATION AND DISCUSSION.....	121
4.1. Data presentation	121
4.1.1. Demographic data	121
4.1.2. Research Findings.....	124
4.2. Discussion	135
4.2.1. Demographic data	135
4.2.2. Research findings.....	142
4.2.3. Limitation of the Study	159
CHAPTER 5	160
5. CONCLUSION.....	160
6. REFERENCES.....	165
7. Appendix 1	201

LIST OF ABBREVIATION

CLI	: Cross-linguistic influence
CPH	: Critical Period Hypothesis
ELT	: English Language Teaching
ESP	: English for Special Purposes
EU	: European Union
FL	: Foreign Language
IOM	: International Organization for Migration
IT	: Informational Technology
L	: Language
L1	: Native or First Language
L2	: A Second Language
LD	: Linguistic Distance
MLAT	: The Modern Language Aptitude Test
SLA	: Second Language Acquisition
TL	: Target Language
UG	: Universal Grammar
VET	: Vocational English Training
UNCHR	: "The United Nations High Commissioner for Refugees"
TEFL	: Teaching English as a Foreign Language
TESOL	: Teaching English to Speakers of a Second Language
OC	: Origin Context
PTSD	: Post Traumatic Stress Disorder
RC	: Receiving Context
B&H	: Bosnia and Herzegovina

LIST OF FIGURES

	Page
Figure 1. Research model regarding the specific social conditions/determinants and social integration designed by Esser (2006).....	22
Figure 2. New integration course participants in 2018 by nationality in Germany ...	68
Figure 3. "Gardner's Socio-educational Model"	77
Figure 4. "Yearly earnings for full-time, year-round workers by nativity" in the USA. SOURCE: "Data from American Community Survey", 2013	81
Figure 5. Educational attainment of native Americans and immigrants, 2013.....	82
Figure 6. The median household in regards to ethnicity and country of origin.....	83
Figure 7. The steady rise in inter-marriages in the USA.....	101
Figure 8. The rise of inter-marriages in regards to the degree of education	104
Figure 9. The decline in inter-marriage by older immigrants	105
Figure 10. The data on respondents' L2 proficiency level by the age variable	137
Figure 11. The 2016 American Community Survey regarding English proficiency of the 1st generation immigrants in the USA	138
Figure 12. The data on respondents' responses by the employment status variable	139
Figure 13. The employment status of the Bosnian refugees and Immigrants in the USA in accordance with US Census Bureau 2016	139
Figure 14. The data on respondents' perception and behavior regarding L2 constructs and social conditions	145
Figure 15. The data on respondents' perception and behavior about the L2 constructs and social conditions in regards to gender	155
Figure 16. The data on respondents' perception and behavior about L2 constructs and social conditions regarding the age variable	157

LIST OF TABLES

	Page
Table 1. "Most Accepting Countries for Migrants 2020"	62
Table 2. Table. Functions of media - Dual frame of Reference.....	89
Table 3. Respondents' Perception and behaviors towards Family and Migration Biography.....	115
Table 4. Respondents' Perception and Behaviors towards Origin Context (OC)....	115
Table 5. Respondents' Perception and Behaviors towards Receiving Context (RC)	116
Table 6. Respondents' Perception and behaviors towards Ethnic Context.....	116
Table 7. The Cronbach's Alpha for 30 items	117
Table 8. Classification - the respondents according to gender.....	121
Table 9. Classification of the respondents according to age	122
Table 10. Classification of the respondents according to the age at migration	122
Table 11. Classification of the respondents according to the migration period.....	123
Table 12. Classification of the respondents according to the educational level	123
Table 13. Classification of the respondents according to the L2 proficiency level .	123
Table 14. Classification of the respondents according to the employment status ...	124
Table 15. "Pearson Correlation statistic" – Correlation between the L2 - Social integration	125
Table 16. "Pearson Correlation statistic" – the Correlation between the L2 constructs and L2 proficiency	125
Table 17. The "Pearson Correlation statistic" – the Correlation between their L2 construct and L2 proficiency.....	126
Table 18. Independent Samples Test – Differences in the respondents' perceptions and behaviors regarding L2 constructs and social conditions regarding gender	127
Table 19. Report on L2 constructs and social conditions regarding gender	128
Table 20. One-way ANOVA test for differences in the respondents' perceptions and behaviors regarding the age variable.....	129

Table 21. Scheffe Multiple Comparison test for the age variable.....	130
Table 22. Report on respondents' effective construct and social conditions for L2 learning according to age	130
Table 23. One-way ANOVA test for differences in the respondents; perceptions and behaviors regarding the level of education variable	132
Table 24. Report on respondents' effective construct and social conditions for L2 learning according to the educational level.....	133
Table 25. The level of education among the Bosnian immigrants according to the US Census Bureau 2016.....	142

CHAPTER 1

1. INTRODUCTION

1.1. General Introduction

Globalization brought a significant scope and offered numerous perspectives and opportunities for development in many areas. Exchange of trade, information, knowledge, new activities and movements at the market, IT, popularization of everything that is transnational, and the presence of all the improved and developed at the global level provided an exchange of information and meeting new cultures and societies together with their norms, values, beliefs, ethnicity and religions. Such a phenomenon is believed to be an outstanding advantage during the process of physical movements and integration. For Martens and his research colleagues (2010) "globalization is becoming increasingly perceived as a more comprehensive phenomenon that is shaped by a multitude of factors and events, and that is reshaping our society rapidly; it encompasses not only economic, political, and technological forces but also social-cultural and environmental aspects". Each country that has pledged to receive immigrants and refugees and regulated it accordingly, tends to do its best to be a home away from home to all who are coming from different cultures, ethnic backgrounds and religions. It should not be underestimated that refugees and immigrants together with them bring their background heritage such as culture, custom, tradition, religion, values, beliefs and language. It creates a sense of belonging. New cultural rules, education system, life patterns, norms and 'explicitly stated conventions' for some comers creates cultural shock and the clash of cultures is observed. In other words, it is a new situation and experience for both immigrants and the host country. Surely, such conditions will affect the efficiency of adjustment and social integration. Pedersen, Pytlikova and Smith (2008) claimed that the bigger linguistic, cultural and social distances are, the more obstacles occur, and the process of immigrants' integration is questioned. New experiences and exposure to a target culture and society challenge the total process of adaptation and integration.

Immigrants and refugees are expected to fit into the sociocultural framework of a new country. Inevitably, they are affected by cultural and social factors in a target community. Many of them have stereotypes of cultures. They generalize the phenomena in a target society. Refugees seem less prepared for the life, society and cultural norms in a target country

comparing to immigrants. Due to the fact they were forced to abandon their origin country, refugees are more cautious and resistant to put aside culture to give a chance to a new culture and society. They consider that their inherited and nurtured values, beliefs, memories and experiences are threatened. It is due to their physiological condition and state upon arrival to a new country which is full of impaired health, anxiety, trauma, stress, PTSD, fear, fear of the unknown, deprivation of the beloved who they left behind and insecurity. Relief from the own society and culture produces a "grief reaction" (Eisenbruch, 1990).

"The experience of the uprooted person - or group - resulting from loss of social structures, cultural values and self-identity: the person - or group - continues to live in the past, is visited by supernatural forces from the past while asleep or awake, suffers feelings of guilt over abandoning culture and homeland, feels pain if memories of the past begin to fade, but finds constant images of the past (including traumatic images) intruding into daily life, yearns to complete obligations to the dead, and feels stricken by anxieties, morbid thoughts, and anger that mar the ability to get on with daily life" (Eisenbruch, 1991, p. 673-680).

Deprivation from the natural setting, in other words, social environment and cultural context creates cultural shock (Stagich, 1995). Unfortunately, such psychological states and mental blocks arise perspective about the cultural distances and cultural barriers and the state of not being able to overcome them, evokes a social distance which directly prevents a refugee or an immigrant from social engagement and interaction with the local people owing to acquire a language of a mainstream community that helps him/her to integrate into a new society for the reason L2 and target cultures are inseparable connection.

The same situation was observed among refugees and immigrants from B&H who settled in St. Louis. Bosnian immigrants, as well as refugees, in St. Louis encountered: language barrier (Basic, 2019; Matsua, 2005; Colic-Peisker, 2006; Matsuo and et al. 2014), different education and health system (Matsuo, 2005), unemployment, lack of money and belongings (Nathanson, 2013), discrimination at the labor market due to L2 deficit, war-related trauma (Miller et al., 2002), re-certification and qualification recognition issues of highly educated (Matsuo, 2005; Basic, 2019), cultural shock, using public transport, insufficient short-lived public service (Somach, 1995), relocation and acculturation stress (Common-space, 2001).

The language barrier was observed as the biggest challenge. It is still a drawback for the elder population with Bosnian ethnic background (Common space, 2001). A second language is considered as a gateway to a new mainstream community which is manifested through

education and labor market integration. This was resulted in setting the rationale for the dissertation. The study tends to define the role of an L2 in the social integration of Bosnian immigrants and refugees who settled in St. Louis and the conditions that affected their L2 learning process. The constructs and social conditions for learning a second language have been suggested by Esser (2006). In order to explore this issue, this dissertation posed the research questions: «Does a second language have a significant role in the process of social integration of refugees and immigrants from Bosnia and Herzegovina who settled in St. Louis?»; «Is there any significant correlation between the L2 learning constructs and L2 proficiency based on the perception and behavior of the respondents, refugees and immigrants from Bosnia and Herzegovina who settled in St. Louis?»; «Is there any statistically significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding gender?»; «Is there any statistically significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding age?»; «Is there any statistically significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding the level of education?». The study was conducted among 358 (N=358) refugees and immigrants who settled in St. Louis. The timeframe included the period between 2019-2020.

To get data and provide responses for the research questions, the quantitative study was applied using the hypothetical - deductive, the statistical, the scientific modeling, the comparative, and the analytical-deductive method. The quantitative study considered designing a questionnaire based on the theoretical framework suggested by Esser (2004) that reflected respondents' perception and behaviors. It consisted of 30 items. The participants indicated their agreement/disagreement on the 5- Likert scale, from one to five for each item.

The study reached the findings that an L2 had "a significant role" in the social integration of refugees and immigrants who settled in St. Louis. The significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding gender and age was observed, however not for the level of education.

The dissertation entitled "The role of the second language in the process of social integration of refugees and immigrants from Bosnia and Herzegovina who settled in St. Louis"

includes five chapters: Introduction, Empirical construct and conditions for SLA, The methodology of the study, Data presentation and discussion, and Conclusion.

Bosnian reached a "slow but steady" integration process. "B&H diaspora in the US has successfully integrated and assimilated into the mainstream US culture—economically, socially and culturally. In many urban areas with a high concentration of immigrants from B&H, such as Chicago and St. Louis, immigrants from B&H have been described and used as a model of successful refugee integration" (Karamehic, 2018, p. 201 in Halilovic et al. 2018) is highlighted in the dissertation.

Ultimately, this research has yielded good results from which other academic research, theory, and practice might benefit. In addition, the instrument designed to test the construct and conditions for L2 that was suggested by Esser (2006) proved to be valid and reliable and might be used in the future. It is believed that this dissertation will contribute to other studies regarding social integration, migration, and SLA.

1.2. Background of the Study

This dissertation is entitled "The Role of the Second Language in the Process of Social Integration of Refugees and Immigrants from Bosnia and Herzegovina who settled in St. Louis". Thus, it concerns the fields of migration and social integration with the focus of language, its construct and social conditions for learning a second language.

The literature surrounding offers plenty of studies on migration, immigrants, and social integration. Migration stands for the process of movement of individuals from the homeland or the current residence within a particular country or outside the boards for personal, economic, and professional reasons. Migration might be voluntary or forced migration. Immigrants mainly relocate voluntarily, whereas refugees are displaced by force.

Refugees are forcibly relocated "Owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality, and is unable to, or owing to such fear, is unwilling to avail himself of the protection of that country" ("The United Nations Refugee Agency", 2011).

According to IOM, a migrant is "a person who moves away from his or her place of usual residence, whether within a country or across an international border, temporarily or permanently, and for a variety of reasons" (para.1.). The reasons include labor migration, family reunification, and education.

Integration was studied at the "The Chicago School of Urban Sociology", Valle together with Burgess (1921) observed it from the assimilation perspective. They proposed a definition: "a process of interpenetration and fusion in which persons and groups acquire the memories, sentiments, and attitude of other persons and groups and, by sharing their experience and history, are incorporated with them in a common cultural life" (p. 735). Particularly, "the process of settlement, interaction with the host society and social change that follows immigration" (Favell, p.13). Social integration is a window to a new society, that will provide social, cultural and economic satisfaction.

The first active migrations from the Former Yugoslavia to St. Louis occurred in the 1970s, concurrently, the first wave of refugees arrived at St. Louis in 1993 owing to the war circumstances. Since then, the secondary and tertiary migrations continue even today. The immigrants from other states and regions relocated and resettled to St. Louis considering it as an appropriate place to settle down and raise a family, in addition, they perceive it as a home. Thus, it is known to be the biggest Bosnian diaspora with a 70,000 population from Bosnia. Many researchers observed that the integration process of Bosnian immigrants and refugees in St. Louis is slow with a steady success "recreating a normal life they had in Bosnia" (Matsuo & Proljevic, 2011).

Generally, after a tumultuous journey and upon arrival to a host country, immigrants and refugees encounter hardship. At some point, they strive to reach social integration, the "long-lasting process of inclusion and acceptance of migrants in the core institutions, relations and statuses of the receiving society" (Heckman, 2005, p.15). Their survival in a new settlement is chiefly tedious and unpredictable. Newly arrived, low-skilled with no qualifications recognition, without L2 skills face an array of challenges and hardship with meeting basic needs, finding shelters, food, health services and sanitation facilities as short-term and long-term needs like job opportunities and education. Abbott and his colleagues (2000) stated that: "Migration involves losses, disruption to families and life patterns and exposure to multiple stressors, new experiences and challenges. These are all magnified when . . . migrants relocate in a very different culture and become members of a visible ethnic minority" (p.54). According to

Kleinmann (2009), refugees and immigrants might encounter the following obstacles at arrival: incapability to benefit from integrative and language instructions, mere exposure to the mainstream community, and poor communication with natives and contact avoidance. Simultaneously, they encounter transition anxiety, inferiority, segregation, discrimination, isolation and marginalization which are evidence of physical and psychological costs due to mobility to a new country.

From the aforementioned, Bosnian immigrants and refugees in St. Louis encountered: language barrier (Basic, 2019; Matsua, 2005; Colic-Peisker, 2006; Matsuo et al. 2014), different education and health system (Matsuo, 2005), unemployment, lack of money and belongings (Nathanson, 2013), discrimination at the labor market due to L2deficit, war-related trauma (Miller et al., 2002), re-certification and qualification recognition issues of highly educated (Matsuo, 2005; Basic, 2019), cultural shock, using public transport, insufficient short-lived public service (Somach, 1995), relocation and acculturation stress (Common-space, 2001). Bosnian female immigrants in the USA described the challenges upon arrival to the USA as "culture shock, loneliness, psychic numbness, grief, nostalgia, and feelings of dejection, humiliation, inferiority, and feeling as if they belonged nowhere" (Borrell, 2010, p.5).

It is also a challenge for all spheres of society, not only the newcomers for the reason it is a two-way process. In addition, natives have inquired about immigrants' L2 deficit, wondered why they are not proficient if they desire so much to sensitize into a particular country. It creates an anti-migrant backlash. The most frequently posed question: Should not they acquire the language of our country so they might maintain simple living? They undermine the conditions and factors during the transition period, period of inclusion and integration. The immigrants and refugees are observed as language shirkers, resisting to acquire L2, reluctant to speak the target language, lazy and obstinate. "Not all of them are created equal" (Lee and Fiske, 2006). In the USA, Chinese and Hispanic are marked accordingly. Common space (2001) reported that the L2 barriers in St. Louis among Bosnian immigrants and refugees, the elder ones, are still visible. Their efforts to learn a target language have been undermined and neglected. SLA is a demanding process, the path full of thorns. According to Gass and Selinker (2008),

"SLA refers to the learning of a nonnative language after the learning of the native language...L2 can refer to any language learned after learning the L1, regardless of whether it is the second, third, fourth, or fifth language. By this term, we mean both the acquisition of a second language in a classroom situation, as well as in more "natural" exposure situations" (p.7).

A second language is a "part of a broader process of social integration into the new society" (Mesch, 2003, p.42). L2 is a "resource", "symbol", "medium" (Esser, 2006, p.11) in the process of integration and welfare of refugees and immigrants (Hou & Beiser, 2006). "Education and employment" are confirmed to be indicators/barometers of successful social integration by many scholars (Zorlu & Hartog, 2018; Esser, 2006), whereas, L2 proficiency secures the easier integration and assimilation (Adsera & Pytlikova, 2016; Alba & Nee, 2003; Tubergen, 2010; Bleakley & Chin 2004; Bean & Stevens, 2003; Masri & Abu-Ayyash (2020); Chiswick & Miller, 2001), furthermore, it is a "gateway to a target community" (Chiswick & Miller, 1995), it shapes the transition (Adsera & Pytlikova, 2016) and facilitates the socio-cultural life. According to Esser (2006), "language has a particularly significant role to play in the process of individual and societal integration. It constitutes both the medium of everyday communication and a resource, in particular in the context of education and the labor market" (p. i). Furthermore, improved L2 skills help immigrants and refugees to transmit and upgrade the human and cultural capital and utilize it in the host community.

Keyes and Kane (2004) contributed to the field investigating Bosnian female immigrants and refugees in the USA. The participants highlighted the significance of L2 for their process of "belonging and adaption" into the American society, as well as "perfection of speech, a sense of belonging for these refugees included concepts of cultural memory, identity and difference, empathy and reciprocity" (as in Borrell, 2010, p. 5). Nathanson (2013) highlighted the issue of belonging for Bosnian refugees in St. Louis. Esser (2006) elaborated accordingly: "languages and accents can act as symbols of belonging or foreignness and give rise to differentiation and discrimination. Inequalities in terms of access to education, income, central institutions, societal recognition, and social contact are significant, although not exclusively, determined by linguistic competence in the relevant national language" (p. i). The term adoption, from the perspective of Bosnian female immigrants, accounts for the struggle with mobility, memories, a host country acceptance which is maintained by improving L2 fluency and social exposure. Colic-Peisker (2006) also observed that the L2 barrier leads to exclusion in Australia among Bosnian immigrants. In addition, the L2 skill deficit among Bosnian refugees in St. Louis prevented them from mingling and interacting with the natives (Nathanson, 2013). Kivling-Boden and Sundbom (2001) inquired about the social integration among Bosnian immigrants in Sweden, they found it a significant factor for employment and interaction with the natives. A second language was also observed as the determinant in the social integration of Bosnian refugees in North Dakota (Hansen, 2003). Mamgain and Collins

(2003) defined L2 proficiency as a significant determinant for income and life satisfaction by investigating Bosnian male refugees and immigrants who settled in Portland. Highly educated were less satisfied with life in comparison to low-skilled, for the reason of inappropriate professions due to the poor L2 skills. Cheah and et al. (2011) conducted a study among immigrants from Bosnia in St. Louis exploring the role of an L2. The obtained data observed the correlation between the L2 and relations with the host community, media, mental health. And another study in St. Louis observed the correlation between attachment to the USA, education and discrimination with L2 proficiency (Matsuo and et al. 2014).

Accumulated literature in the previous chapter of this dissertation presented the studies which aimed to find the correlation of an L2 and sociocultural and socioeconomic inclusion of refugees and immigrants in receiving countries. The observed studies also aimed to explore the role of L2 focusing on the independent variables regarding SLA. The process includes multiple and various factors that affect SLA: age at migration, gender, prior education and qualifications, motivation, cultural and human capital, socioeconomic status, ethnic background, size of the ethnic minority, etc. To illustrate, Tubergen (2010) proposed the independent variables: education level of immigrants, age at migration, gender, globalization, linguistic similarity, size of the ethnic group, political suppression, and economic development. Other researchers Adsera and Pytlikova (2012) made an inquiry about linguistic proximity and distance. Another study was conducted by Delgado and Gaitan (1994) and it inquired about the role of L2 among immigrants from Russia in the USA. The factors they employed were prior education, settlement in enclaves, locals' attitudes, prejudice, and religious differences. Zorlu and Hartog (2018) in their study included the variables: age at migration, prior education attainment and media access / TV from the homeland. Somach (1995) expressed that the pre-arrival orientation facilitates the integration of Bosnian refugees, whereas Corvo and Peterson (2005) employed the age, duration of time residence and working period as independent variables for enhancing English for the immigrants from Bosnia.

The fields of aforementioned studies were mainly sociology, economy, anthropology, psychology employing general social variables, and not sociolinguistics, or linguistic, thus it makes this dissertation significant.

The dissertation is formed on the theoretical framework proposed by Esser (2004) that includes the independent variable such as "migration biography", "origin context", "receiving context" and "ethnic context". The elaboration of the variables is found in the following

chapters. Considering the aforementioned, the dissertation advocates a coined term 'from Learning to Earning': SLA /L2- Education - Labor Market.

1.3. Literature Review

There are many studies with the rationale regarding migration, social integration as well as language. The studies differ in terms of the independent variables used in the studies. The significance of immigrants' L2 proficiency in the process of social integration has been explored by many authors in the copious literature, as well as the relationships between the mainstream language proficiency with social integration that was measured by migrant income, education and personal activity within a target community (Chiswick & Miller 2002, 2007; Kossoudji, 1988; Adsera & Pytlikova, 2010; Dustman & van Soest, 2002; Bleakley & Chin, 2004; Dustmann & Fabbri, 2003; Dustmann, 1994). Some earlier research did not observe a significant impact of second language skills on incomes, however, the vast majority of recent studies reached findings that indicated positive impact and correlation (Dustmann & Fabbri, 2003; Bleakley & Chin, 2004, 2010; Kossoudji, 1988; Adsera & Chiswick, 2007; Tainer, 1988; Chiswick & Miller, 2002, 2007; Dustmann, 1994; McManus, Gould & Welch, 1983; Dustman & van Soest, 2001, 2002).

Dustmann (1994) presented the significant role of L2 proficiency by exploring the independent variables that impact the L2 abilities of immigrants. He found that developed L2 skills affect immigrants' work placement. The research was carried out in West Germany. It focused on defining the determinants of L2 skills, speaking and writing skills, and fluency regarding gender, personal characteristics, family context, illiteracy. Another research question considered the correlation between German language and the employment of immigrants. The results indicated a strong correlation especially in terms of writing proficiency which contributed to the higher income of immigrants.

Espenshade and Haishan (1997) examined the variables that impact the process of learning English by immigrants. The independent variable of L2 proficiency/the English proficiency was the cultural and other features that immigrants attain in the origin or receiving context, the human capital and other endowments within the period of post-migration to the USA, the skills and social environments, and situations immigrants accumulate after they arrive at the USA. According to the obtained data from the "Current Population Survey" carried out

in 1989, the results implied that both origin and receiving context phases of the living span include segments that are related to English proficiency level.

Dustmann and Fabbri (2003) conducted a research owing to explore the correlation between L2 skills and labor market inclusion among immigrants in Great Britain. In addition, the research also aimed to investigate to what extends the L2 proficiency impacts the income and job opportunities regarding their ethnic background. The sample considered non-white immigrants in the UK. The results showed the strong and positive impact of L2 on job opportunities. The results showed that SLA, job opportunities, together with income differ significantly among non-white immigrants regarding ethnicity. Expressly, obtained data did not present any difference between the income of white and ethnic minority natives, however, the difference was evident between the income of ethnic minority immigrants and two groups, white and ethnic minority natives. It is claimed that the fluency in L2 reduces the differences, particularly, the deficit of L2 fluency causes income losses.

The purpose of the study conducted by Bleakley and Chin (2004, 2010) intended to exploit to what extend L2 proficiency is relevant for the educational achievement of immigrants, income as well as social integration regarding the age of migration. The research question in terms of income and the L2 skills impact on it posed the issue of language skills endogeneity. The study was done among adult immigrants in the USA. The findings indicated the impact of a second language on social integration and wages among immigrants. Learning a target language and attaining education in the host country provided better integration outcomes.

Aldashev, Gernandt, and Thomsen (2008) questioned whether the literature review data is sufficiently justified in respect of the effect of immigrants' mainstream L proficiency on earnings. They investigated if it is due to the direct impact of better L2 proficiency or just a chance of getting a better-paid job. They observed that immigrants with a higher command in English used to get higher positions at the companies and factories with a higher wage. The study was conducted in Germany among foreigners. The gathered data showed that foreigners with better German command participated more in the labor market, and it affected occupational choice.

Another study that explored the determinants other than the economic conceptual framework was the research study by Adsera and Pytlikova (2010). They investigated other factors and conditions of migration that made their findings significant. They found that L2 fluency and the time of SLA are relevant for success in the target community. The methodology

considered examining the data in 27 OECD on immigrants' flows and stocks. The research used a sample from 130 countries during the period 1985-2006. L2 proficiency is appreciated for the outcomes of global migration. It shapes the image of final social integration.

Camara and Syakango (2011) conducted the research to inquire about the impact of the Swedish courses at Bridge on the social integration of immigrants. The study was conducted in Finland in the region where Spanish is spoken. The study employed a qualitative method in the form of semi-structured interviews among 8 (N=8) participants at the Bridge's integration program, immigrants who completed the third level of the Swedish language course. After coding data, for the analysis, the researchers used inductive content analysis. The results showed a correlation between L2 proficiency in Swedish with self-confidence which led to more flexible and free engagement in the social networks and close environment. Later, the participants were eligible to apply for citizenship. The authors indicated that instructions in Swedish contributed to their integration into the community.

The study conducted by Derwing and Waugh (2012) explored how well immigrants in Canada are economically and socially integrated and whether the integration is correlated with English and French proficiency. The research aimed to find the correlation for French together with English and immigrants' social integration in Canada. The sample included the participants who speak Mandarin and Slavic languages including Russian, Ukrainian, and Serbo-Croatian attending Language Instruction for Newcomers to Canada classes. Obtained data showed social integration considering two dependent variables such as employment and integration into the workplace. Corresponding to knowing English and French it is important to maintain pragmatic skills and attain interaction with the local community. Consequently, other variables such as cultural capital and appreciation were found as a must. The authors suggested that taking instructions in L2 will provide language skills and pragmatics which will enable immigrants to integrate into the target community and engage with local people.

A report conducted on language and integration in New Zealand (2013) intended to explore the role of a second language for immigrants who moved to New Zealand from countries where their native language differs from English, all for the sake of utilizing their skills in the market labor. The report demonstrates that the employment rates and capacity to obtain a living, the earnings significantly correlate with immigrants' L2 skills, it affects to what extends immigrants can take part in the community and contribute including their capacity to learn and ability to socialize. What's more, the study explored the factors that impact the social

inclusion into the majority target group: the interaction "with English speakers in work and social settings, speaking English in the home and family contexts, engaging with English language media, undertaking English language tuition in New Zealand" (Language and Integration - New Zealand, 2013). The report tends to inform the public and immigrants themselves about the results pointing out the significance of learning English upon their arrival in New Zealand.

Rogova (2014) identified and analyzed the problems immigrants face in terms of integration in different municipalities in the southern part of Sweden. Some of the observed challenges among immigrants were the deficit of the Swedish language, which caused later obstacles in their establishment in local communities, and the labor market as well. The focus of the study was the L2 as a policy strategy that helps immigrants, ingrate, into the target community and in what means being proficient in Swedish maintain integrating into the host community. The participants were adults from Sfi (Swedish for immigrants' program) chosen regarding the characteristics they possess. The theoretical framework was based on the four theories of social migration such as "structural, cultural, interactive, and identificational integration". The study was qualitative auto-ethnographic research that collected data by conducting interviews and analyzing archives and documents. The results indicated that immigrants' L2 learning and social integration cannot be reached without positive interaction and active participation. Swedish integration policy strongly claims that L2 is a key to integration.

Adsera together with Ferrer (2014) did a study exploring the immigrants' labor market presence and integration process in Canada. This article utilizes a novel measure of language proximity and analyzes whether L2 proficiency significantly impacts the labor market success and job opportunities of newcomers to Canada and how it impacts their socialization process over time. Thus, the study assessed the role of L2 in work performance and the results showed that linguistic proximity determined the performance and career progression.

Sorgen (2015) in her study presented the factors such as a target language, the educational level and educational attainment in the target country, housing issues, and host community acceptance and reception that impact the process of migration of immigrants including refugees who flee from the origin country and resettled in other countries. The research stated that previous studies lack the aspects towards "practical and psychological integration" of immigrants in the society of shared settlement (Berry 2005). The research tended

to find the correlation between shared accommodation and the integration process regarding SLA, focusing on successful integration obtained while immigrants interacted in English. Such a study required a qualitative approach, the ethnographic study was carried out among immigrants in two speaking clubs in the UK. The research was based on the theoretical and conceptual framework designed by Braun and Clarke (2006) called the Thematic Analysis structure. The author presented a precise elaboration of a new speaker profile of immigrants highlighting the shift from native to non-native individual.

Chauhdry (2016) investigated the attitudes and perceptions of immigrants who participated in the Red Cross Training Program. The study was done in Norway. The study explored what means the L2 proficiency contributed to immigrants' integration into the Norwegian society in regards to immigrants' previous challenges and experiences they faced. In a way, he conducted a qualitative study in the form of interviews among 12 (N=12) immigrants. The research was constructed on the theoretical framework 'Model of Integration' designed by Diaz and "Prevention of psychological and social problems and Promotion of well-being" designed by Nelson & Prilleltensky, as well as Bronfenbrenner's ecological model. The thematic analysis was used for data analysis, and the results pointed out the significance of social environment, labor market, mental health and primarily a second language variable concerning integration.

Hurst investigated the process of migration called 'brain-drain' by academics from Africa who relocated to the western countries, and the USA. The study was conducted among immigrants, returnees to Africa who started working at a university in Africa back home. The author conducted a qualitative study employing interviews on migration and social integration in receiving countries. Having instructions in their home country in English provided successful and quick fitting into a new environment. In addition, they were in unequal status comparing to other immigrants for the reason their linguistic knowledge was valued differently. The participants were lucky for attaining education in native and L2 in the home country (Gimpapa & Canagarajah, 2017).

Zorlu, A. and Hartog, J. (2018) investigated the impacts of L2 proficiency of immigrants on employment and social integration in Holland. The research dealt with the effect of L2 proficiency on two variables such as feeling Dutch and integrated, and two variables considering social integration such as employment and income regarding the age at migration, prior education attained in the homeland and having access to media. The participants in the

study were immigrants from Turkey, Morocco, Suriname, and Dutch Antilles. The data was obtained through national survey data, the Dutch "Survey on the Integration of Minorities 2006 and 2011". The result showed that the L2 has a substantial outcome of immigrants and a determinant role in the immigrants' socioeconomic integration in Holland.

Shams, S. (2020) carried out an ethnographic research observing the correlation between social integration and the L2. His study was conducted among immigrants from Bangladesh who settled in Canada. The language was assumed to be a significant determinant during the immigrants' settlement in Canada. Canada is considered a country that appreciates the brain force of immigrants and accepts skilled immigrants. The study presented the remarks and pattern of how immigrants from Bangladesh reached social integration, the way L2 contributed to the process of integration, the social conditions for learning L2, and challenges in the integration process. The theoretical framework was set on the theories on a post-structural understanding of language and sociocultural theory of learning. The obtained data and findings indicated the significant role of L2 in the social inclusion of the immigrants from Bangladesh who settled in Canada, the needs of newcomers, and the scopes.

1.4. The Statement of the Problem

Today the domain of immigrants and refugees recently arise together with the flow of immigrants toward the Western host countries from Asia and refugees from war-torn Syria. The migrations are defined as chiefly labor with young males who are low-skilled and highly educated looking for prosperity and own Utopia. Although host countries have developed regulations that secure short-lived public services, immigrants and refugees face many milestones. Refugees leave their homeland by force; therefore, such experiences affect their mental health, cause trauma and PTSD, cultural shock, arise belonging issues, issues of identity, unemployment, schools of children, sense of coherence, discrimination, exclusiveness, segregation, marginalization, etc. Concurrently, immigrants encounter almost the same obstacles, moreover, their qualifications and skills are not recognized, negative attitude by the local people unemployment, being stuck in the ethnic enclaves, poor establishment of contacts and limited interaction and engagement within the host community and with the utmost, the language barrier. L2 deficit hinders the market labor and social integration, and life satisfaction.

Most of the aforementioned drawbacks and challenges have been observed among Bosnian refugees and immigrants who migrated to the USA, particularly, St. Louis. The first migrations from the former Yugoslavia were evident in the 1970s and recent due to the war that occurred in Bosnia during the 1990s. St. Louis became a famous destination for immigrants and refugees even for the ones who previously immigrated to another state and relocated to St. Louis which is well-known as Little Bosnia, the biggest Bosnian diaspora. Bosnian immigrants reunited with the previously settled relatives and acquaintances with highly concentrated ethnic neighborhoods, however, their exposure to the mainstream society is observed as insufficient. Elder immigrants are recognized as passive observers of the events and happenings within communities. Many factors could be recognized as a barrier to their social inclusion. The literature and site observation indicates that the second language deficit might cause this exclusion. For this reason, we decided to explore the significance of the L2 role for the social integration of Bosnian immigrants and refugees who settled in St. Louis and the conditions that affected their L2 learning process.

1.5. The Purpose of the Study

This dissertation aims to conduct research among 358 (N=358) respondents, refugees and immigrants from B&H who settled in St. Louis before the war 1992-1995, during the war and after the war that happened in Bosnia; and to learn about their perception and behaviors about the role of English during the process of social integration. Furthermore, the study explores whether the suggested construct and social conditions for L2 learning were effective for their English proficiency.

1.6. Research Questions

For achieving research objectives, the study intended to investigate and explore:

RQ1: «Does a second language have a significant role in the process of social integration of refugees and immigrants from Bosnia and Herzegovina who settled in St. Louis?»

RQ2: «Is there any significant correlation between the L2 learning constructs and L2 proficiency based on the perception and behavior of the respondents, refugees and immigrants from Bosnia and Herzegovina who settled in St. Louis?»

RQ3: «Is there any statistically significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding gender?»

RQ4: «Is there any statistically significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding age?»

RQ5: «Is there any statistically significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding the level of education?»

The research hypotheses for this research are:

General hypothesis:

«A second language is significant for the social integration of refugees and immigrants from Bosnia and Herzegovina who settled in St. Louis.»

Sub-hypotheses:

H° 1 - «There is no any significant correlation between the L2 learning constructs and L2 proficiency based on the perception and behavior of the respondents, refugees and immigrants from Bosnia and Herzegovina who settled in St. Louis.»

H° 2 - «There is no any statistically significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding gender.»

H° 3 - «There is no any statistically significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding age.»

H° 4 - «There is no any statistically significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding the level of education.»

1.7. The Scientific Excellence and Importance of the Research

Refugees and immigrants, second language as well as social integration were a rationale for many studies. However, there is limited literature on refugees and immigrants from Bosnia issues in the USA and St. Louis area despite a high population of this ethnic group. Plenty of research investigated the refugees and immigrants' "mental and physical health", their psychological and personal rationale (Matsuo, 2005). The aforementioned studies investigate their psychological states without paying attention to the process of adjustment. For this reason, researching the social integration and the role of L2 among this population is what makes this dissertation significant. Furthermore, the study employed the construct and conditions for learning a second language suggested by Esser (2006). The coefficient of Cronbach's Alpha that included 30 (N=30) items was above the required value (,870). Thus, it is confirmed that the research instrument used for this study is valid, appropriate, and precise. The instrument proved to be valid and reliable and might be used in the future.

1.8. Operational Definitions

Acculturation model - The model was constructed by Schumann (1978). It investigated the social and psychological impacts on SLA within the process of interaction between newcomers and the target society, as well as the SLA outcomes.

Acculturation - is the process in which immigrants by learning a language get to know about a new culture and its values. The changes within the language as well as cultural values of a particular group occur due to the interaction with a diverse majority.

Assimilation - stands for the concept to define the processes in which immigrants are integrated. It stands for a "one-way" process in which relocated populations disregard and eradicate the culture of their own for the sake of the host country's culture.

Behaviorism - is a theory that observes, examines and measure human behavior and its changes objectively in certain situations. This theory is formed on the relation between the stimulus which is affected by the observations and experience from the environment and the reaction to the stimulus where the relationship is strengthened by reward or punishment to achieve the desired behavior.

Bilingualism - stands for the process of simultaneous SLA during the childhood period. Individuals who learn more than two languages are called multilingual. 'Early' bilingualism is mainly reached before the age of four, whereas 'late' bilingualism is also evident after the age of five.

Cognitivism - deals with the mental processes of individuals. The theory goes beyond behaviorism including thinking, short-term as well as long-term memory, and problem-solving. Thus, the principles based on which individuals organize sensations in perceptions need to be investigated. By way of explanation, individuals in order to adapt and apply information tend to remember the previous.

Community - represents a group of individuals who reside in a particular geographical region. The communities are meant to possess diverse characteristics, a specific social structure, share common perspectives, and act together in the environment.

Constructivism - refers to a learning theory where individuals using prior existing knowledge are actively engage, 'construct' and upgrade new knowledge not by passive receiving process but the experience.

Country of origin – is a country of nationality and formal habitual residence of individuals that have resettled from a country to other countries for different reasons.

English for specific purposes (L2) - the process of formal instruction or course where the aims, curriculum, and teaching content are set based on the learners' needs with the focus in a situational language context.

Ethnic context - is a situation regarding immigrants' pre and post-migration considering settlement in the ethnic enclaves, access to media in L1, the concentration of immigrants/size of a minority group, transnational relations, the consumption of native language at the house, inter-ethnic partners, the family constitution and its cohesion, and contact with descendants.

Ethnicity - refers to individuals' identification to a particular nation or group that shares the same culture and social features as beliefs, norms, values and practices.

Family and migration biographies - is presented at the individual level of migration concerning the type of migration, immigrant's personal traits regarding age, age at migration, the capacity to learn a second language, his/her language aptitude and intelligence, prior education and cultural capital.

Formal instructions - is the educational setting in which individuals develop linguistic or communicative competencies and meta-cognitive aims set in the pre-designed syllabus.

Immigrant - is a person who voluntarily or involuntarily changes a country of residence with no regard to his/her legal status, length of the stay and causes of the migration and settle in a receiving country or area other than his/her origin country.

Inclusion - stands for the process in which the diversity of needs of all individuals are met by increasing the intensity of learning in general, learning about target culture and society and decreasing exclusion from education. The process requires the involvement of all participants in the process.

Language - is any particular system of communication among humans. It "consists of the structured arrangement of sounds into larger units: morphemes, words, sentences and utterances" (Richards, 1992, p. 196).

Learning process - refers to a process where learners' new behavior, knowledge, understanding, skills, values, preferences are acquired mainly by instruction, practice and experience. Marginalization - is related to the phenomena of an individual's limited association and connection with the mainstream or receiving society.

Migrant - an individual who moved to another country intending to temporarily settle in a host country. Literature makes a remark stating that refugees commonly tend to return homes by the end of war and disasters in their homeland.

Migration - is the process of relocation, resettlement, or movement of individuals from a particular location of residence to a different location, a new place. The migration might be permanent or temporal, over-long distance from one country to another, or internal migration which is obtained within a home country.

Origin context - accounts for the access to L2 through the media, contacts, and second language instruction in the origin country; linguistic distance between native and an L2 whether they belong to the same or close family of languages; cultural and spatial distance in terms of a home and mainstream society.

Receiving context - refers to institutional reception, language and integrative courses, the access to the labor market, social/institutional value of a target language, the promotion of

L1, the positive perception of L2 as a collective good value, the issue of the established contacts within the receiving community.

Refugee – refers to an individual who is displaced and prevented from returning home due to fear of possible prosecution in own country on their race, ethnicity, political opinion, religion, conflict, generalized violence and seeking protection in a participial international legal framework of another country.

Second language acquisition – stands for a process of language learning of other than a native or origin language, mainly simultaneously.

Segregation - is the physical and spatial division between communities in regards to ethnicity and race.

Social environment - states for physical and social settings broader than social class or circle in which individuals live. It closely concerns culture, people and institutions in which an individual participates and interacts.

Social Integration – accounts for the inclusion process of newcomers or who those who are relocated into the host society, in which immigrants actively take part in civic, political, economic and social lives with no regard to the immigrants' age, gender, and origin.

Target language - is a language spoken within a host country, the L2.

1.9. Theoretical and Conceptual Framework

The problem of the research has been investigated in the domain of many disciplines such as sociology, social work, psychology, linguistics, sociolinguistics, education, management, and economics. Many parameters of the micro context were assessed for the purpose of the study considering the conditions of everyday circumstances, everyday environment, national and ethnic concentration, situations at work and school, satisfaction with the living conditions and the segments of relocation and integration policy at the macro level. Literature review and background studies indicate that all disciplines closely relate and touch upon the segment of language, the contextualization of language in the relevant processes. The study deals not only with SLA and a language learning process but the immigrants' SLA and integration process. The previous theoretical and conceptual frameworks differ in independent

variables. Report conducted on language and integration in New Zealand and suggested substantive areas such as interaction with natives in workplaces and social settings, including the interaction in a target language at home and family cohesion, with the access to the foreign media, attending host language instructions in New Zealand (2013). Another designed conceptual framework highlights exposure to a target language, efficiency in SLA, and benefits from the labor market that are created by language fluency as fundamental variables in L2 learning process (Chiswick and Miller, 1995). "Cultural and other traits that U.S. immigrants acquire either at birth or while growing up in their home countries, the human capital and other endowments they possess at the time they migrate to the United States, and the skills and other experiences they accumulate after their arrival in this country" have been stated by researchers Espenshade and Haishan (1997).

Regular studies and suggested theoretical frameworks on SLA with misleading impressions, misjudgments, the lack of clarity and controversial views, are sometimes irrelevant and cannot be considered for the purpose of this study. Thus, many conceptual and theoretical frameworks that were set on the conducted studies and literature collections were precisely studied, investigated and assessed.

This thesis is grounded on the most comprehensive and integrative concept designed by Hartmür Esser (Esser, 2004, 2006). It is a research model that offers empirical substantiation through research databases, literature review, background studies and analysis of representative data sets from various contexts. Considered research for the theoretical framework referred to the L2 social conditions, L2 learning process, the factors that impact the process itself, bilingualism, and the effects on the desired goal: *integration*. All the investigated studies were empirically provable, generalizable and systematically validated not including any misconceptions in the empirical recognition of the desired casual correlations (Esser, 2004). The founder of the theory was seeking the relevant factors and conditions for SLA by immigrants. The substantive areas considered for the criteria of the research were: the conditions for SLA, how and to what extent they affect educational and labor market success. In order to set the base, Esser considered the conditions and circumstances, linguistic dimensions, integration conceptual and theoretical data in the following studies relevant for grounding own theory: German-Socioeconomic Panel study (SOEP), the American "Children of Immigrants Longitudinal Study (CILS)", the German PISA 2000 research, a German Research Foundation study, and much other public and academic studies. The relevant studies were not based on the data findings, individual impressions, illustrations that were systematized

and substantiated from the German and American bases, but also other receiving countries as well. In addition, researchers Chiswick and Repetto (2001); Dustmann (1997), Jasso and Rosenzweig (1990), Carliner (1995), Chiswick and Miller (1995), and Tubergen (2004) with their studies and references contributed to Esser's theoretical framework construction.

The aforementioned studies indicate that the key to the successful integration into the target country and community is the language which is mainly manifested through the successful SLA, education and integration into labor market in the receiving society. Thus, the theoretical and conceptual framework in the form of the substantiated correlations, the bride hypothesis, needs to present the certain "contexts and levels of empirical social conditions", required for a successful interaction between the particular social conditions and activities of the immigrants in the new country. Social conditions that are assigned to different levels and context:

- "Family and migration biographies",
- "Country of origin",
- "The receiving country",
- "The ethnic group".

Thus, our research model is based on the empirical correlation between the social integration of the immigrants and the specific L2 constructs and social conditions.

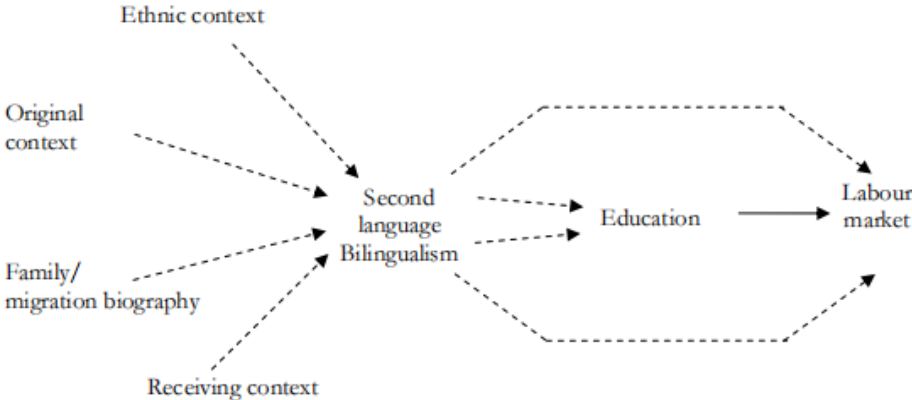


Figure 1. Research model regarding the specific social conditions/determinants and social integration designed by Esser (2006)

The "family and migration biographies" context considers the personal level, while the determinants home and receiving society, the ethnic group are identifiers for the levels of society. They were derived from the other theoretical bases (Esser, 2004). The independent variable can be used for every model for any target language investigation regarding the social integration of immigrants.

Family and migration biographies is presented at the personal level of migration regarding the type of migration, immigrant's personal traits regarding age and age of migration, the capacity to learn a second language, his/her language aptitude and intelligence, prior education and cultural capital. Specially, it considered personal segment such as the reasons for migration to the new community/country, whether it was voluntary or forced migration and whether the immigrants plan to stay at the receiving country temporarily or permanently. Age and level of education at migration and after migration are also significant social conditions for the social integration of immigrants. The presented circumstances that are related to an individual - immigrant, the home and receiving society and circumstances during migration were evident as significant and reliable within the scope of empirical data findings.

Another determinant or condition that correlates with social integration is the origin context (OC). The literature review indicates that access to a second language in the origin context through media contact, second language instruction, the linguistic distance between native and a TL, whether they belong to the same or close family of languages, cultural difference as well as spatial distance betwixt the origin and receiving country.

The receiving context includes the attitudes of the local community, the reception of institutions, provided L2 and integration courses, the access to labor market, social/institutional value of a target language, the promotion of L1 in the institutions in a host country, the positive perception of L2 as a collective good value and the establishment of contacts within the receiving community.

The ethnic context refers to situations where immigrants are settled within minority enclaves with a high concentration of members from the same ethnic background, inter-ethnic contacts, native language consumption at home, access to the media in the native language, and the partner/spouse from the same ethnic group.

The effect of the aforementioned constructs and social conditions on the L2 learning process will be carried out in this dissertation in regards to the gender, age and educational level of immigrants and refugees from B&H who settled in St. Louis.

CHAPTER 2

2. EMPIRICAL CONSTRUCTS AND CONDITIONS FOR SLA

2.1. FAMILY AND MIGRATION BIOGRAPHIES

Family and migration biographies is the independent variable that includes a wider aspect of factors to be explored such as the type of migration, whether it was voluntary or involuntary, the age at migration, language aptitude, and cultural capital.

2.1.1. The Type of Migration: Involuntary and Voluntary Migration

The main difference between involuntary immigrants, refugees and voluntary immigrants is the reason for their migration, the circumstances under which they have relocated. According to IOM, a migrant is "a person who moves away from his or her place of usual residence, whether within a country or across an international border, temporarily or permanently, and for a variety of reasons" (para.1.). The reasons include labor migration, family reunification, and education, whereas refugees are forcefully relocated from their origin country due to the forced conditions, to save their lives, preserve freedom and seek protection that lacks in a homeland country, whereas immigrants willingly leave their homeland for personal, economic, and professional reasons. A refugee has been defined internationally as: "Owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality, and is unable to, or owing to such fear, is unwilling to avail himself of the protection of that country" ("The United Nations Refugee Agency", 2011).

The distinction between reasons for migration is vital for second language learning and social integration. Prior life circumstances determine their motivation to learn L2, acculturate, expose to a new social environment and establish contacts within a target community. Kleinmann (1984) mentioned that all migrations even voluntary are a traumatic life experience for individuals due to the interruption and frustration of the expectations that derive from natural life (p.210).

Fullilove (1996) suggested stressors, that affect both voluntary immigrants and refugees as well, such as the physical displacement of location, a must to acquire a language of a target community, cultural issues as well as awareness of belonging to a minority in a host country. Our concern is primarily second language acquisition.

Literature addresses that there is a distinction regarding SLA among refugees and voluntary groups. The studies conducted on the aforementioned research problem were done by Berry (1987, 1995), Dustmann (1999), Gibson (1988) and Ogbu (1995). The studies imply that refugees' second language skills are poorer and the process of L2 differs from the immigrants', and they respond to the L2 obstacles and cultural boundaries differently. The language learning process of refugees is delayed by more complex and culminated factors that they experience compared to voluntary immigrants, whereas voluntary immigrants are associated with higher L2 motivation which enforces better L2 proficiency.

Immigrants who change their location for the sake of better living conditions, access to health care, status, employment, incomes and education and settle in a new country with an intention to remain there permanently consider that learning a second language is not something imposed or forced upon them but the consequence of the choice they made while migrating to a new country. It is for the reason their migration and displacement are planned. They are extrinsically and intrinsically motivated for acquiring a language. Learning an L2 is regarded as a tool to attain social and economic satisfaction, specifically, obtaining social exposure and presence at the labor market is in this sense attainable. The plenty of literature on migration (Martin et al., 2003; Blos et al., 1997) claims that voluntary migrants more chiefly attain socioeconomic satisfaction due to the L2 knowledge in comparison to refugees.

On the contrary, refugees have different migration backgrounds, and they are forced to abandon the primary habitat and migrate to another country unwillingly and have no intention to permanently settle in mainstream society, they consider learning a second language as an imposed intention by a dominant society. As aforementioned, refugees flee from their country due to prosecution seeking protection in another country. Migration to strange lands leaving the loved ones behind is nothing else than the point of survival. They tend to return to their countries as the war is finished or the torture or treat is ended. A project conducted among Syrian refugees settled in Turkey showed that refugees who intend to return to Syrian as the war is finished considering minimal learning of Turkish for shopping in the groceries and the use of transportation (Mulalics,&Obralic, 2017). In other words, their investment in a new language

is low for the reason they find it purposeless. However, it was evident that refugees who intend to stay permanently in mainstream society possess higher odds of L2 proficiency rather than those who intend to stay temporarily. In addition, in case refugees receive permanent residence, they struggle to foster their L2 acquisition that contributes to their socioeconomic and sociocultural integration (Tubergen, 2010).

Other reasons why voluntary immigrants' and refugees' second language acquisition differs and the conditions why voluntary immigrants reach better L2 acquisition than refugees:

- Temporary settlement in mainstream society and return to an origin country as the conditions are obtained (aforementioned reason),
- Suffered trauma, traumatic experience, torture and various tribulations,
- Schooling and education progress interrupted by displacement,
- The issues of developing the oppositional cultural identities and negative acculturation attitudes,
- Close relations with the origin community and poor exposure to the local community.

Refuges who were displaced and suffered trauma like PTSD while involved in a new community mainly experience challenges learning another language and adapting to a target environment. This is a fully stressful state of being forced to change past life images and create a new cognitive map. One of the reasons why refugees are not capable to adapt to a new language is owing to their mental-physiological condition, which causes academic dysfunction which impedes the learning process (Freire, 1990). Other risks are "traumatic experiences, torture", and various tribulations (Steel et al., 2002; Marsella, Bornemann, Ekblad & Orley, 1994). Trauma and psychological conditions have been crucial for the social adjustment of any individual into a new community, not to mention for the acquisition of a new branch of science. Corresponding the lack of L2 knowledge was recognized as a post-migration factor that caused isolation and depression among South Asian refugees (Bemak & Greenberg, 1994). Based on observation done by Delgado-Gaitan (1994), lack of L2 knowledge caused severe chest pains of a child while being engaged in a conversation with peers.

The lack of choice to leave homeland impacts refugees' language acquisition comparing to immigrants for the reason of prior taken instructions and language preparatory classes (Coelho, 1994) whereas refugees' schooling and education process is mainly interrupted by forced displacement (Bonfiglio, 2010), conflict in homeland country and pre-migration

education disruption. For instance, the refugees' deficit in education, as well as illiteracy in general in Minneapolis among Somali and Oromo female participants was evident upon arrival to the asylum country (Robertson et al., 2006). Another issue is that L2 literacy may differ from the original one, not to mention the circumstances under which it has been enforced. Refugees consider it not as a planned language learning process, but unwillingly imposed learning.

Gibson (1988) stated that refugees struggle to preserve an older way of life and their own culture upon arrival to an asylum country, thus a language of a local society is considered as a threat to identity, while voluntary immigrants risk more likely to adopt one. In other respects, the issues of developing oppositional cultural identities, negative acculturation attitudes arise as well. In order to preserve cultural values, the refugees chose to stay at reception centers where they develop close relations with the members of the original community which constrain them to obtain social exposure to the local community. The duration of time spent within the center concentrated with people from the original community prevents refugees from learning an L2 at a regular pace, establishing contacts with the members from the local community, engaging at the labor market, attaining social exposure to a new community.

In addition, Schuman (1986) stated that the condition of inferiority to local groups among refugees can cause low social exposure and a slow pace of local language learning. On contrary, voluntary immigrants are more successful in crossing and overcoming cultural boundaries, which provides higher L2 acquisition comparing to involuntary immigrants Ogbu (1995). They prefer living among members of receiving community and establish contact with local people at the labor market.

After some time spent in a host country, refugees just as voluntary immigrants become aware of target language learning being essential during the process of adjustment to the latest society, surroundings, culture and everyday life (Keyes & Kane, 2004). Liebau and Schacht (2016) stated that although refugees and immigrants arrive with poorer L2 skills, the refugees catch up with the L2 proficiency level of other non-refugee immigrants. The factors relevant to the obtained results were the refugees' age and qualifications.

Towards assisting and meeting the needs of refugees as well as immigrants during the integration process, a systematic approach, strategies and interventions are required. All the levels of administration and entities need to be involved in the process.

2.1.2. The Age Factor

Generally, it could be assumed that adults learn a new language faster in comparison to young learners due to their maturity, biologically based reasons, capability and cognition, attitudes, motivation and awareness of the need for L2 knowledge. Although adult learners are provided with an equal amount and type of an L2 input in comparison to young learners, not the same level of L2 competence is attained by both parties. To illustrate the matter of age at migration, Cook (1992) shared his observation mentioning that many parents would consult teachers and experts in the field of migration while assisting their children integrate into a new society more smoothly and effectively and to find out how their children tackle a new English speaking educational system. After internal research, both parents and teachers witness that young immigrants become more proficient than their parents and socially interact with their peers. "Adults, on the other hand, unless they are learning a foreign language for 'pleasure' at evening institutes, as a 'cultural' and social experience, are generally highly conscious of the use to which they intend to put it. That use is frequently associated with an occupational, vocational, academic or professional requirement" (Mackay, 1978). Another case is a visiting professor who came to Sweden. Due to his high motivation, high socioeconomic status, and positive attitudes toward all that belong to a host country, his L2 achievement was limited (Burling, 1981, p. 280).

It was evident from the practice that L2 proficiency at the advanced age declines with the age at migration (more sharply after age 9). The investigations and studies evaluated whether age effects on the second language indicate that parents who immigrate to a new country at an advanced age are poorer in L2 attainment comparing to their children who immigrated at a young age (Bleakley & Chin, 2004). Thus, it became one of the crucial issues in the field of migration and sociolinguistics. In addition, scholars and researchers agreed that the age of arrival factor is determinant and dominant in the process of L2 learning, education attainment in general and later social integration. It is mainly easy to investigate the age variable for the reason immigrants tend to relocate in groups together with family members who belong to different age groups. There are many rationales for this assumption such as the critical period for L2 acquisition, cognition, early exposure to a new target community, and affective factors.

2.1.2.1. Maturational Factors and the Critical Period Hypothesis

Many researchers posed the same questions as what the best period for language learning is, which period, year, month, day, hour, or minute of human life. Learners may be

more effective and successful at some stages in life, and in other stages, an individual can face challenges, obstacles and failures. Many age-related theoretical models have been suggested for studies in the applied linguistic research area. The rationale for the studies raised from the cases where although being provided the same amount of L2 instructions, young immigrants were able to foster their L2 development faster comparing to adult immigrants.

Ellis (1999) said that there is a particular span of an individual's life years during which an individual attains L2 naturally and without any effort, in addition, later instructions and learning can appear unsuccessful. Young learners are simply capable to learn a new language without any training, toil and effort. Krashen (2012) proposed a theory for L2 learning by adult learners which is also relevant for adult immigrants suggesting that young learners are more likely to acquire L2 in a way they acquired L1, subconsciously. They are known to apply the observed phenomena in the environment. Lightbown and Spada (1993) explained it by the "monitor hypothesis" saying that "learned system acts as a monitor, making minor changes and polishing what the acquired system has produced" (p. 27).

Many researchers related it to the privileged ages. Thus, hypotheses such as "optimal age", "a sensitive period", and "a critical period" were significantly relevant and determined for SLA. The literature indicates that the critical period theory was suggested by Penfield (1953). Penfield and Roberts (1959) go further saying that to learn a language, "the human brain becomes progressively stiff and rigid after the age of nine" (p.236). Lenneberg (1967) went further and developed the "critical period hypothesis" (CPH). Scovel (1988) expressed that "The critical period hypothesis is the notion that language is the best learned during the early years of the childhood, and that after about the first dozen years of life, everyone faces certain constraints in the ability to pick up a new language" (p. 2). It explicitly defines the reasons why adults are not able to attain a successful native-like L2 competence. It is all about lateralization, actually the time when the development of lateralization is complete. At around puberty, an individual's brain starts to lack plasticity which prevents a learner from L2 learning at the same pace as it was before puberty. The same stands for the L1 acquisition which occurs before cerebral lateralization is completed. Scholars share different attitudes towards the stage of lateralization. Scovel (2000): "There is great variation among researchers on which age spans they use to divide up their subjects, and there may be multiple critical periods at varying age levels for different linguistic modalities" (p. 215). For Krashen (1972) lateralization is established approximately at the age of five (p. 65), corresponding, L2 acquisition will occur at the same pace at a similar quality to L1 acquisition in case L2 learning is obtained in the period

between 2 and the ages of puberty. For many scholars, the critical age period lasts from the age of 2 until around puberty.

Snow and Hoefnagel-Hohle (1978) complained stating that "relying on brain growth as the biological process that times the critical period would predict a critical period ending at 5. This is not an age at which any sharp discontinuities in language acquisition can be observed (p. 188)."

As the aforementioned critical period is on the constructs that an age factor might rely on while learners struggle to enhance second language success and later social integration. Yet, the references to the critical hypothesis did not sufficiently please the researchers. They believed there are other conditions other than the CPH that affect the SLA of children and adults.

2.1.2.2. Early Exposure to a Target Community

The CPH indicated the significance of the time span for learning a language. Concurrently, Cook, Long & McDonough, (1979) mentioned that we might witness in everyday life that younger immigrants are very likely to acquire a new language faster than adults by unconsciously picking from the environment all that is at their disposal and coding it, in the intervening time they acquire knowledge in various meaningful discourses. Schuman (1976) observed for 10 months a young migrant from Costa Rica, settled in the USA. His integration into the labor market was difficult although he expressed a positive attitude regarding the mainstream society country, culture and people. He was not sufficiently exposed to the new society due to the fact that he worked at night. He was also prevented from attending English courses for foreigners. His language achievement was considered poor by the researcher, and this led to poor social integration as well. Due to the language deficit, he was forced to mingle with Spanish-speaking immigrants in his environment. Schmidt (1983) contributed with similar results after observation of a Japanese immigrant to Hawaii, called Wess. He lacked instruction in L2. His L2 attainment was limited which caused the poor integration. Their exposure to the local community was poor and pretty late. Birdsong (1999) has precisely illustrated it stating: "once this window of opportunity is passed, the ability to learn languages declines" (p.1).

On the contrary, social exposure of immigrant children occurs earlier. One of the reasons for early exposure of immigrant children to a new target community is schooling. In addition, for Chomsky (1959) "It is a common observation that a young child of immigrant parents may

learn a second language in the streets, from other children, with amazing rapidity . . . while the subtleties that become second nature to the child may elude his parents despite high motivation and continued practice" (p. 49).

The proof for the aforementioned and immigrant children's adaptation into a new community is observed from the simple cases when parents need to consult the schoolteachers about their children's educational attainment and school endorsement. Parents are expected to be sufficiently competent in L2 to communicate with a teacher in order to learn and follow up on their children's progress. Olivos and Mendoza (2010) stated that limited L2 proficiency among parents ends in parents' poor engagement in their children's school life. On the contrary, children are mainly acting as translators in communication between a teacher and parents. Children benefit from compulsory education for the reason they need to attend a school where they are forced to reach competence in L2 for the sake of pursuing general education. Social integration is attained in early childhood, for the reason young immigrants attend school in a host country where young learners are placed within an intensive learning setting dominated by local people. For Krashen and his research colleagues (1979), young learners mainly benefit from the 'naturalistic exposure', earlier exposure they are provided with. They simply reap the benefits of immigration much better than adults. They seem to appraise all around them. In a conclusion, the earlier immigrants are exposed to L2, the progressive the integration process can be reached.

2.1.3. Cognitive Factors and Attainment in regards to Skills

A young learner is usually an independent learner, a learner that does not require instructions or a classroom setting to learn a new language unlike adults who require a situational classroom - instructional setting. Upon arrival to a new country and a new environment, a young learner attends a school as a part of compulsory education. S/he tends to engage and interact with peers, to play with them. Simultaneously, s/he develops 'conversational competence' (Kreshan, 1974) while socially interacting.

It enables creating an 'interlanguage', a system on its own, that is constantly developing, changing, upgrading and processing. A young learner follows his own grammatical rules (Brown, 1973), language functions (Halliday, 1975), and semantic meaning (Clark, 1973).

As shown above, young learners benefit from the ultimate attainment obtained in the dis-imposed and unforced naturalistic social exposure which ensures implicit learning skills which is pretty slow and conditions constant exposure to L2. In case constant and active situational exposure to a target, the community lacks, young learners are not able to participate in the formal setting. On the contrary, adult immigrants benefit from the learning rate thanks to their cognitive maturity. It provides greater efficiency in reaching desired goals.

Faster intuitive language learning progress is observed among adult immigrants. They are capable to receive more comprehensive input due to their educational background, experience, general knowledge, and ability to negotiate for semantic context. This provides a great advantage for older language learning starters. Cognitive factors provide them with more successful intuitive progress. Adult immigrants are capable of rationalizing a new language for the reason they possess background knowledge of patterns and norms in their first language. They might have developed learning strategies, decide on the most appropriate methods and techniques for learning a language and adjust the learning process to own style of learning in order to be more productive. Munoz (2006) significantly contributed to this issue with his study. He provided both adult and young learners with L2 instruction without social exposure of young learners to a target community. The obtained data indicated that adult learners attained higher L2 achievement in comparison with younger learners. Another study conducted on adult immigrants in the Netherlands reached the same results. In the beginning, the adult learners were more successful than younger learners a few months after their arrival to a new country. One year later, younger learners caught the same pace and even became more successful (Snow & Hoefnagel-Hohle, 1978).

The older the immigrant is, the less likely s/he can establish L2 fluency level upon arrival to an asylum country. Younger immigrants become more fluent comparing to adult immigrants (Asher and Garcia, 1969). Particularly, younger immigrants who start learning L2 become more frequent speakers comparing to adults (Cook, 1986).

Ramsay (1974) also claimed that the accent of immigrants regarding the age of migration significantly differs. Younger immigrants chiefly attain a native-like accent more comparing to adult immigrants. Baker, Trofimovich, Flege, Mack and Halter Younger confirmed that immigrants "surpassed the adults in production of certain vowels but equaled them in vowel perception" (p.317). Scovel (1988) suggested a very interesting statement telling that "phonology is the only aspect affected by age constraints because of its neuromotor

etiology". The reason for it is mostly that adult learners perceive the non-native sound system differently, thus the production of L2 is affected by the L1 sound system. Oyame (1976) applied a qualitative study and investigated 60 (N=60) immigrants who settled in the USA. They immigrated from Italy. The young immigrants performed native-like pronunciation. Fathman (1975) stated that younger immigrants are very successful in tackling phonology, while adults succeed in grammar, particularly, Asher and Price (1967) found immigrants are superior to young immigrants in listening skills.

Based on the previous studies, morphological and syntactic development is evident among adult immigrants more than among young immigrants. For, morphosyntax Johnson and Newport (1989) confirmed the same. For accuracy, adult immigrants are likely to acquire a number, gender and syntax faster than young immigrants (Ervin & Tripp, 1974). According to studies done by Krashen, Scarcella and Long (1982), adult learners at the earlier stages of the SLA process acquire syntax and morphology of L2 faster than young learners. Harley (1986) reached the attentive results from the study investigation done in Canada among L2 learners of French. Adults performed better in the usage of verbs. After course completion, young learners reach the proficiency level of adults, what's more, they are chiefly likely to surpass the elders. Young elementary learners outperform adults at the same level in the long run.

Furthermore, it has been found that the increase of initial pronunciation and retention of vocabulary is related to age for the reason adult learners are very likely to chunk, label, make a story, and cluster while memorizing new vocabulary. To support, Long (1990) suggested that a learner is capable to acquire all segments of language at the same pace. Long added, the assumed termination considering the area of phonology is obtainable at the age of 6 whereas, morphology and syntax may be affected at the age of 15.

2.1.3.1. Affective Factors

The aforementioned factors affect young immigrants' L2 out-permanence over adult learners, however, the factor that in the recent studies appears as more relevant rather than the biological maturational factor is the so-called affective factor.

The affective factor stands for language and cultural shock among adults that prevents adult immigrants to succeed more and get L2 command. For language shock, variables that are concerned are feeling ashamed and anxious. Adult immigrants are very likely to feel ashamed to interact with people from a new society comparing to younger ones who interact by all means.

What's more, they feel ashamed to make mistakes that affect their acquisition process. It prevents him/her from learning a new language and integrating into a host society. Adult learners feel anxious when they face drawbacks, challenges, obstacles and finally failures.

Cultural shock is experienced by moving to a new culture that differs from own. Individuals are unfamiliar with the norms required by the new society. A new identity as well as social changes in within mainstream society mainly require active participation in the society. Ellis (1985) mentioned that young learners are not culturally bound to a homeland as adult learners (p.109). Adults want to stay true to the roots and reject all that is imposed or required for integration, such as a new language. Due to a deficit of a second language, adult immigrants might feel rejected, segregated, discriminated, and disoriented. They are more sensitive than young learners.

It depends on the individual at the first stage at the time when s/he becomes aware of such drawbacks as affective factors. It depends on the immigrant himself whether s/he will be provided with health and social services. Overcoming mentioned factors will obtain a more successful language learning process, a second language achievement which leads to successful interaction and participation in the new society.

2.1.4. The Aptitude Factor

Robin (1975) stated that motivation, opportunity and aptitude are the components that affect the level of L2 achievement. The concern in this study is aptitude. Aptitude is known as a knack, an ear, ability, gift we are born with used to grasp, retain, learn and develop a new language. The practice indicates that each human being possesses the initiate ability to learn a language. Obviously, everyone has a "knack" for language learning. Still, some learners might simply acquire and master a language at a high speed, more effective and better in comparison to others. Even during the process of the first language acquisition, children vary in regards to rate, in the process of L2 learning it is not only the speed that matters however the ultimate level of SLA.

The same stands for the immigrants, some immigrants are recognized as better and faster language learners while others struggle. They are considered intelligent by the environment possessing special skills and capacity for L2. Based on this approach, Canada applies aptitude

tests to immigrants before instructional programs in order to predict their language acquisition which will help them in final social integration.

As aforementioned, determining learners' aptitude level pulls behind four steams for teaching:

- "Selecting students who are likely to succeed at language learning;
- stream students into different classes;
- providing different teaching for different types of aptitude;
- excusing students with low aptitude from language instruction." (Cook, 2001, p. 125-126).

Even today scholars and researchers wonder what accounts for aptitude, the capacity or ability to learn new vocabulary and grammatical patterns or attain phonetic skills.

Ellis (1985) stated that many scholars provided different definitions for aptitude. For many researchers, aptitude concerns a set of particular cognitive skills and capacities (Dorney, 2005). For Skehen (2012), it is the ability to master a language. As cited in Singleton (2017), it stands for the "gift for languages" (Rosenthal, 1996, p. 59). Carroll (1981) defined aptitude as a cognitive trait of a learner who has a talent or a knack for learning other languages than L1. For Spada and Lightbown (2006), it is a positive transfer, the higher aptitude is, the more successful learner will be. Carroll and Sapon were cited in Dorneyi (2005) saying that "aptitude is a set of basic abilities that are essential to facilitate foreign language learning" (p. 23). Skehen (1998) while defining aptitude, said that it slightly overlaps with intelligence for L2 learning.

The term is brought into various contexts, sometimes it is related to intelligence, skills, abilities, capacity, awareness, achievement, performance. For this reason, more research is required to define the term itself and form a theoretical corpus.

2.1.4.1. MLAT - the Modern Language Aptitude Test

Carroll was a Harvard psychologist, psychometrician who was interested in the field of educational psychology. He designed MLAT - the Modern Language Aptitude Test in 1966. While creating MLAT, he wanted to explore how well under particular conditions and provided a particular amount of time, a learner can acquire a language compared to others. He investigated students in the USA who were proficient at Spanish as L2, who scored highly at

the MLAT arguing that it was the rate of L that matters. Carroll continued with the same study in 1963 and 1966 and reached the same findings. Thus, MLAT aimed to predict an individual's skills, abilities and predisposition that determine his/her pace and effectiveness of L2 learning.

The instrument includes 146 items. Conducted research questions in his studies were: how quickly and easily an individual makes progress. Particularly, it was the issue of rate and ease. The test consists of four components:

- "Phonemic coding ability (i.e., the ability to code foreign sounds in a way that they can be remembered later),
- grammatical sensitivity (i.e., the ability to recognize the grammatical functions of words in sentences),
- inductive learning ability (i.e., the ability to identify patterns of correspondence and relationships involving form and meaning),
- rote learning ability (i.e., the ability to form and remember associations between stimuli)." (Ellis, R. 2008, p. 146).

The test was proved to be more relevant than general intelligence tests for predicting L2 proficiency, it was associated with the audiolingual method, being inconsistent, impaired, decreased in value by researchers in practice. Thus, further research and creating reliable test with proven validity is required.

Tests in the L2 learning process can sometimes be a drawback for the reason scores can demotivate learners as well as teachers.

2.1.4.2. The Correlation between Aptitude and SLA

The literature review on aptitude indicates that the expansion in the field came in the very early beginning of the 21st century. The terms aptitude and achievement are frequently used in the literature to be correlated; they even overlap at some point. There is plenty of studies and sufficient literature that indicates that proficient L2 learners are very likely to score more on the aptitude tests. Carroll together with Sapon (1958) designed a test battery to measure the aptitude of potential L2 learners who were about to attend an intensive foreign course. For this reason, it is believed that the MLAT can help instructors predict learner's progress and success. For some scholars, the tests that measure and determine a learner's aptitude level, yet still they are not concerned as sufficient as to obtain the real image of a learner's aptitude. Another study conducted by Sadeghi and Khonbi (2015), using MLAT observed a correlation between aptitude and L2 strategies among 48 (N=48) participants an Urmia University in Iran. Bernad-

Sureda (2016) conducted a study in Barcelona among 15 (N=15) students in 2016. She found a correlation between aptitude and course scores. De Keyser (2000) mentioned that aptitude scores can predict the acquisition of L2. Sparks (2012) reached the same findings showing that students who attained high scores on the aptitude test also reached outstanding proficiency and development at L2 in terms of language learning rate. The literature indicates that aptitude is a relevant construct for successful SLA.

2.1.4.3. Criticism of Aptitude

Skehen (1989) presented the review of criticism towards aptitude. His work should not be neglected. He studied the individual differences of a language learner focusing particularly on L's aptitude and talent. He reached the same results as Carroll that aptitude is a stable trait of a learner, however, he goes further telling that it has been also determined by experience. Skehen considered aptitude less relevant to the process of SLA than other factors. It is regarded just as one of the individual differences affecting L2 proficiency in general, it is less relevant than other variables comparing to age, motivation, anxiety, strategies, learning styles.

Since the 1950s, according to authors, aptitude was distinct from intelligence and aptitude was only valid for instructional education. For Robinson (2002) and Long and Larsen-Freeman (1991) it does not stand for a gift, but the awareness that comes from experience and given instruction. On the contrary, for Van Lier (1996), language awareness is meant to be different, it is "to learn something new one must first notice it... pointing one's perceptual powers in the right direction and making 'mental energy' available for processing" (p. 12).

Cook (2001) argues about the approach saying that there are differences between aptitude and knack. For him, the knack is used in naturalistic exposure. "Aptitude could be even more relevant in naturalistic than in instructed SLA, because of the greater amount of input that the learner has to process and the pressure to discover regularities and make generalizations merely from L2 exposure" (Granena, 2013, p. 180). Krashen argued that aptitude tests cannot be considered for L2, but L1. He also claimed that aptitude can be relevant just in instructional formed L2 learning (Skehen, 1989; Dorneyi, 2006). Skehan (2002) goes further and similar to Robinson (2007), argued that aptitude skills can vary overtime required by conditions and circumstances in the environment, a specific stage of L2 development. Concurrently, Robinson (2005) adds that it is the umbrella term for cognitive skills and performance at different stages.

For McLaughlin (1995), it is the "working memory capacity" that is recognized as a prepositional factor of a test. For Wen (2016), working memory should be defined as a significant segment of aptitude. Yosimura (2001) found a correlation between working memory and aptitude test scores. Similar to all authors above, Ortega (2009) argued that learners with better working memory capacity can more efficiently attain language proficiency.

The rationale for the different approaches is that terms are used in a different context and not in meaning.

2.1.4.4. Universal Grammar

There are many researchers who pose the same research question whether a language is an initiate or whether it comes from the environment we are exposed to, and whether the so-called ability to learn a language is inherited or derived. Chomsky developed a theory that all individuals are born with an initial comprehension of how to use L, in other words, humans are capable to acquire a language due to being genetically coded with universal grammar. In these terms, aptitude is neglected and attention is given to the universal grammar. Pinker (1994) supports Chomsky's idea arguing that individuals are born with and initiate the capacity to enhance a language learning process. In addition, the literature imposes that children learn faster for the reason they possess the cognitive and linguistic endowment for initial learning.

The same stands for the L2, since a language is a set of general rules applicable to all grammar, although the theorist did not extend it to the L2 learning. The theory deals with the grammatical proficiency, the learner's awareness of L, and for Chomsky (1980) not the L "in the institutional setting of its use, relating intentions and purposes to the linguistic means at hand" (p. 225). "Universal Grammar-based research put the emphasis firmly on the learning component of SLL and see language as a separate module in the mind, distinct from other aspects of cognition" (R. Mitchell and F. Myles, 2004, p. 95).

The main posed question concerns whether the theory is valid for L2 development. The power of stimuli is significant, a learner is required to encounter new knowledge for reaching production.

2.1.5. The Cultural Capital Factor

Fleeing from the homeland for any purpose each immigrant brings with him/her a set of values, principles and beliefs. They are an inseparable part of their personality. Lee (2012) claims that "students from immigrant families are diverse in terms of ethnicity, race, religion, language background, English proficiency, immigration status, and social class. These differences make a profound difference in how they negotiate schooling" (p. 66). Beliefs, principles and values, the cultural capital, were mainly silenced, stifled, mocked, neglected, or even ignored by the members of rich societies. As aforementioned, inequality was observed in L2 classes, many students complained saying that they have been ignored, forgotten and sometimes neglected in the classroom by teachers who favored students who 'seemed to possess general knowledge and those who looked smart'.

"When students' language, culture and experience are ignored or excluded in classroom interactions, students are immediately starting from a disadvantage. Everything they have learned about life and the world up to this point is being dismissed as irrelevant to school learning; there are few points of connection to curriculum materials or instruction and so students are expected to learn in an experiential vacuum. Students' silence and nonparticipation under these conditions have frequently been misinterpreted as lack of academic ability or effort, and teachers' interactions with students have reflected a pattern of low expectations which become self-fulfilling" (Cummins, 1996 p. 2-3 as cited in Brooks & Karathanos, 2009, p. 47-48).

Instructors consider immigrants' values, principles, and beliefs as a drawback to a second language learning and inclusion into a target culture and society, adopting its values and principles. It is for this reason that instructors tend to develop preferred principles in the linguistic systems (Jaeger, 2009; Sullivan, 2001). Furthermore, teachers in classrooms have reduced attention towards the immigrants with low cultural capital and attention has been diverted to students coming from higher classes.

Cultural capital is considered as a drawback from the learners' perspective in the classroom setting due to the aforementioned experiences in practice. Yet, the literature claims the opposite. The cultural capital which is primarily attained by immigrants' access to goods such as computers, the Internet, paintings, galleries, museums, galleries, books, dictionaries and encyclopedias can maintain more effective L2 learning achievement. It creates circumstances for reaching social capital which is enhanced by the learners' relations with the environment, peers, family members, parents, extra-curriculum activities, parents' engagement in a child's

social life, parents' employment. Social capital is a trait that leads to the successful integration of an immigrant into a host community.

2.1.5.1. Cultural Capital Theory

There are various definitions and interpretations of cultural capital. It is more common for educational and social sciences. It stands for the knowledge attained without classroom setting rather than natural sciences, where classroom setting and instructional type of schooling is a must. In the practice, it refers to the 'elite status culture'. Furthermore, it is a 'prestigious' and 'high' class, more present in families of high socioeconomic status. The class and status carry superiority skills over others due to access to various cultural goods like the Internet, IT tools, drawings, paintings, reading materials, and encyclopedias. In addition, if an individual possesses cultural capital s/he possesses unique traits, taste and style.

A French sociologist Bourdieu Pierre proposed the theory on cultural capital in the 1970s. His approach was initiated by K. Marx's theory concerning economic capital, the more you possess and own, the more you are positioned in the society. Bourdieu goes further and states that it is cultural capital that also ensures power. For the theorist, cultural capital was inherited by the older in family, mainly parents, who passed the values, beliefs and principles to their children teaching them to dance and music, taking them to ballroom dancing, theaters, museums, galleries, reading novels and literature from different areas. The individuals who were provided with the same were proclaimed to have power, high culture and they were dominant in the society. He considered that "a theoretical hypothesis which made it possible to explain the unequal scholastic achievement of children originating from the different social classes by relating academic success...to the distribution of cultural capital between the classes" (1986, p. 82). Moreover, the cultural capital was unequally distributed among the population based on social status and educational access.

Today, cultural capital stands for a large amount of knowledge on culture, including values, beliefs and principles providing an individual with the corpus of sources that is circulated in various contexts and circumstances. The individual is capable to discuss various issues in regards to culture with its values and merits.

2.1.5.2. Cultural Capital Variables

Today cultural capital is a coined term that stands for "linguistic and cultural competence" (Duraims, 2002) and cultural knowledge background that only high-status

individuals possess. Cultural capital is knowledge about a set of values, principles and beliefs (Dumais, 2002), though linguistic capital is a system of knowledge that a native speaker possesses. It is knowledge about a particular language. Many factors that affect a learner's cultural capital: age, parents and family background, as well as social class. An individuals' knowledge of culture, beliefs and values is extended due to their age, particularly older people's knowledge and experience enrich cultural capital. Parents are also engaged in their children's general knowledge development. Coleman (1988) emphasized the role of parents who enrich a child with social capital, obtain socioeconomic status, and provided L2 instruction and the duration of stay in a new country as significant for social capital. Jaeger (2009) said that parents' cultural capital and the way they accumulate it affects their children's decisions in the educational setting. Their aspirations and expectation from their children's attainment in school are associated with school achievement. Lower expectations for their children direct a child to different and low outcomes. Parents belonging to the higher class ensure education for their children, whereas parents from the low class are prevented from providing education to their children. Providing facilitates like a peaceful home atmosphere, equipment, IT tools, Internet, dictionaries, encyclopedia, and other gadgets maintain more efficient cultural development, again not mentioning parents from lower-class who are not capable to provide the same.

2.1.5.3. Benefits of Cultural Capital

Practice shows that children who have been embodied cultural capital due to their family background perform better than those who lacked the support in their development flow. Teachers favor those students, their knowledge and their experiences. It was assumed that cultural capital provides status attainable for a learner. Obviously, immigrants who have experienced various occasions in different ways possess a unique view of the happenings in the world. It is also common for immigrants in the classroom setting who easily make friendships with school peers due to previously acquired knowledge and experience their opposite parties share as well. The aforementioned values, beliefs, knowledge and experience help adult immigrants in finding a job, getting better wages and enrolling in good positions in a new country, easily integrated into a new target society.

Dumais and Ward (2010) expressed that immigrants who possess more cultural capital are likely to achieve more in L2. The background studies showed that instructors and teachers communicated more easily with students who had cultural attainment, or that belong to an elite status culture. Those children were considered more intelligent and gifted getting higher scores

compared to others who were meant to dispossess traits, styles and tastes. Rich cultural capital is a benefit for social integration, and thus it is assumed to be closely correlated with immigrants' language learning achievement in the educational environment. Expressly, the more individuals possess cultural and social capital the more s/he can achieve desired goals.

Consequently, a new question of whether an individual without cultural capital is able to succeed in learning a new language was posed. The term 'cultural capital' and school achievement became more present in the literature in the research area of linguistics, during the late 1990s and early 2000 due to being recognized in classrooms as phenomena mainly by students rather than teachers. Some researchers related cultural capital to ability, highbrow pursuits. Dumais (2002) stated that knowledge and competence are strongly tied and that students with low linguistic and cultural capital come across language barriers. Bourdieu (1986) expressed that research on "the relationship between academic ability and academic investment show that they are unaware that ability or talent is itself the product of an investment of time and cultural capital". Many studies have been conducted on how cultural capital affects educational as well as language learning achievement (Kim & Schneider, 2005; Tramonte & Willms, 2010; Schlee et al., 2009). Paul Di Maggio (1982) studied the correlation between cultural capital and school attainment and found that activated cultural capital maintain high educational attainment or a customized educational experience. Sullivan (2001) in her studies included activities, cultural knowledge, and a language as correlated terms. Activities considered reading, TV, music, and cultural participation; concurrently native language scores were included as a relevant variable for a language.

2.1.5.4. Cross-cultural Appreciation in the Teaching Practice

Immigrants upon their arrival to a new country face a disadvantage at an early start for lacking linguistic and cultural capital. Even the immigrants with rich cultural capital that creates their schema may be neglected in a host country thanks to the educational system which is not in favor of different ones and lessen the values. Mainly immigrants' socio-educational status arises such occasions, thus it implies that social status interferes with education, linguistic and social background. In case instructors fail to give proper attention to immigrants' background, culture, values and prior knowledge and education excluded from classroom interaction, it makes immigrants feel that all knowledge they possess is dismissed and irrelevant for a new environment. Their reticence and poor class participation are considered as a lack of academic effort that reflects low performance from learners (Cummins, 2001).

The instructors in the host country need to be informed about the significance of the cultural capital that each immigrant possesses and to what extent it affects language achievement. It is up to them to make students believe that their values, beliefs, principles and learning styles are appreciated. Lee (2012) also emphasized that students' moral values, belief systems should be appreciated by instructors. All segments of cultural capital need to be valued. In addition, the system needs to reinforce the social inequalities that appeared in itself at all levels. Lucas and Katz (1994) whose research interests were small minorities and the impact of L1 in SLA, expressed that instructors, in order to deliver content and new language rules, need to consider immigrants' primary resources for L2 such as their native and culture. A teacher should always have in mind that immigrants fleeing to a new country believe that a language and culture ties them strongly to their loved ones, homeland, former community as well as personal identity (Delpit, 1988).

Instructors and teachers need to decide on the most appropriate approaches and teaching strategies that will help immigrants to communicate more effectively with peers, people in their environment, in various contexts and circumstances. Banks (2003) was looking for appropriate teaching strategies for ethnic groups he investigated. He observed that language teachers in the classroom tend to enrich the curriculum by adding to it multicultural concepts, topics, and views as an integral part of curricula. Simultaneously, they do not change the fundamental structure of the curricula. Vavrus (2002) opposed this approach saying that multi-cultural content needs to be an integral part of the curricula and not supplementary. In a conclusion, teachers need to take additional teaching training regarding culturally responsive pedagogy.

2.2. ORIGIN CONTEXT (OC)

The origin context is the independent variable that includes wider aspects of factors to be explored such as language, cultural and spatial distance, L2 instructions in a home country. The aforementioned variables are presented in the following parts.

2.2.1. Linguistic Distance

The cultural capital of immigrants is also imported into new mainstream society in the shape of beliefs, values, motivation, attitudes, experience, as well as a native language, they might face challenges and struggle in case a target language belongs to a different family and group of language, or it typologically differs. There are approximately 7000 languages that are alive and they might be classified into 147 families. Languages diverge and converge. Languages differ from one another in lexical, morph-syntactic and phonological structure. Mostly other factors that affect SLA cast the shadow over the factor of language distance. Schepens, der Slik and Hout (2016) found language distance significant for SLA among students from various countries learning Dutch. Helgertz (2013) reached the same findings. There is not sufficient relevant data on the role of LD in classrooms due to research deficit from the teachers' perspective. According to Lado (1957), studies that covered the issue of language inference contributed to teaching practice.

When learning a new language, individuals start from the bottom, taking a native language/background knowledge/prior language resource as a starting point by restructuring it. In case reconstruction is required then a learning process will take longer. Language differences make the language learning process more difficult (Birdsong, 2014). Adsera and Pytlikova (2012) pointed out that immigrants commonly prefer migrations to communities with maximum linguistic similarities because they believe they will not need to struggle a lot. L1 knowledge will accelerate L2 acquisition. Bialystok (1997) highlighted the correspondence between structures in the native and target language was the best predictor for achievement. Corder (1979) cited Lado (1961) who argued that "the greater the degree of difference/distance, the larger the learning task, or to put it another way, the longer the learning path to be traversed between L1 and L2" (p.28).

Language distance is a term used to determine language families, to what extent they are close and resemble one another. DeAngelis (2007) argued that language distances stand for

"distance that a linguist can objectively and formally define and identify between languages and language families (p.22)". Language distance or language typology is observed objectively. An L proximity/distance is formed on "genetic relatedness", and it is observable in case an origin and a target language belong to the same language family, thus they are related or close. For example, English belongs to the Germanic language, which is a sub-family of Indo-European language family, same as Swedish. Thus, the genetic and typological closeness is evident in English and Swedish. For this reason, it is believed that Swedish students will not struggle to learn English. The research findings observed by Jaris (2002) among Swedish students learning English showed that they were proficient in the performance of definite articles in English due to positive transfer and the fact they share the same typological features. Although English and Spanish both belong to Indo-European languages, they come from dissimilar genetic families, "Romance and Germanic". This implies that German learners will not struggle as much as Chinese while learning English. It is common for the Turkish language that belongs to the Finn-Ugric family language. It is typologically different from English. Observing English, it seems adjacent to the languages of West European countries and not East Asian languages. Simultaneously, some countries might be geographically close, yet they may not belong to the same language family.

Another classification is formal language typology where differences established between languages are observed in terms of lexicon, grammatical structures, and phonology. Typology simply affects to what extent previously knowledge will facilitate or impede SLA.

In addition to the aforementioned formal objective and formal similarities, it is also interesting that learners might observe linguistic characteristics in languages from the different genetic groups defined as psychotypology and s/he decides on the similarities.

Simultaneously, it is up to a learner to perceive the language similarities and decide whether to transfer them or not into L2. The learner creates interlingual identification proposed by Odlin (2003). The transfer is obtained in case languages are similar, rather than distant. Cenoz (2001) mentioned that transfer is maintained in no regard to typological and perceived distance. Therefore, positive and negative transfers may occur. It is observed from the learners' output.

2.2.1.1. Positive and Negative Transfer

There are situations when a previously acquired knowledge of language can be passed to a new second language. It seems completely logical that learners are prone to transfer what is typologically similar in L2. They have clear beliefs about what is similar and different in two languages due to vocabulary linkage, grammar structure and sound pronounced in the same manner. Corder (1979) explained, "the mother tongue might have a 'facilitating' effect where L1 and L2 systems resembled each other" (p. 30). In this case, the positive transfer occurs. It is easier to overcome language barriers if the transfer is acceptable. For example, the positive transfer is evident when using Spanish vocabulary in French.

Helgertz (2013) investigated the language distance among 5041 (N=5041) immigrants learning Swedish. The results of the study yielded that immigrants whose native language belonged to the same L family as Swedish made the positive transfer and participants were proficient in Swedish. In addition, immigrants who were familiar with the Latin alphabet were more successful in L2 attainment.

On the contrary, the term negative transfer usually overlaps with the term interference phenomena. Interference errors mainly occur in classroom activities where learners tend to compare their native language and a second language. They keep looking for similarities and differences, anything they could relate and make inferences about L2. Particularly, they believe they will benefit from the words, sounds and grammatical patterns they are familiar with. On the contrary, learners are very likely to negotiate about the transfer within language pairs. In situations when L1 does not help, learners will have to look for alternatives.

The negative transfer in phonology is observed when the sounds are mispronounced, and a foreign accent is noticeable. For lexis, false friends usually appear, whereas word order and word-for-word translations are frequently observed as a negative transfer.

For example, Turkish learners would pronounce technology as /teh'nɒlədʒi/, /h/ instead of /k/. A negative transfer in grammatical structure is observed in the sentence "I sat to a chair" produced by Turkish learners.

2.2.1.2. Cross-linguistic Influence

Cross-linguistic influence became a rationale for many studies conducted during the 1950s and 1960s. The pioneer studies that were carried out in the 1950s did not pay a lot of attention to CLI advocating that errors appear as they would appear among infants learning L1.

Today's studies accept the phenomena of the transfer. However, they indicate that it is not only the transfer that matters.

Crosslinguistic influence (CLI) is the term proposed by SharwoodSmith and Kellerman (1986) in the 1980s and stands for "transfer, interference, avoidance, borrowing and L2 related aspects of language loss" (p. 1). It deals with the situation in which an L1 affects L2 consumption and to what extent, in other words, the knowledge only particular for L1 is applied to a new situation in L2. If the knowledge is transferred from L1 to L2, and later to L3, the process is called multilingual transfer, whereas, in situations when L2 influences L1, it is called bidirectional transfer.

Cross-linguistic influence is more evident when translating. Adult learners are commonly using the translation method rather than young learners. Adult learners' awareness of language distance is clearer compared to younger learners, and the transfer is accomplished faster due to the fact that previously acquired knowledge is passed to a knowledge of a target language that a learner intends to acquire.

Cross-linguistic influence may contribute to predicting learners' errors in L2 production. The idea is derived from a habit-forming - as in behaviorist theory. The notion of transfer refers to segment within behaviorist theory. Gas and Selinker (2008) illustrated it by giving an example of playing tennis. An individual who is familiar with court tennis will very easily and quickly play table tennis. All the knowledge and skills are fully applied to a new situation. This can be applicable to a second language learning process.

2.2.1.3. Contrastive Analysis and Error Analysis

Many researchers consider that errors and mistakes might be predicted while L1 is transferred to L2. Therefore, the analysis is employed to detect and avoid the errors and mistakes that might occur, the contrastive analysis, and the error analysis which is applied after the errors are made. The term contrastive analysis has been used since the 1970s. Wardhaugh (1970) defined it as: "the claim that the best language teaching materials are based on a contrast of the two competing linguistic systems" (p. 123). Many years before, Lado (1957) worked on pedagogically relevant materials for L2 learning. The resources relied on the mother tongue perspective. In order to prepare the resource material, he used a contrastive analysis. The analysis requires a precise comparison between the native and L2. The analysis will help to predict negative transfer. Furthermore, implementing analysis will contribute to situations when

instructors notice negative transfer they may capitalize regarding similarities and differences among a native and L2. It is advocated that the analysis helps the instructor predict the transfer and type of errors.

Simultaneously, the error analysis deals with the errors made by learners due to the negative transfer. The aforementioned analysis is a response to a contrastive analysis; thus, it focuses on output rather than the comparison applied by contrastive analysis. It should not only consider the outcome but the comprehension (Ringboom, 2007). Together with misleading similarities, error comprehension leads to misunderstanding and a broken conversation.

Corder (1967) particularly paid attention to the issue of errors. According to him, errors are not supposed to be exterminated. They are not faulty imitations, but indicators that something needs to be fixed in a new system. Instructors need to have been cautioned about what the error is and what the mistake is. Mistakes usually occur in a term, while errors are constantly repeated.

Literature implies that learners are not usually aware of errors. However, Singleton (1987) observed a case of a writer called Philip who was fluent in Spanish, Latin and Irish. He visited France 3 times and he was interviewed in French. Researchers detected 153 errors he made for 3 hours. All the errors were analyzed as a negative transfer. He was aware of the errors he made. After each error, he would apologize to the audience claiming it was the best version of negotiated language structure.

Errors are more easily and immediately identified rather than similarities, for this reason, it is difficult to decide whether the correct output is obtained due to the transferred similarity or successful language proficiency, particularly, positive influence and positive transfer are difficult to identify. Lightbown and Spada (1999) investigated 144 (N=144) French students, learning English. They found that errors disappear as learners reach the upper stages of language development.

To sum up, learners should be aware of the fact that what works in L1 will not or will not always work for L2.

2.2.2. Spatial Distance

Another distance supplementary to the language distance that seems to be valid for SLA and needs to be addressed at first is spatial distance. Spatial distance represents a physical distance between particular places of residence. Many individuals might inquire whether your origin country preferably needs to be physically close to a target country in order to learn its language. The clear pattern that states the way you are closer to a target country, the more you will acquire a language is not valid in the field of SLA (Jasso and Rosenzweig, 1990). SLA does not necessarily require a learner to be living in a country closer to a target country in order to be fluent. The proof of this is that immigrants from Mexico are not proficient in English comparing to European immigrants even they come from a country with a small distance from the USA. Espenshade and Fu (1996) investigated the factors that affected L2 learning among immigrants in the USA. They also inquired about spatial distance variables. They found no correlation between spatial distance and second language proficiency. Some other studies found no correlation between spatial distance and L2 proficiency (Jasso and Rosenzweig, 1990; Fu and Espenshade, 1996; Van Tubergen, 2005). However, Alba's study (1999) was one of the unique studies that observed a positive correlation.

The literature is limited in this regard. The studies that inquired about this issue suggested that other variables should be investigated as well. The rationale for the observed studies mostly focuses on cultural and social distances. Hence, further studies regarding spatial distance and SLA need to be employed.

2.2.3. Cultural Distance Factor

Culture accounts for the systems of beliefs, practices and values of a particular society. According to Shah (2004), it possesses "features that are shared and bind people together into a community" (as cited in Bhugra & Becker, 2005, p. 18–24). It has been taught, and by socializing inherited by ancestors. If a person relocates the residence and the physical movement to a new culture and society occurs, in such case, upon the arrival to a target country, it happens that s/he will look for similarities with own country, usually spotting and detecting new customs, tradition and culture observing it as the unusual and odd. Hannerz (1992) created a theory on cultural flow and complexity. Immigrants are expected to leave behind the previous lifestyle, social norms, and contact struggling to establish new ones. Authors, Belot and

Ederveen (2010) in their study explained: "cultural barriers explain patterns of migration flows between developed countries" (as cited in Pytlikova & Adsera, 2010).

Countries that used to be colonial empires still account for being dominant and a threat to other nations, imposing their own values, beliefs and culture. Societies are determined as closed or open in terms of cultures. It has been observed that migration from closed countries is impeded by the cultural, religious and social barriers which create distances between people from different societies. The interaction between people is hardly established. Examples of individualistic societies are China and Japan. Cultural barriers affect daily communication, dragging disappointment, isolation, withdrawing into themselves, introversion, psychological disorders as well as depression. The interaction can be impeded in case cultural barriers create social barriers that will prevent a learner to establish interaction, friendship, and socialize with individuals from the local community. McCroskey together with Neuliep (1997) expressed: "individuals who are confronted with cultural differences tend to view people from other cultures as strangers" (p. 147).

On the contrary, open societies are open-minded and tolerant towards all humans. The more open country is the more exposure to other cultures, religions, societies will be obtained. Thus, the people living in an open society will succeed in establishing interaction with people from other societies such as Singapore which is known to be wide open. People from Singapore are always smiling and trying to mingle with foreigners. Hall (1994) thinks that Asian, Arabian and Latino-American societies also belong to "high-context culture" societies.

Social integration and second language learning are reached by interaction with the natives. The interaction is reached both linguistically and non-linguistically. It is a turn-taking process. To proceed with communication, people use codes and agents in order to convey a message. Simultaneously, in non-linguistic interaction gestures are dominant (Salo-Lee, Malmberg, & Halinoja, 1998), all the segments are important in simple communication.

2.2.3.1. Religion Aspect in Learning L2

The religion factor of the origin country is also a valid construct for L2 learning. Religion performing, rites, and customs, and beliefs, are a valid segment of cultural identity. Literature explored the impact of religion on a second language achievements is very limited. Religion is a significant aspect of simple interaction between refugees and immigrants and local people in the target community (Bogardus, 1959). Religion is a trigger that might cause social

distance, impede the desire to engage and mingle with others who are different. It is believed to protect the values within the scope of society.

Van Tubergen (2005) expected that individuals who resettled from Christian countries are more proficient rather than immigrants from non-Christian countries, whereas Owen, Eisner, and McFaul (1981) reached opposite research results. They conducted a study among participants who were followers of Islam, Buddhism, and non-Christians who settled in the USA and Canada which are dominantly Christian societies. Authors found that local people's perception of social distance overlaps with religion when it comes to the relationship with immigrants and refugees. Western populations are dominantly Christian, thus, immigrants and refugees from non-Christian societies are hesitating to bond to natives not because they found them belonging to a distant nationality but for the reason, they are not from the same religious group. What's more, in some religions, communication with individuals of other sex is banned, which makes it harder for initiating and establishing communication.

2.2.3.2. Inter-cultural Scope of Learning and Intercultural Sensitivity

Learning is comprehended as an interaction between individuals that belong to different cultures. Concurrently, parties within the interaction acquire "intercultural competence", showing respect for the values, beliefs and experiences of others (Bennett, 1998). The literature advocates that intercultural sensitivity leads to effective engagement into the interaction with the natives and accelerates the rate of SLA. Immigrants' and refugees' incapability to synchronize the L2 and cultural improvement for Brown (1980) accelerates the limitation of L2 command. Hence, immigrants should consider and try to accept cultural diversity and together with the local people show appreciation towards different views and perspectives.

Wilkinson (1997) interviewed two immigrants asking them about their experience in France. The findings showed the correlation between cultural sensitivity and the adaptation of immigrants into target society. The observed fully engaged interaction implied better SLA. Immigrants who possessed less intercultural sensitivity were struggling in maintaining regular communication that impeded SLA. The author suggested that cultural differences are narrowed and diminished by intercultural sensitivity that will undoubtedly help immigrants to improve language skills.

Twombly (1995) explored almost the same research questions. The participants were students from North America who settled in Costa Rica. Cultural sensitivity including

demanding norms was the obstacle that prevented students from full engagement in interaction with the locals who spoke Spanish. Students' adaptation process was hindered. The author found that cultural sensitivity, actually the lack of cultural sensitivity impeded social engagement and relationship with the natives which ended in limited SLA. Many researchers also observed that refugees and immigrants whose duration of relocation is temporary and who hope to return to their homes soon after do not feel that they have to preserve their culture and they are open to learning about new cultures.

Another author who showed interest in the same research area, Yager (1998) studied participants who were in Mexico for the purpose of education. The research questions explored the correlation between the participants' attitudes towards the Mexican culture and students' L2 skills. The study observed a positive correlation. Plenty of literature indicates the correctional between immigrants' attitudes towards a host country. Findings show that such correlations emphasize SLA. Bjoger (1988) in his study, analyzed the attitudes of 170 (N=170) immigrants settled in Norway towards the target community and its impact on SLA. He found a positive correlation. However, Oller (1977) reached a negative correlation. The participants in his research were students from China who were studying in the USA. Although the participants possessed good L2 skills, their attitudes towards all that belonged to a target community were negative.

2.2.3.3. Acculturation - an Alternative to a Cultural Distance

Many researchers inquired how to overcome language barriers since language is an aspect of culture. Concurrently, J. Schuman created a model as the alternative to cultural barriers. The theorist intended to present the SLA of individuals from different cultural backgrounds. Among various variables that influenced the process of L2 learning, Schuman emphasized that the learning situation in which students perceive each other as "socially equal", L2 are socially included, and when they possess positive attitudes towards other cultures (Ellis, p.231). Within the field of SLA, acculturation stands for "the process of being adapted to a new culture" (Brown, 1994, p. 169-170). For Berry (2015), it is the process of cultural adjustment into a target community. Within the process, all parties undertake and adapt to a new cultural context. One of the most prominent examples of acculturation and social integration is the case of 21- year-old Julie, who was an English teacher from the UK who relocated to Cairo after marrying a man from Egypt. She had no prior knowledge of Arabic. Arabic was a dominant language at home, and she maintained to interact with local people. She fully integrated into

the society becoming very fluent in L2 (Ortega, 2009). Her acceptance into the host community is recognized as successful acculturation.

In conclusion, the aforementioned observed cultural and social barriers and the state of not being able to overcome them, putting aside cultural distances, evokes a social distance which directly prevents a refugee or an immigrant from social engagement and interaction with the local people so as to acquire a language of mainstream society that might help him/her to integrate into a new society for the reason L2 and target cultures are inseparable connection. Cultural context is a dominant aspect in the SLA framework. Bridging the culture and social distance, establishing cross-cultural communication with positive attitudes towards the natives will enable successful SLA and reach acculturation.

2.2.4. Second Language Exposure in the Origin Country

An individual acquires a language at various paces regarding the age of migration, cognitive abilities, language distance, cross-linguistic influence, as well as the exposure to a second language and instructions before migration. We can consider an immigrant or refugee who was forced to leave their hearths just moved to another country looking for salvation, protection, care and shelter; being settled in enclaves or refugees/immigrants camps, and among all not being capable to express himself in L2. Weak L2 command is a challenge not only for immigrants but the local population who face limited interaction. In such cases, immigrants' health care, social care, education and existence are questioned. Nowadays, immigrants move to a target country with at least basic second language proficiency.

For younger learners, it is mainly the classroom setting in the home country where they are provided with L2, English. In addition, TV, cartoons in English, soap operas, the Internet, the social media is the platform where they are also active. Adult learners are engaged in international business, social networks and the media. Many agreed that English has been imposed by technology and social networks. Thus, as observed, L2 development at the micro-level includes the interpersonal communication that has been proceeded, furthermore, the corpus of information used as a source for conveying messages in any environment is obtained at the macro level. Concurrently, the social perspective appraises L2 usage in simple communication with the environment, whereas the personal perspective contemplates the significance of L2 in an individual's life and language development.

Jenkins, Cogo and Dewey (2001) mentioned that English as L2 and 'lingua francas' mainly overlap. English is the lingua franca due to the global scope, where individuals are exposed to international goods and foreign media levels. "The importance of English language learning cannot be overstated in an increasingly interconnected and globalized world. Nowadays English is the most widespread language, which is used in international affairs, global trade, commerce" (Lamroz, p.14). It has been accepted as a world language. English became a must and requirement for almost all individuals in the world. Massey and colleagues (1993) confirmed that learning English is emphasized all over the world. Thus, today transnational migration to countries where it is an official language is implemented successfully comparing to the period when Russian, German and French were primary languages taught at schools in the Balkan. Today, the English language is the main L2 taught at schools worldwide. It is the same with the Balkan countries, furthermore, German, Turkish, Arabic, French are taught as the third language in some schools.

In the post-migration process, previously acquired L2 competence is known as a push that will secure accuracy and rate in the acquisition process upon arrival to a host country. Many studies proved that previously language instructed immigrants are able to elaborate language and use it accordingly. At the time when an immigrant perceives that s/he will benefit from the target language s/he was exposed to the home country, s/he will start performing and practicing it with a native speaker in a live situation. Espenshade and Calhoun (1993) offered an appropriate explanation saying that previous exposure to L2 and knowledge of a target L establishes sustainable relationships in a new community. Moreover, previously L2 instructions guarantee a higher proficiency level, which enables faster integration of immigrants into the labor market, better job opportunities, higher positions, attainment in the education process and finally better social integration in general. The knowledge that is previously attained in the home country provides opportunities for immigrants in future education and careers in a host country (Heath, Rothon & Kilpi, 2008). There is no even risk in finding a job according to evidence from Australia (Cahit & Islam, 2015). Furthermore, it is an indicator of acceptance by the local public. Among various variables that affected the adaptation process of immigrants in the USA, Stevens (1992) investigated immigrants' prior instruction and knowledge on L2. He observed that the amount of L2 exposure affects language skills. Adsera and Pytlikova (2010) stated that previously enhanced language skills and linguistic proximity are relevant factors in migrants' adaptation process (p.2). Particularly, the capability to use English in social discourse

is correlated with the adaptation to the USA (Gordon, 1964). Knowing at least some English will enable easier adjustment into a new society in general.

Espenshade and Haishan (1997) offered to some extent relevant cases of Indian and Kenyan immigrants who moved to America where the 2nd official language of their home countries is English. They made better progress and were better integrated compared to immigrants who were not proficient in English.

Improvement in L2 is constrained by grammar instructions. In some cases, immigrants are provided with L2 instructions with a focus on grammar without being engaged in daily communication. Freed (1995) studied the correlation between established contacts with the local people and L2 proficiency, he found a positive correlation. Learners improved their linguistic proximity with a focus on grammar accuracy. In-class discussions and practices are constructed in the non-lingua francas event or environment which makes it difficult to fully participate in the community of a host country. The integration depends on the amount of social exposure and interaction with the natives. The more established friendships are, the greater integration is attained. Undoubtedly, that making contacts will support integration.

2.2.5. Second Language Instructions in the Country of Origin

Attending foreign language classes, courses, using the media, watching TV in L2, soap operas, shows, and utmost communicating with peers, friends at the international level accounts for exposure to a target community. European Commission (2012) declared that the courses taken at schools are incomparable places to others for learning a language. Unfortunately, not many studies deal with the L2 schooling of immigrants upon their arrival to a new country. Studies mainly focus on labor and family of immigrants at the time of migration (Fennelly and Palasz, 2003). It is also significant that findings from the studies with the same rationale were observed in Australia, the Netherlands, Canada, France, Israel, Norway, the USA and the UK (Tubergen, 2005).

Kristen, Mühlau and Schacht (2016) studied the SLA process of immigrants who settled in the UK, Germany, Ireland, and the Netherlands. They reached findings present that immigrants from Poland who took a course in English or German at school exhibited better English rather than immigrants who came from Turkey for the reason they lacked sufficient exposure to the aforementioned languages in the education system of a country. Dustman

(1997) found out that refugees from the region of ex-Yugoslavia are more competent regarding L2 and learn a language fast in comparison to the immigrants from Turkey who settled in Germany. Carliner (1995) reached almost the same findings while studying the L2 abilities of immigrants who settled in the USA. He stated that immigrants from Mexico possess a weak command of English comparing to other refugees and immigrants in the USA. He stated that Asians and the immigrants and refugees from Latin America are considered to possess poor L2 command upon arrival to the USA comparing to European immigrants and refugees. Illegal Mexican immigrants were the members of a research group that Chiswick (1992) investigated. He observed that only a few of them were able to establish communication in English. The reason for that is the education system in the home country, the national policy towards learning a language other than L1, doubtful curricula and poor teaching content, and utmost the inappropriate teaching methodology.

Another author, Frank van Tubergen (2010) conducted research on the factors that affect refugees' SLA who settled in the Netherlands. He claimed that the literature on the issue in Western countries is limited. He observed data collected among refugee communities in the Netherlands. The study was conducted among 3.500 (N=3.500) participants who immigrated in the 1990s. Tubergen proved that reading and speaking skills were better for those immigrants who possessed more schooling before they immigrated. Additionally, many other authors confirmed the same saying that L2 proficiency is significantly correlated to the general knowledge attainment which contributes more to the successful integration. Moreover, knowledge of L2 depends on the immigrants' prior educational attainment upon arrival to a host country. Immigrants are not able to obtain the recognition of diplomas and educational experience gained in their home country. Unfortunately, it is very significant to mention that in some observed cases refugees and immigrants with low L2 attainment are considered and treated as illiterate and even unlettered.

The same author together with his colleagues previously stated that immigrants mingle and integrate better with the people from the target community due to the ability to perform L2 knowledge (Martinović et al. 2009). Furthermore, within situations when newcomers possess the command of an L2, it enables them to reach the desired level of social integration.

In some cases, immigrants are not exposed to the language of a target community before migration, thus, lack of previous L2 knowledge and instructions will make the immigrant struggle more and prevented from opportunities out-there in the environment. Deficit of L2

command will bring less productiveness at any level of life satisfaction. In addition, such a state brings limitation to any circle of a new individual's life. Immigrants usually envision themselves earning a lot, yet they only face disappointment.

2.2.5.1. Second language as a Human Capital

Immigrants and refugees while arriving at a new country, bring their heritage with them. It is the human capital that is integrated into the individual's essence. Language capital is a part of a wider language construction known as human capital. Moreover, language skills are indicators of human capital. Background knowledge on L2 will enable migrants to transmit the human capital s/he brought with into a new target labor market (Kossoudji, 1988; Dustmann & Fabbri, 2003). European Commission (2003) clarified that immigrants' L2 proficiency that reflects human capital was a push factor in the job market.

It seems to be the same with experts in the field of the economy who observed that background knowledge on English is recognized being a composition of human capital in the workplace, over and above, the deficit L2 knowledge is not correlated with high earnings (McManus, Gould & Welch, 1983). Van Tubergen and Wierenga (2005) agreed and added that language capital as a human capital determines immigrants' position in a new country. It is very significant data that the human capital of the immigrants in Denmark is so colorful. Risager (2006) observed that there are 120 languages spoken among immigrants in Denmark.

2.2.5.2. L2 as a Determinant in Decision-making

Previous knowledge on L2 before migration triggers an immigrant to make the first steps in the migration and choice of a host country. Particularly, previously taken instructions about the language in the home country is a precise determinant in immigrants' decision making whether they will immigrate and to which destination they will move. Jasso and Rosenzweig (1990) also confirmed that there is a correlation between English and decision-making regarding a residential location.

Literature indicates that refugees or immigrants who possess a sufficient L2 proficiency level do not mainly settle into the enclaves and neighborhoods with people from the same ethnic group. Furthermore, newcomers who lack the L2 skills of a target country, happen to be forced to settle in the enclaves or camps with the individuals from the same ethnic group waiting for authorities to resettle them and provide integration courses and VET instructions, still using the translation services provided by surrounding individuals. They usually become frustrated and

disappointed in a new social environment, they even become prey who suffer from hostility local people show. Borjas (1994) enfolded that Mexican immigrants tend to settle into the highly concentrated communities and neighborhoods dominant with immigrants from Mexico. A simple example is Mexican female immigrants who dream about a Utopia and believe they will earn living by cleaning American people's properties or take care of kids or elders. Sometimes their dreams do not come true for their L2 deficit.

Today, immigrants are mainly aware of the need for L2 proficiency, thus they initiate to attain at least the basic L2 competence of a target country before they decide to move. Examples are the nurses and medical workers in Bosnia and Herzegovina who plan to settle in Western countries, especially Germany. In their home country, they are taking up courses in German believing L2 proficiency will provide them with more opportunities in the labor market and help them integrate better.

2.3. RECEIVING CONTEXT (RC)

The receiving context is the independent variable that includes wider aspects of factors to be explored such as institutional reception of immigrants, integration and language courses for immigrants, social exposure to a target environment and employment. The aforementioned variables are presented in the following parts.

2.3.1. Institutional Reception of Immigrants

Immigrants and refugees crossed distances leaving behind birthlands, families, belongings, and memories. Coming to a target country, they encounter distances again. To illustrate, building up a wall between the States and Mexico is a physical block, the physical distance. It has been a clear message conveyed to immigrants. The native and the target community expressed their intolerant attitude towards all that is foreign and comes from abroad. Immigrants and refugees paid for the sins they had not committed. They are reviled and declared enemies, terrorists, "threat to national security and economic burden" (Wike et al., 2016), "competitors, allies, symbols of otherness, saviors, and ambivalent figures" (Karakayali, p.538) and risky outsiders waiting at the borders. The promised land, the country they expected to be safe, and protective rejects them. They feel 'lost in translation'. Such conditions enable newcomers to adjust, establish personal and social relationships. The psychological and sociocultural adaptation is affected by natives' opinions, attitudes towards immigrants and refugees. As aforementioned, it is not only up to immigrants and refugees to interact with locals, but the willingness of the individuals in the receiving country (Smart, Violet & Ang, 2002) and the administration of the host country. The administrations in host countries in the recent period attempt to implement media and public strategy which aims to portray newcomers in the media as hardworking professionals, experts, educated fellows who were dislocated. It is a two-way process in which systemic cohesion within one system of all elements of society is indispensable.

The reception of immigrants within the mainstream society actually determines the integration process path. Fussell (2014) highlighted that the local population's attitudes towards newcomers and "migration policies" are determinants of the reception type. Some countries play host to newcomers for the reason that the relationship with immigrants is essential to the electorate, while others greet immigrants and refugees with warm hospitality as a sign of

goodwill. The support of states, governments, cities, municipalities, formal and informal institutions, non-government humanitarian institutions and agencies in the period of transition is significant. Corresponding, 440 cities in the USA has been declared as "sanctuary cities", in which religious institutions with its employers and volunteer provide chilly welcoming reception assuring basic needs for newcomers such as food and clothing.

Each country sets different immigration policies. 'Contexts of receptions' that stand for one of the most relevant factors for the reception of immigration vary from country to country. The reception to the most preferred destinations is regulated by the government immigration policies and their implementation. UNESCO (2016) set a framework for initiatives, here are the aims listed:

- "Achieve a shared understanding of the experiences and approaches of cities in facilitating the reception and integration of refugees and migrants in order to uphold mutual respect and social cohesion;
- Map legal, policy and practical approaches to the engagement of cities with refugees and migrants;
- Highlight key responsibilities and tasks of city governments in the reception and integration of refugees and migrants, identifying concerned institutions, service providers and networks;
- Scope potentially available resources to empower and support municipal authorities;
- Compile and disseminate relevant examples of 'good practice';
- Articulate recommendations on actions and approaches for effective, holistic local governance regarding refugee and migrant reception, integration with host communities, and social cohesion;
- Develop operational guidance for city authorities and other relevant stakeholders" (UNESCO, 2016, p.3).

'The Wall' policy and 'close-door in the USA' resulted in poor reception of immigrants and refugees in the recent period.

Table 1. "Most Accepting Countries for Migrants 2020"

No.	Country	Migrant Acceptance Index score
1	Canada	8.46
2	Iceland	8.41
3	New Zealand	8.32
4	Australia	8.28
5	Sierra Leone	8.14
6	United States	7.95
7	Burkina Faso	7.93
8	Sweden	7.92
9	Chad	7.91
10	Ireland	7.88
11	Rwanda	7.88

Source: "Canada Rated Best Country in World for Welcoming Immigrants"

<https://www.immigration.ca/canada-rated-best-country-in-world-for-welcoming-immigrants>

According to the report of Gallup poll 2020, Canada is declared as the 'most accepting country for migrants in 2020' and far above the ladder ahead of America whose immigration policy during the previous administration was assertive not to accept immigrants and refugees, whereas the current administration of Canada has developed and succeeded in implementation of policies and initiatives. In other respects, the positive reception of institutions and 'open-door policy' in Canada, the natives reported that immigrants are beneficial for the community, and they would not resist getting married into a family with a migration background.

The reception is mainly the responsibility of municipalities and cities in the USA. American municipalities expressed readiness to fully support the integration of immigrants to creating feasible living areas (Price, 2015). The cities and municipalities are aware that feedback of good practice, initiatives from neighborhoods and immigrants might boost the process of integration. To illustrate, "National Academies of Sciences, Engineering, and Medicine" (2015) reported that Chicago succeeded in the implementation of a halal-friendly credit system so that the Muslim population of immigrants might purchase houses. The mayors have already decided on implementing an 'open-type network with immigrants by supporting their social, civic, political and institutional participation, as well as the participation in market labor. Simultaneously, using the assistance of interpreters will boost the trust of state representatives and institutions.

The integration course and language courses are provided by destination countries. The significance of the courses in individuals' integration into the society and labor market has been

elaborated in the previous sections. As a part of provided social services in the USA, the members of the "Department of State's Reception and Placement Program" assist newcomers with basic needs, finding houses in appropriate neighborhoods, accommodation, finding a job and information on Integration and L2 courses nearby. The members of the assistance service belong to different ethnic groups that enable arises of trust between the state representatives and immigrants.

Next to the aforementioned courses, the host countries promote the native languages of immigrants in formal and informal institutions by organizing language courses of L1, instructions of L2 in the mother tongue language of immigrants. Immigrants express great appreciation towards the initiatives, yet researchers are concerned for the reason that reinforcement of L1 may impede and hinder second language acquisition. A similar case was observed in Turkey who hosted 4 million refugees from Syria due to acts of war since 2011 (Makovsky, 2019). The refugees' status is at the satisfactory level, still as quest status. UNHCR announced that 7 Turkish universities across the country allowed free higher education to refugee students.

These initiatives are just some in the pool of many that secure the trust to attention and goodwill of the host country. "Trust is one of the most important synthetic forces within society that ties people together with each other and stimulates cooperation between its members" (Simmel 1950, p, 326 as cited in Paas & Halapuu, 2012). As mentioned above, integration/inclusion is a two-way process including systemic cohesion within one system of all elements of society is indispensable.

2.3.2. Integrational and Language Courses for Immigrants

Host countries desire to set a cohesive community in which all the citizens and immigrants would join their forces and hand out to the country's prosperity. The perspective of the state administration to employ individuals with a migration background and share a welcoming vision encourage newcomers to show effort and struggle to obtain a life worth living. The authorities, government and non-government organizations, ministries, civic departments, local municipalities, cabinets, reception centers ensure professional seminars, workshops, webinars, courses, and publications work on providing services to all refugees and immigrants in order to reach civic, economic and social integration which is significant for

boosting the sense of belonging. The USA possesses a long tradition of hosting individuals from across the globe. Many individuals embrace everything that sounds American. For instance, immigrants boost prosperity, IT development, serve the military forces, fully commit and respect the target community. Government subsidies most programs which are recognized as support and reflect the goodwill of the local authorities.

Newcomers are provided with the services according to the groups they belong to in order to meet immigrants' needs and expectations by experts in the field, L2 instructors, civic servants and volunteers. The target groups are divided into:

- Refugees,
- Skilled/labor immigrants,
- and family formation immigrants/reunification (Austria, Belgium, Denmark, Sweden, Norway, the UK).

The individuals with a migration background who plan to remain in a target country, are expected to take part in second language courses and integration courses. The purpose of integration courses is to enable immigrants and refugees to acquire knowledge on a target society, become civically engaged, take part and in the target community and operate in daily life during the period of transition.

Integration courses are found beneficial mainly by the immigrants during the application of the residence permit and the ones who expressed the desire to apply for citizenship, for example, an American, are inquired about American history and civic citizenship. The most common reason for obtaining citizenship and becoming a naturalized citizen is to benefit from education and the market opportunities, and in the intervening time avoid formal removal or deportation.

In the recent period, host countries offer psycho-social support services within the scope of integration courses or independently to refugees suffering from traumatic and anxious experiences towards meeting social and emotional needs. Thus, these courses are highly appreciated and recommended to the newcomers by attendants.

2.3.2.1. Language Courses

"Foreign languages have been learned not for their own sake but as vehicles for social and economic contacts and the transportation of ideas" (Jones & Davies, 1983 as cited in Kirkgoz, 1999, p.59). Language is a major milestone in the integration process, language skills might be enriched by instructions and schooling. Upon arrival into a host country, newcomers are provided with the instructions in a second language by language instructors or volunteers. In case individuals learn a language within the educational/classroom setting, practice it in a natural setting and use it with the contacts, the feasible integration is secured. "Learning a new language involves not only mastering new forms, however primarily interiorizing new concepts and being able to use them communicatively" (Negueruela, 2013, p. 54). To support it, individuals who take instructional courses upon arrival to a host country are encouraged to set conversation before anyone else does (Schuller, 2011).

Many studies emphasized the importance of taking second language classes although they are not mandatory. Tubergen (2015) inquired 96 (N=96) immigrants from Turkey and Morocco who settled in Belgium, the most effective determinant that affected education attainment and L2 proficiency was the taken L2 courses. Another researcher, Gonzales (2000) reached the same results from his study conducted in the USA. He found that newcomers who attended courses in a second language reached outstanding performance at writing and oral skills. The research among immigrants in Norway proved that course participants developed their reading and speaking skills more than non-attendants (Hayron, 2001). All in all, Beenstock and colleagues emphasized that course attendance positively affected SLA among immigrants and that the immigrants who attend the courses were more active in the target environment (1996).

After taking a placement test that inquires all language skills, students are divided into classes accordingly. Course participants in the USA and Canada mainly follow the program "English for Speakers of Other Languages" (ESOL). It might include 4 levels, the "elementary, pre-intermediate, intermediate, upper-intermediate, advanced levels". Group size is limited, approximately 5-6 learners per group.

Those are literacy courses start by introducing the Latin alphabet, they are created towards meeting refugees and immigrants' needs. The curricula cover the real-life context topics full of thematic activities:

- Health care,
- At the groceries,
- Shopping,
- Transportation,
- The media,
- Leisure activities,
- Education.

Many countries insist on various L2 levels of sufficiency. The sufficient and feasible level of L2 proficiency is regulated by a particular country. The Department of Labour in New Zealand emphasized that pre-purchase English instructions are the requirement for obtaining a labor license and permit residence (Waikato institute, 2020).

2.3.2.2. Civic Integration Courses

These courses are integrated according to various patterns called as 'civic integration courses', 'orientation courses', 'transition classes', 'preparatory courses', 'settlement programs', 'reception classes', 'combined approach courses'. The courses are set according to the integration policies and regulations of a particular region, concurrently, some countries in Eastern Europe still do not possess clear tailored policies and regulations for the education framework of the immigrants and refugees. The "Council of European Unions" (2004) suggested, "common basic principles" that will enforce adaptation, adjustment and full presence in the labor market. The principles were later expanded with the "basic values of the EU". Some countries own extensive programs of civic integration law (the Netherlands), whereas others have legislation but yet the policy is not implemented (B&H). Sweden is known as the most successful for tackling the integration of the immigrants in Europe (Schuller, 2011), hence it is the most desirable destination for the immigrants, although Germany was the country that made the first steps in this respect. According to Avalon Community College (1984) integration courses in Canada are designed "to ease the New Canadian's transition into Canadian society" (p. 1).

Within an L2 course, participants are guided on life norms in a new country, navigated the educational system, and introduced with the legislation, culture, history, parliament, equality, a welfare state, rights, access to healthcare, permit residence in the host country. Vocational training courses are also an integrative part of the integration courses. After completion of the course, immigrants and refugees become more self-confident, self-sufficient,

socially and economically independent in a new society. Moreover, they are ready to use the benefits of community services, enroll at all educational levels and enter the labor market. On the contrary, they are prevented from a wide array of resources and services.

Some countries offered integration courses within the language courses, concurrently, some countries offer as independent (European Commission, DG HOME, 2014). Integrative courses do not include only second language courses, but orientation courses and labor training as well. Experts in the field offer individual counseling services (Belgium, Report, 2010) and the refugees who suffered from traumatic and anxious experiences are the ones who take more advantage. Supplementary to the aforementioned skills, participants are supported with computer skills since all the tasks in new societies are digitalized. In other respects, participants are enabled to appropriately use the mean of correspondence, patterns and manner to address the administration offices of the target country for simply issuing the residence permit. The authorities in France, the USA, the UK, the Netherlands, Austria, Denmark, Germany based on the policy adopted in the 1990s, moreover, the language employed requirements introduced language assessment for issuing a residence permit.

Germany adopts the policy which accounts for 600 German and 100 hours of orientation course. In some countries, it is short-term and long-term training that lasts for 12-14 months. The course holders share the free course didactic materials with the participants. The course content is selected appropriately regarding the intercultural domain. The class sizes are managed in a way a productive learning environment is created. During the Covid 19 pandemic, the courses are held online. There are several stream courses are based on the origin country, whether immigrants are EU citizens and non-EU citizens, adults/young learners, women, parents.

In some countries, the civic integration courses are obligatory (France), whereas, in some countries set it is optional, with usually cost-free access. Simultaneously, in some countries, immigrants are forced to set aside some money received from social security checks to pay the expenses of the course. Integration agreements that need to be fulfilled are signed between the course holders and immigrants in Austria. In some countries, non-attendance to the courses will prevent participants from benefiting financially and socially and slow down their process of citizenship.

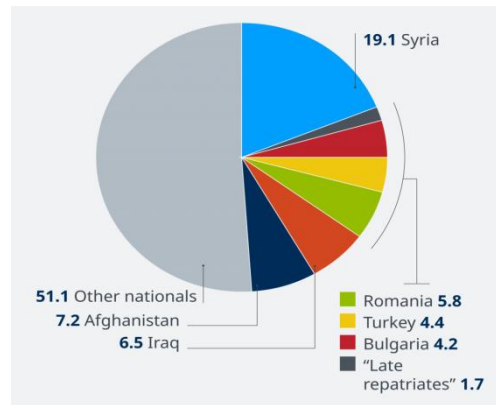


Figure 2. New integration course participants in 2018 by nationality in Germany
 Source: "the Federal Office for Migration and Refugees, (BAMF)"

Some institutions are awarded with grants by the "Federal Office for Migration and Refugees (BAMF)" for providing integrative courses in Germany to immigrants cover the following topics: "Administrative offices and authorities, work and profession, education and training, caring for and raising children, services/banks/insurance, shopping/retail/consumerism, eating and drinking, time off, health and hygiene/human body, media and media usage, cities/mobility and transport, nature and the environment, personal/social contacts, lessons, the residence", and orientation courses include: "politics in democracy, history and responsibility, people and society" (BAMF, 2021). It is evident from the figure that refugees are the most determined to learn German after 'other nationalities'. The reason for this is that L2 courses are delivered within the enclaves and camps where refugees are settled. On the other hand, immigrants from other countries usually reunited with their relatives and lie in smaller enclaves.

Parents are expected to be familiar with the educational system in a host country in order to assist their children with schoolwork at home and monitor their development.

'Family literacy coordinators' are placed in schools. Their main duties are to assist parents and course teachers in a two-way process and to establish a mutual partnership with the purpose to bridge the gaps. France and the USA have taken the lead in training parents within the 'Family literacy programs' (Report: Integration systems compared, 2010). The Netherlands followed the practice.

Burner (2017) expressed his worries about these courses considering they bring immigrants together without exposure to interaction with the native peers, so it might occur to

be contra-productive. The Report created by the Office of Ethnic in New Zealand states that integration courses since conducted only among immigrants without exposure to natural setting is not sufficient for appropriate integration.

2.3.2.3. Dual learning- 'Embedded Language Learning'

Supplementary to the integrated vocational training courses and work placed courses, and courses on general English, the courses that cover dual learning are highly appreciated and followed by labor immigrants and job seekers. "Mobility of people and migration are often seen through the lens of labor markets" (Raghuram, Sondhi & Roberts, 2020). The majority of causes for migrations are high rate of employment in home countries, thus employment is a priority to them. It is reachable by upgrading skills and becoming more active and present at the market grants employment in a target country. Upon arrival to mainstream society, completed the intermediate level of general L2 courses, immigrants and refugees are eligible to apply for the vocational training (Australia) that is held by ESL instructors with appropriate qualifications from the industry. It is the training that helps the acquisition of new skills in order to obtain employment (Report Cedefop-OECD, 2016). There are various programs that facilitate immigrants' adjustment to society such as Vocational Education Training (VET), Bilingual Vocational Training (BVT), Vocational ESL (VESL) and 'Vocational Adult Education Program' in the USA, 'English for Specific Purposes' (ESP). Vocational together as well as L2 training courses are not so typically 'English for specific purposes' courses. Comparing to VET, ESP is more academically biased. It is a "language learning which has its focus on all aspects of language pertaining to a particular field of human activity while taking into account the time constraints imposed by learners" (Wright, 1992, p.4).

Wong, Duff, & Early (2009) implemented interviews and asked about the experience among 9 (N=9) participants who previously attended vocational training and L2 course in Canada. Results showed that attending courses had a prior role in getting a job. Vocational and L2 training developed professional identity and self-confidence. Boyd (1992) reached the same results, mentioning that socio-economic inclusion is obtained thanks to a vocational and second language course. Platt (1993) advocated that economic inclusion is sped up by a collaboration between professional and L2 skills. The vast majority of the literature deals with the training/programs, their role, significance and features, however, the literature from the immigrants/participants' perspectives is limited (Li, 2000).

The main features of the course are that it is:

1. Job-oriented language course,
2. Content-based designed, 'on the spot'/'on-the-job' language course,
3. Needs-based language course,
4. L1 supported language course.

The themes covered within the curricula insist on vocational and occupation terminology. The applied language is the language used at the workplace and 'language to work'/'work-specific', moreover, it is context-based and work-based learning that matches skills qualifications with market requirements. The focus is on the vocabulary supported by grammatical structures that enrich L2 skills.

The courses are designed in accordance with the immigrants' needs and the market requirements. It is based on an as-needed pattern. The needs of the participants are discussed and detected using the 'Need analysis'. "The most characteristic feature of course design is the needs analysis. It includes far more than simply identifying the linguistic features of the target situation". The need analysis aims to "find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university student; to help determine if an existing course adequately addresses the needs of potential students; to determine which students from a group are most in need of training in particular language skills; to identify a change of direction that people in a reference group feel is important; to identify a gap between what students are able to do and what they need to be able to do; and to collect information about particular problem learners are experiencing" (Richards, 2001, p. 52). These results obtained from the analysis might be consumed as an input for the task or content-based course design.

Since the instructed terminology is demanding, the participants frequently ask for translation and interpretation help. "For many decades, foreign language teaching has been dominated by the principle that teachers should use only the target language (TL) and avoid using the mother tongue (L1) except as a last resort" (Littlewood and Yu, p. 64), yet today's studies highlight that the L1 usage must be minimized. Unless a native and second language are used "in order to determine potential errors, for the ultimate purpose of isolating what needs

to be learned and what is not needed to be learned, in a second language learning situation" (Tvaltvadze & Kurdadze, 2011, p. 118).

The courses apply a communicative and skilled-centered approach highlights the effectiveness and outcomes that boost immigrants' motivation. For Hutchinson and his colleague Waters (1987), "the principal idea behind the skills-centered approach is that underlying all language use there are common reasoning and interpreting processes, which, regardless of the surface forms, enable us to extract meaning from discourse" (p.13).

Additionally, immigrants are career-guided and introduced with entrepreneurship, recruited by the authorities. Thus, after course completion, a participant receives a certificate, ready to work, gain experience and grow careers. Simultaneously, adult immigrants are introduced to the local market and might succeed in finding a job at the fair where they are expected to convince the employer they are the best choice for the offered position.

2.3.3. Social Exposure - A 'Key' to Sociocultural Integration

All immigrants at a certain point become aware of the need to master L2 in order to reach desired goals after crossing the transnational borders. They have to decide on the strategy to maintenance, integrate and learn a second language.

It has been an inquiry about how some ethnic groups integrate and embrace a target society comparing to others. As stated in the literature, immigrants reported although they were provided a sufficient number of formal instructions in their origin country, they lacked exposure to the L2 environment, contacts and native speakers. Lybeck (2002) inquired about immigrants in Canada and based on findings advocated that it is the social context that impacts SLA. The cognitive factors should not be neglected yet the focus needs to be on the immigrants' reaction to the social context (Block, 2003). The most effective determinant of sociocultural adaptation and integration is reached by positive interaction with natives (Ward and Searle, 1991) in a spontaneous conversation. According to Kim (2001), it stands for a "dynamic process by which individuals, upon relocating to new, unfamiliar, or changing cultural environments, establish (or reestablish) and maintain relatively stable, reciprocal, and functional relationships with those environments" (p. 31). "The acquisition of language can provide a paradigm for the entire problem of the relation between learning and development ... [for the reason] language arises initially as a means of communication between [an individual] and the people in his

environment" (p. 89). Closeness together with contentedness with individuals outside enclaves, linguistic and ethnic groups need be obtained through the concept of social engagement and activities within a new society, fully taking part in communication with local people and maintaining own needs, and not only being a passive observer of the events that occur in the unstructured environment, all in order to establish interaction. Thus, it is believed that the uptake of the contacts hinders L2 acquisition, secure success and achievement of the desired goals.

2.3.3.1. Social Distance- a Threat to Sociocultural Integration

Immigrants in the USA and Western Europe mainly come from close societies who immigrate to culturally indistinguishable countries. Upon arrival, they prefer to be settled in the ethnic neighborhood and ethnic enclaves instead of fitting into the neighborhoods concentrated with the majority. The strong inter-ethnic relations and configuration of an ethnic group do not allow them to easily give a chance to get to know a new culture and people who belong to mainstream culture. Sometimes newcomers are not capable to digest the beliefs, practices and values of the mainstream community. They observe that home values are being scorned, forgotten, or ridiculed. It is the cultural shock accompanied by clash of cultures that occurs within immigrants' minds which creates social distances and language barriers. Is the core factor in the SLA process. The bigger the social distance among minorities is, the more challenging the process of SLA is for the reason newcomers resist making contacts and establish interaction which enables the integration. In literature, there is a well-known situation in which an immigrant woman Eva was asked about 'Bart Simpson' that she had never heard about. Simpson is a cartoon character that North Americans are familiar with. Lack of information and input on 'culture icon' caused social distance and deprived her of conversation with her colleague due to his mocking comments. She resisted communicating although she was eager to interact to practice English.

Social distance models have been explored by Schumann (1978), Acton (1979), and Brown (1980). The models deal with the psychological and social factors that affect acculturation and immigrants' SLA. Social factors are related to the degree to which the immigrants feel a closeness to the target environment and readiness to mingle, though psychological factors refer to the amount of immigrants' readiness to adjust (Ellis, 1994). For Park (1924), "It is a state of mind in which we become often suddenly and unexpectedly conscious of the distances that separate, or seem to separate us, from other classes or races

whom we do not fully understand" (p. 340). Psychological and sociological factors determine the condition of individuals' readiness to cope and survive in a new country. Expressly, adjustment is paid by the aforementioned factors. The social factor account for "social dominance, integration patterns, enclosure, cohesiveness, size, congruence, attitude, intended length of residence" though the psychological factors account for: "language shock, cultural shock, ego permeability, and motivation" (Schumann, 1976).

The model developed by Schumann consists of 8 factors that affect social distance:

1. *Social dominance*: accounts for inequality between target and immigrants' countries. It is the state of superiority and dominance of a particular culture over another culture right around the time when a minority and majority groups are expected to mingle and merge. Dominant societies usually mistreat and behave inferior to other societies, the minor societies hesitate to make contacts. They prefer to stay aside isolated.
2. *Integration or assimilation, preservation, and adaptation*: Integration is assured when immigrants and refugees show readiness to adapt to a target society. Simultaneously, they tend to assimilate with a target society. Observed assimilation arises the inquiry of a need to preserve own culture. This ends in immigrants' rejection of all values, norms and beliefs that belong to a host society and resistance to acquire an L as well. Particularly, it stands from total inclusion within the host society as well as the total exclusion from the ethnic group.
3. *Enclosure*: Newcomers and the local native population might share the common social facilities and constructs, such as parks, schools, churches, supermarkets, cinemas, workplaces, etc. Thus, the enclosure is lower and L2 situational learning might easily be facilitated.
4. *Cohesiveness*: In case immigrants and refugees come into a cohesive society, they tend to reduce/limit contacts from the host country and stick to interact with individuals from the same ethnic group.
5. *Size*: A environment fully structured of the members that belong to the same ethnic group and fewer natives creates social distance.

6. *Congruence*: Social distance from the receiving country is expected to be higher when immigrants' cultures significantly differ. Namely, it accounts for what extant minority and majority groups share the same value constructs: 'religion, classes, professions, business, interests, hobbies, etc.'
7. *Attitude*: Negative attitude of any group in the two-way process of interaction and behavior might arise the social distance and hamper developing L2 skills.
8. *Intended length of residence*: Newcomers who intend to obtain a residence permit and seek asylum in the host country are more triggered and motivated to make contacts and interact with the locals for the sake of practicing a target language. On the contrary, refugees who plan to return home are persistent in preserving their own culture without the intention to establish contact with the host society.

A great deal of literature implies that social distances are caused due to the prejudice, "myths, misconception" (Traore, 2003, p. 243) regarding the age of newcomers, gender, race, social class, skin color, ethnic background, certain political orientation, religion and being conservative and closed societies. Nowicka and Krzyzowski (2017) made an inquiry about Polish immigrants who settled in some Western European metropolises. The study aimed to determine the degree of social distance regarding socio-demographic variables. The presented results also indicated that the perception of local residents regarding immigrants increased the degree of social distance. Another study was conducted by Lambert (2019) among immigrants from Nigeria who settled in Germany. They did not receive any formal instructions yet just employed in a natural setting. The study aimed to learn about participants' experiences and behaviors of social distance. Their attitude towards the target culture was strong, and they expressed a great desire to attach to a host community. However, the locals' response to immigrants' desires was minimal. It significantly affected their integration. For Williams (1964) "feelings of unwillingness among members of a group to accept or approve a given degree of intimacy in interaction with a member of an outgroup" (p. 29). Another researcher Moghaddam together with Weinfurt (2001) explored the willingness among 608 (N=608) immigrants in Montreal to interact with the natives. The willingness was confirmed for French and English Canadians, and Jewish, while Indians and Algerians were restrained from mingling with the natives. The research is done in the USA and Canada, further it reached similar results. Participants who were practicing Islam, Buddhism, and non-Christianity were "at the top of

social distance scale" (Owen et al., 1981 as cited in Tubergen, 2005, p. 1419). In this case, religion has been detected as a predictor of social distance. It is visible in the host countries which are mainly Christian societies. It is more regarding immigrants and refugees who do not show intention to socialize rather than the natives. Parallel to impeding contacts and interaction establishment, social distance hinders integration into the labor market as well (Kanas et al. 2012).

Unfortunately, the Pandemic Covid 19 aggravated the process of social integration among immigrants and refugees. It made the social distances greater even among refugees and ethnic groups. Due to 'social distancing policy' refugees seem totally excluded and isolated from the world outside camps and enclaves. This time they are not only prevailed from society but obtaining basic personal needs. To support this, Alight teams from Refugee Settlement reported the total disconnectedness with everyone and everything outside the enclaves and camps although the humanitarians are doing their best to keep providing adequate services to refugees from Uganda.

2.3.3.2. The Solution to Social Distance - The Acculturation theory

Culture is an umbrella term under which a group functions. It stands for the collective identity whose features derive a particular group from another. Culture and language are interwoven terms. Thus, SLA does not only stand for a language learning process, however the process of becoming acquainted with the target culture. "Understanding of learning as empowerment of social participation" (Wagner, 2004, p. 614). Integrating a culture considers all its means, not the selected segments. The cultural differences need to be perceived and accepted as something extra precious and valuable. Acculturation is the process of adopting a new acculturate identity. To illustrate, "it is a language which guides thought, although not to a higher level of development but to a culturally specific interpretation of experience" (Lucy & Wertsch, 1987, p. 82). In literature, it usually overlaps with assimilation which refers to the term 'Americanization'. Schwartz and colleagues (2006) advocated that assimilation in the form of positive sociocultural integration minimizes the social distance and maintains SLA.

Simultaneously, a situation when minority groups are expected to adapt to a new cultural system that differs from their own is called acculturation (Berry and Sam,1997). According to Brown (1994), "the process of being adapted to a new culture" (p. 169) noticing that it is the most initial and sacred part of an individual. For Redfield and his colleagues (1936), it accounts for the "phenomena which result when groups of individuals having different cultures come

into continuous first-hand contact with subsequent changes in the original culture patterns of either or both groups" (p. 149). Many scholars also suggested definitions, for instance, the acculturation model stands for the "social and psychological integration of the learner with the target language (TL) group" (Schumann, p. 367) with a purpose to acquire a second language. The theorist stated that SLA is affected by individuals' degree of acculturation (Boski, 2008). It is a phenomenon that occurs in the natural setting. Thus, one of the effective strategies to acquire L2 is an acculturation strategy, the "main casual factor in SLA" (Pavlenko, 2011), which occurs by exposure to society and orientation towards a new culture.

The theory is created based on the case of Alberto. Schumann conducted a study among 6 (N=6) immigrants who spoke Spanish. He observed their English acquisition process for 10 months. The employed methods included observation and recorded speech. The outstanding case was Alberto, a middle-aged fellow from Costa Rica who settled in Boston. He stayed among the group whose members were Portuguese, surrounded by non-native speakers. His contact with Americans was minimal. The participant's L2 achievement was limited. He did not take any courses and formal instructions in the home country or after arriving at a receiving country. Alberto's command of English was poor, he had limited comprehension. He missed the inflectional morphemes and auxiliaries in the sentence structure, additionally, he also failed in inverting questions. The prominent cause for such consequence was found in the insufficient exposure to the social environment, lack of contacts from the receiving country that led to the weak use of L2, therefore, he did not reach acculturation. Particularly, social distance determines the extent to which input is delivered to an individual.

Singleton and colleagues (2013) after an investigation found out that the more interaction with English-speaking natives Polish immigrants established, the more they fostered the English proficiency. Hammer and Dewaele (2015) explored the factors that affected the L2 attainment of 149 (N=149) immigrants from Poland who were learning English in Great Britain. The demographic data indicated that the participants spent plenty of time in the UK and earned a university degree. The involved variables account for acculturation level, age at migration, time of residence in regards to general socio-demographic variables. Findings showed a strong relationship between a second language competence - acculturation. Koc and Anderson (2018) inquired several research questions. One of the posed research questions was regarding acculturation as a predictor of social distance. The findings showed that the natives in the USA had a more positive attitude towards participants who tended to assimilate rather than integrate. Another study reached similar results, L2 proficiency was evidence of immigrants' frequent

engagement and established contact in the target society. Frequent communication with natives reduces adjustment barriers and boosts integration. In addition, it will impact self-confidence (Dewaele, 2010) to practice a target language and increase communicative competence (Spitzberg, 1988). Yashima (2004) also found out that more L2 situational exposure and contacts contribute to the intention to communicate more with members of local society. The studies once again confirmed the "willingness to communicate hypothesis" that was proposed by Richard and his colleagues in the 1980s stating that the willingness to communicate improves communicative competence and for Clement et al. (2003), it accounts for the "most immediate determinant of L2 use" (p. 191 as cited in Ortega, 2009, p. 202).

Schumann (1976) admitted that the acculturation factor was not only the relevant factor in the process of SLA. It is one of the significant factors in a row. Thus, the theory was not fully supported by the literature.

2.3.3.3. Socio-educational Model Designed by Gardner

The literature poses that acculturation needs to be enriched by the social adjustment in a two-way process where both parties are eager to interact. The acculturation model shares some variables/factors in constructs of Gardner's "socio-educational model" which leans on attitudes and motivation. Both models highlight the social domain of SLA. According to Gardner (1985), "the acquisition of a language involves social adjustment Languages are acquired in order to facilitate communication, either active or passive, with some cultural community. Emotional adjustments are involved, and these are socially based" (p. 125). Thus, L2 learners might create a clear attitude towards a host language they acquire by interacting with the natives in daily circumstances (Cook, 2008).

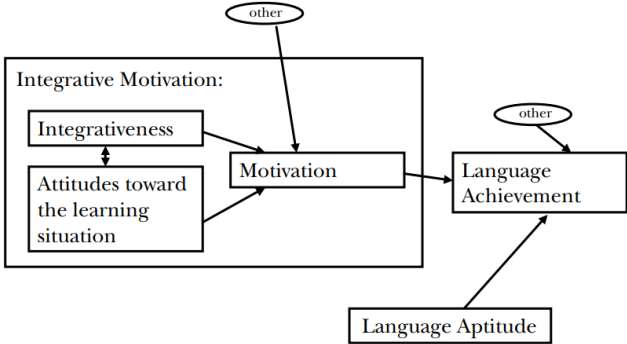


Figure 3. "Gardner's Socio-educational Model"

Source: Macintyre (2007), "Willingness to Communicate in the SL: Understanding the Decision to Speak as a Volitional Process"

The aforementioned model was proposed by Gardner and his colleague Lambert in the 1970s and extended on several occasions (1985). The theory is formed on two main constructs: integrative motivation and attitudes, as Gardner (1985) states "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language" (p. 10).

Within a social context, integrative motivation stands for the most significant segment in motivation for SLA. To acquire a language, an individual needs to possess an indispensable desire to acquire a language and be open-minded towards a target culture. Expressly, Gardner (2001) explained it: "a genuine interest in learning the second language in order to come closer to the other language community" (p. 5). There are three required conditions for integrativeness attainment: eagerness to establish communication with the natives, interest in L2 learning and awareness of the benefit SLA obtains (Ortega, 2009).

Attitudes towards the L2 situation stand for an educational context, the formal instructions and the learning environment that surrounds an individual that is relevant for SLA. In addition, the variable includes the individual's attitude towards classroom setting, curricula, teaching context, a teacher, and peers.

To sum up, it is perceived in some literature that immigrants and refugees should leave behind the human capital they brought with them from the origin country and embrace a culture of a host country. Newcomers might work on enriching human capital guided by the principle "Where there is little sympathetic understanding, social fairness exists. Where sympathetic understanding is great, nearness exists" as Bogardus explained (1941, p.106).

2.3.4. Employment - A Key to Socioeconomic Integration

The past two decades were famous for migration flows to Western countries. These migrations are defined as labor migrations since the recent economic processes around the globe made the labor market open to new employment opportunities for all individuals. "Mobility of people and migration are often seen through the lens of labor markets" (Raghuram et al.,2020). The UK labor market is one of the most preferred in Europe for immigrants from Central and Eastern Europe. Data shows that there were more non-EU born than British workers employed in the UK, in 2019. The ratio was 84 % to 79% (Migration observatory analysis of the annual population survey, 2019 the UK). The employment rate varies in regards to L2 skills,

nationality, qualifications, education, prior working experience, ethnicity, race, family background, and generations of immigrants.

Being employed is evidence for successful integration. Labor integration is observed through positioning at the good jobs, adequate salary and wages, social and pension security. 'Labour market inclusion' is essential for socio-economic integration. According to Migration and Home Affairs, EU commission: "The inclusion of migrants in the labor market is key to ensure their effective integration into the host societies and their positive impact on the EU economy; this entails fully using their skills and realizing their economic potential. They can contribute to addressing skills shortages in certain sectors at all skills levels" (para. 1.).

The labor market integration is obtained by earning and upgrading the human capital of both countries. The investment made into the human capital by upgrading a second language proficiency will surely pay off. Integration classes, vocational training and L2 courses proved to be significant contributors to the immigrant's inclusion to the market labor in the target community. After completing an integration course, immigrants are in search of an adequate job. The command in L2 is known to be a medium and a prerequisite for socioeconomic integration. Dustmann and Fabbri (2003) observed the shrinking of 22% of job opportunities in Great Britain due to the poor command of English. In addition, the deficit in English creates a block for job-specific wages and professional mobility (Kossoudji, 1998) and it can prevent you from migrating for the purpose of higher income, higher earnings, housing, accommodation, education, health and social benefits.

The employment rate of immigrants and refugees is very low all around the globe (Esser, 2000). It is mainly due to L2 deficit, experience and employment gap, education attainment in the country of origin. Still, the demand for low-skilled immigrants is pretty high since some professions ask for a basic low comprehensive level of L2, for example, construction workers (Chriswick & Miller, 1999). North (1974) observed that ladies sewing in the factory in order to be productive did not need English. The conversation with other lady workers was not necessary. It was not a 'language-intensive job'. Productivity is something that matters. Thus, it is evident that the quality of employment is not secured and the welfare system is not maintained.

The topic is explored in the field of sociolinguistics, sociology, applied linguistics, psychology as well as economics from different perspectives. Literature indicates that it is the human capital as a major driver of L2 capital, the duration of time spent in a target country, education attainment, working experience and the general existed climate at the labor market

that impacts the rate of employment of immigrants and refugees. To sum up, the integration without the access to labor market is insufficient socioeconomic integration of immigrants.

2.3.4.1. L2 skills and Employment Probability

There is an assumption that immigrants' human capital and its most effective feature, the language has been underused by the employers in the target countries. Employers assess the skills of immigrants including the L2 skills. Some individuals are under-qualified by the employees due to weak L2 skills. The literacy is proved by L2 proficiency. Using literacy, "the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential and participate fully in community and wider society" (UNESCO, 2004). A rationale occurs in human capital, attained education in an origin country, vocational and L2 skills training. Thus, language skills in the target language are a must (Dustman & Fabri, 2003) to put to practice all the human capital an individual possesses. L2 proficiency is appreciated among high-skilled professions. Individuals who are highly educated with degrees in attractive fields, fluent in L2 will obtain a decent life abroad, by the way of explanation, L2 skills and education determine the immigrants' status in the target society. For instance, higher salaries were received by well-educated workers in Israel who were fluent in L2 (Berman et al.2003). Moreover, professional experts in particular fields are constantly recruited from other countries to Canada (Guo, 2009). They are immediately provided with residence and a work permit. Thus, it is for sure that fluency eases access to the labor market.

Many researchers emphasized the correlation between L2 proficiency and the rate of employment (Jasso & Rosenzweig, 1990; Esser, 2000; Price, 2001). Lubotsky (2007) claims that immigrants from Mexico face challenges while integration into the market labor due to the poor L2 skills. It is for sure that poor command of L2 affected the rate of employment among immigrants in Spain (Gonzales, 2010). Van Tubergen contributed with a study that covered a big sample of immigrants from 187 countries who are settled in 18 Western countries. It showed that prior attained L2 skills in the homeland secured the integration into the market labor of the male respondent. Chiswick (1978) investigated Mexican immigrants in the USA and found a correlation between L2 skills and employment. Kalter (2005) obtained the same results among the biggest Turkish diaspora, immigrants who settled in Germany. Other authors, Shields and Wheatley (2001) conducted a study that indicated that English language skills contributed to

the job opportunities for immigrants who settled in the UK. The correlation between a command of Italian and employment was observed among the immigrants (Pieroni, d'Agostino & Lanari, 2019).

Over and above, in some countries as Ireland, the immigrants and refugees are prevented from privileged positions and they are not able to upgrade at the workplace, such as gaining a managerial position.

2.3.4.2. L2 Skills - a Path to Higher Income and Amount of Earnings in the Target Country

Upon arrival to a target country, immigrants until some particular time spent in the mainstream society, to illustrate in the USA, do not earn equal to the natives although they possess the same qualifications and skills. The reason for it is the L2 required by the market. Thus, many inquired what is the time frame required for wages to equalize. Chiswick (1978) stated it takes approximately 15 years needed to be fully economically integrated which brings an increase in the incomes. Today, economic integration takes less than 5 years. Lubotsky (2007) advocated that immigrants; incomes and earnings increase in parallel with the duration of stay in America since it takes time for immigrants to upgrade human capital. Bleakley and Chin (2004), as well as Jamil and his colleagues (2012) also claim that is the issue of a time frame that accounts for. Still, they do not reach the same amount of income Americans earn.

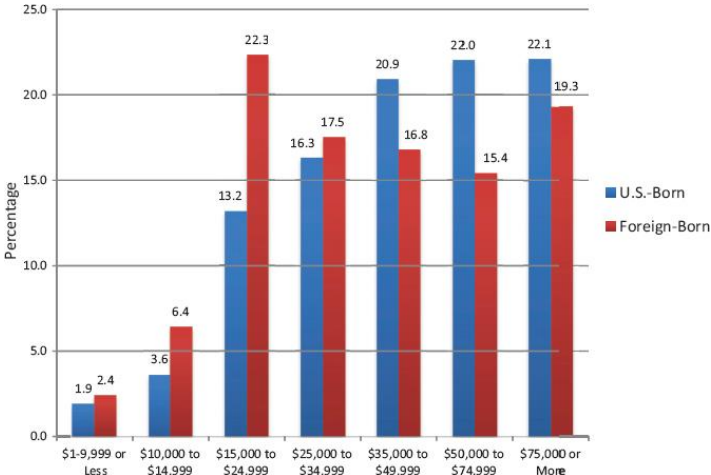


Figure 4. "Yearly earnings for full-time, year-round workers by nativity" in the USA. SOURCE: "Data from American Community Survey", 2013

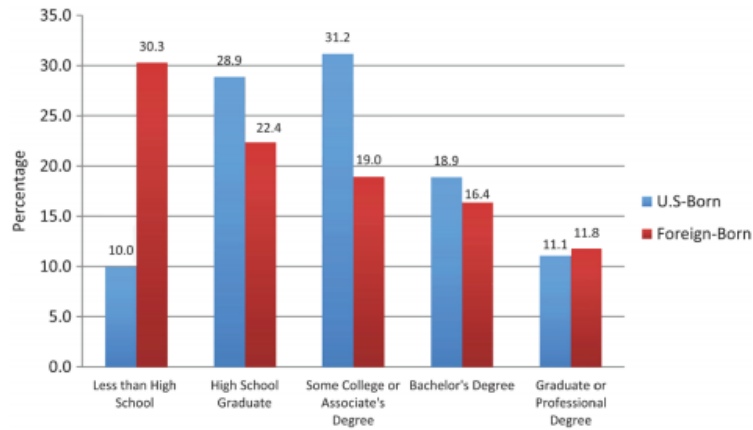


Figure 5. Educational attainment of native Americans and immigrants, 2013.
Source: American Community Survey, 2013

As presented in figure 5, many studies inquired the background education and experience (Bleakley & Chin, 2004; Krahan, 2000), specific professions (Berman & Siniver, 2000) more relevant for finding a job than being proficient in a target language. Simultaneously, the language variable affected the earnings and incomes (Chiswick, 1998; Chiswick & Miller, 2015). Yao (2015) also confirmed that command in L2 affects wage inequality after studying immigrants in the Netherlands. Chiswick and Repetto (2001) while investigating immigrants' adaptation in Israel also found out that the L2 skill of immigrants in Hebrew strongly affected the income. Proficiency in English contributed to the higher wages of the immigrants, whereas in the case of Arabic, it brought only a decrease in earnings.

2.3.4.3. Discrimination at the Market Labor

It is known that the globalization process created a demand for L2 skills for the purposes of trade, and info exchange, and tourism as well (Isphording, 2014). The immigrants who are Indians, African, Asians and Chinese are the preferred nationalities due to an effect called brain-drain. They are highly educated individuals who possess attractive highly-professions and degrees in the field of medicine, technology and education receive job offers with a very regular scale of wages. The aforementioned is observable from the figure below.

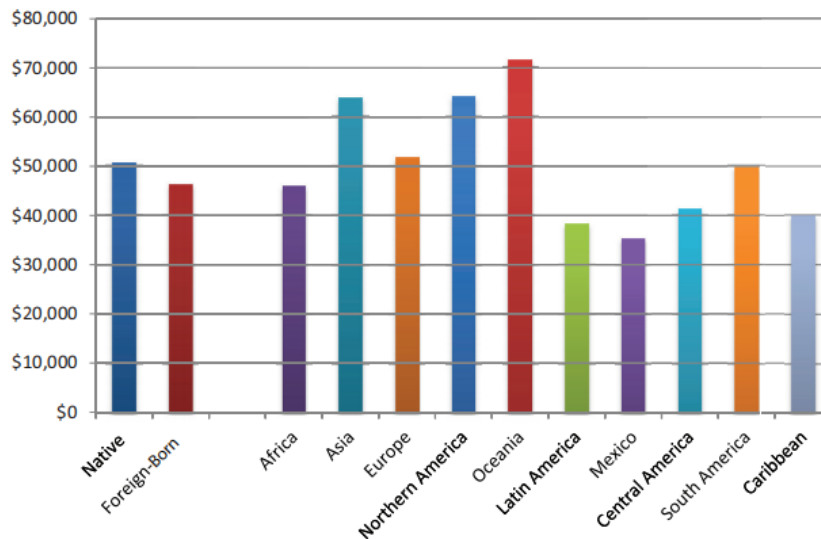


Figure 6. The median household in regards to ethnicity and country of origin
 Source: "Data from American Community Survey, 2010".

On the contrary, discrimination has been observed in the market labor. Immigrants tackling unemployment reported work-related discrimination in society (Zschirnt, 2016). It is caused by skin/color (Hersch, 2008), qualification recognition, L2 command, and ethnicity. Those immigrants were mainly, Asian and African immigrants with tertiary levels of education, same as individuals who relocated from Latin America, Mexico, and the Caribbean. In some countries as Ireland, immigrants and refugees do not have immediate access to the market labor. The employment services require plenty of documentation as well as a work permit which is not easy to obtain. It might be observed from the figure below. Barrett and McCarthy (2007) confirmed it saying that the ones from European countries who settled in Ireland were privileged while hiring While others were accused of being a real-cost on employees. Immigrants like Mexicans go through a significantly tough process of integration into the labor market although they spent sufficient time in the USA (Lubotsky, 2007). They hardly reached the required L2 level, over and above, there is an issue of record deficit due to the illegal residence.

L2 is the determinant of the professional engagement of individuals. Even they possess a high level of education, immigrants are in a way forced to work in lower positions. Unfortunately, L2 skills affect the professional choice which entails earnings. Immigrants very often stick to several occupations, a cluster of jobs and it is evident that newcomers are limited with choice. Some jobs are labeled as "migrants' jobs" (Bonacich, Light & Wong 1977, as cited in Kossoudji,1998). Immigrants show interest in certain occupations. For instance, in the USA,

nurses are known to be of Filipino origin, construction workers Mexican, maintenance workers Bosnian. Other variables that might be significant are limitations of information about the opportunities, feedback from other occupations, lack of job contacts and networks among newcomers in enclaves. This issue could be solved by the employment services in the target countries that are delaying the process of integration into the labor market. Instead, they should provide career counseling, intensive guidance on job opportunities, encourage immigrants to choose alternative careers and assist in approaching a labor market.

Reports also showed that the attitudes and dissatisfaction of the local population were a determinant of discrimination. Local people might think that the supply of workers who are immigrants is leading to a working deficit for the local people. They are of opinion that newcomers are taking over their jobs. As an example, the State Agency for Statistics in Italy accused immigrants and refugees of unemployment what caused Spain to support immigrants to go back to the countries of origin (Thornill, Atkins & Dinmore, 2008, as cited in Somerville and Sumption, 2009).

Sweden recently pledged to support the integration and L2 courses that increase the efficiency and strengthen the socio-economic integration of the immigrants (Mikkola, 2018), so they can afford a decent life. It is believed that future regulations and policies will secure immigrants' status and give them a chance to demonstrate their skills. In addition, the immigrants commit themselves trying and deciding which socioeconomic integration plan to follow and invest into L2 skills. They must be aware that target language skills will facilitate integration and help them tackle unemployment.

2.4. ETHNIC CONTEXT

The ethnic context is the 4th construct for SLA, an independent variable that was framed by Esser (2006). Ethnicity refers to individuals' identification to a particular nation or group that share the same culture and social features as beliefs, norms, values and practices, though the context includes a wider aspect of factors to be explored such as access to media in the native language, ethnic neighborhoods, enclaves, language at home, and the inter-ethnic marriages. The aforementioned variables are presented in the following parts.

2.4.1. Access to Ethnic Media

One of the variables of the ethnic context is access to the media. The reason it is related to the ethnic context is that the contents of the conveyed messages in Media are conducted in an origin language. Various means of communication are used for conveying messages from producers to consumers, printed and non-printed, such as TV, radio, telephone, newspaper, newsletters, magazines, cable TV, the Internet, social networks, social media.

Scholars highlighted the significance of media for the SLA process. Watching TV significantly affects L2 skills (Smith & Anderson, 2018 in Kokoros, Uchikoshi, 2016; Arnold & Schneider, 2007). It is an input hypothesis proposed by Krashen. The input by media that is vital for L2 acquisition occurs in the pre-migration period and post-migration period. Adoni et al. (2006) suggested that "the command of its language crucially impacts the success or failure of social integration" (p.30). Therefore, media crosses the linguistic, cultural and social borders. Particularly, it is a tool for L2 and social maintenance. Kin (1998) advocated that American media transmits American culture to the audience. It portrays the host community and its members. Thus, it affects individuals' behavior and experience by shaping it under a new society.

Upon arrival to a target country, newcomers encounter ethnic media. It is also called 'diaspora media', 'ethnic-background media', 'minority media'. Ethnic media is founded by local municipalities, institutionalized communities, or non-governmental agencies. The Western countries are eager to support the ethnic media establishment and broadcasting. In Chicago only, there are Bulgaria Weekly, Panamericano Hoy, Chicago Jewish News, Muslim Journal, Russian Chicago, Vashe Radio, ASEAN Tribune and WOJO 105. 1 FM- La Que Buena with a wide spectrum of broadcast content and broad audience. Ethnic-media content is broadcast and

presented to the audience in native L1 mainly consumed by the first two generation of newcomers. There are many reasons ethnic-media is established: intention to reinforce culture and retain a language, broadcast home news, establish and forge links with a local community, find out about the customs and culture, happenings and events in a target community, help out in the period of transition and integration. Particularly, Western countries became more cautious with the procedure of immigrants and refugees after September 11. This caused additional restrictions and limitations that opened a space for ethnic media settings.

The ratio of ethnic media in Polish in Ireland has become greater due to the increased number of working immigrants after the Ireland government decided to undo the restriction of the entrances from the EU countries. Polish workers who settled in Ireland obtained temporary residence permits intending to return back home. They considered that keeping updated with the happenings in Poland will help them after they return to their home country (Kerr, 2007).

Ethnic media is tempting for its audience for the home news coverage, provided guidelines, being a driver for socioeconomic integration, and the voice outside enclaves. It has three functions such as *connective*, *'orientation'* (Adoni, Caspi & Cohen, 2006) and *'dual frame of reference'* (Reese, 2001). Here are the following functions:

- *Connective* - it has a function to arise a sense of belonging and inform about the events as well as happenings in the origin country.
- *Orientation* - it serves as a resource of information while orienting and giving all the required information on a target country (Adoni, Caspi & Cohen, 2006).
- *'Dual frame of reference'* - the function that includes both the functions above in a track. It serves as a voice from home and a voice from a target community (Reese, 2007).

2.4.1.1. Ethnic Media as a Connective Mediator

Upon arrival, newcomers face the inner conflict regarding the feeling of belonging and identity that seems to threaten and they need to preserve cultural capital. They are afraid of discarding their own culture. Immigrants feel homesick and anxious for all the left behind hoping to find solace in hearing a voice in a language they comprehend. Thus, the media in L1 pops up as a solution to their worries. To illustrate, "many strangers initially lack host communication competence and do not have access to the resources they need to be self-reliant,

they tend to seek out and rely heavily on ethnic community assistance" (Kim, 2001, p. 77). In a way, they psychologically and nostalgically attach to the back-roots no matter how far a homeland is. It carries a symbolic cultural value. It retains the immigrants' culture (Moon and Park, 2007), restores memories, and reinforces the native language. Simultaneously, newcomers tend to establish an ethnic identity (Viswanath & Arora, 2000; Adoni et. al., 2006; Shi, 2005), on account of being consciously more ethical in mainstream society rather than in an origin society. Adoni and his colleagues (2006) presented that Arab immigrants in Israel created a strong ethnic identity. The same results were reached by Jeffres (2000) who investigated 13 groups of an immigrant. Tubergen (2015) highlighted that Turkish immigrants in Germany succeeded in retaining ethnic identity.

The literature points out that ethnic media conducted in a native language is correlated to exclusion from the local community. Newcomers are sometimes very likely to stick to it as a unique information resource provider. Zhou and Cai (2002) advocated that media in L1 with back home focus coverage leads to isolation, concurrently, it might appear as an orientation medium. To illustrate, the expansion of Spanish soap operas in the 1990s, kept at home isolated mainly female immigrants from Latin America, while second generations spent their time watching 'Crime Scene Investigation' in next rooms (National Academies of Sciences, 2015). In such a way, the linguistic ghettos are constructed.

Many studies showed that media is significantly correlated with learning a target language attainment. Exposure to the media in an L1 might impede the SLA as well as integration process for the reason exposure to content only in L1 deprives input to L2 attainment. Limited L2 command initiates isolation, disengagement from a host community, marginalization and orientation towards the fellows from the origin country.

2.4.1.2. Ethnic Media and its Orientation Role

Upon arrival to the target country, immigrant parents require information about appropriate accommodation, transportation, marketplace, restaurants, foods, basic obligations and duties within the community, health and social services, law, resolving administrative tasks, community meetings, the education for their children and enrolment to the school. Thus, they use the platforms that will navigate them and help them to meet their needs. In addition, it facilitates information on happenings in the community such as fairs, festivals, schedules and timetables, programs, job vacancies, and sales, etc. It is a window to the host environment. This

time, the content from the home country is limited and the focus is on the development in the host country.

They are the bond between newcomers and a target community. Furthermore, it is a guideline for keeping in touch with the environment. It is a mediator through which newcomers and a target community maintain communication. Hence, it is evident from the practice that exposure to the ethnic media serves as an orientation bearing and accelerates the process of integration. It has the power to "both shape our culture and to mirror our culture back to us" (Kokoros, 20018, p.1). It is the voice of refugees, 'the speak-out, 'bridge to the mainstream, the ability to self-express that boasts the cooperation between minorities and the majority population that creates empathy among individuals. One of the ethnic platforms used among Ethiopian immigrants in the UK is called "New Vision—The Independent Refugee News and Information Service". They believe that they are "the voice for the voiceless" (Georgion, 2003). This media has an emotional and psychological value for the refugees. It conveys a message, informs the audience about the job vacancy, as well as stories and experiences that will forge links with a new society and boast the integration process.

Studies highlight its correlation with the successful integration of immigrants (Slade, 2010, Won, 1977 as in Hwang & He, 1999; Piga 2008). Zhou and Cai (2002) inquired as to what extant media affects the adjustment of Chinese immigrants in the USA. The impact was evident, and it served as a 'road-map' for newcomers. Walker (1999) found that media usage significantly encouraged integration among Haitian immigrants in Miami. Piga (2008) also observed a significant correlation between media and integration among immigrants from Italy who settled in Switzerland.

2.4.1.3. Ethnic- Media as a Dual Frame of Reference

The role of media is significant for its twin intention, facilitating acculturation of immigrants from various ethnic backgrounds (Stilling, 1997; Shoemaker, 1985; Viswanath & Arora, 2000; Hwang & He, 1999) and reinforcement of native language and culture. Moreover, it contributes to host country maintenance and ethnicity preservation. Slade (2010) inquired about the ethnic media in Arabic in 5 European countries. They expressed the preference for ethnic media for news coverage of minority matters in origin and target country because it enables reinforcing of own culture and embracing of a new one. Other authors, Hwang and He (1999) detected a correlation between media usage and acculturation among migrants from China who settled in the USA. Dalisay (2012) explored and found the correlation between

media usage and acculturation. In addition, the results showed that exposure to media develops L2 skills and boosts integration. Particularly, since the Hispanic migrants count for the greatest immigrant diaspora in the USA, media in Spanish help immigrants to attain political affirmation and assimilate (Felix & Ramirez, 2008).

Table 2. Table. Functions of media - Dual frame of Reference

<i>Orientation function</i>	<i>Symbolic function</i>
Producing stories that help stay on top of news in the community of settlement	Representing immigrant community's views (performing as the community's "voice")
Providing information about available jobs	Helping younger generations develop or preserve their capacity to speak the language of a country of origin
Making audience members aware of and explaining their civil rights	Teaching or helping preserve cultural norms (e.g., tied to religion, holidays)
Helping connect immigrants with similar experiences (to seek/get social support)	Fostering sense of pride to belong to a particular ethnic community (by highlighting accomplishments of successful community members)

Source: Matsaganis, M. D., & Ahadi, D. (2018). Ethnic media and acculturation

New modern contemporary information technologies and online platforms succeeded in bringing nations together. In recent times, digitized platforms accelerated the broadcasting of information and conveying messages across the world. IT is a must for functioning in society. Social networks constructed an "imagined online community" formed of established long-distance contacts accountable for the diaspora. "Internet is a meeting point of private and public, personal or communal shows and reflects different levels of migrant interaction (Kissau & Hunger, 2008, p. 3)." Yet, studies also suggest that social networks minimize integration. It was the same for immigrants from Poland in Dublin (Komito & Bates, 2009).

Unfortunately, it is not only the ethnic media that might create a cultural block, but the mainstream networks arising the issues of intercultural intolerance, racial ideology and misunderstanding with the tendency to create a revolt within both immigrant and local communities (Shah & Thornto, 2003) not trusting the agenda. They even succeeded in boasting ethnic identity among immigrants (Jeffres, 2000). They tend to frame opinions causing a clash of culture, societies and communities. There are other situations when there is not content coverage in regards to the immigrant population which is interpreted as the lack of goodwill

and reception. Consequently, all the levels in the systems, communities, media need to join the forces in order to maintain successful integration and acculturation of the immigrants and refugees.

2.4.2. Ethnic Neighborhood - Enclaves

Upon arrival, tired and exhausted from the international crossings, immigrants hope to find a secure area and comfort zone. Experiences suggest that they encounter cultural shock while reception and they are afraid they will "melt into the mainstream". They seek a place where the shock will be reduced and where they would be welcomed appropriately. In case newcomers are not provided with institutional assistance or spatially distributed, they are welcomed at ethnic shelters within the neighborhood that possess the configuration of the population from the same ethnic group or own kin. They prefer to live in places called 'Little Ethiopians', 'Little India', 'Koreantown', 'China Town', 'Little Bosnia', 'Little Italy', in other words, the parallel societies. These areas are called ethnic enclaves, linguistic concentrations, immigrants' concentration, geographical concentration, clans' spots, alternative regions. Such communities are usually institutionalized and known as linguistic concentrations where the native language is used for communication.

At first, immigrants believe that migrant concentration areas with their ethnic character have a vital role during the period of transition and adaptation to a target country and that they will embrace all newcomers and act as a bridge that maintains immigrants a future settlement in a new community. Upon arrival, newcomers need guidance on basic needs, food, media, market basket, education for children, religious customs, finding a suitable spouse, etc. The enclaves are regarded as the "source of information" (Chiswick & Miller, 2005) about the culture of a target society, labor market, education, social network with people of the same ethnicity and etc. In addition, early comers share previously established experiences, feedback of workplaces and conditions at work, business contacts and networks with newcomers. Low-skilled immigrants are engaged in the enclave businesses due to the well-established small commercial infrastructure which serves individuals who are in search of ethnic goods once they find themselves in a foreign country. This addresses the issue of expansion of services in this regard which creates job opportunities. Hence, the ethnic goods are easily approached in the ethnic concentrations, and the cost is lower regarding the density of enclaves. Life in enclaves is affordable as well which makes another valid settlement choice.

Still, the enclaves might not be a sufficient source of information about the culture of a target society, labor market, education, social network with people of the same ethnicity. There are opposite statements provided by Fokkema and Haas (2015) that upgraded capital might hinder the integration process:

"More social capital does not automatically mean being more integrated in receiving societies. The literature on social capital has distinguished strong and weak ties (Grannovetter, 1973), closed and open networks as well as bonding and bridging social capital (Putnam, 2000). From this, we can infer that closed networks among migrant populations (bonding social capital) without strong social ties with native populations (bridging social capital) and other immigrant groups (the so-called ethnic bridges) ... hinder integration into 'mainstream' society" (p. 9).

2.4.2.1. Choice of Settlements

Refugees are mainly distributed within reception camps; thus, they do not decide on spatial sorting and distribution, whereas immigrants on most occasions are congregating and voluntarily deciding on settlements based on three factors:

- Ports,
- Family formations/reunification,
- Employment opportunities (Bartel, 1989 as in Chiswick & Miller, 2005).

The first destinations immigrants reach are airports and harbors. Thus, they decide to inhabit the areas and neighborhoods nearby. It is evident that it is a random choice of immigrants who have no particular migration strategy, and their allocation is considered involuntary. This is meant to be their first migration location and they are likely to relocate to more attractive destinations in a short period after arrival. The second factor is the previously arrived relatives, family members and acquaintances. The earlier settlers are used as location pointers. The newcomers decide to settle in big cities and join others following their migration stray. These immigrants might also relocate after a while. The third factor is the professional opportunities. Current migrations are labor migrations and thus newcomers tend to settle within areas where their skills are valued. Another determinant in the decision-making of immigrants about the place of settlement is L2 proficiency. Immigrants with L2 backgrounds are not forced to cluster into an ethnic group and their decision is made on preferences. Consequently,

immigrants who possess high human capital prefer regions with minimal members from the same ethnic group.

2.4.2.2. Segregation and Low Incomes

Literature and experiences claim that the inhabited regions are mainly urban areas in which ethnic groups struggle to maintain a survival deprived of the local society, far from L2 speaking communities. Hispanic immigrant concentrations are found in the rural areas, which completely deprives them of the world outside. Settlement in areas with ethnic backgrounds causes segregation (Leer, 2013). The geographic diffusion creates problems migrants' families encounter when their children enroll in school or when an individual is employed outside concentrations. Highly educated and skilled migrants are dominant in the labor market outside enclaves, whereas less-skilled migrants are more for employment within enclaves (Edin, Fredriksson & Aslund, 2003), thus their earnings are low. In case, they are employed outside clusters, they are limited with the low-profile careers and L2 deficit.

The literature supports that the wage gap is evident among immigrants regarding the areas they live in (Chiswick & Miller, 2005; Borjas, 2000). The greater concentrations, the lower earnings and income of the immigrants become. Chiswick and Miller (2005) conducted a study in which earning and ethnic enclaves were the independent variables. The results proved the hypothesis that ethnic enclaves impact SLA. The immigrants who were living in linguistic concentrations among individuals from the same ethnic group in the USA possessed not regular earnings and L2 skills. Another author, Borjas (2000), inquired about the relation between physical segregation and adaptation into the labor market. The results showed that the process of integration was impeded. Tubergen (2011) mentioned that immigrants once started working in enclaves work until they are retired, so during all their life their incomes were constantly low.

However, many others claimed that the language capital variable should be the rationale for future studies (Grenier, 1984; Betts & Lofstrom, 2000). Betts and Lofstrom (2000) advocate that it is the poor L2 command of immigrants from segregated area that impacts the wage gap.

2.4.3. Group Density and L2 Skills

Even if a newcomer's L2 skills are poor for mere exposure to a host language and instructions, they are expected to enhance a particular L2 proficiency level to maintain living in a mainstream. Simultaneously, they benefit from the translations and interpretations of the early comers. Yet, the experiences from the ethnic enclaves prove the contrary.

Since the ethnic enclaves are linguistic concentrations where the L1 is commonly used, a target language consumption is limited for the reason they are linguistically isolated. They attain poor command of a target language (Leer, 2013). To illustrate, immigrants are not required to interact in a native language, they meet all their needs using a native language. Therefore, they see no purpose in learning a target language and do not express willingness to invest in it.

Additionally, the density of groups in which immigrants are clustered significantly matters. Clyne (1991) supports, "the rate of language maintenance/shift varies in accordance with the relative size of the community in a particular state (or capital city)" (p. 88). The community size deprives a migrant of a target environment and a need to mingle with the natives. In the greater group, communication is obtained in L1. Many studies support this thesis (Chiswick and Miller, 1994, 2005; Dustman, 1994). Dustman (1994) found out that immigrants from Turkey who settled in Germany reached poor L2 achievement due to living in high clustered areas. Bauer (2005) inquired about immigrants from Mexico in the USA. The participants' L2 attainment was limited due to the great size of the ethnic enclave.

Simultaneously, it is difficult for him/her to facilitate in L2 due to the poor intensity of exposure. Limited L2 attainment initiates slow and demanding establishment of contacts with the local population and poor interactions which creates segregation, racial issues, stigmatization and discrimination without integration at the labor market and society as well. Specifically, "the existence of this basic pool of people usually speaking the minority language may have a braking effect on the anglicization of immigrants" (Veltman, 1983, p. 215) and thus, the deficit in L2 leads to poor integration into a new society (Lazear, 1999 in Bauer, 2005).

Physical and social segregation as well as low social capital damage the image of life and behavior of immigrants in the enclaves. Natives observe the ethnic enclaves as insecure places. They feel antipathies towards the enclaves. They are afraid that these enclaves once might become ghetto communities embodied with poverty and a bad reputation. This is once

more the evidence of high communication costs that might only be reduced in case newcomers decide on settlement in a tolerable size of a cluster within social cohesion and express will to invest into their language capital and mingle with the members from a local community outside enclaves. It is for sure that L2 can close the gap and create opportunities.

2.4.4. Language at Home

The locals perceive the newcomers as lazy, obstinate, antagonists, refusenik, slackers unwilling to integrate due to their L2 deficit. They are not aware that there are conditions for successful SLA such as intensity of exposure to the input and its practice. Why is it demanding for immigrants to acquire L2 if their process of acquisition is voluntary, they crossed boards in order to permanently settle in a host country, expressed a desire to learn its language, and are fully motivated? Despite their effort and struggles, immigrants, chiefly adults could not manage. There are many variables concerned. This was a rationale for many researchers to make inquiries about the spoken language at home. Fishman (1970) introduced this domain of family in the language learning process. He goes further, "family is the most common and inescapable basis of mother tongue transmission" (p. 95). The family decides which language will be employed within the scope of a particular property. In case newcomers are not L2 proficient, the nature of the work is that they will use the origin language and not the language of the mainstream society. It occurs that the newcomers, parents maintain in an L1, their children grow up bilinguals, concurrently, the third generation is linguistically assimilated with poor command of their parent's native language. The "heritage language" vanishes in two generations (Brown, 2011). The first generation struggles in learning a target language, though, the third generation struggles in maintaining the L1 of their parents. To illustrate, newcomers tend to speak L1 at home. It is more visible if the newcomers are settled in ethnic enclaves. They maintain all in their L1 and feel no purpose in acquiring the L of the target community. This chiefly occurs with Asian and Hispanic immigrants who are known as the least successful groups in SLA in the USA. Hispanic immigrants are persistent in L1 usage at home due to low-skilled jobs they do, poor exposure into the target community and settlement in the ethnic neighborhoods. Hence, the L2 deficit and limited exposure to the local community create a barrier to sociocultural and socioeconomic integration.

Another reason for engaging native language at home is that the household members, especially the first generation of immigrants tend to preserve the culture by communicating in

origin language at home, paying a visit to home country, maintaining contacts with relatives and members from the same ethnic group, reading stories to their children and acting as reading partners and following up the media in L1, etc. Moreover, parents communicate with their children intentionally in the origin language at home. To sum up, using L1 at home will impede the SLA and social integration of migrants together with their children as well (Helot & Young, 2002).

In recent years, it has been observed that multilingualism and linguistic diversity grow up across homes in the Western host countries. Immigrants become more aware of the L2 significance and the pressure over immigrants and their children to learn it is increased (Hakuta & DAndrea, 1992). Based on the self-report in 2011, 89% of migrants in Great Britain speak a target language at home. Simultaneously, 67.3 of immigrants reported in 2018 that they speak English at home. Still, using the target language at home does not imply that those immigrants are L2 proficient. This shows their willingness to acquire L2 and fully integrate. In addition, they are appraised as culturally integrated (Sobolewska, Galandini & Lessard, 2017).

2.4.4.1. Language at Home and its Impact on SLA

Robust empirical evidence shows the correlation between the L preferred at home and SLA which affects the employment status, the income level as well as attainment at education. Thus, the learning process at home should not be neglected.

While some studies found no correlation between the language spoken at home and SLA (Driessen et al. 2002; Scheele et al. 2010 in Dixon & Wu, 2014), many other studies presented results where the language spoken at home and parents' L2 proficiency significantly affect their children's SLA (White & Glick, 2009; Grogger & Trejo, 2002; Adsera & Pytlikova, 2016; Cummins, 1979). SLA determines the future educational and professional attainment of immigrant children. Lambert and Taylor (1996) emphasized the significance of limited usage of native language at home. Their study presented immigrants mothers who encouraged their children to learn English for the sake of successful future life in the USA. L2 proficiency is appreciated in the labor market. Bilingualism secures the increase of earnings due to developed L2 skills and L2 fluency. Those who reported low income are mainly for the lack of L2 command. L2 deficit causes the avoidance of contacts in the local community and L2 practice (Chiswick & Miller, 2001). In English-speaking countries, immigrants for the purpose of employment become bilingual by all it means.

Proficient newcomers can reach quality health and economic services. Highly educated parents are aware of the benefits L2 proficiency secures and advantages of bilingualism to their children, thus they use L2 at home in order to practice and improve it. The language practice of parents and their attitudes affect children's attitudes towards SLA. There is evidence that parent's human capital and L2 proficiency impact their children's school attainment (Watters, 2008; Bleakley & Chin, 2008) and the economic performance of their children (Casey & Dustmann, 2008) for the reason the parents are known to be the first literacy foundation. On contrary, Alba and research collaborators (2002) claim that constant parental intention to retain L1 and keep it active within the family does not guarantee literacy although the parents' level of education is high. Lopez (2005) inquired about parents' attitudes towards children's L2 skills and educational attainment. He found that these parents were employed with low incomes and still struggled to afford reading books in both, home language and dominant language. Early parental involvement and interaction, instructions and interventions in the schooling process foster bilingualism among immigrants' children. Those parents are capable to follow the school progress of their children. They establish communication with teachers and can help children with school tasks.

On the contrary, parents who lack L2 command use their children to interpret and translate (Cook, 2001; Orellana, Dorner & Pulido, 2003) which is a disadvantage for their SLA (Hedges, 2000 in Chiswick and Miller, 2001). The children provide interpretation to their parents with consumption activities, when they need to pay a visit to bureaucracy and administrative places in regards to medical, legal and other issues for the reason children are more fluent due to education system they enroll and provided instructions at school. The provided translations and interpretations by children account for the regular responsibilities distributed within the household. In addition, children act as teachers to their parents, they frequently correct their language errors.

2.4.4.2. Age Factor and Bilingualism

The dependent variable, language at home is affected by several streams: employment, education and age of immigrant (Dustman & Fabri, 2003), gender and time spent in a host society that matters. Literature shows that regarding gender, the home-stay female immigrants are chiefly weaker language learners for the limited exposure to the social and cultural capital, social environment as well as settlement within an ethnic neighborhood. It seems sustainable for them until their children enroll in kindergarten and schools. Another factor is the time

duration that occurred in the target country. A regular adult immigrant needs approximately fifteen years to become fluent. Yet, it is not valid for children (Chiswick & Miller, 2011; Dustman & Fabri, 2001; Stevens, 1999). Children and upsprings are better at SLA comparing to their parents. They develop their L2 skills at schools although they are highly exposed to home language in a conversation with parents. To support, according to literature, immigrant children's dominant language usage is prevailed due to the wider environmental exposure and school settings (Rumbaut, 2009), their SLA process is circumstanced language learning.

The age factor is concerned when the parents tend to enhance the welfare at first upon arrival, in the intervening time the attention paid to children is reduced. The challenges of migration leave consequences on some children. It is a huge burden on their back, some of them drop out of school, automatically become excluded from society, lose the right to benefit from social services, and later they engage in juvenile crime. Children are left alone in their struggle to survive just like their parents. Once children enrolled in schools, they struggle with a new educational system and a language as well. "School-age children are more prone to LS, especially if their schooling excludes or prohibits the use of the home language in the school or public" (Pauwels, 2004, p. 731). SLA determines the future educational and professional attainment of immigrant children. Ammermuller (2005) investigated immigrants from Turkey who settled in Germany. He proved that students with low achievers could not manage due to their poor proficiency in German. The school teaching content cannot be digested due to incomprehension. In the meantime, it chiefly occurs that immigrant children simultaneously start acquiring a language, primarily speaking skills. Children do not follow particular strategies for L learning. The process of bilingualism occurs simultaneously.

Thus, the 2nd generation, mainly immigrant children grow up as bilingual, though linguistic assimilation is evident among the 3rd generation. To illustrate, Fishman (1991) expressed that the first generation brings the origin language to a receiving society, and the home society is monolingual, the 2nd generation become bilingual, and the 3rd generation is again monolingual in an L2 with poor commend in parents' L1.

L1 use among the 2nd generation promotes attainment and competent bilingualism. Bilingualism is defined in the Longman Dictionary as: "the use of at least two languages either by an individual ... or by a group of speakers, such as the inhabitants of a particular region or nation" (p.55). Migrations in the 1990s are the best indicator of historically rooted phenomena of bilingualism that accounts for the minority pattern and social integration. In order to highlight

the significance of knowing both languages, McDaid conducted a study among children immigrants from Poland and Romania who enrolled in schools in Ireland. The results showed that those children were recognized as "linguistic outsiders". The participants were not aware of the bilingual benefits. For this reason or not, Ireland established a contemporary school for children who immigrated from the EU countries, mainly Polish children (Nestor, 2012). Sweden facilitated additional instruction in L1 at school for immigrants in order to foster bilingualism, help students to develop speech abilities and attain linguistic literacy. This initiated the establishment of bilingual educational institutions. In this, way, parents do not have concerns about the native language being forgotten. Schools secure L1 maintenance. A similar practice was implemented in the Netherlands, from 1974 - 2004. Yet, the outcomes hindered social integration (Extra & Yagmur, 2006). This is evidence that bilingualism which secures access to societies other than own, and integration might not succeed completely, it is also up to parents.

Many speech experts advocate that immigrant parents should embrace bilingualism at home among their children. They highlighted the significance of L1 for speech context in L development. In case children's L1 development is reached at some level, their L2 acquisition process will be easier (Thomas & Collier, 2002; Park & Sarkar, 2007; Lindberg, 2008; Genesee, 2004). In other words, it stands for children immigrants that L1 improves L2 skills (Gardner & Young, 1990; Gibbons & Ramirez, 2004) and academic achievement (Cummins, 1989). In addition, those children who are sufficiently literate in L1, obtain reading and writing skills of L2 successfully. In addition, they acculturate in a way that origin language has extended in another sphere, into the domain of a new language. For Humboldt (1998), "There resides in every language a characteristic world-view ... By the same act whereby [an individual] spins language out of himself, he spins himself into it, and every language draws about the people that possess it a circle whence it is possible to exit only by stepping over at once into the circle of another one" (p. 60). In addition, it was explained: "language as a communicative practice is tied to a person's position in time, space, social and historical relations, and his/her social and emotional identity" (Kramersch, 2008, p. 249).

The fundamental shift of L is observed by time. The voice of parents is muted by the daily life cycle. L2 or "English-only" is used among the 3rd generation in the USA. In their homes, only the language common for the particular host community is used. There are plenty of situations where grandparents and grandchildren have trouble communicating, frequently without comprehension. For this reason, parents and grandparents are worried that their native

language is endangered. For instance, one study found out that immigrant children in the USA who came from China are more confident speaking the L2. They struggled to interact with grandparents while parents were outside working all day (Fillmore, 2000). Zhang and Slaughter-Defoe (2009) investigated the Chinese immigrants in the USA and reached similar results. Another trigger for the omission of the native language is the "status, prestige and social success" that is secured by the dominant language (Holmes, 2001, p. 56). They believe they will be accepted only if they become fluent in L2. What's more, the embarrassment immigrant children deal with when speaking in L1. Tabari (2017) reached this finding among immigrant children speaking the other language than English in Australia. She expressed that instructors, teachers and parents have a vital role in preventing these situations.

To sum up, parents should introduce their children with the statement that an individual who knows two languages or more, has 'double the value' although they may consider the home language vital for ethnic identity and family cohesion.

2.4.5. Inter-ethnic Marriage

Going overseas for the purpose of trade, commerce education, job, and other circumstances due to globalization affect immigrants' attitudes towards interacting, mingling, dating, friendship, partnering with and getting into the intimate attachment, the marriage with members outside ethnic group. Recently, it has been done due to the social network. The term used for such unification is inter-ethnic marriage, "mixed-marriage, mixed-couples, mixed-background people, world-families" (Beck & Gernsheim, 2014). In-marriage stands for endogamy marriage that occurs within an individual's social group, whereas exogamy inter-marriage refers to exogamy marriage outside the social group (Barfield, 1997). Groups are divided in accordance with nationality, ethnicity, homeland, religion, race, class, etc. Among the groups, there are walls of patterns and norms that separate them from one another. Couples are grouped under a particular group that possesses a stronger social context and dominance, mainly categorized as the target group. Therefore, the immigrant partner fosters inclusion and reaches social and family cohesion. What is the social scope of the partnership? According to Marcel Mauss, intermarriage accounts for a "total social fact- an activity that has implications throughout society, in the economic, legal, political, and religious spheres" (Tarot, 1996, as in Rodrigues, 2015, p. 24). Furthermore, inter-ethnic marriage is the determinant of socioeconomic integration, the "final step in the assimilation process" (Lichter et. al., 2015).

The process requires social cohesion in which the social distance is narrowed and the exposure to the native community is enhanced. This brings many advantages, L2 improvement and language shift, access to education and market labor. Particularly, the sociocultural boundaries between a couple and their surroundings fade. "A loss of cultural distinctiveness by the minority group" is observed (Song, 2009, p. 341) or "ethnicity became subjective, situational, and largely symbolic, and the social boundaries between these ethnic groups were almost completely erased" (Furtado and Stephen, 2012). This enables acceptance and positive attitudes towards groups to arise. To support, it is a sign of a new beginning, family foundation and childbearing for an immigrant.

The employed methodology to obtain data concerning inter-marriage is simple. The study is founded on the censuses held in the host countries. The previously done research implies that the rates of inter-ethnic marriages steadily climb. At the beginning of the 20th century, the ratios of inter-ethnic marriages were low for the first generation, however, it has been accelerated more among the second generation. After conducting a HILDA survey in Australia in 2017 among citizens, the results showed that one in four couples were out married or had a relationship with an individual from a minority group and expressed willingness to out-marry. 75 % of the population of married or in relationship couples are from Australia. This presented diversity growing and attained cohesion in Australia (Lass, 2019). Many expected that the 3rd generation of the labor market immigrants, Europe-born ones, particularly in the UK, will prefer to out-marry, however, the studies proved the opposite (Wray, 2011) which consequently hindered the process of integration. Celikaksoy and his colleagues (2006) highlighted that this might slow down the process of integration even of their descendants. Still, many researchers claim these remarks cannot be relevant for Europe for the lack of sufficient studies comparing to the ones conducted in the USA (Dribe & Lundh, 2008) and Australia. The intermarriages have steadily increased since 1967. "Today about one of every seven marriages (15.1% in 2010) is an interracial or interethnic marriage, more than twice the rate in 1980 (6.7%)" (Wang, 2012). The mixed marriage has brought racial and ethnic diversity to the USA. Lichter (2013) highlighted that diversity will continue in the future.

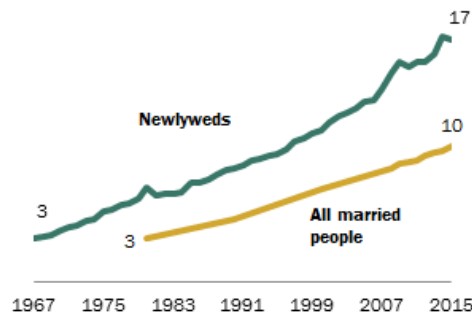


Figure 7. The steady rise in inter-marriages in the USA
Source: Pew Research Centre, analysis of 2008-2015

Another case of inter-marriages is the marriages formed between an immigrant who obtained citizenship and his/her spouse from the homeland. Marriage-related migrations are exceptional and should not be considered as regular inter-marriage couples for the reason both of the spouses come from the same ethnic group. These cases are common among British Asians settled in the UK, mainly Pakistani Muslims and Indian Sikhs (Charsley, Bolognani & Spencer, 2017). Some families simply 'import' the wives and husbands from the homeland. The first challenge is the L2 proficiency which deprives them of labor market and society (Cameron, 2006). Their integration process differs from other immigrants who are out-married with an individual from the host country.

2.4.5.1. Inter-ethnic Marriage and Socioeconomic Integration -Assimilation

It is not a situation that only two individuals that belong to different cultures are connected into the most intimate ties. Actually, it is all the entire families that are joint. More positive attitudes arise and less prejudice, both in minority and majority group (Rodriguez, 2015; Furtado & Stephen, 2012). It is a situation of acceptance into the majority society (Alba, 2005) when the barriers among individuals, families, groups, culture are fading and the social distance is decreasing. Particularly, the cultural and social barriers are overcome (Alba and Golden, 1986), whereas the ethnic beliefs, practices and values are weakened. Charsley (2012) advocated that such marriages "exhibit diversity". "It breaks down ethnic exclusiveness and mixes the various ethnic populations more effectively than any other social process" (Price, 1982, p. 100). Such process upgrades the social and human capital (Tegunimataka, 2021; Schultz, 1961) by L2 proficiency of an immigrant out-married (Dustmann, 1994; Meng & Gregory, 2005; Chiswick & Miller, 1994) and acceptance of cultural and social beliefs,

practices and values of a host country, the acculturation, "phenomena which result when groups of individuals having different cultures come into continuous first-hand contact with subsequent changes in the original culture patterns of either or both groups" as it was stated by Redfield and colleagues (1936, p. 149). Therefore, inter-marriage correlates with integration (Kantarevic, 2004; Muttarak & Heath, 2010; Rodriguez, 2015), they are the "outcome of each other", in other words, the relation "indicator and cause" (Muttarak, 2004).

Many scholars agree that inter-ethnic marriages go beyond socioeconomic integration and states for the benchmark of assimilation (Favell, 2001; Alba & Golden, 1986) which is more preferred by immigrants who out-married. It is a sensitive issue for the immigrants community. Assimilation theory refers to a one-way process, complete integration and inclusion of an individual from a minority group into a majority group disregarding own ethnic identity and socio-cultural values and embracing all from the mainstream society. Immigrants become indistinguishable from the members of the mainstream society (Borrie, 1959), they simply blend in. It is a "mechanism for transmission" of culture, practice and values. The culture and customs of a spouse from a majority group becomes dominant in the household. Clyne and Kipp (1995) mentioned that the same stands for the language at home, only English is spoken in Australia. As Alba and Nee 2003 (2003) mentioned it is a "test of integration". "It is generally regarded, with justification, as the litmus test of assimilation. A high rate of intermarriage signals that the social distance between the groups involved is small and that individuals of putatively different ethnic backgrounds no longer perceive social and cultural differences significant enough to create a barrier to a long-term union" (p. 90).

Dribe and Lundh (2008) advocated four approaches regarding inter-ethnic marriages: "the exchange theory", "assimilation theory", "social stratification" and "segmented assimilation" (p.330). The exchange theory secures economic power and status for the immigrants joined into inter-ethnic marriage. The assimilation theory stands for disregarding own culture and embracing the socio-cultural norms and patterns of a host country with the differentiation from the ethnic minority s/he used to belong. Social stratification theory is related to the choice of marriage and the limited pool of potential partners. Segmented assimilation stands for partial assimilation in a way that individuals are integrated as earlier immigrants. It is a typical situation for Asian and Mexican immigrants (Hurtado, 1995 as in Dribe & Lundh, 2008).

In addition, inter-ethnic bonding is the factor that affects integration, labor market and education attainment (Bevelander, 2000). Kantarevic (2004) found out that partners from inter-ethnic marriages enhance L2 skills, establish contacts that end in "productivity" at the labor market. In addition, inter-ethnic affect immigrants' economic power, access to labor market, high earnings and incomes (Nielsen & et al., 2009; Davis, 1941; Meng & Gregory, 2005; Dribe & Lundh, 2008; Becker, 1986). Most of the literature inquiries about whether immigrants are employed and if they earn equally to in-married couples. The purpose of the study done by Gevrek (2008) was to find the impact of inter-ethnic marriages on economic inclusion in the Netherlands. The employed dependent variables were employment and income. The results indicated a positive impact. The study showed the increase of equality in terms of incomes among non-natives and natives. Meng and Gregory (2005) reached the same results in Australia regarding partners from inter-marriage who used to earn more than couples with partners coming from the same ethnic group. Chiswick and Houseworth, (2010) concluded by saying that "favorable labor market outcomes are often an indication of assimilation as high earnings in the US are associated with a good knowledge of local labor markets and substantial English proficiency" (p. 6). All in all, an immigrant who is indistinguishable from the natives get more job opportunities. It is observed as a desire by immigrants to upgrade their legal status since natives have higher incomes (Larsen, 2004). Moreover, Furtado (2009) expressed that immigrants who out-marry are given social resources in such a family constitution and resources are at their disposal.

There are also many studies that showed that it is not only the parents who benefit from the inter-ethnic marriage but also their offspring (Muttarak, 2013). Tegunimataka (2021) stated that children from inter-ethnic marriages reach almost the same outcomes as their peers from the native marriages in Denmark. Trang and Cuong (2015) inquired about the attainment in school among children from inter-ethnic marriages settled in Vietnam. The children were more successful in comparison to their school friends having parents with the same ethnic background.

2.4.5.2. Determinants of Inter-marriage

There are plenty of variables that affect the optimal and suitable choice to out-marry such as educational level attitudes to the family constitution, high age, generation, residential time spent in a host country, settlement in an urban area. Becker (1974) suggested, "A Theory of Marriage - positive assortative mating implies that there are benefits from marriage that are

most efficiently utilized when individuals match up with people of similar traits" (as in Chiswick & Houseworth, 2010). Among all there is an issue of preferences and match with individuals with the same traits, some individuals prefer tall spouses, white, educated, with same socio-cultural traits, etc., as well as demographic issues. The determinants include educational level, parental pressure, age factor, time duration spent in a host country, size of an ethnic group, and settlement in ethnic enclaves.

Educational level - "Educational homogeneity" (Furtado, 2006), educational level (Gevrek, 2008; Chiswick & Houseworth, 2010; Woznika, 2010; Borjas, 1998) and socioeconomic status (Qian & Lichter, 2001) have been observed as a factor that affects the immigrants' choice. Highly educated easily adapt to a new culture (Theodoropoulos, 2011). They stand for individuals from minority groups during their educational period, established contacts with local people, spread networks and get to know various potential spouses, they upgrade their human capital. Particularly, they improve their L2 skills (Chiswick & Houseworth, 2010), they might communicate with mates appropriately which strengthens the relationship. Their L2 is higher than the L2 of endogenous couples. The previous "linguistic distance" expires. Furthermore, they widen horizons and acquire positive attitudes toward the majority population. Qian (2005) relates this condition to the exchange theory, equal education attainment by couples.

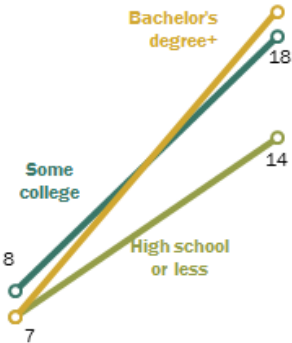


Figure 8. The rise of inter-marriages in regards to the degree of education
 Source: Pew Research Centre, analysis of 1980 - 2015

Dribe and Lundh (2008) inquired about immigrants from 39 minority groups in Sweden in early 2000. The results showed that highly educated immigrants with a longer time duration spent in a target country settled in urban areas choose to bond into inter-ethnic marriage.

Parental pressure - The second significant point is that parents are very likely to make pressure over their children to mingle and in-marry individuals from the same minority. It is very common for the immigrants with Asian and Middle East roots, especially those who belong are Muslims, Buddhists and Jews due to "unconventional and forbidden partnerships" and normative constraints that occur in some religions. There are various reasons for such preference such as culture and customs preservation, native language retention, beliefs, practice and values common for an origin country. In addition, their identity will be preserved. Some parents and families bring spouses that consume the same ethnic values for their sons and daughters from the homeland. Some of the marriages are even arranged. An exception to this case is usually educated immigrants who for educational purposes leave home and locate in different places. They are deprived of parental pressure (Kalmijn, 1998).

Age factor - Another determinant is an age factor. The first generation of immigrants undermines the process of integration by engaging in inter-ethnic marriage. The immigrants of older ages do not prefer inter-ethnic marriage. They encounter a slow adaptation process due to L2 deficit and limited exposure to the majority group. The younger immigrants are, the more they are open to the idea to out-marry (Joyner & Kao, 2005) and it is preferred starting from the second generation. The research done by Chiswick together with Houswort (2010) indicated that the age of immigrants determines the choice to marry outside the ethnic group. The Pew Research Centre employed a survey and found out the decline in inter-marriage by older immigrants in the USA.

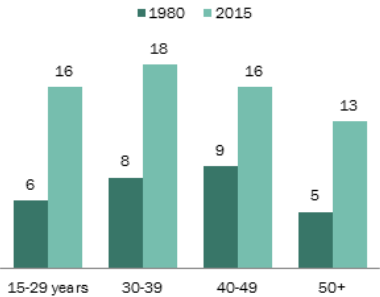


Figure 9. The decline in inter-marriage by older immigrants
 Source: Pew Research Centre, analysis of 1980 - 2015

The factor relevant for age is the generation composition. The second and third generations mainly overcome the language barriers (Bleakley & Chin, 2010) and their approach towards inter-marriage is positive. The third generation is linguistically assimilated which

enables them quality interaction, relationship and communication in L2. In addition, they are derived from the parental pressure to choose a partner from a homeland or the same ethnic group (Chow, 2000). Alba and Nee (2003) found a high level of inter-ethnic marriages for the 3rd generation immigrants from Mexico who settled in the USA. They believe it is to the loss of ethnic identity which is no more subjective for them.

Time duration spent in the mainstream society - The residential timing affects the choice of out-marriage. Jones and Luijckx: "ethnic preference for in-marriage will, with the further passage of time, weaken to the point where they provide a relatively weak basis for group identity and marital choice" (1996, p. 84). In addition, it occurs that the skills of newcomers are undermined, thus they need time to prove and upgrade the existing skills by learning L2 and taking vocational training (Chiswick, 1978). The results of the study done by Chiswick and Houswort (2010), as well as Meng and Gregory (2015), highlighted the duration of time spent within a host country as a dominant factor regarding the choice to out-marry, especially of the recently arrived immigrants. Over time individuals develop their human capital that outperforms the ethnic which triggers them to out-marry.

Size of groups - accessibility - The size of a concentrated group affects the marriage opportunity (Qian, 2005; South & Messner, 1986; Kalmijn & Tubergen, 2010), the marriage market. Large ethnic enclaves offer a greater choice of spouses, in other words, the pool of potential mates is larger. Thus, they marry or are forced to marry within the ethnic enclaves. In a way, their spouses' preference is affected by the limited contacts and relationships with the people from the host community. The level of intermarriage increases among individuals who leave the enclaves, the segregated areas (Beck-Gernsheim, 2007) and move to capital cities for the purpose of education, find themselves in a new environment surrounded by people from the host society. They benefit from the opportunity and establish contacts, relationships and marry out. Furtado (2006) expressed that immigrants after completion of education get employed, leave ethnic enclaves and settle within the target neighborhood. Simultaneously, they are exposed to future partners. On the contrary, in some studies the size of minority groups showed no correlation with inter-marriage (Alba & Golden, 1986; Gilbertson, et al., 1996).

Ethnic enclaves - Segregation - Newcomers to a host country prefer living in segregated ethnic enclaves and neighborhoods for many reasons: family reunion, access to the labor market for low-skilled immigrants, an ethnic neighborhood, dominance of native language, culture and customs preservation, the potency of choosing mates with the same ethnic background that

consume same ethnic values, institutionalized ethnic communities with its facilities. However, this brings many cons such as "residential segregation" (Iceland & Scopilliti, 2008 as in Lichter & et. 2015), poor L2 command (Furtado and Stephen, 2012), lack of established contacts outside the community, limited pool of potential partners in the surroundings, sex ratios, limited network and interaction with local people. In these areas, the rate of inter-ethnic marriage is observed, and it is an indicator of strong ethnic identity (Nelson, 1988 as in Song, 2009).

Once immigrants leave the minority group like immigrants who join the military service might prefer to out-marry (Chiswick & Houseworth 2011; Feliciano et al., 2009; Furtado & Theodoropoulos, 2011 in Furtado & Stephen, 2012). It occurs that males leave the enclaves for the first time in life and meet individuals from across the country. This impacts their attitude towards the members of the host community. In addition, immigrants who resettled into capital cities might establish an inter-ethnic relationship due to the wider circle of contacts including the ones from the majority group that they share the neighborhood with

CHAPTER 3

3. THE METHODOLOGY OF STUDY

The chapter presents the research methodology that tends to explore the significance of an L2 in the process of social integration. In addition, this chapter includes a theoretical framework, instrument, information about the participants, research questions, design, procedure, the methods used for data gathering and data processing, data analysis and discussion.

3.1. Research problem

Social integration is a complex idea that many people perceive differently. For some individuals, it is a tool for reaching goals, the reasons they immigrated to the target community, implying employment, education, national protection, and equal opportunities provided to all humans. Social integration considers appropriate and adequate life chances and states. Thus, observed positive social integration implies established positive patterns of human relations with the target community and environment. Simultaneously, for others, moving to a promised land brought the undesired imposition of comfort such as discrimination and cultural conflict, sense of incoherence, feeling of "neither here, nor there", poor exposure to the target community, poor attachment to host country and people, lack of employment opportunity, inability to get an education, failure to communicate with the people from the host community. These all badly affected general life satisfaction.

Based on previous studies and literature review, it is implied that the deficit of a target language is a primary reason for the poor and negative social inclusion of relocated individuals.

Observed states and experiences of immigrants and refugees from Bosnia and Herzegovina settled in St. Louis indicate positive social integration. Hence, we decided to conduct an investigation exploring the correlation between a second language and social integration and determining the L2 role during the social integration process.

3.2. Research Objective

The principal objective implied in this research tends to determine the L2 significance during the process of social integration of the refugees and immigrants from Bosnia who settled in St. Louis. In addition, the study tends to investigate and present the variables and shows the sustained correlations between the L2 construct and social conditions with L2 proficiency of the immigrants and refugees. The empirical conditions, L2 constructs are based on the theoretical model including the variables such as "family and migration biography", "origin context", "receiving context" and "ethnic context". Furthermore, the study aimed to investigate, analyze and present the perception and behaviors of respondents, immigrants who relocated during the early migrations from Bosnia and Herzegovina in the 1960s and until today, and refugees who immigrated to St. Louis (the USA) during the war period between 1992-1995, towards the independent variables such as "family and migration biography", "origin context", "receiving context" and "the ethnic context" in regards to the "gender, age, and level of education" of respondents.

On account of that, we want to achieve and reach the findings in regards to the general hypothesis and investigate, analyze and present the existence/non-existence of statistically significant differences in the respondents' preferences and behaviors to confirm or reject previously formed research hypotheses. Particularly, we believe it is necessary to define the social goal to which the essence of our research will strive. The social goal of the research aims to present gathered data to the public with regard to the role of an L2 for the social integration of refugees/immigrants. Considering the previous research that indicates the successful social integration of immigrants and refugees from B&H who settled in St. Louis, our goal is to offer adequate solutions for the socialization of immigrants from third-world countries.

3.3. Research Questions and Hypothesis

For achieving research objectives, the study intended to investigate and explore:

RQ1: «Does a second language have a significant role in the process of social integration of refugees and immigrants from Bosnia and Herzegovina who settled in St. Louis?»

RQ2: «Is there any significant correlation between the L2 learning constructs and L2 proficiency based on the perception and behavior of the respondents, refugees and immigrants from Bosnia and Herzegovina who settled in St. Louis?»

RQ3: «Is there any statistically significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding gender?»

RQ4: «Is there any statistically significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding age?»

RQ5: «Is there any statistically significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding the level of education?»

The research hypotheses for this research are:

General hypothesis:

«A second language is significant for the social integration of refugees and immigrants from Bosnia and Herzegovina who settled in St. Louis.»

H° 1 - «There is no any significant correlation between the L2 learning constructs and L2 proficiency based on the perception and behavior of the respondents, refugees and immigrants from Bosnia and Herzegovina who settled in St. Louis.»

H° 2 - «There is no any statistically significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding gender.»

H° 3 - «There is no any statistically significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding age.»

H° 4 - «There is no any statistically significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding the level of education.»

3.4. Research Design and Methods

Quantitative study

Quantitative research deals with target objectives and the measurable, numerical, or mathematical investigation of information collected through questionnaires, polls and studies, or by reviewing previous factual information utilizing computational procedures. Quantitative research deals with collecting and summing numerical information in a way it applies to any specific phenomena or group considered in the field of social sciences.

The objective while conducting quantitative research is to investigate the relationship, correlation and find differences between a particular phenomenon, an independent-dependent variable context among the desired sample. Quantitative studies usually are defined as descriptive or experimental studies. Descriptive studies seek for relationship/correlation between factors and variables, while experimental studies investigate causality. Quantitative study operates with numbers, rationale, as well as a goal stance. They account for studies that obtain numeric and perpetual information, convergent more than divergent reasoning (Babbie, E. R. 2010, Muijs, D. 2010). For the quantitative study, desired data is usually collected by utilized a research instrument. Simultaneously, reached outcomes apply to the large size of the sample and they are representative of a wider population. The instrument gets its soundness and reliability by being implemented and repeated in many studies. Instrument items reach data as for the research questions. All the procedure is precisely planned before the questionnaire is delivered to the participants in the study and information is gathered. The collected data is entered into the software for data processing. The software provides tables, charts, figures, outlines, or textual forms.

Logic and Scientific Methods - The scientific method is an empirical method that is applied to gather measurable and empirical data in order to confirm or reject hypotheses, while the findings aim to support or refute a theory. Logic and scientific method include "analysis and synthesis, abstraction and concretization, specification and generalization, induction and deduction" (Kovacic-Popovic, A. 2011). The basic methods were exposed to an attempt to be synthesized and formed as analytical-synthetic methods that consider two groups: analytical and synthetic methods (Termiz, 2003). Analytical method - Primarily, the analysis is basic for other analytical methods employing abstraction, specialization and finally deduction. Expressly, the analytical method deals with facts or analyze the given information in order to conclude. The analytical method deals with the composition and structure, relationships,

connections, various properties, roles and functions of factors, the places of various factors and their specifics in general. The synthetic scientific method is defined by Wyborn together with research collaboratives (2018), it aims "to increase the generality and applicability" of results gathered from previous studies "and to develop new knowledge through the process of integration" (p. 72-8). The synthetic method implies primarily a synthesis that is realized by merging, assembling, concretization, then generalization and induction, and it is applied to connect the particular parts. It is mainly used for combining the findings of various primary research studies that tend to test a particular hypothesis.

General scientific methods:

Methods are considered as a specific synthesis of all significant forms and procedures of scientific and human knowledge as well as a manifested synthesis of the ideal and the real, theoretical and empirical, general and individual. Scientific methods such as hypothetical - deductive method, comparative method, scientific modeling method, statistical method, and analytical - deductive method were used.

The hypothetical - deductive method, is considered a dynamic, thoughtful generalized experience constituted into relatively true knowledge. The approach of the hypothetical-deductive method considers research based on a theory of how things work and derive verifiable hypotheses from it. It is a form of deductive reasoning for the reason it includes general principles, assumptions, and ideas that provide more concrete statements about what the world looks like and how it works. Hypotheses are tested in a way data is collected and analyzed, the results are then supported or refuted.

The statistical method, which is considered one of the most important methods in scientific research. Using it, we observe and analyze the phenomena that surround us. In addition, we observe and perceive cause-and-effect relationships between phenomena of our focus. "Statistical methods involved in carrying out a study include planning, designing, collecting data, analyzing, drawing meaningful interpretation and reporting of the research findings" (Ali & Bhaskar, 2016). Simultaneously, founded on the characteristics, general conclusions and remarks are drawn about the value and the deviation of the characteristics from an environment in the whole mass or group of phenomena. An essential determinant of this method is measurement. For Ferguson (1966), statistics is a part of scientific methodology that collects, classifies, describes and interprets the gathered findings in a way it conducts questionnaires and experiments. It portrays and offers numerical properties of populations.

The scientific modeling method constructs appropriate models for a phenomenon, process, system. The same models are checked and reviewed in practice and later applied. The same models are observed and applied in practice. In case they are proved as effective, the models are considered to be accepted and permanent models. The method aims to determine and study how the constituent parts, the structure, function and how the connections and relations within the system occur.

The comparative method is a comparison based on analogy. Research is conducted at all levels of observation, opinion, research, formation, expression and application of knowledge that help determine the similarities, identities and differences of form, content and essence. "Comparative analysis enhances the understanding of one's society by placing its familiar structures and routines against those of other systems (understanding)" (Esser & Vliegenthart, 2017). The rules are constituted in terms of what can be compared, determined, how it can be determined. The experimental and scientific effects of the comparison are also observed.

The analytical-deductive method considers abstract thinking based on empirical data. The method detects idealized laws and causes but can and must be verified in practice. There are degrees of application of the method by first determining paradigmatic principles, empirical facts, then abstracting the findings of empirical generalizations and connecting them, this leads to the discovery of abstract laws and scientific explanations, and finally, the acquired knowledge is concreted and applied in practice (Termiz, 2003). In other words, the method stands for "developing a hypothesis (or hypotheses) based on existing theory and then designing a research strategy to test the hypothesis" (Wilson, 2010).

3.5. Subjects and Procedure

The questionnaire was conducted among immigrants starting from the period of early migrations from Bosnia and Herzegovina in the 1970s and until today, and refugees who immigrated to St. Louis during the war period between 1992-1995.

The study included (N= 358) participants.

As aforementioned the study was conducted among respondents in St. Louis. It is the second-largest city within the Missouri state that was founded in 1764. Its population is 302,838. The main American port in Missouri was built on the west bank of the Mississippi

River. St. Louis deals with manufacturing, commerce, goods transport services and tourism. The primary rationale behind choosing to investigate immigrants in St. Louis is for the reason that "positive social integration" of immigrants and refugees from Bosnia and Herzegovina is observed. In addition, St. Louis has been proclaimed as the city of refugees and immigrants for the reason it was a well-known destination in the 19th century for many immigrants and refugees from Southern and Eastern Europe. The first migration from the territory of Bosnia and Herzegovina occurred in the 1960s and 1970s. One million displaced Bosnians immigrated around the world during the 1990s (UNICEF) due to the fact that Bosnia was a war-torn country from 1992 to 1995. The city faced mainly two migrations, during 1992-1995 and after 1995. Approximately 60,000 Bosnians immigrated to St. Louis between 1993 and 2018. Today, it is known as the largest Bosnian community outside B&H (Sichling et al., 2021).

3.6. Research Instrument

The respondents indicated their agreement/disagreement on the 5- Likert scale, from one to five for each one of them. In accordance with Brown's (2001) statement, "questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (p. 6). Therefore, collected information with data provided the possibility to confirm or reject the hypothesis. The questionnaire was composed of 30 items. The respondents filled in the questionnaire as it applied to their perceptions, behaviors and experience. The survey questionnaire was created based on a theoretical framework by Hartur Esser (2006). The questionnaire was designed in a way to gather respondents' answers on demographic data considering age, gender, level of education, employment-status, the respondents' perception and behaviors on the role of L2 and the language constructs such as "migration biography", "origin context", "receiving context" and "ethnic context".

Rating Scale

Strongly agree	Agree	Undecided	Disagree	Strongly disagree
5	4	3	2	1

The data was collected aforementioned research flow, then categorized according to the value of the respondents' perception and behaviors shown in tables in the chapters including the results and findings.

Questionnaire items #1-8 (Q=1-8) investigate respondents' perception and behaviors towards family and migration biography.

Table 3. Respondents' Perception and behaviors towards Family and Migration Biography

1	My migration to the U.S. was voluntary.
2	I am thinking of staying in St. Louis permanently.
3	Bosnians who were young at the age of migration learned English better.
4	I have knowledge about a wide range of culture, and I am comfortable discussing its value and merits.
5	I am gifted and I learned English fast.
6	I was very motivated to learn English when I came to the USA.
7	I have been living in St. Louis more than 10 years.
8	University graduates learned English faster.

Questionnaire items #9-14 (Q=9-14) investigate respondents' perception and behaviors towards origin context (OC).

Table 4. Respondents' Perception and Behaviors towards Origin Context (OC)

9	My origin country is close the USA.
10	U.S. culture is similar to Bosnian culture.
11	I already knew English in Bosnia because it is used everywhere.
12	Bosnian is similar to English.
13	I had the access to English in Bosnia through the Media.
14	I attended English courses in Bosnia.

Questionnaire items #15-22 (Q=15-55) investigate respondents' perception and behaviors towards receiving context (RC).

Table 5. Respondents' Perception and Behaviors towards Receiving Context (RC)

15	U.S. institutions welcomed us well and provided good services when I arrived.
16	Local people from St. Louis treated us well.
17	I attended English and integration courses when I came to the USA.
18	People can attend Bosnian courses in St. Louis.
19	I could easily find a job when I arrived at St. Louis.
20	It is important to English for business in society/institutions.
21	I have a lot of American friends.
22	I have a good relationship with everyone from the US community.

Questionnaire items #23-30 (Q=23-30) investigate respondents' perception and behaviors towards an ethnic context.

Table 6. Respondents' Perception and behaviors towards Ethnic Context

23	People around me help me with translations.
24	We speak Bosnian at home.
25	I follow the Media in Bosnian.
26	There are a lot of people from Bosnia in my neighborhood.
27	I invited my Bosnian friends to my house.
28	My partner/spouse is/will be Bosnian.
29	Like family, we are tied to each other.
30	I teach/will teach my children Bosnian.

3.7. Pilot Study

To collect data and deliver the survey to a desired group of respondents, field observation and field testing were employed. It is used for checking the soundness and validity of the designed collection instrument and to test and confirm the appropriateness of data gathering methods. In order to conduct quantity research, an assessment of the instrument is required. The sample used in the pilot study was used out from the pool of targeted population used for the process of testing and applying a pilot study. In the pilot study, the sample population included 48 (N=48) participants.

3.8. Data Reliability and Validity

Any serious academic, scientific and serious research requires the analysis to assess the reliability of items referring to the independent variables in particular research.

In other words, the reliability test show to what extent the questionnaire items are reliable, precise, mistaken, wrong and coherent. As stated in Ary, Jacobs and Sorenson (2010), it is dealing with the measurements of consistency and to what extent it goes. There are many tests for checking the reliability such as Alpha, Parallel and Strict Parallel, Split-half, Guttman. For the assessment of the items' consistency in the questionnaire within this study, the Cronbach's Alpha test is applied. It was measured in the software for conducting statistical analysis "Statistical Package for the Social Sciences" - "SPSS 24".

The Cronbach's Alpha coefficient that included 30 (N=30) items was above the required value (.870). Thus, it is confirmed that the research instrument used for this study is valid, appropriate and precise.

Table 7. The Cronbach's Alpha for 30 items

Reliability Statistics	
Cronbach's Alpha	N of Items
.870	30

3.9. Data Collection method and procedure

For data collection, this study employed a survey method, observation method, and biographical method.

Survey method - a complex method of direct and indirect collection of data on social reality and data within its field. The survey method requires implementing instruments such as interviews and questionnaires. Essentially, the investigation is implemented by asking clear and meaningful questions to respondents since posing inquiries is among the most appropriate methods of collecting data in order to measure respondents' attitudes, beliefs, perspectives, views, experiences and opinions about particular phenomena. Questions are stated as statements in the form called questionnaires, inventories, opinionnaires, "tests, batteries, checklists, scales, surveys, schedules, studies, profiles, indexes/indicators, or even simply sheets" (Aiken, 1997).

Observation method - is a method for collecting data by direct sensory perception - which obtain evidence of a certain manifestation of the phenomenon to be recorded, and it does not exclude all types of mediation where obtained data are presented in numbers. Direct observation aims to decide on the degree to which specific behavior/s occur. What's more, "the researcher identifies the behavior of interest and devises a systematic procedure for identifying, categorizing, and recording the behavior in either a natural or a contrived situation" (Ary, Jacobs & Sorenson, 2010).

Biographical method – stands for a connecting technique between data collecting methods and so-called operational methods, as well as between methods that have their data collection techniques and those conceptual. It is a qualitative method, which does not exclude the application of qualification, the application of statistical general scientific methods and mathematical procedures.

3.10. Procedure

The questionnaire was partially delivered in a hard copy to the respondents, and the rest of the respondents filled in the questionnaire online. Before approaching with a questionnaire, the respondents were cordially requested to participate in the research and introduced with the aims of the study with the promise that they will be informed and updated with the obtained findings from the study. The respondents answered to the questions as it applies to their

perception, attitudes and experience on demographic data considering age, gender, level of education, employment-status, the respondents' migration experience and behavior on "migration biography", "origin context", "receiving context" and "ethnic context". It took them 25 minutes to 30 to fill in the survey.

The study was conducted during 2019 - 2020 among immigrants starting from the period of early migrations from Bosnia and Herzegovina in the 1970s and until today, and refugees who immigrated to St. Louis during the war period between 1992-1995.

3.11. Data Analysis Procedure

In order to test and verify, confirm or refute the formed hypotheses, we created an instrument, a questionnaire comprising of 30 question items with a 5-point assessment scale based on the theoretical framework designed by Esser (2006). The responses were collected, encoded and entered into a statistical-analytical program, software for statistical analysis of results. SPSS 24 provides analysis with a basis for data collection, data access, data management, data analysis and reporting. "SPSS provides descriptive and inferential statistics and graphical presentations of data as well as more sophisticated statistical procedures" (Ary, Jacobs & Sorenson, 2010) for data analysis.

Since the fundamental step for applying quantitative research is measurement, in order to reach, organize, summarize, and describe data we use a method called descriptive statistics. Descriptive method - serve to present and summarize observations and processed data. In order to conduct a quantitative study, the process that translates observations into numbers needs to be obtained (Ary, Jacobs, Sorensen & Walker, 2014). "Descriptive statistics try to describe the relationship between variables in a sample or population. Descriptive statistics provide a summary of data in the form of mean, median and mode" (Ali & Bhaskar, 2016, p. 663). In other words, it describes the phenomena.

The One-sample test, T-test was applied to make the comparison between an expected value and arithmetic mean (M) derived from the value of one variable. It is the procedure of examining whether the arithmetic mean (M) of a variable differs from a particular constant. The test results provided data on the most dominant and significant independent variable among "migration and migration biography", "origin context", "receiving context" and the "ethnic context" regarding SLA and social integration.

Independent - Samples, T-test is applied for observation the comparison among the arithmetic mean (M) belonging two sets of data samples, two sets of values of one variable. Namely, the arithmetic mean (M) was compared between two groups different from each other. The t - a test used independent samples in order to observe the variables' M in the form of 2 different groups of subjects, in the case of this study, it considered gender variables: male and female.

One-way analysis of variance, (ANOVA) is measured through the "SPSS24" system as well. It stands for a statistical approach utilized to explore the data from research with three and more groups: education level, age/age of migration, employment status.

CHAPTER 4

4. DATA PRESENTATION AND DISCUSSION

The chapter presents the findings examined by SPSS. The first part includes the demographic data regarding the respondents. Then, the study presents the findings that have been reached in order to confirm or reject the hypotheses that the study tends to test. Simultaneously, it explores the significance of "the role of a second language in the process of social integration among refugees and immigrants who settled in St. Louis", whereas the rest of the questions focuses on the SLA construct and conditions regarding gender, age, and the level of education.

4.1. Data presentation

4.1.1. Demographic data

Using the descriptive statistics, the study reached the results regarding the respondents' demographic information including gender, age, age at migration, period of migration, L2 proficiency, education level and employment status.

They investigated the 358 (N=358) participants asking them to respond to the 31-item based on their perception and behaviors.

Gender

In the study, there were 165 (N=165) male participants and 193 (N=193) female participants, or 46,1% of respondents were male and 53,9% were female.

Table 8. Classification - the respondents according to gender

Gender	Frequencies	Percentages
Male	165	46,1 %
Female	193	53,9 %
Total	358	100,0

Age

According to the table, the majority of participants are at the age between 20-39 (N=165), then 40-59 years old (N=111), 60 and older, (N=54), and 28 participants (N=28) at the age between 1-19.

Table 9. Classification of the respondents according to age

	Frequency	Percent
1 - 19 years old	28	7,8 %
20 - 39 years old	165	46,1 %
40 - 59 years old	111	31,0 %
60 and older	54	15,1 %
Total	358	100,0 %

Age at migration

The assigned values for the age at migration were: 1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61 and older. The total number of respondents was 333 (N=333), with 25 (N=25) missing in the system.

Table 10. Classification of the respondents according to the age at migration

	Frequency	Percent
1-10	28	7,8 %
11-20	70	19,6 %
21-30	181	50,6 %
31-40	54	15,1 %
Total	333	93,0 %
Missing System	25	7,0 %
Total	358	100,0

Migration period

The migration period variable shows the period the respondents immigrated to the USA; it was mainly after the war (N=199). The results indicated that 131 (N=131) respondents were refugees who immigrated to the USA during the war 1992-1995, whereas 28 of them (N=28),

Table 11. Classification of the respondents according to the migration period

	Frequency	Percent
Before the war: 1992-1995	28	7,8 %
During the war: 1992-1995	131	36,6 %
After the war: 1992-1995	199	55,6 %
Total	358	100,0 %

Level of education

The majority of the participants graduated from secondary school (N=220), whereas 110 (N=110) are university graduates. There are 28 (N=28) respondents who graduated from postgraduate studies.

Table 12. Classification of the respondents according to the educational level

	Frequency	Percent
Secondary school	220	61,5 %
University graduate	110	30,7 %
MA/PhD graduate	28	7,8 %
Total	358	100,0

L2 proficiency

Table 13. indicates the L2 proficiency level of the respondents. The majority of the respondents are good at English (N=176) which is the 2nd assigned value. 45 of them are excellent at English (N=45). English level of 100 participants N = (100) is average, whereas 37 (N=37) participants stated that they are rather poor at English.

Table 13. Classification of the respondents according to the L2 proficiency level

	Frequency	Percent
Excellent	45	12,6 %
Good	176	49,2 %
Average	100	27,9 %
Rather poor	37	10,3 %
Total	358	100,0

Employment status

The 255 (N=255) participants stated that they are employed, 56 (N=56) of them are students. There are 27 (N=27) respondents who are unemployed and 20 (N=20) who retired.

Table 14. Classification of the respondents according to the employment status

	Frequency	Percent
Employed	255	71,2 %
Student	56	15,6 %
Unemployed	27	7,5 %
Retired	20	5,6 %
Total	358	100,0

4.1.2. Research Findings

This research tends to explore four research questions, reach the findings and suggest recommendations for the current case. The respondents 358 (N=358) were willing to contribute to the investigation. Data was gathered by survey method, the questionnaire delivering and collected in the online survey form, concurrently, some participants asked for the hard copy and the possible interpretation of the questionnaire in Bosnia. Collected data were processed in the SPSS, version 23.0.

Research question 1:

«Does a second language have a significant role in the process of social integration of refugees and immigrants from Bosnia and Herzegovina who settled in St. Louis?»

To reach the response for the first research question, correlation statistics – Pearson Correlation was employed. The study reached the significant correlation Sig. = ,238**. "The correlation is significant at the 0.01 level (2-tailed)".

Table 15. "Pearson Correlation statistic" – Correlation between the L2 - Social integration

		L2 proficiency	Employment / Education
L2 proficiency	Pearson Correlation	1	,238**
	Sig. (2-tailed)		<,001
	N	358	358
Employment / Education	Pearson Correlation	,238**	1
	Sig. (2-tailed)	<,001	
	N	358	358

** . Correlation is significant at the 0.01 level (2-tailed).

Research question 2:

«Is there any significant correlation between the L2 constructs and L2 proficiency based on the perception and behavior of the respondents, refugees and immigrants from Bosnia and Herzegovina who settled in St. Louis?»

The correlation statistics – Pearson Correlation was employed to reach answers for the 2nd research question. The research observed a significant correlation Sig. (2-tailed) = ,525**.

Table 16. "Pearson Correlation statistic" – the Correlation between the L2 constructs and L2 proficiency

		L2 constructs	L2 proficiency
L2 constructs	Pearson Correlation	1	,525**
	Sig. (2-tailed)		<,001
	N	358	358
L2 proficiency	Pearson Correlation	,525**	1
	Sig. (2-tailed)	<,001	
	N	358	358

** . Correlation is significant at the 0.01 level (2-tailed).

In addition, a correlation was found for each L2 construct. The ethnic context reached the most significant correlation with L2 proficiency Sig. (2-tailed) = ,540**. The origin context showed a correlation with the Sig. (2-tailed) = -,533**, the Sig. (2-tailed) = ,402** was found for the Migration biography context, whereas receiving context indicated the correlation of Sig. (2-tailed) = -,300** .

Table 17. The "Pearson Correlation statistic" – the Correlation between their L2 construct and L2 proficiency

		L2 proficiency	Migration biography context	Origin context	Receiving context	Ethnic context
L2 proficiency	Pearson Correlation	1	,402**	-,533**	-,300**	,540**
	Sig. (2-tailed)		<,001	<,001	<,001	<,001
	N	358	358	358	358	358
Migration biography context	Pearson Correlation	,402**	1	,160**	-,023	,164**
	Sig. (2-tailed)	<,001		,002	,668	,002
	N	358	358	358	358	358
Origin context	Pearson Correlation	-,533**	,160**	1	,503**	-,658**
	Sig. (2-tailed)	<,001	,002		<,001	<,001
	N	358	358	358	358	358
Receiving context	Pearson Correlation	-,300**	-,023	,503**	1	-,776**
	Sig. (2-tailed)	<,001	,668	<,001		<,001
	N	358	358	358	358	358
Ethnic context	Pearson Correlation	,540**	,164**	-,658**	-,776**	1
	Sig. (2-tailed)	<,001	,002	<,001	<,001	
	N	358	358	358	358	358

** . Correlation is significant at the 0.01 level (2-tailed).

Research question 3:

«Is there any statistically significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding gender?»

The "Levene's Test for Equality of Variances" or "t-test for Equality of Means" indicated the differences in respondents' perceptions and behaviors in regards to gender for the migration and biography (Sig. = ,004) and ethnic context (Sig. = ,024). The male respondents expressed a stronger opinion for the aforementioned contexts.

Table 18. Independent Samples Test – Differences in the respondents’ perceptions and behaviors regarding L2 constructs and social conditions regarding gender

Levene's Test for Equality of Variances / t-test for Equality of Means

		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Migration biography context	Equal variances assumed	30,449	<,001	3,094	24	,002	,005	2,595	,839	,864	4,326
	Equal variances not assumed			3,297	16,371	,002	,004	2,595	,787	,930	4,261
Origin context	Equal variances assumed	,599	,447	,477	24	,319	,638	,548	1,148	-1,823	2,918
	Equal variances not assumed			,472	22,303	,321	,641	,548	1,159	-1,854	2,950
Receiving context	Equal variances assumed	1,427	,244	-1,549	24	,067	,134	-1,286	,830	-2,999	,428
	Equal variances not assumed			-1,570	23,996	,065	,129	-1,286	,819	-2,976	,404
Ethnic context	Equal variances assumed	23,811	<,001	2,350	24	,014	,027	8,262	3,516	1,005	15,519
	Equal variances not assumed			2,520	14,980	,012	,024	8,262	3,278	1,274	15,250

Table 19. Report on L2 constructs and social conditions regarding gender

Gender		Migration biography context	Origin context	Receiving context	Ethnic context
Male	Mean	34,50	9,85	29,00	36,82
	N	165	165	165	165
	Std. Deviation	,502	2,977	,584	2,910
Female	Mean	33,70	9,29	30,55	28,13
	N	193	193	193	193
	Std. Deviation	1,031	2,661	1,909	11,156
Total	Mean	34,07	9,55	29,84	32,13
	N	358	358	358	358
	Std. Deviation	,920	2,821	1,649	9,468

The ethnic context (M=36,82) mostly affects males' L2 learning. The second context is migration and biography (M=34,50), whereas the receiving context (M=29,00) was the third effective context for males while learning L2. The least effective context was the origin context (M=9,85). However, the migration and biography context (M=33,70) was the most effective for the female participants' L2 learning. The second effective context was the receiving context (M=30,55), whereas the ethnic context (M=28,13) was the third relevant context for L2 acquisition. Both the origin context was the least relevant context according to the participants' perception and behaviors. The average mean of the female response was 9,29 (M=9,29).

The same table indicates that the migration and biography context was more effective for the male respondents' L2 learning (M=36,82). The origin context (M=9,85) and ethnic context (M=36,82) were more relevant for male than for female respondents, the origin context (M=9,29) and the ethnic context (M=28,13). The receiving context was more effective for the SLA of the female respondents (M=30,55) than for the male (M=29,00).

Research question 4:

«Is there any statistically significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding age?»

The one-way ANOVA test provided results for the differences among groups with three and more values. The one-way ANOVA showed the differences in respondents' perception and behavior regarding age Sig.= (.040). The significant variable was the ethnic context.

Table 20. One-way ANOVA test for differences in the respondents' perceptions and behaviors regarding the age variable

		Sum of Squares	df	Mean Square	F	Sig.
Migration context	Between Groups	20,224	3	6,741	1,082	,405
	Within Groups	56,083	9	6,231		
	Total	76,308	12			
Origin context	Between Groups	41,231	3	13,744	1,995	,185
	Within Groups	62,000	9	6,889		
	Total	103,231	12			
Receiving context	Between Groups	5,609	3	1,870	,559	,655
	Within Groups	30,083	9	3,343		
	Total	35,692	12			
Ethnic context	Between Groups	690,994	3	230,331	4,247	,040
	Within Groups	488,083	9	54,231		
	Total	1179,077	12			

Scheffe Multiple Comparison test below shows which group means are different. It pointed out that the difference was significant for the value of those respondents who are at the age between 1-19, which indicates that the youngest respondents' perceptions and behaviors were different from the older respondents.

Table 21. Scheffe Multiple Comparison test for the age variable

Dependent Variable	(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Ethnic context	1-19	20-39	-17,667*	5,088	,020	-33,05	-2,28
		39-59	-25,750*	5,266	<,001	-41,68	-9,82
		60 and older	-28,000*	5,769	<,001	-45,45	-10,55
	20-39	1-19	17,667*	5,088	,020	2,28	33,05
		39-59	-8,083	3,040	,099	-17,28	1,11
		60 and older	-10,333	3,846	,095	-21,96	1,30
	40-59	1-19	25,750*	5,266	<,001	9,82	41,68
		20-39	8,083	3,040	,099	-1,11	17,28
		60 and older	-2,250	4,079	,958	-14,59	10,09
	60 and older	1-19	28,000*	5,769	<,001	10,55	45,45
		20-39	10,333	3,846	,095	-1,30	21,96
		39-59	2,250	4,079	,958	-10,09	14,59

*. The mean difference is significant at the 0.05 level.

Table 22. Report on respondents' effective construct and social conditions for L2 learning according to age

Age		Migration biography context	Origin context	Receiving context	Ethnic context
1-19	Mean	28.00	8.03	31.00	12.00
	N	28	28	28	28
	Std. Deviation	,000	1,781	,000	,000
20-39	Mean	31.80	12.04	29.82	29.71
	N	165	165	165	165
	Std. Deviation	2,425	,189	1,945	8,977
40-59	Mean	31.74	11.05	28.74	37.75
	N	111	111	111	111
	Std. Deviation	2,295	2,868	1,305	,436
60 and older	Mean	33.50	7.06	28.00	40.00
	N	54	54	54	54
	Std. Deviation	,505	,231	1,009	,000
Total	Mean	31.74	9.59	29.30	32.37
	N	358	358	358	358
	Std. Deviation	2,435	2,821	1,766	9,523

The report analysis showed the average means of participants' responses on the most effective construct and conditions for their second language learning regarding the age variable.

For the respondents at the age between 11-20, the most effective construct and condition for L2 learning was the receiving context (M=31,00). The second relevant context was the migration biography context (M=28,00). The third relevant construct for their SLA was the ethnic context (M=12,00), whereas the least relevant was the origin context (M=8,03).

For the respondents between the age of 20-40, the most effective construct and condition for L2 learning was the migration biography context (M=31,80). The second relevant context was the receiving context (M=29,82). The third relevant construct for their SLA was the ethnic context (M=29,71), whereas the least relevant was the origin context (M=12,04).

For the respondents between the age of 40-59, the most effective construct and condition for L2 learning was the ethnic context (M=37,75). The second relevant context was the migration biography context (M=31,74). The third relevant construct for their SLA was the receiving context (M=28,74), whereas the least relevant was the origin context (M=11,05).

For the respondents between the age of 40-60, the most effective construct and condition for L2 learning was the ethnic context (M=40,00). The second relevant context was the migration biography context (M=33,50). The third relevant construct for their SLA was the receiving context (M=28,00), whereas the least relevant was the origin context (M=7,06).

The same table provides the data for the most effective L2 construct and condition regarding the age variable.

The migration and biography context was most effective for L2 learning for the respondents who were 61 and older, (M=35,00), then for the respondents at the age between 40-59 (M=31,74). The average mean from the respondents' statements who were between 20-39 was 31,74 (M=31,74). This construct was least favored for the youngest participants (M=28,00).

The origin context was most effective for L2 learning for the respondents who were the youngest, (M=8,03), then for the respondents at the age between 40-59 (M=11,05). The average mean from the respondents' statements who were between 20-39 was 8,03 (M=8,03). This construct was least favored for the oldest participants (M=7,06).

The receiving context was most effective for L2 learning for the respondents who were the youngest, (M=31,00), then for the respondents at the age between 20-39 (M=29,82). The

average mean from the respondents' statements who were between 40-59 was 28,74 (M=28,74). This construct was least favored for the oldest participants (M=28,00).

The ethnic context was most effective for L2 learning for the respondents who were 61 and older, (M=40,00), then for the respondents at the age between 40-59 (M=37,75). The average mean from the respondents' statements who were between 20-39 was 29,71 (M=29,71). This construct was least favored for the youngest participants (M=12,00).

Research question 5:

«Is there any statistically significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding the level of education?»

The one-way ANOVA test provided results for the differences among groups with three and more values. The one-way ANOVA test did not show any significant differences in respondents' perception and behaviors regarding the level of education.

Table 23. One-way ANOVA test for differences in the respondents; perceptions and behaviors regarding the level of education variable

Level of Education	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	412,904	2	206,452	3,313	,054
Within Groups	1433,250	23	62,315		
Total	1846,154	25			

Table 24. Report on respondents' effective construct and social conditions for L2 learning according to the educational level

Level of education		Migration Biography context	Origin context	Receiving context	Ethnic context
Secondary school	Mean	31,59	9,80	29,24	29,60
	N	220	220	220	220
	Std. Deviation	2,608	2,760	2,160	11,202
University	Mean	31,47	8,80	29,75	36,73
	N	110	110	110	110
	Std. Deviation	2,080	3,076	,432	2,188
MA/PhD	Mean	34,00	11,07	28,00	37,00
	N	28	28	28	28
	Std. Deviation	,000	,262	,000	,000
Total	Mean	31,74	9,59	29,30	32,37
	N	358	358	358	358
	Std. Deviation	2,435	2,821	1,766	9,523

The report analysis showed the average means of participants' responses on the most effective construct and social conditions for their second language learning regarding the level of education variable.

For the respondents who were the secondary school graduates, the most effective construct and social condition for L2 learning was the migration biography context (M=31,59). The second relevant context was the ethnic context (M=29,60). The third relevant context for their SLA was the ethnic context (M=29,60), whereas the least relevant was the origin context (M=9,80).

For the university graduate respondents, the most effective construct and social condition for L2 learning was the ethnic context (M=36,73). The second relevant context was the migration biography context (M=31,47). The third relevant construct for their SLA was the receiving context (M=29,75), whereas the least relevant was the origin context (M=8,80).

For the respondents who were the MA/PhD graduates, the most effective construct and social condition for L2 learning was the ethnic context (M=37,00). The second relevant context was the migration biography context (M=34,00). The third relevant construct for their SLA was the receiving context (M=28,00), whereas the least relevant was the origin context (M=11,07).

The same table provides the data for the most effective L2 construct and social condition regarding the level of education variable.

The migration and biography context was most effective for the respondents who were the MA/PhD graduates, (M=34,00), then for the secondary school graduates (M=31,59). This construct was least favored for the university graduates (M=31,47).

The origin context was most effective for L2 learning for the MA/PhD graduates, (M=11,07), then for the secondary school graduates (M=9,80). This context was least favored for the university graduate participants (M=8,80).

The receiving context was most effective for L2 learning for the university graduates, (M=29,75), then for the secondary school graduates (M=29,24). This construct was least favored for the MA/PhD graduate participants (M=28,00).

The ethnic context was most effective for L2 learning for the MA/PhD graduates, (M=37,00), then for the university graduates (M=36,73). This construct was least favored for the secondary school graduate participants (M=29,60).

4.2. Discussion

4.2.1. Demographic data

The study investigated 358 (N=358) respondents, 46,1% male and 53,9% female respondents, refugees and immigrants from B&H who settled in St. Louis before the war 1992-1995 (7,8%), during the war (36,6%), and after the war (55,6%) due to several waves of migration throughout the history. Particularly, the study included 36 % refugees and 63,4% immigrants. During migration they were mainly young, at the age between 1-20 (27,4%), and between 21-40 (65,6%). This indicates that very older Bosnian citizens did not relocate to St. Louis. 25 respondents, (7,0%) preferred not to respond to this question, thus it is assumed that those respondents are the 3rd generation of immigrants, "native Americans".

During the 1990s, many Bosnian refugees were imposed to flee from their homelands and seek protection in another location due to the war in Bosnia and Herzegovina that lasted from 1992-1995. Thousands of people immigrated to Western Europe and the USA. U.S. Department provided settlement to newcomers from Bosnia and settle them within the area of St. Louis, Missouri. The State's tendency was to initiate the revival of south St. Louis. It became a host community for many refugees. It is celebrated for being a "city of refugees and immigrants". The city is famous for secondary migrations. The refugees were initially resettled in Germany, and later they relocated to other countries. After arriving at any US state, immigrants and refugees relocate and resettle in St. Louis based on family reunification programs. It has been a home for almost 70,000 Bosnians in accordance with the U.S. Census. Bosnian population is settled in the area of Bevo Mill, south of St. Louis and the surrounding suburbs. The data on immigrants and refugee records are found in the International Institute that stores record on successful integrations of newcomers into the local society. Anna Crosslin, the director of the institute, stated: "St. Louis has been historically very open and welcoming to refugees. One of the most notable instances of that is back in the 1990s when Bosnian refugees were resettled here" (as cited in Karins, 2018). Nowadays, for the Institute the focus groups are the refugees from Syria, immigrants from Afghanistan, Iraq and Somalia (Zurcher, 2016).

"Most Bosnians came to the U.S. with little to no English knowledge, no money, and belongings. In St. Louis, most found early work and housing through the International Institute, Catholic Charities, or family or friends that were already living and working in the St. Louis area" (Nathanson 2013, p. 4). According to Somach (1995), the major obstacles were regarding employment, English, cultural shock, happenings in Bosnia nowadays, a life that was starting

over. Thus, wartime experiences, anxiety, cultural shock, lack of belongings, "neither here, nor there" feelings, language barriers, post-traumatic stress disorder PTSD were hampering the process of migration. Many studies on mental and physical health confirmed it (Sichling & Karamehic-Muratovic, 2018, para. 1). Many refugees attended various projects upon arrival, for instance, War Trauma Recovery Project. It was a service provided to all suffering from war traumas. Matsuo (2003) expressed that refugees and immigrants who made "peace with their life", recovered from severe traumas were able to move on and adapt in St. Louis. In addition, they started living "a normal life" what was once unthinkable 20 years ago (Sanchez, 2013). Hume (2014) also stated that the local community started to accept immigrants and refugees from Bosnia as a part of American society.

English proficiency level

Social integration, which is reflected through education and employment (Zorlu & Hartog, 2018; Esser, 2006), strongly depends on the immigrants and refugees' English proficiency that secures the easier integration and assimilation (Adsera & Pytlikova, 2016; Alba & Nee, 2003; Tubergen, 2010; Bleakley & Chin 2001, 2004; Bean & Stevens, 2003; Masri & Abu-Ayyash (2020). It is L2 competency that determines the timing of newcomers' integration into the labor market. When it comes to the respondents' English proficiency level which is measured on a 5-point scale, the participants expressed whether their English proficiency was excellent (12,6%), good (49,2%), average (27,9%), poor (10,3%), and rather poor (0%). Analyzed data provided the results for the L2 proficiency regarding the age variable as well. The results showed that the youngest population was excellent in English, native and native-like L2 proficiency, those who were between 20-59 years old. The oldest population was the least proficient stating they were rather poor.

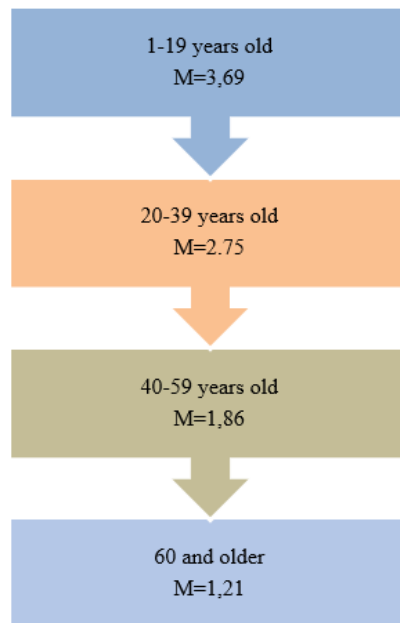


Figure 10. The data on respondents' L2 proficiency level by the age variable

Upon arrival to St. Louis, many newcomers benefited from the integrative and L2 courses provided free of charge by several institutions. The International Institute of St. Louis had the most significant role in newcomers' life. It was "a home away from home, where (immigrants)...received flu shots, English lessons, and job opportunities" (Hadzialic in Immigrants stories). Cikota also attended the integrative course "English language learners' program" at Bernard Elementary. She remembers "At first, it was a difficult adjustment. First grade was a little rough because of not being able to speak any English...The other kids noticed that" (Krone, 2020). It took her a year to acquire English and establish friendships with American kids from school.

Although being provided with free-of-charge English courses, adult immigrants who are in their 40s and more struggle the most. Data present that the age factor is significant in L2 learning. The literature review highlights the age variable as significant for SLA (Cook, 1992; Burling, 1981; Bleakley & Chin, 2004; Ellis, 1999). This study proved the same. The second generation is assumed to be bilingual since their English is average. They are proficient both in Bosnian and English, this is assumed to be the reason for being less L2 proficient in comparison to younger respondents. The obtained data proves the assumption that the 3rd generation is linguistically assimilated, whereas the 1st generation is still struggling with the L2 command.

The previous studies showed that elder immigrants achieved L2 proficiency in order to hold jobs in factories where they worked, or they maintained to work in a workplace where Bosnian was dominant (Karamehic-Muratovic, 2018, p.192) or even entered workplaces that offer low-wage jobs that do not require English proficiency. The older immigrants and refugees attained a homelike atmosphere in St. Louis and felt no need for learning English (Karamehic-Muratovic, 2013). In addition, 1st generation immigrants reported life dissatisfaction with their due to the poor English which prevented them from job opportunities outside enclaves (Cheah and et al., 2011). In the business areas with Bosnian owners, English is the second spoken language. For this reason, the U.S. and Southern Commercial bank hired bank employees in branches in St. Lois who were proficient in Bosnian in order to provide assistance and services in Bosnian to customers with low English command (Hume, 2014).

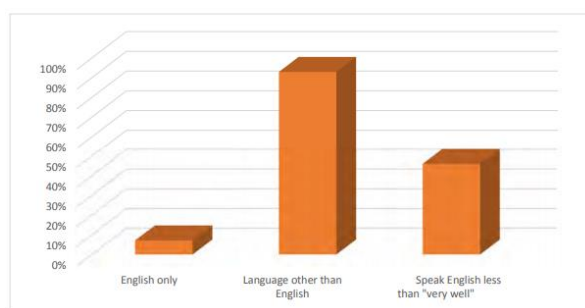


Figure 11. The 2016 American Community Survey regarding English proficiency of the 1st generation immigrants in the USA

It was presented by the 2016 American Community Survey that 50 % of the 1st generation immigrants in the USA "speak English less than very well", thus it makes remarks that Bosnian elders in the entire USA still cope with language barriers (U.S. Census Bureau 2016). Karamehic-Muratovic, (2018) presenting the same data labeling its reason as a language spoken at home.

Employment status

In the study, there were participants between the age of 20-39 (46,1%), then 40-59 years old (31,0%), 60 and older (15,1%), and at the age of 1-19 (7.8%). Among the participants, 71,2% of respondents were employed and 15,6% were students, 5,6% of the respondents

reported they were retired and 7,5% were unemployed. The unemployment rate among respondents was low.

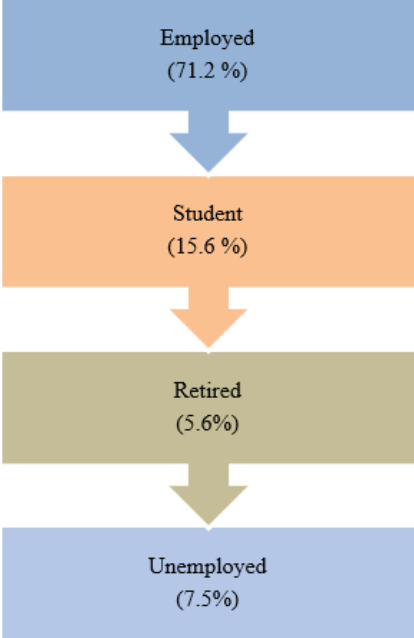


Figure 12. The data on respondents' responses by the employment status variable



Figure 13. The employment status of the Bosnian refugees and Immigrants in the USA in accordance with US Census Bureau 2016

The data confirm the high employment rate of Bosnian Immigrants and refugees in the USA in accordance with the US Census Bureau 2016.

Social integration is reflected and observed through the employment and education ratio of refugees and immigrants. Employment and education are confirmed to be "indicators" of successful social integration by many scholars (Zorlu & Hartog, 2018; Esser, 2006). This implies that among 358 (N=359), 311 (N=311) are employed and students, in other words, 86,8% of the participants are socially integrated individuals. The percent of 5.6% retired participants, should not be undermined as well. The same was confirmed by many other researchers: The community is recognized as "a great success story of immigrant incorporation" (Sichling & Karamehic-Muratovic, 2018, para. 1) and successful integration of Bosnian immigrants and refugees (Hamilton in Zurcher, 2016). Bosnian reached a "slow but steady" integration process. It might serve as an example of a successful pattern of integration for upcoming refugees and immigrants (Hamilton, 2018; Karamehic-Muratovic, 2018). Many immigrants and refugees entered the labor market very quickly, their children enrolled in schools and became self-sufficient in a short time (Karamehic-Muratovic, 2018, p.192) and independent from public service in a very short period.

The observations and some studies indicate that Bosnian refugees and immigrants in St. Louis are hard-working and dedicated individuals. They worked at two or more casual jobs as newcomers and performed excellent work ethics (Matsuo, 2005). Since their qualifications from their homeland were not verified and recognized, immigrants and refugees from Bosnian, according to Nathanson (2013), benefitted from their "strong values in education and transferable skills" (p.38), they were simply multi-tasked. Both women and men started to work upon arrival. Women would work in two shifts and grandparents would look after their children. It was the 1st generation who carried the toughest burden of the integration. They adopted to the market labor fast and secured employment for their children (Matsuo, 2005). Additionally, they are homeownership oriented and in a short period became property owners. In comparison to the locals, they managed to save money and purchase houses. Their work ethics, dedication and intention to become property owners in St. Louis made a great public image for the community and St. Louisans.

Bosnian immigrants in St. Louis were mainly low-skilled but succeed in establishing a small business in the Bevo area. Businesses help them in integrating into society. Local people visit Bosnian mechanics and garages, eat at Bosnian restaurants and shop at the Balkan markets.

St. Louis became home to Bosnian refugees and immigrants. The reason for choosing it as an appropriate settlement were the following:

- job availability,
- welcoming community,
- new business at the labor market,
- bearing bureaucracy,
- family reunification,
- the Bosnian community network,
- inexpensive housing and low rent,
- the intention by the authorities to develop Couth City blocks,
- accepting resettlement of Muslims,
- not a migration diverse settlement,
- the geographical center of the USA (Matsuo, 2005; Hume, 2014).

Features that shield Bosnian immigrants and refugees from discrimination:

- white-skinned,
- European ethnicity,
- being a secular Muslim,
- dress in Western clothes with not traditional symbols, and
- strong work-ethics.

All the aforementioned above made easier the process of social integration for Bosnian immigrants and refugees who settled in St. Louis.

For the education variable, data implied that among the 358 (N=358) participants, most of the participants graduated from secondary school (61,5%), whereas 30,7% of the respondents are university graduates. Some respondents graduated from postgraduate studies as well (7,8%). Many of the participants are secondary school graduates. The obtained results for the purpose of this dissertation are supported by the data collected during the 2000 US Census which confirmed that citizens with Bosnian ethnic background are more educated in comparison to other groups of immigrants. Matsuo (2005) stated that Bosnian even learn English faster in comparison to other groups.

Table 25. The level of education among the Bosnian immigrants according to the US Census Bureau 2016.

EDUCATIONAL ATTAINMENT	
Population 25 years and over	91,260
Less than high school diploma	14.6%
High school graduate (includes equivalency)	35.9%
Some college or associate's degree	25.2%
Bachelor's degree	17.4%
Graduate or professional degree	6.9%

Nathanson (2013) who investigated the refuge and immigrants in St. Louis found that Bosnians are very likely to encourage their children to continue education, schooling and enrollment at universities. They are extremely aware of the benefits that education brings. In St. Louis some Bosnian immigrants are highly educated, they possess managerial positions, they are successful lawyers, medical workers, engineers, police officers, tech specialists, university professors and lecturers, bankers, and businessmen. Shortly, they started working in the offices. As Matsuo and her research colleagues (2013) mentioned, the state provided scholarships for those who expressed enthusiasm for education. Some of them are even officially honored for their contributions, such as Emir Hadzic who is an officer in the St. Louis County Police Department.

Based on the unofficial records while collecting data, Bosnian immigrants and refugees expressed they do not tend to return to their homes, they are certain about their permanent settlement in St. Louis, Bosnia, "That's where their heart belongs...they want to go back, but they know they can't. The Bosnia they want to return to is the one (that existed) before the war" (Matsuo, 2003 in Bosnian Refugees Adapt to St. Louis).

4.2.2. Research findings

Research question 1:

To test the 1st hypothesis, the study formulated the first research question: «Does a second language have a significant role in the process of social integration of refugees and immigrants from Bosnia and Herzegovina who settled in St. Louis?» The variables English proficiency level was observed as an L2, whereas the variables of employment status, particularly the values 'employed' and 'student' were observed as positive social integration of

respondents. The obtained results showed that "a second language has a significant role in the process of social integration of refugees and immigrants from Bosnia and Herzegovina who settled in St. Louis".

Thus, we conclude that the general hypothesis: «A second language is significant for the social integration of refugees and immigrants from Bosnia and Herzegovina who settled in St. Louis.» was confirmed.

Upon arrival to the USA, the refugees and immigrants from Bosnia encounter many challenges such as language barriers (Basic, 2019; Matsuo, 2005; Colic-Peisker, 2006; Matsuo & et al. 2014), different education and health system (Matsuo, 2005), unemployment, lack of money and belongings (Nathanson, 2013), discrimination at the labor market due to L2deficit, war-related trauma (Miller et al., 2002), re-certification and qualification recognition issues of highly educated (Matsuo, 2005; Basic, 2019), cultural shock, using public transport, insufficient short-lived public service (Somach, 1995), relocation and acculturation stress (Common-space, 2001). The language barriers were observed as the biggest challenges. "While most of the Bosnian population in the city is literate in their own language, many Bosnians have had difficulties learning and speaking the English language" (Common space, 2001 in Cheah and et al., 2011). Living in a high-concentrated ethnic community "many Bosnians did not need to learn the English language; they watch and listen to Bosnian media available to them at all times, socialize with their own community, and tend to be overwhelmingly employed in businesses with other Bosnians" (M. Hasic, unofficial chat, 2011 in Cheah and et al., 2011). Lack of English proficiency prevented education and employment which are the most relevant factors for successful socio-cultural and socio-economic integration. Bosnian is widely used by immigrants and refugees; it is the second L2 spoken in St. Louis after Spanish. This situation has not changed until today, the 1st generation is not interested in learning English, they still benefit from translations and interpretations of the younger members of the community. To illustrate, Bosnian immigrants and refugees benefit from translation in the Bosnian of the State driving test. The Same condition has been constantly criticized in the Bosnian language by the Town-talk and South Side Journal newspapers. The language barriers prevented Bosnian refugees and immigrants from:

- Employment,
- Inappropriate professions,
- Inability to pursue own career.

Cheah and et al. (2013) made an inquiry regarding the effective variables during the process of resettlement among Bosnian refugees. The most relevant variable was English language competence. Social integration is reached through connection with the local population, the member of a target community. The findings presented a significant relationship between English competence and interpersonal ties with the locals from the mainstream society. The study highlighted that English proficiency, as well as fluency, are significant for maintaining interaction with Americans. It enables newcomers to consume local media for learning about the cultural and social values of a target society. The data also showed that higher English competence does not have to imply a lower level of ethnic identity. Lee and Chen (2000) explained it saying that socio-cultural integration of refugees and immigrants is attained by interaction, occurs in and through interaction. "Many strangers initially lack host communication competence and do not have access to the resources they need to be self-reliant, they tend to seek out and rely heavily on ethnic community assistance" (Kim, 2001, p. 77).

Finding themselves all of the sudden in Bosnian neighborhoods appears satisfying for many newcomers for the reason they are provided with basic needs, networks for employment within the enclave and low-skilled and low-paid jobs. All these conditions in ethnic enclaves do not require English competence, which later on prevents them from moving out of the ethnic neighborhood and employment outside the community. The significance of the ethnic enclaves should not be neglected in the process of SLA and the adjustment for newcomers (Breton, 1964).

To conclude, according to Esser (2006), "language has a particularly significant role to play in the process of individual and societal integration. It constitutes both the medium of everyday communication and a resource, in particular in the context of education and the labor market" (p. I). Plenty of studies reached the same findings which confirmed that L2 proficiency secures the easier integration and assimilation (Adsera & Pytlikova, 2016; Alba & Nee, 2003; Tubergen, 2010; Bleakley & Chin 2001, 2004; Bean & Stevens, 2003; Masri & Abu-Ayyash (2020), in other words, it is a "gateway to a target community" (Chiswick & Miller, 1995), it shapes the transition (Adsera & Pytlikova, 2016) and facilitates the socio-cultural life.

Research question 2:

Owing to test the 2nd hypothesis, this study formulated the second research question: «Is there any significant correlation between the L2 constructs and L2 proficiency based on the perception and behavior of the respondents, refugees and immigrants from Bosnia and Herzegovina who settled in St. Louis?». The obtained results showed a significant correlation Sig. (2-tailed) = (.525**) between the L2 constructs and L2 proficiency during the process of social integration of refugees and immigrants from B&H who settled in St. Louis.

Thus, we conclude that the second hypothesis: It was assumed that «There is no any significant correlation between the L2 learning constructs and L2 proficiency based on the perception and behavior of the respondents, refugees and immigrants from Bosnia and Herzegovina who settled in St. Louis» was rejected.

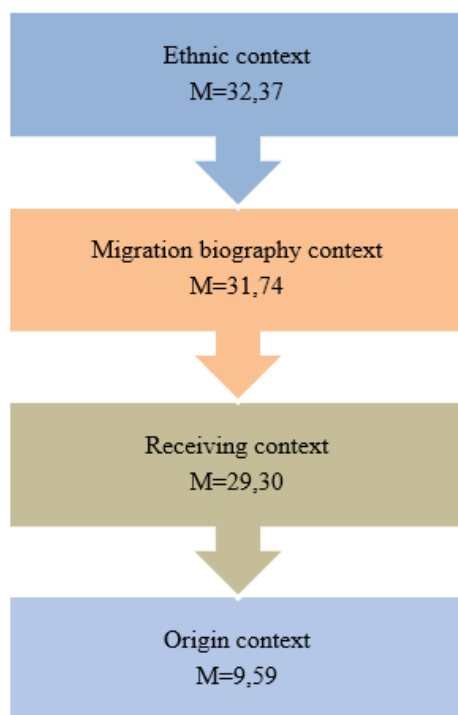


Figure 14. The data on respondents' perception and behavior regarding L2 constructs and social conditions

The ethnic context was the most effective construct and social condition for L2 learning among Bosnian refugees and immigrants in St. Louis, the second effective construct was the migration biography context. Simultaneously, the third effective context was observed as the

receiving context. The least relevant context based on the perception and behavior of the respondents was the origin context.

Ethnic context:

The ethnic context was recognized as the most dominant construct and social condition for English learning among Bosnian refugees and immigrants in St. Louis. The concerned variables were the access to media in the native language, ethnic neighborhoods, family cohesion, language at home, and inter-ethnic marriages.

St. Louis is famous for being the largest Bosnian diaspora called Little Bosnia. People who immigrated to the USA mainly resettle in St. Louis. Bosnian refugees and immigrants started "building ethnic enclaves along Gravois Avenue" (Hume, 2014 as in Williams, 2014) and living in an "ethnic bubble" (Karamehic-Muratovic, 2013). It is a typical ethnic enclave with a high concentration of people from Bosnia with strong inter-ethnic networks. Karamehic-Muratovic (2018) confirms the same in accordance with her studies. Newcomers benefit from the ethnic enclaves due to the networks and general support upon arrival. Small ethnic businesses, markets, stores, restaurants, groceries were offered attractive job opportunities. Thus, living in an ethnic enclave enables job opportunities and labor market integration for low-skilled immigrants.

Bosnian immigrants and refugees succeed in conjuring a "sense of community from home" (Sanchez, 2012). The monument called St. Louis Sebilj Fountain which is a replica of the Sebilj originally placed in the Sarajevo downtown is also placed at the Gravois and Morgan Ford intersection. Thus, the destination is attractive to all Bosnians for being a Little Bosnia, a place where there are many Bosnian restaurants such Stari Grad, Lemmons by Grbic, J's Pitaria, Balkan Treat Box, Berix, Biser with Bosnian and the cuisine of Eastern Europe for moderator price; Europe and Balkan markets that sell many products of "kupu387" including salmon pate "pašteta", the sos "ajvar" and many others; cafes such Bollero, Vivid, Code, Grbic, Novella, Skala, Bel Ami and Palermo where Bosnian / Turkish coffee is served; Sana, Zlatno zito/Golden Grain bakery; Pehlan Halal meat butcher's and groceries. They keep stick to the culture and traditional customs they brought from Bosnia. The properties within Gravois where thriving businesses are run by Bosnians hold the logos that represent the colors of the Bosnian flag, the blue and yellow (Hume, 2014). They take shoes off when they enter the house and place them

on the front porch, close blinds, smoke meat, beef and lamb in the backyard, middle-aged women dye their hair with henna, Bosnian love endless walks on Bevo/Holly hills sidewalks /korzo/ etc. It was recorded that elderly local residents in the Bosnian neighborhoods would make complaints about the smoke and fast drive of Bosnian settlers, especially in the 14th Ward which is concentrated with immigrants from Bosnia (Bosnian Refugees Adapt to St. Louis).

In order to preserve the cultural values and retain the consumption of Bosnian, Bosnian immigrants and refugees are assertive regarding the media in Bosnian. Matsuo (2005) also reported that Bosnian immigrants prefer media in Bosnian rather than in English. Immigrants to a great extent rely on the news conveyed through Media conducted in Bosnian. There is a weekly forum in the South Side Journal newspapers, in St. Louis that publishes a page in Bosnian mainly for readers who deficit English called "St. Louis Novosti", as well as Bosnian radio talk shows such as Town talk. The news reports are on the happenings and events that occur both in Bosnia and St. Louis. The media is highly appreciated by refugees who were informed about the procedures about the public services, and job opportunities. They broadcast programs for approximately 10,000 constant audiences. The 1st and 2nd generations reported they enjoy listening to Bosnian music imagining themselves walking in the street of their homeland Bosnia.

In addition, Bosnians in St. Louis organize various activities within the community such as memory events, festivals such as Idol, Tamburica Festival, the annual Bosnian Festival, Festival of Nations. In addition, The Bosnia Memory Project at Fontbonne with its chair and the main organizer Ben Moore, a professor at Fontbonne University who dedicated his work life and research on war survivors, is trying to preserve the war caused memories of the genocide in Bosnia in the form of "oral history collections" of witnessing and experiences.

The St. Louis immigrant community is chiefly a Muslim community, concurrently, the Croat (Christian) and Serb (Orthodox) communities are present as well. The mixed-ethnic groups are also observed. There are three mosques, The Islamic center Nur in the suburb of Affto, the Holy Trinity Serbian Orthodox Church and the St. Joseph Croatian Catholic Church. The interaction between the religious institution is obtained. In addition, they work together on unique strategies to assist the members of their religious communities. The institutions arrange various educational and cultural occasions and events that bring different people together. In addition, the religious institutions tend to preserve religious, cultural and traditional values, they are the "bridge between culture and heritage" (Kundalic in Sanchez, 2012) in a way a mosque

established a pre-school, marriage consulting office, English courses and summer schools. Catholic church organizes similar activities through the Southside Bosnian Association that was established in 2000. The aforementioned institutions are appreciated for their cultural preservation and reaffirmation of cultural identity. These events and occasions proved to strengthen the ethnic identity among Bosnians even they are secular-religious practitioners. The identity of an ethnic group is strengthened by the status as well as power secured by the ethnic minority (Kim, 2001). Bosnian community earned prestige among local society, reached the successful status and highly supported newcomers' adjustment into society. This led to a strong collective ethnic identity.

Many studies highlighted the process of acculturation without paying attention to ethnic identity (Cheah and et al, 2013). Many host countries had the intention to shed refugees' identities. While investigating immigrants and refugees in Australia, Colic-Peisker and her colleague Walker (2003) highlighted "the loss of identity" issue among newcomers who involuntarily resettled to Australia, challenges in the process of acculturation and identity retainment, and adaption of a new identity.

Bosnian immigrants and refugees believe that the native language and cultural heritage can be preserved best at home, some of the interview participants reported and confirmed it for the study of Nathanson (2013). Thus, Bosnians prefer to speak their native language at home. It reflected English learning progress which was at a slow pace particularly among the elder population (Karamehic-Muratovic, 2018). It was observed that parents tend to talk to family members in Bosnian to preserve own ethnic identity (Muttarak, 2013). This is sometimes difficult to attain due to the parents' workload. They work in 2-3 shifts, more than 15 hours a day. Simultaneously, children are in schools and in recent times, it proved that the ethnic identity, cultural capital of homeland, and Bosnian language have vanished and do not stand for the 3rd generation. Still, the second generation self-identify as Bosnian-American, whereas the 1st generation is decisive to preserve the values they brought from their homeland Bosnia. They dream about returning home. During unofficial interaction, while collecting data for this study, 1st generation immigrants stated that they visit Bosnia once a year, which was not relevant for the 2nd and 3rd generation.

Corresponding to the intention to preserve cultural values and L1, another reason immigrants and refugees chose St. Louis for resettlement is family reunification. The reunification from the homeland was observed, as well as from the other places within the USA.

Matsuo (2005) referred to reunification as a "sense of coherence", a state when an immigrant becomes self-sustained and invites the relatives from other regions to reunite. Cikota, a refugee who immigrated to St. Louis mentioned: "We came to St. Louis because we already had some family members here...It was easier to find a place to get back on your feet" (Krone, 2020). It is the institutionalized community. The institutionalization of the ethnic group into the community might create only opportunities (Colic-Peisker, 2005). Young Bosnian-Americans highlight "recognizing the benefits" of organizing. If you have numbers, he says, you can have a political voice, and "if you have a voice, things can be better for you and can be better for everyone" (Sanchez, 2012). Some of the institutionalized unities include the Chamber of Commerce, the "Bosnian-Herzegovinian American Academy of Arts and Sciences" (BHAAAS), the Bosnian American Professional Association, Bosnian-Herzegovina Student Association at SLU, Insurance agency, Association of Srebrenica Survivors is even established.

On the contrary, Nathanson (2013) reported some cases where young immigrants left the ethnic enclaves for the sake of education. They became independent from their parents and ethnic community. They became an invisible individual in American society. The reports refer to the 2nd and 3rd generation of Bosnian immigrants.

The last employed variable was inter-marriage which stands for the first step into assimilation. This study shows that the perception and behaviors for this item are different among participants in regards to age according to the average mean. Younger respondents are open to inter-marry in comparison to older respondents, mainly the 3rd generation, thus this is a piece of evidence for their assimilation into the American society. However, no relevant study and investigation was conducted with this aim.

Migration and biography:

The migration and biography context was the second relevant construct and social conditions for learning English among refugees and immigrants from Bosnia in St. Louis. The context considers the type of migration such as voluntary or involuntary, the age at migration, prior education, language aptitude, and cultural capital.

After leaving war-torn Bosnia, refugees from Bosnia were seeking life protection across the globe. The refugees who decided to move to the Western countries firstly were placed in the refugee camps in Germany. After a while, they were relocated after the USA allowed them

to settle in the States based on the Refugee Act of 1980. Their experienced traumatic experiences, the left-behind, lack of belonging and property, as Matsuo and her colleagues called "loss and distress", impeded their English learning and social integration. Their first intention was just to survive. The USA government and non-government institutions and agencies maintained providing basic needs to the refugees such as shelters, food, clothes, housing, furniture, etc. In addition, the refugees were provided with public services and "Refugee cash and medical assistance", English courses and vocational training, free-of-charge, and consulting on job opportunities by the local agencies. In addition, the refugees in St. Louis were allowed to apply for a permanent resident after a year upon arrival, which was not the case for those who voluntarily immigrated to the USA.

Age at migration factor was relevant. Although being provided with free-of-charge English courses, adult immigrants who are in their 40s and more struggle the most. There are still Bosnians who rely on translations and interpretations from the environment. Nathanson (2013) based on the conducted interviews concluded that the 1st generation is not fluent and faces troubles while at the doctor's, for instance, at the bank when they simply need to open a bank account. As aforementioned above, the U.S. and Southern Commercial bank hired bank employees in branches in St. Lois who were proficient in Bosnian in order to provide assistance and services in Bosnian to customers with low English command (Hume, 2014). The second generation, those immigrants who arrived in the USA as children, are bilinguals who act as a bond between the 1st generation, their parents and the local community. They attained strong American, whereas Bosnian is weakened. Cheah (2013) and his research fellows, observed that the 1st generation of Bosnians, those who arrived in the USA as adults are still not fluent in English. Matsuo (2005) and The Common space (2001) confirmed the same. Simultaneously, the 3rd generations are those who were born in the USA. They are linguistically assimilated with minimal or no competence in Bosnian. To conclude, younger generations achieved higher English proficiency in comparison to adult refugees and immigrants, mainly due to the privileged age variable and early exposure to American society due to schooling.

Prior education was not observed as a significant factor for immigrants' and refugees' English learning process. Nathanson (2013) reported that newcomers from Bosnia were high school graduates and technical school graduates, luckily assertive to take a risk with other professions. Those who were highly educated chiefly reported that the State did not recognize their educational degrees and qualifications. Thus, they were not able to pursue their career. Many were forced to transfer skills and start up a new profession. Same stands for their cultural

capital which was not recognized due to their poor English competence. However, participants in the study of Nathanson (2013), reported that Bosnian children were more successful at mathematics and natural sciences at school in comparison to the local children due to the well-ranked educational system in former Yugoslavia. The participants were not decisive about the role of aptitude in their English learning process. They expressed that the age factor and effort immigrants put in were more relevant.

Receiving context:

The receiving context was the third relevant construct and social condition for learning English among Bosnian refugees and immigrants in St. Louis. The concerned variables include the institutional reception of immigrants, integration and language courses for immigrants, social exposure to a target environment and employment.

The reception of a target society is the "degree to which a given environment is open to, welcomes, and accepts strangers to its social communication networks and offers them various forms of social support" (Kim, 2001, p. 79). St. Louis is recognized as a welcoming and city of immigrants and refugees. "The reception of B&H diaspora in the US has been very positive" (Karamehic-Muratiovic, 2018, p.192). Coughlan (2014) confirmed the same saying "Bosnians are white Europeans whose reception in the country was decidedly positive" (p.105). In other words, refugees and immigrants from Bosnia were warmly welcomed by the local community. To illustrate, McCarthy Patrick who is the librarian at St. Louis University, helped refugees during their process of integration, he even inter-married with a woman from the former Yugoslavia. Today, his daughter is providing help and services to refugees from Syria (McCarthy, 2017). According to Nathanson (2013), "openness, empathy, and support from Americans – neighbors, business owners, or school administrators" (p.4) encouraged newcomers in their social integration process. The municipality, agencies and locals would arrange events to foster newcomers' integration (Matsuo, 2005). The state showed goodwill by providing permanent residents for immigrants and refugees a year upon arrival. Same stands for the scholarship for children that were secured by the State. In addition, state, government and non-government institutions and agencies showed effort in maintaining the resettlement of the newcomers. The International Institute and the Catholic charities are recognized as the top service providers. Later, refugees and immigrants were supported and encouraged "on an institutional level...by local banks, who recognized a financial opportunity in new Bosnian

clients" and approved their loans in order to purchase houses which strengthen their residence in St. Louis. Participants in the study conducted by Nathanson (2013) reported that they were also welcomed at the workplaces such as the Missouri Pipe Fittings Company. Improving English secured professional promotion in the factory. The participants felt no discrimination. They even established long-term friendships with their working colleagues.

The reception is also recognized by providing integrative courses. The literature review highlights the significance of integrative, L2 courses and vocational training as a part of the reception at the time when "Bosniak refugees began resettling in St. Louis in 1993" (Hume, 2014 in Williams, 2014). Resettlement agencies had a decisive role in arranging services and integrative courses for newcomers like "English Language Learners", including job training, services for becoming an entrepreneur. Many refugees and immigrants were not able to verify their education degrees and qualification, they were forced to transfer their skills thanks to vocational courses and start up a new profession. Those immigrants who attained certification due to the benefits of the integrative and English courses were able to pursue careers they did in Bosnia. To illustrate, the International Institute of St. Louis had the most significant role in newcomers' life. It was "a home away from home, where (immigrants)...received flu shots, English lessons, and job opportunities" (Hadzialic in Immigrants stories). According to his study, Nathanson (2013) reported that immigrants and refugees enhance rich experiences during the classes, the students establish a connection with their mentors, who lead them through their process of integration and life in general even after the course is completed. Matsuo (2005) in her study reported that some of the newcomers are unable to attend English courses due to the workload that does not provide suitable time. As a part of cultural diversity programs, the International Institute organizes courses where the local community, St. Louisans are able to learn some Bosnian and get to know about Bosnian culture to foster their attitudes towards Bosnians. Bosnian language and culture courses are held in Bosnian-Herzegovina Student Association, SLU. "Understanding Bosnian Culture" courses were held at Long Middle School by a Bosnian instructor. One of the locals mentioned: "I am so happy I learned about their food and language and styles by being neighbors for several years and taking that Bosnian Culture adult learning class at Long School" and "Thank you to all who stayed and allowed us a peek into your flavor, culture and love from a country I used to know nothing about" ("Bosnian Culture - A Blip on the St. Louis Timeline", 2019).

The welcoming reception and locals' attitudes evoke interaction. In addition, social integration is enhanced when the interaction with local people is established. The interaction is

reached within daily life, at the marketplaces, in schools, at the workplaces. Newcomers, the low-skilled, manage very soon to enter the workplaces. For meeting the basic which are not covered by the public service, individuals within the family work 2/3 casual jobs. Bosnians with their work ethics inspire confidence among Americans at the workplace. The immigrants and refugees are forced to communicate for professional purposes with their colleagues, which triggers interaction, SLA and practices. English competence helps newcomers to communicate with the locals and establish relationships. Such conditions are predictors for successful adjustments.

It is well-known that 9/11 affected the US policy and the locals' attitudes towards the immigrants and refugees in general, the newcomers who were struggling to integrated were observed as "a threat to national identity" (Ariely, 2011). The relationship between Bosnian immigrants and refugees and the local community in St. Louis was positive. Bosnians would struggle to communicate with locals even if their English was poor (Matsuo, 2005). This showed their good intentions to integrate what was highly appreciated by St. Louisans.

Origin context:

The origin context was the least dominant construct and social condition for English learning among the refugees and immigrants who settled in St. Louis. The concerned variables are the language, cultural and spatial distance, L2 instructions in a home country.

Literature shows that immigrants and refugees prefer migration to communities with maximum linguistic similarities to avoid language barriers. This was not the case for Bosnians in St. Louis. English and Bosnian are not affiliated with the same L family. English belongs to Germanic that is a sub-family of the Indo-European L family, whereas Bosnian belongs to the Blato-Slavic group of languages. The degree of language similarities is not significant.

Upon arrival to St. Louis cultural differences were observed. As mentioned above, immigrants and refugees from Bosnia would take shoes off when they enter the house and place them on the front porch, close blinds, smoke meat, beef and lamb in the backyard, middle-aged women dye their hair with henna, endless walks on Bevo/Holly hills sidewalks /korzo/, etc. many Bosnians reported that they saw skin-colored people, African Americans for the first time in their life. Yet, Bosnian immigrants and refugees could easily blend in for the reason they were invisible as individuals. They were white-western dressed in privileged European

ethnicity, secular Muslims who were not religion practitioners, they did not carry any religious or traditional symbol. All these factors helped them integrate faster into the mainstream community. The racial difference is the most dominant obstacle for many immigrants and refugees. IT was observed for refugees from Somalia in St. Louis. Banton (2001) illustrated "How less successful new migrant groups with less 'white' racial or cultural origins often follow a path of downward assimilation to resemble the social profile of inner-city African American populations" (Gibney & Hansen, 2005). Thus, Bosnian immigrants and refugees were not discriminated against in this concern. The same was observed among immigrants and refugees from Bosnia in Australia, "However, Europeans from non-English-speaking backgrounds do not face their own racial 'visibility' as a barrier to inclusion these days" (Colic-Peisker, 2006). Religious differences were not observed as a trigger for social distance. The majority of newcomers to a society with the majority of Christian population were western-dressed and secular Muslims. They were not practitioners. Although, based on unofficial records observed while collecting data, being away from home, cultural and religious values, triggered some immigrants and refugees to start actively practicing religion in their daily life. In addition, they expressed it is also valid for the ethnic identity.

For the exposure to English and L2 instructions in a home country variable, respondent expressed their deficit in L2 instruction in Bosnia. The educational system in the Balkan area before the 1990s introduced Russian for older generations and later German and French as second languages. The instruction in English was limited. English was mainly taught at the university level for professional purposes. Thus, immigrants and refugees were competent in Russian, German and French to some extent. Immigrants who immigrated to Germany and France benefitted from the prior German and French command. When it comes to the exposure to English in Bosnia before migration, the results were not significant. The majority of migrations occurred during the 1990s when the Internet and social media usage was not frequent in comparison to today.

Research question 3:

Owing to test the 3rd hypothesis, the study formulated the 3rd research question: «Is there any statistically significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration

regarding gender?» The obtained data presented a significant difference in respondents' perceptions and behaviors regarding gender for the migration biography and ethnic context.

Thus, we conclude that the 3rd hypothesis: «There is no any statistically significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding gender.» was rejected.

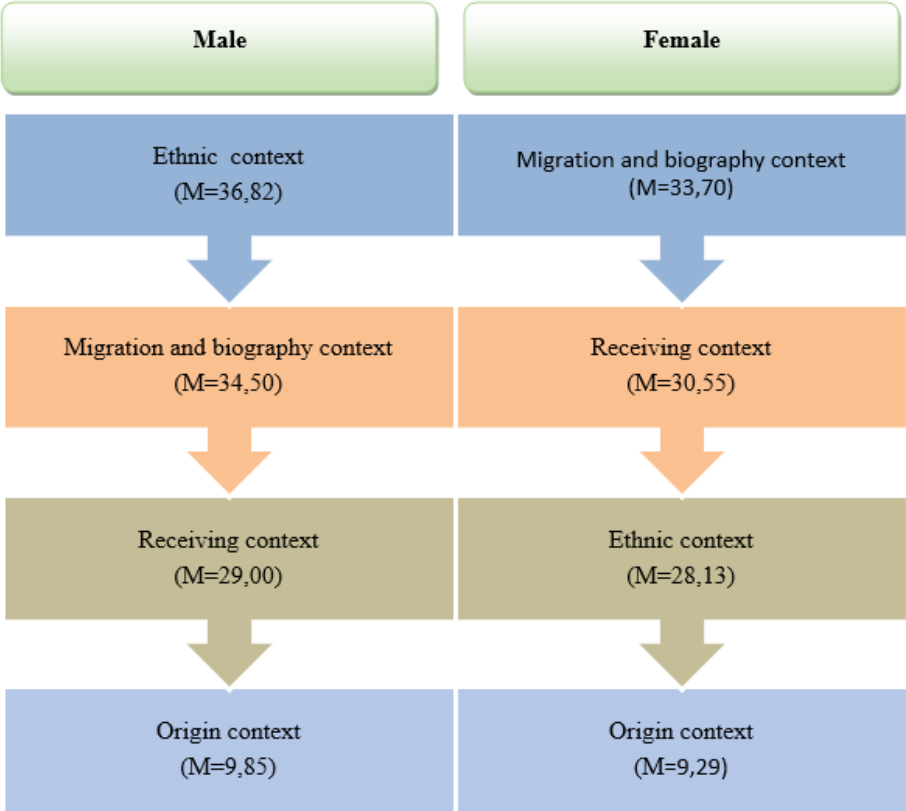


Figure 15. The data on respondents' perception and behavior about the L2 constructs and social conditions in regards to gender

Males' L2 learning was mostly affected by the ethnic context (M=36,82). The second context is migration and biography (M=34,50), whereas the receiving context (M=29,00) was the third effective context for males while learning L2. The least effective context was the origin context (M=9,85). However, the migration and biography context (M=33,70) was the most effective for the female participants' L2 learning. The second effective context was the receiving context (M=30,55), whereas the ethnic context (M=28,13) was the third relevant context for L2 acquisition. Both the origin context was the least relevant context according to

the participants' perception and behaviors. The average mean of the female response was 9,29 (M=9,29).

A significant difference was observed for the ethnic context and migration and biography context. Ethnic context is more relevant for male respondents while L2 learning, simultaneously it is the migration and biography context for female respondents.

Data indicates that access to media in Bosnian, benefiting from the interpretations and translation from others, settlement in an ethnic neighborhood, mingling with Bosnians rather than Americans, using Bosnian at home, and being in-married affected male respondents' learning English.

On the other hand, for the female respondents, it was more relevant for their L2 learning whether they were refugees or immigrants, they planned to settle in St. Louis permanently, they were children or adults, they were L2 gifted, they had knowledge about a wide range of cultures, or highly educated. Franz (2003) conducted a study on Bosnian female immigrants L2 and integration in the region of New York City and found that females blend in faster in comparison to male immigrants thanks to their position in home society that includes the model role in a family.

Research question 4:

Owing to test the 4th hypothesis, this study formulated the fourth research question: «Is there any statistically significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding age?» The obtained data presented a significant difference in respondents' perceptions and behaviors regarding age for the ethnic context. The results implied that the respondents who are at the age between 1-19, the youngest respondents' perceptions and behaviors were different from the older respondents.

Thus, we conclude that the 4th hypothesis: «There is no any statistically significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding age.» was rejected.

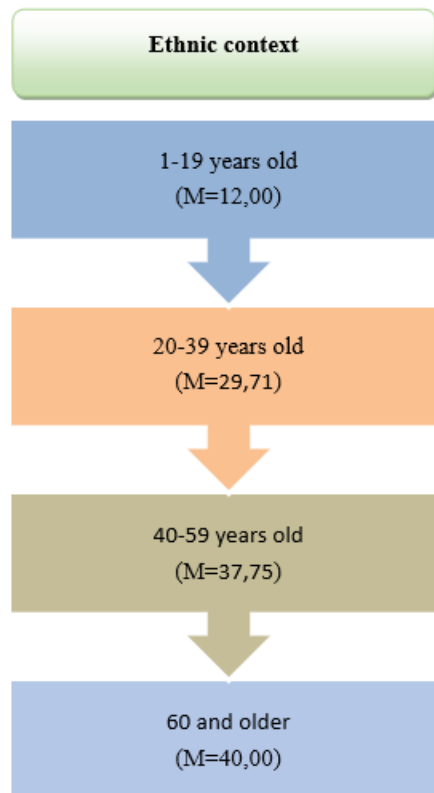


Figure 16. The data on respondents' perception and behavior about L2 constructs and social conditions regarding the age variable

It is evident from the results that the youngest individuals do not consider ethnic context relevant for SLA. The youngest generation or the 3rd generation of immigrants is a linguistically assimilated population that was born in the USA. They are English native speakers who do not matter much about their ethnicity as other age groups. They do not prefer to follow media in Bosnian, they interact with Americans on regular basis. They prefer speaking English at home, without the intention to teach their children Bosnian. Their behavior towards the statement is limited. They prefer inter-marriage.

Nowadays, chiefly due to the technology development across the globe, parents and their children in St. Louis "live in the same house but are in completely different worlds" was observed by Kundalic who for almost a decade dealt with the young community in St. Louis (Sanchez, 2012). Dr. Moore expressed that upon arrival to St. Louis, "the elders also had to work two jobs and didn't have the kind of contact with their children they would have liked to have had. So their children Americanized more quickly" (Langellier, 2020, para.15). This

population sometimes tends to hide its ethnic roots, according to Dr, Moore, they "feel ashamed of their Bosnian heritage" (Langellier, 2020, para.18).

2nd generation stands for the majority of teenagers and adults from Bosnia who identifies themselves as "Bosnian-American" or "American-Bosnian". Some studies indicate that the 2nd generation has been actually the bond between the Bosnian immigrants and refugees who came to St. Louis, the bridge between the two people the Bosnian and Americans. Professor Karamehic-Muratovic conducted a study where the 2nd generation expressed interest in origin country, and "not necessarily nostalgia." Their ethnic identity is reflected through listening to Bosnian music, attending Bosnian festivals and sometimes following the media in Bosnian. In addition, according to Growth as stated in Sanchez (2012) "those who fled Bosnia as children and young adults, old enough to have formed personal connections to their home culture, yet young enough to master the systems of American life – must shoulder the burden of fostering solidarity, trust and cultural appreciation among Bosnians in America". It was noticed that even, after decades spent in St. Louis locals would spot the accent and foreign name of the 2nd generation that have revealed the immigrant identity.

Research question 5:

Owing to test the 5th hypothesis, this study posed the fifth research question «Is there any statistically significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding the level of education?» The obtained data did not present a significant difference in respondents' perceptions and behaviors in regards to the level of education.

Thus, we conclude that the 5th hypothesis: «There is no any statistically significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding the level of education.» was confirmed.

The International Institute of Greater St. Louis reported that Bosnian who immigrated to St. Louis were secondary school graduates or vocational high-school graduates. There were approximately 5 % of highly educated immigrants (2002). Highly educated were less satisfied with their lives in St. Louis comparing to other groups. They faced hardship entering the labor market, while the low-skilled immigrants were employed faster (Karamehic-Muratovic, 2013),

mainly due to the recertification programs (Matsuo, 2005) and poor L2 command which prevented them from pursuing careers and high incomes. Many Bosnians who were telling their migration stories mentioned they tackled the issue of the degree and qualification unrecognition. Hadzialic Mina remembered that her parents, an engineer and an entrepreneur, from a well-known family in the homeland, were not able to pursue prior careers. All the sudden, they found themselves working as a carpenter and a babysitter (Immigrants stories, 2018). To sum up, L2 was significant for immigrants and refugees of all educational levels in order to socially integrate.

4.2.3. Limitation of the Study

The doctoral dissertation aimed to explore the role of a second language in social integration among Bosnian refugees and immigrants who settled in the USA, the construct and social conditions that affected their process of learning English. The theoretical construct was posed by Esser (2006). In order to test the consistency and reliability for 30 items, the Alpha test was employed. The coefficient of Cronbach's Alpha that included 30 (N=30) items was above the required value (.870). The concerned independent variables were age, gender, and educational level. No limitations were recognized when applying the pilot test.

However, after delivering the questionnaire to the sample of 358 (N=358), and processing collected data, the results indicated that the respondent at the age of 1-19 reflected some missing data for the origin context. The origin context included the values such as spatial distance between a home and a target country, as well as language and cultural differences between two countries, access to the target language through media and L2 instruction in a home country. The aforementioned sample preferred not to answer or provided the answer 'not sure' on the 5-points Likert scale. Fortunately, missing data did not affect the total score of responses, and the difference between perception and behavior regarding age was not found. In addition, the questionnaire was constructed in English, yet some of the older asked if they could be provided with translation and interpretation. Thus, the questionnaire was subsequently translated into Bosnian. No other limitations were recognized.

CHAPTER 5

5. CONCLUSION

Many people, immigrants and refugees left Bosnia and Herzegovina for various reasons. The observed migration in the USA before the war 1992-1995 were labor migrations. The refugees were fleeing from Bosnia to host Western countries and the USA due to the war circumstances during 1992-1995. Around one million people were displaced. Immigrants and refugees crossed distances leaving behind birthlands, families, belongings and memories. Wounded, without belongings, with traumatic experiences, PTSD, they were seeking international protection across the globe. The first migration destination was Germany where many refugees resettled. The majority decided to continue their migration journey across the Ocean. The State's strategy was to settle refugees in a geographical center, St. Louis, Missouri. The city was accepted as a gateway to a new American life. The migrations after the war 1992-1995 are regarded as secondary migrations, relocation of immigrants from other places within the same country, family formation /reunification migrations, and labor migrations. Nowadays, the record indicates that St. Louis is the greatest Bosnian diaspora hosting 70,000 immigrants and refugees from Bosnia and Herzegovina.

Upon arrival to the USA, the refugees and immigrants from Bosnia encounter many challenges such as language barriers (Basic, 2019; Matsuo, 2005; Colic-Peisker, 2006; Matsuo & et al. 2014), different education and health system (Matsuo, 2005), unemployment, lack of money and belongings (Nathanson, 2013), discrimination at the labor market due to L2 deficit, war-related trauma (Miller et al., 2002), re-certification and qualification recognition issues of highly educated (Matsuo, 2005; Basic, 2019), cultural shock, using public transport, insufficient short-lived public service (Somach, 1995), relocation and acculturation stress (Common-space, 2001). The language barriers were observed as the biggest challenges. Unfortunately, the L2 deficit reflected the level of literacy. Bosnian immigrants and refugees who were low-skilled and technical-skilled integrated into the labor market. Success in the resettlement, fast economic adaptation in the American settings and greater economic success compared to other minorities was observed. The community is recognized as "a great success story of immigrant incorporation" (Sichling & Karamelic-Muratovic, 2018, para. 1) and successful integration of Bosnian immigrants and refugees (Hamilton in Zurcher, 2016). "Education and employment"

are the indicators/barometers of a successful social integration (Zorlu & Hartog, 2018; Esser, 2006), which strongly depends on the immigrants and refugees' English proficiency that secures the easier integration and assimilation (Adsera & Pytlikova, 2016; Alba & Nee, 2003; Tubergen, 2010; Bleakley & Chin 2004; Bean & Stevens, 2003; Masri & Abu-Ayyash, 2020; Chiswick & Miller, 2001).

Common space (2001) reported that the L2 barriers in St. Louis among Bosnian immigrants and refugees, the elder ones, are still visible. Elder immigrants are recognized as passive observers of the events and happenings within communities that still require translation and interpretation. Many factors could be recognized as a barrier to their social inclusion. The literature and cite observation indicate that the second language deficit might cause this exclusion and prevent newcomers from social integration. For this reason, we decided to explore whether L2 stands for a valid point for the social integration of Bosnian refugees and immigrants who settled in St. Louis and the conditions that affected their L2 learning process. The prior studies were regarding the refugees' and immigrants' mental-physical health (Matsuo, 2005). The aforementioned studies investigate their psychological states without paying attention to the process of adjustment. For this reason, conducting research about social integration and the role of L2 among this population is what makes this dissertation significant.

In order to explore the aforementioned assumptions, the study was conducted among 358 (N=358) respondents, immigrants and refugees from B&H who settled in St Louis. The questionnaire that consisted of thirty items was designed on the theoretical framework proposed by Esser (2006) on constructs and social conditions that affected their process of learning English. The respondents indicated their agreement/disagreement on the 5- Likert scale based on their perception and behaviors. This dissertation aimed to define the role of a second language in social integration among Bosnian refugees and immigrants who settled in the USA, the construct and social conditions that affected their process of learning English regarding the respondents' gender, age and level of education. The hypotheses were formed according to the research questions. The general hypothesis «A second language is significant for the social integration of refugees and immigrants from Bosnia and Herzegovina who settled in St. Louis.» was confirmed (Sig. 2-tailed =,238**). The first null hypothesis «There is no any significant correlation between the L2 learning constructs and L2 proficiency based on the perception and behavior of the respondents, refugees and immigrants from Bosnia and Herzegovina who settled in St. Louis» was rejected. A significant correlation was observed (Sig. 2-tailed =,525**). The second null hypothesis «There is no any statistically significant difference in the

respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding gender» was rejected. A significant difference in respondents' perception and behaviors was observed for the migration and biography (Sig. =,004) and ethnic context (Sig. =,024). variables. The third null hypothesis «There is no any statistically significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding age.» was rejected. A significant difference in respondents' perception and behaviors was observed for the ethnic context (Sig. =,040) variable. The fourth null hypothesis «There is no any statistically significant difference in the respondents' perception and behaviors towards the L2 constructs and social conditions during the process of their social integration regarding the level of education.» is confirmed. A significant difference in respondents' perceptions and behaviors was not observed.

Data showed that the youngest population was excellent in English, native and native-like L2 proficiency, those who were between 20-59 years old. The oldest population was the least proficient stating they were rather poor when it comes to their knowledge of the English language. The literature review highlights the age variable as significant for SLA (Cook, 1992; Burling, 1981; Bleakley & Chin, 2004; Ellis, 1999). This study proved the same. The 2nd generation of immigrants is bilingual, whereas the 3rd generation is linguistically assimilated. As mentioned above, "education and employment" are confirmed to be indicators/barometers of successful social integration by many scholars (Zorlu & Hartog, 2018; Esser, 2006). This implies that among 358 (N=359), 311 (N=311) are employed and students, moreover, 86,8% of the participants are socially integrated individuals.

Among the L2 constructs and social conditions based on the respondents' perception and behaviors, the ethnic context was recognized as the most dominant construct and social condition for English learning among Bosnian refugees and immigrants in St. Louis. It is a typical ethnic enclave with a high concentration of people from Bosnia with strong inter-ethnic networks. The migration and biography context was the second relevant construct and social conditions mainly for the age at migration and prior education values. The receiving context was the third relevant construct and social condition for learning English for the Bosnian population in St. Louis. The reception of refugees and immigrants from Bosnia was welcoming and promising which evoked the positive relationship between Bosnian immigrants and refugees and the local community in St. Louis. The origin context was the least dominant construct and social condition for English learning among the refugees and immigrants who

settled in St. Louis. The cultural and language differences were observed, as well as limited prior access to English in a homeland.

The obtained data offered is just a snapshot in time or the image of a current state that might require some suggestions and recommendations. Strauss and his colleagues (2013) offered "Immigration recommendations for St. Louis: How can we jump-start growth":

- "Coordination, Communication and Assessment,
- Launch a Welcoming Center with local government involvement,
- Create a Virtual Ethnic Enclave,
- Promote Policies through Political Leadership,
- Engage the Business Community,
- Connect to the Local Community,
- Include International Student,
- Communicate with MO, IL and DC Legislators,
- Open up to new ideas both big and small".

Consequently, this dissertation advocates raising awareness of the SLA importance and the process of acculturation. SLA is obtained through acculturation that stands for "the process of being adapted to a new culture" (Brown, 1994, p. 169-170). For Park (1924), "It is a state of mind in which we become often suddenly and unexpectedly conscious of the distances that separate, or seem to separate us, from other classes or races whom we do not fully understand" (p. 340). The precise explanation was offered by the acculturation theory creator Schuman "social and psychological integration of the learner with the target language (TL) group" (p. 367) with a purpose to learn a target language so to socially integrate.

This dissertation aims to build up a scientific basis for further investigations in the field of sociology, anthropology, psychology, applied linguistics as well as sociolinguistics. The study highlights the significance and the need for further studies to be conducted among the first generation of immigrants from Bosnia and Herzegovina considering their precious perception, behaviors, and experiences.

Since the community is recognized as "a great success story of immigrant incorporation" (Sichling & Karamehic-Muratovic, 2018, para. 1) and successful integration of Bosnian

immigrants and refugees (Hamilton in Zurcher, 2016) was observed, it might serve as an example of a successful pattern of integration for upcoming refugees and immigrants (Hamilton, 2018).

St. Louis offered and provided a lot to Bosnian refugees and immigrants. It became a home away from home. However, in a way, they reciprocated the embracement by attaining mutual benefits. They brought diversity, arose intercultural understanding and advocated mutual peaceful coexistence. Sanches (2012) mentioned that during the time of first migrations the community of St. Louis was "small and tight". Immigrants and refugees from Bosnian revived the "area of south St. Louis" (Sichling & Karamehic-Muratovic, 2018). Consequently, "Immigration and refugee-welcoming has, in a big way, been able to turn around hollowed-out urban cores, including in St Louis" (Hamilton, 2016 in Zurcher, 2016). To conclude, during the unofficial conversation with St. Louisans, one of them expressed: "Many people moved to St. Louis because of the community. They want to look for a job...and a Bosnian will help."; "People ask me if I know any Bosnian looking for housing. They love renting to us because we fix up their buildings. "; and Huskic added that one of his American friends stated:

"If the recently settled Bosnian community did not exist in South St. Louis, it would be necessary for the city to invent it. The city needs warm bodies".

6. REFERENCES

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7. Appendix 1

Survey Questionnaire

International University of Novi Pazar

Dear participants,

We appreciate very much your decision to cooperate in this study. The study is on *“The role of a second language in the process of social integration of refugees and migrants from Bosnia and Herzegovina who settled in Saint Louis”*. I kindly ask you to answer the questions freely. Your answers should reflect your perception and behaviors towards the asked questions. Please, respond to what extend you agree or disagree with each statement. Your answers will only and only be used for this study. We are grateful for your assistance and help.

Nudžejma Cakir, PhD candidate

Demographic information:

Gender: M / F

<i>Age:</i>	1-19	<i>Age at migration:</i>	1-10
	20-39		11-20
	40-59		21-30
	60 and older		31-40
			41-50
			51-60
			61 and older

Migration period: Before the war 1992-1995
 During the war 1992-1995
 After the war 1992-1995

<i>Level of education:</i>	Secondary school	<i>English proficiency:</i>	Excellent
	University graduate		Good
	MA/PhD graduate		Average
			Rather poor

Employment status: Employed
 Student
 Unemployed
 Retired

No.	Items:	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1	My migration to the U.S. was voluntary.					
2	I am thinking of staying in St. Louis permanently.					
3	Bosnians who were young at the age of migration learned English better.					
4	I have knowledge about a wide range of culture, and I am comfortable discussing its value and merits.					
5	I am gifted and I learned English fast.					
6	I was very motivated to learn English when I came to the USA.					
7	I have been living in the USA more than 10 years.					
8	University graduates learned English faster.					

9	My country is close to the USA.					
10	U.S. culture is similar to Bosnian culture.					
11	I already knew English in Bosnia because it is used everywhere.					
12	Bosnian is similar to English.					
13	I had the access to English in Bosnia through the Media.					
14	I attended English courses in Bosnia.					
15	U.S. institutions welcomed us well and provided good services when I arrived.					
16	Local people from St. Louis treated us well.					
17	I attended English and integration courses when I came to the USA.					
18	People can attend Bosnian courses in St. Louis.					
19	I could easily find a job when I arrived at St. Louis.					
20	It is important to English for business in society/institutions.					
21	I have a lot of American friends.					
22	I have a good relationship with everyone from the US community.					
23	People around me help me with translations.					
24	We speak Bosnian at home.					
25	I follow the Media in Bosnian.					
26	There are a lot of people from Bosnia in my neighborhood.					
27	I invited my Bosnian friends to my house.					
28	My partner/spouse is/will be Bosnian.					
29	Like family, we are tied to each other.					
30	I teach/will teach my children Bosnian.					

Thank you for your assistance!

Nudzejma Cakir