

Drawing and Painting as a Tool for Communication

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Master's Thesis

Master of Philosophy in Special Needs Education

Department of Special Needs Education

Faculty of Educational Sciences

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Spring 2012

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The Faculty of Educational Sciences

Thesis for Master of Philosophy in Special Needs Education

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By Setara Elin

Project Advisor - Ivar Morken

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Abstract

The thesis is based on research, which was held in Bærum kommune, Norway in Autumn 2011, at four primary schools. The research question is: How do drawing and painting activities influence the communication between children with Norwegian background and children with immigrant background? Based on teachers experience, Case study at primary schools in Bærum kommune, Norway

The thesis discusses about communication between children with immigrant background and children with Norwegian back ground in primary school during the drawing and painting activities in Bærum kommune, thus communication are compared between in one another school during their drawing and painting activities. The result shows that children with immigrant background and children with Norwegian background are able to communicate during the drawing and painting activities. In many interactions with in verbal and nonverbal tools children communicating in their regular school setting. However what I mean about children with immigrant background in my study, who's children's family are from Asia, Africa, Middle-East ethnicity, may be some children are born in Norway but still parents are from others country or at list one parent form Arab, Asia or Africa or from Eastern Europe.

For this study I choose as a site four primary schools and the method I use for collecting data that are interview and direct observation. From each school I have collected data from two teachers,

In my research proposal I proposed that I will collect the data from one art and craft teacher and one general teacher from each school, total informants will be eight, But when I have been on the field to collect the data, I found that within four primary schools only in two primary schools have art and craft teacher for 2nd grade pupils and that the school # A and school # B. Then I did not reduced quantity of informants but I change the criteria. So I collected data from two art and craft teachers and 6 (six) general teachers from four primary schools. I chose two schools for observation within the four schools that was school #A and school # D. Here need to mentioned that the school # C, and school # D have not any special art and craft teacher for 2nd grade pupils. There for the general teachers are responsible to take art and craft class for 2nd grade pupils.

I would explain that what I mean about drawing and painting activities in this study, The schools are in Bærum kommune , following as a subject “art and craft” based on their national education curriculum guide but in my study I will mention that drawing and painting activities instead of art and craft class.

I divided my study in 8 chapters. Those chapters are: 1.Introduction 2.Country information 3. Communication 4.Theoretical framework 5.Methodology 6.Data Presentation 7.Discussion

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and 8. Conclusion. All 8 chapters are divided in many sub-chapters to explain properly the study.

During my study I have found that just school #A is serving atelier for the 2nd grade children and all other three schools in this study not have any special atelier room for 2nd grade children. So three schools of these four schools are using the same regular classroom for their children to take art and craft class,

The four schools practice drawing in five days in their regular routine but one hour, once a week they have fixed drawing and painting activities, where children are free to express their selves and exercise better their creativity. Mostly children get idea or theme from teachers to create their drawing and painting but some times children are free to create their own fantasy. The all four schools use the idea like summer, winter, autumn season etc. Children do copy from popular paintings of master painters like, Vincent Van Gogh, Pablo Picasso, Henri Matisse, Claude Monet or Edvard Munch. Some times children go out to collect object from nature to draw and paint.

The study shows that School # A is using the atelier room for children to take drawing and painting class which much more flexible environment and more free spaces for children to do draw and for the paint. All those four schools supply for the children drawing and painting materials like paper, canvas, colour, brushes, pen and pencil for their drawing and painting activities. The schools get funds for materials from the Bærum kommune the local municipality.

The 2nd grade in these four schools is divided in two or three sections and in each section they have total amount children 20 to 23 but majority children background are Norsk. Minority group of children are from Asia, Africa Arab or East Europe. In each section in 2nd grade children with immigrant background are total 3-to 5.

The children in 2nd grade are 7 years old, girl and boys are in same setting and mostly they sit one beside by another in the class. The interaction and communication between children with Norwegian background and children with immigrant background in 2nd grade, I found the data during my fieldwork that they have positive communication. If still there have some communication gape between them that because of lack of common mother language, lack of common culture and lack of common religion attitude. In my data presentation and discussion I have mentioned that more specifically.

The case study data I have presented used Bronfenbrenner's (1979) "the Ecology of Human Development Theory" theory in micro, meso, exo and macro system, also I interpreted the data compared with one another school and the cross analysis method I have used for the final data analyzing.

The study has discusses about communication between children with Norwegian back -ground and children with immigrant background during the drawing and painting activities based on teachers experience and direct observation by researcher at primary schools (2nd grade) in Bærum kommune, Norway.

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Dedication

This study dedicate to my mother “ Syed Rebeka Sultana”, who told me first why education is so important in our live.

To my grandmother “ Syed Anjamoan Nissa”, (Died 1997) who taught me most and gave me beautiful childhood.

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Abbreviations

SNE	Special Needs Education
NMOER	Norwegian Ministry of Education and Research
UNESCO	United Nations Educational, Scientific and Cultural Organization.
ZPD	Zone of Proximal Development
SFO	After School Program, (skolefritidsordning)
NSD	The Norwegian Social Science Data Service
UN	The United Nation

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1 Introduction

In introduction as a researcher I would like to introduced about Norwegian educational policy and attitude for the public, which can give clear vision to reader about present condition of Norwegian education system in compare with many others develop and developing countries. Below to the explanation will make a concept for reader that how to related the theory of ecology in every stages in children live in micro to macro level. Bronfenbrenner's the theory of ecology will be discussed in chapter three , there for it is important for the reader to get idea about the Norwegian education system and policy very shortly.

The ministry of education and research in Norway's, moral and political responsibility to provide all children with abilities and children with disabilities with appropriate opportunity and equal right in school (inclusive school). In Norway inclusive education ensures that school for all.

Norwegian educational policy is rooted in the principle of equal rights to education, for all members of society, regardless of their social and cultural background or where in Norway they live. It is the role of the schools to convey both knowledge and culture, as well as to promote social mobility and provide a basis for wealth creation and welfare for all.

Teaching at Norwegian schools is to be adapted to the abilities and skills of the individual pupils. Special education is available for persons with disabilities or those with special needs, who are otherwise unable to participate in ordinary school teaching activities. As a result of the increase in immigration, the number of pupils belonging to language minorities is on the rise. Norwegian education policy stipulates that consideration be given to the special needs of language minority (immigrants) pupils in order to better enable them to complete upper secondary education and pursue higher education and employment.

The Storting (Norwegian national assembly) and the Government are responsible for specifying the objectives and establishing the budgetary frameworks for the education sector. The Ministry of Education and Research is the administrative agency in charge of educational matters, and is responsible for implementing national educational policy. Norway has a unified school system based on a common standard. A national curriculum has been

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introduced to help to ensure that government educational standards are met. (source: government web/ NMOER)

Compulsory education in Norway is ten years, and consists of primary and lower secondary education. Upper secondary education is optional. The responsibility for ensuring that appropriate schooling is accessible to children, young people and adults in all municipalities and counties has been assigned to educational authorities in the county administration. The individual municipalities are in charge of operating primary and lower secondary schools, while the upper secondary schools are administered at the county level.

1.1 Background

Communication can be divided into verbal and nonverbal communication. Painting and drawing is a category of non-verbal visual communication. At the primitive time to until at present drawing and painting (art) has been a powerful media for communication. The oldest known symbols created with the purpose of communication through time are the cave paintings. Just as the small child first learns to draw before it masters more complex forms of communication. Homo sapiens first took the initiative at passing information to others by using by paintings around 30,000 BC. Today, painting and drawing can still take the same place for us to communicate between each other. When we miss the word, sentence or common language, to express ourselves, or communicate to other people, then we depend on signs or symbols to express and exchange the opinion or information. Thus symbols or signs can be abstract, realistic or semi abstract symbolic form or just body languages with symbols, sign, or sound.

24 primary schools, 12 secondary schools, 1 special school combined for children and young pupils are located in Bærum kommune. Since 1976 in Norway children with Special Needs have been ensured equality in education within the same legislation as other children. That means all children and young pupils are enrolled in their local schools in inclusive classroom setting. The school shall, according to the act provide equitable and suitable adapted

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education for everyone in co-ordinate system of education, Johnsen (1998). Same national curriculum related to the Salamanca Statement, The UNESCO (1994), Mel Ainscow has reported that many countries build on the Salamanca statement and framework for Action on “Special Needs Education” to formulate strategies that will support movement towards inclusive schooling. Which calls upon all government to “ adopt as a matter of law or policy the principle of inclusive education, enrolling all children with abilities and disabilities in ordinary schools. In its policy and curriculum, Bærum kommune has followed the Salamanca concept. Each of the 24 primary schools in Bærum, has a few numbers of immigrant children, coming from Afghanistan, Pakistan, India, Middle Este or Este Europe. Bærum kommune tries to integrate minority groups in the school and in the society, create for them to equality attitude with giving many cultural and educational offers to immigrant children and to their family. Specially from year in 2000 Bærum kommune is strictly concern about it that how implementing the NMOER concept and policy in every single school to create a better psychosocial environment for a background with a minority children. One is giving a designated teacher for mother language or first language for minority children beside the Norwegian language to communicate their peers in the school based on their academic system. Another offer is cultural and physical activities in the summer and in the winter, activities like art and craft, music, drama, dance and sport. Children have opportunity to join an after school program (SFO), there is offer variety of physical and cultural activities for children. Where the children with minority or immigrant background have opportunity to introduce with their peers in their free times, But still many of them children with immigrant background are facing a problem to build proper communication with their Norwegian (ethnic) peers in their school setting and in society.

Background of this study is to investigate, which factors that make limitations or barriers to build proper communication and which factors that can help to enhance the communication between children with Norwegian background and children with immigrant background.

Taking into consideration, based on my topic “ Drawing and Painting as a Tool for Communication” I has done my research in primary schools in Bærum kommune, Norway. Norway as one of the most developed country in the world, here has many resources offered from the government and from the public sector for children with Special Needs and children with a minority background, but this study will take a consideration that what is missing previous study or the resources in communication between children with Norwegian

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background and children with immigrant back ground. An aim of the study is to create an environment for an immigrant children that where they can have facilities to join in the interaction with ethnic Norwegian children in en-joyful environment with a positive communication, if still there have some limitation of languages, religion and different cultural attitude.

Rogoff, B (2003, p50), described the social development theory of Vygotsky: Vygotsky, (1978) argued that children learn to use the tools for thinking provided by cultural through their interactions with more skilled partners in the zone of proximal development (ZPD). Through engaging with others in complex thinking that makes use of cultural tools of thought, children become able to carry out such thinking independently, transforming the cultural tools of thought to their own purposes. Every function in the child s cultural development appears twice: first, on the social level, and later, on the individual level: first between people (interpsychological) and then inside the child (intrapsychological) this applies equally to voluntary attention, to logical memory, and to the formation of concepts. A second aspect of Vygotsky s theory is the potential for cognitive development depends upon the “Zone of Proximal Development”(ZPD): explain that when children are join the social interaction with their peers with own initiative or guidance by adult the range of skill can be develop.

For creating the painting and drawing, children use line, color, shape and form, but which thought / expression children express often that facts comes from their families s beliefs and attitude, or experience about their own world. Kirk, S, James, J, Coleman R, M, Anastasiow, N (2009).

Also Smidt, S (2009, p.22, 23), describes human beings having developed many different ways of communicating their thoughts and ideas about the world and about own feelings, they have used signs and symbols in the communicating system. So, the ways of communicating change the ways in which we think. The ways of communicating can also be called cultural tools. One of the most important aspects about cultural tools is that they allow us to think things, when the things themselves are no longer present. Painting and drawing also part of a cultural tool same as music, film, poetry, or dance. So painting and drawing can be part of the mediation process to develop the primarily communication.

Significant to all those theoretical perspectives and my personal and professional experience and my academic knowledge, also I have gathered knowledge from significant empirical fact, all those I have combined in this study.

Back ground of this study's is main intention is to find out how drawing and painting activities as a tool to help to communicate between children with a Norwegian back ground and children with an immigrant background. The following thesis will discuss this issue.

1.2 Personal motivation for the study

I am myself as a professional artist, my previous graduation about fine art, which I completed in university Dhaka, Bangladesh. In Dhaka I have been working with secondary school as a senior art and craft teacher from 1994-2004. Since 2007 I am organizing drawing and painting project for children in Bærum kommune, the participant are from 7 to 16 years old (from 2nd grade to 10th grade pupils). The drawing and painting project is aiming to create a communication use as a tool drawing and painting between immigrant children and Norwegian children. The project serves drawing and painting activities for children school holiday in winter and school holiday in summer. Participants (children) are from multicultural back ground at list 20 to 22 children attend in this course each time, the most children are from an immigrant background like Asia, Africa and Arab some are from Norwegian ethnicity. Beside the art project since 2009 I am working in after school program (SFO) one of the school in Bærum kommune as a course leader to develop art and craft activities for children. Where regularly participate from 6 to 10 years old children, the children are from Asia, Africa and Middle East some are from Eastern Europe in a same setting with Norwegian ethnicity children. Doing this research inspire me my academics knowledge and my professional experience in Norway and my regular empirical experience and observation from my present job. Where 30% children are an immigrant background beside the Norwegian ethnicity children. There I can observe which tool, how and why children with immigrant background use to create a better communication with their Norwegian peers in their regular social life. These observation and experience specially motivated me to do this study.

There for my working experience children with multicultural background in Bærum kommune, inspire me to select this study topic “Drawing and Painting as a Tool for Communication”.

1.3 Purpose of this Research

Bærum kommune is one of the municipalities in Norway; there are 24 primary schools, 12 secondary schools and one special school combined for children and young pupils. Inclusive education system and policy in Norway has been well designed from 1976 but since 2000 education policy Norway giving extra attention to children with Special Needs and children with minority background. Which call “School for All” or “Education for All”. The operational understanding and of approach to inclusive education is that every individual shall be provide optimal learning condition in the regular learning context- as far as possible.

When reviewing inclusive education in Norway one should be particularly aware of three groups that may be risk of exclusion

The Sami people

The disabled people

The immigrant population

Purpose of his study is to investigate how in 2nd grade children are communicating in their regular school life, specially when they are different multicultural background in same class as a minority background. They have not common mother language and they are ethnic’s background like from Asia, Africa, Arab or East Europe.

Secondly the investigation was more to find out “what is the limitation to build a communication if still they have common language like norsk in school but they are defiant ethnicity”? If they (children) will meet their regular art and craft class, there has any possibility to make easy to express their self with verbal and non verbal communication during the drawing and painting activities or not.

1.4 Research Goal

24 primary schools are located in Bærum kommune. Since 1976, children are in Norway with special needs have been ensured equality in education within the same legislation as other children. Each of the 24 primary schools in Bærum, has a few numbers of immigrant children, coming from Afghanistan, Pakistan, India, Middle Este or Este Europe. Bærum kommune tries to integrate minority groups in the school and the society, giving many cultural and educational offers to immigrant children. One is giving a designated teacher for mother language or first language, beside the Norwegian language to communicate their peers in the school and in academic system. Beside all others subject art and craft is a compulsory subject since 1978 in a primary and secondary school in Norway.

Putting art and craft as compulsory subjects in school the national goal is:

- a) To develop the skills of art, namely drawing, painting, using color, printing, modeling using textiles and texture;
- b) To develop their visual literacy and appreciation;
- c) To develop an appreciation of the work of others artist from a variety of cultures and styles;
- d) To be able to communicate personal responses at art;

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e) To know and use effectively the language of art: line, color, tone shape, pattern, form and texture, composition and light and shade;

f) To have the opportunity for personal expression and creative endeavor

But the studies goal is to investigate to find out communication between children with Norwegian background and children with immigrant background in their regular school life and their social interaction.

According to Strauss and Corbins (1990) personal goals and experience play an important role in many research studies. I choose research problem through the personal and professional experience and my 4 years working experience in Norway, most with multicultural setting in primary level pupils.

2 Country information

Due to the case study research is about communication between children with Norwegian background and children with immigrant background in Bærum kommune, Norway. It is important to provide for the reader some specific information about the country and county population. The researcher considers to describe about geography, population and history about Bærum and demographic characteristic illustrations of immigrant population in Norway. Which will create idea for a reader to understand better about the country population and about the site of this study.

Norway has population of about 5 million in 2012 and the number of immigrants and Norwegian-born to immigrant parents grew by 48 600 to 600 900 persons in 2010. These two groups accounted for 12.2 per cent of the total population in Norway as per 1 January 2011 in covers an area of 385,155 square kilometers

The official Head of State is King Harald V. Norway have 430 Municipalities, Bærum kommune is one of the beauty-full Municipality of them. It is nearest city of Oslo, Norway.

It is important to mention for reader that Oslo is the capital town of Norway and here largest immigrant population Based on statistic Norway at the beginning of 2011 had Norwegian-born to immigrant parents, both in relative and absolute figures of Oslo's 599 200 inhabitants, 170 200 were immigrants or Norwegian-born to immigrant parents, which is 28.4 percent of the capital's entire population. The largest groups are persons with backgrounds from Pakistan (21 600), Somalia (12 200), Sweden (12 100) and Poland (10 400). All suburbs in Oslo were above the national average of 12.2 per cent. The suburbs with the highest proportions of immigrants and Norwegian-born to immigrant parents are Søndre Nordstrand (48 per cent), Stovner and Alna (46 per cent).

2.1 Geography of Bærum

The total area of Bærum is 191,3 square kilometers, including 2,9 square kilometers of lakes and rivers, 16,7 square kilometers off farming land, and 107,5 square kilometers of forest.

The population is approximately 110 000 (2010).

Bærum is situated in the county of Akershus, 15 kilometers south west of Oslo.

2.1.1 History of Bærum

Close to the mountain Kolsås is found stone carvings, most shapes of ships, and bowl pit from bronze and iron-age. On the island Kalvøy are burial mounds from the Iron Age. The first time a place in Bærum is mentioned in historical sources, is Sverres Saga from around 1200.

Bærums "capital" Sandvika received town status in 2003. Situated close to the sea, Sandvika has always had a lot to say for Bærum. Today Sandvika is an active commercial and cultural center.

2.1.2 Bærum in figures:

- 56.1 % of Bærum is productive forest
- 9.3 % of the area is agriculture land.
- 32.9 % is built on.
- 1.3 % is water

In 2004 there were:

- 27.5 % children and young persons up to 20,
- 25.9 % between 20 and 39 , 33.2 % between 40 and 66,
- 13.5 % over 67.

- 105.928 residents on 1 January 2006
- an average household of 2.4 persons
- 106 different nationalities
- 5.919 children go to day nurseries

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- 146 day nurseries in the municipality
- 20.315 students attend school
- 40 primary and secondary schools
- 8 upper secondary schools

- 4.009 residents over 67 years old
- 8.064 people received nursing and care services in 2004
- 2.041 received financial social assistance

(Source: Bærumkommune website)

2.2 The information of largest immigrant people in Norway

The researcher likes to include in this study the demographic illustrations about 15 largest immigrant groups in Norway absolute figures 1st January in 2008, Settlement after reason for immigration 1990-2006 and immigrant population by country background from 1970-2008 in Norway. Which all those demographic characteristics illustrations of immigrant population in Norway will provide clear understanding to the reader.

The researcher believe that 1970-2008, 1990-2006 statistic Norway demographic illustration will gathered much better clear idea for a reader beside of 1970- 2011 demographic illustration because of 1990-2006, 1970-2008 illustrations showing that how increasing the person born in Norway of two foreign-born parents and purpose of settlement with country background and about 15 largest immigrant population in Norway.

Immigrants and Norwegian-born to immigrant parents, by country background. 1970-2011

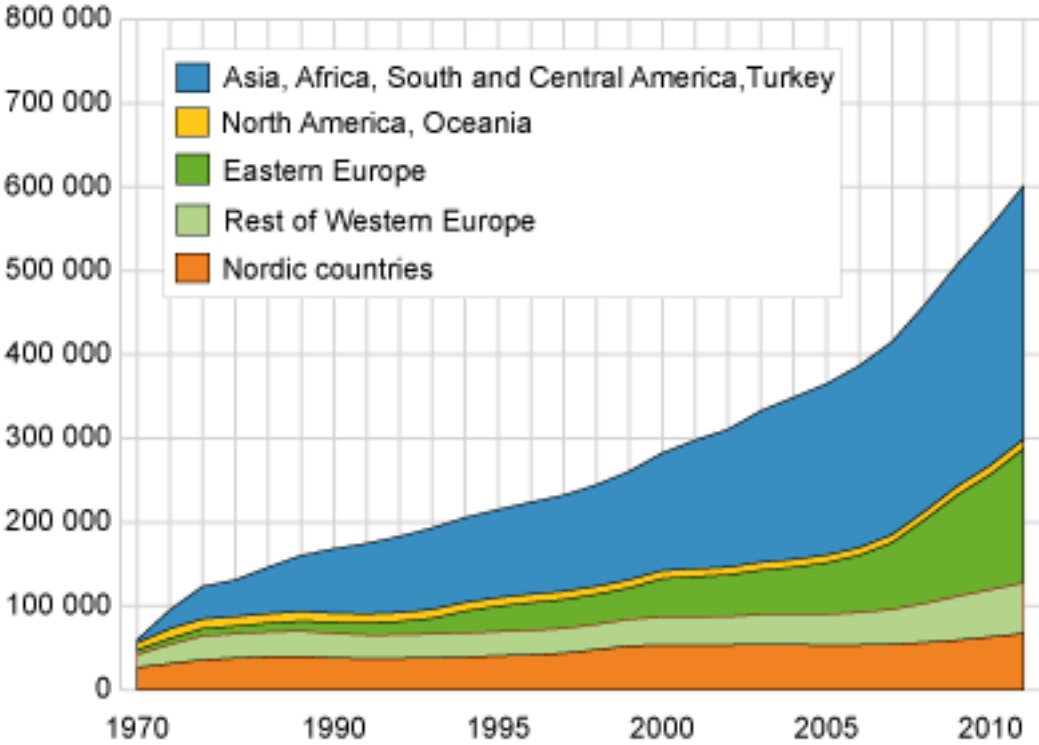


Figure 1 Immigrants and Norwegian born to immigrant parents

**Immigrant population by country background.
1970-2008**

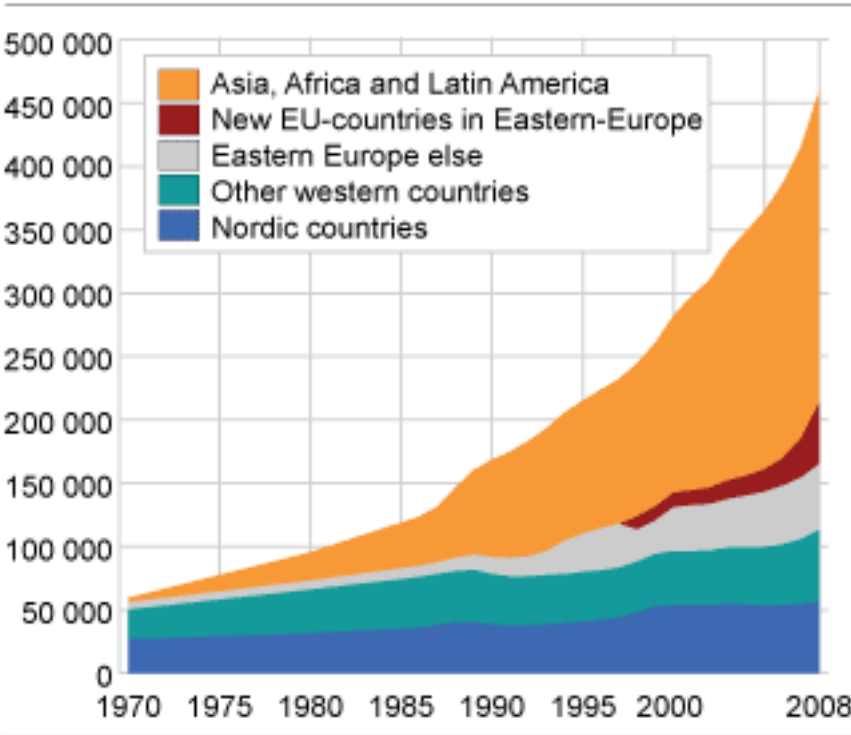


Figure 2 Immigrant population by country background

Settlement after reason for immigration. 1990-2006

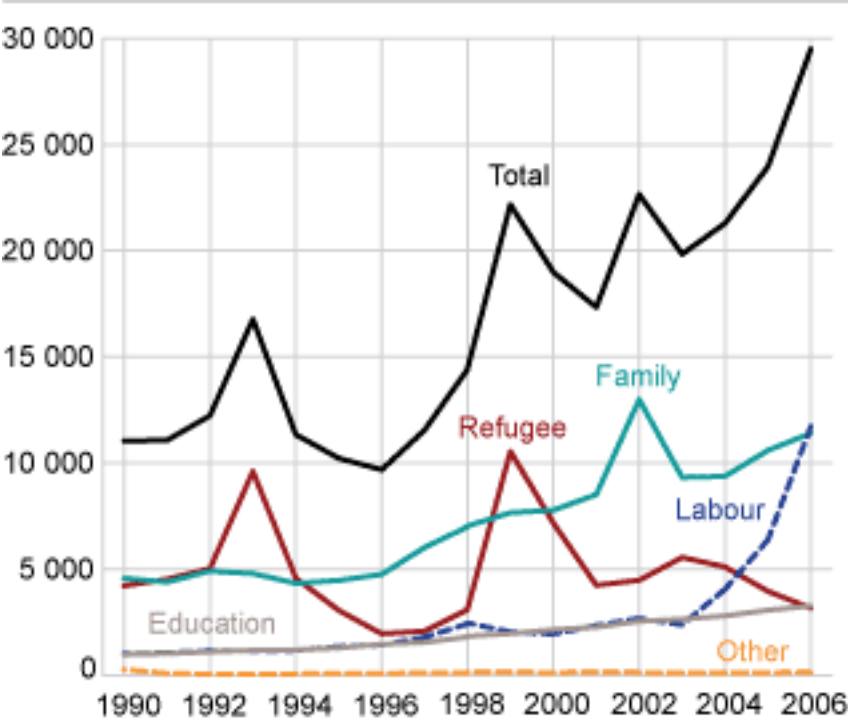


Figure 3 Settlement after reason for immigration

**The 15 largest immigrant groups in Norway.
1. January 2008. Absolute figures**

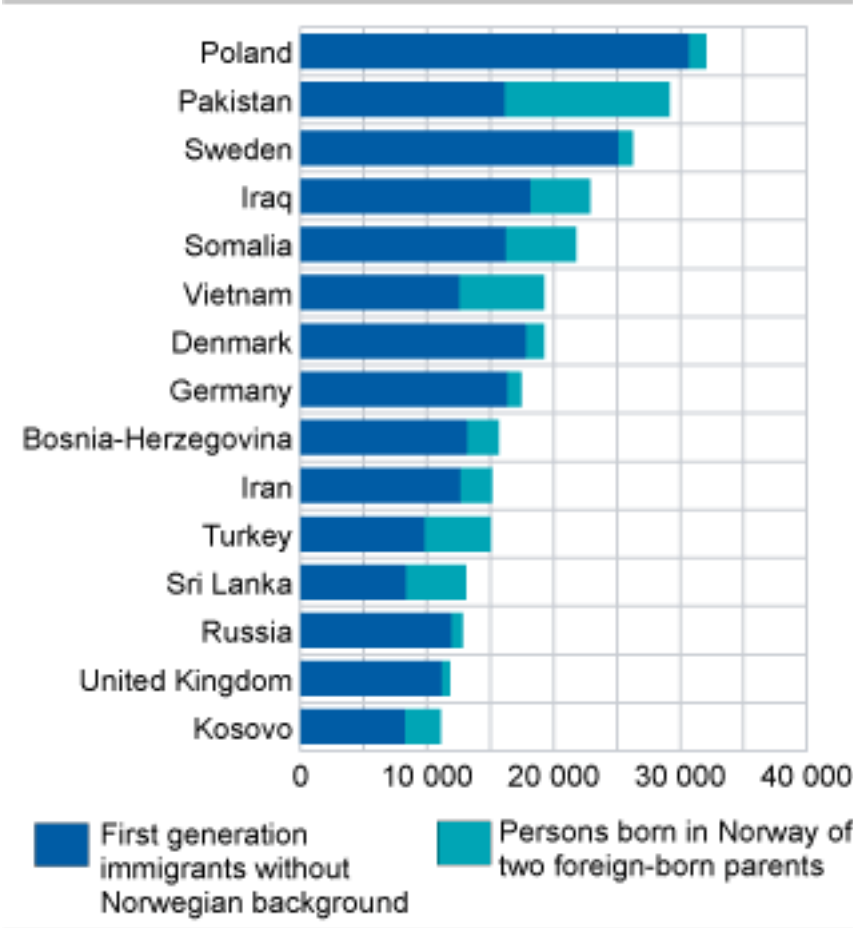


Figure 4 The 15 largest immigrant groups in Norway

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3 Communication

Communication has been derived from the Latin word "communis", meaning to share. Communication requires a sender, a message, and an intended recipient, although the receiver need not be present or aware of the sender's intent to communicate at the time of communication; thus communication can occur across vast distances in time and space. Communication requires that the communicating parties share an area of communicative commonality. The communication process is complete once the receiver has understood the message of the sender. In other way to say communication is a process by which information to exchanged between individuals through a common system of symbols, signs or behavior.

Mostly human communicate verbal and non verbally, the Verbal communication is primarily referring to spoken verbal communication, its can also employ visual aids and nonverbal elements to support conveyance of meaning, Oral communication includes speeches, presentation, discussions and aspect of interpersonal communication. Mainly verbal communication is type of face to face communication.

Nonverbal communication describes the process of conveying meaning in the form of non-word messages. Non-verbal communication type of body languages, eye contact, facial expression and tone of the voice and physical attitude.

Human communicate within the aspect of interpersonal and intrapersonal based on speaking, listening, questioning, observing, analyzing, gesture and evaluation enables, collaboration and by co- operation.

3.1 History of Communication

History of Communication: History of communication from Cave Drawings to the Web All animal species has perfected a system of communication, but humans are the only species capable have spoken language. Effective communication is essential for a variety of reasons. It serves to inform, motivate, establish authority and control, and allows for emotive expression. For humans in particular, communication is also vital for creating a sense of social cohesion. Just as mankind has evolved over the centuries, our means of communication have followed suit. What began as primitive cave paintings and signed language has morphed into an endless variety of ways to express oneself to other humans. Early Communication Methods, communication has existed in various forms since man appeared on Earth. The methods, however, consisted of a disorganized set of signs that could have different meanings to each human using them. It wasn't until three million years after man's debut, around the year 30,000 B.C, that communication began to take on an intentional, manufactured format. The most well known form of primitive communication is cave paintings. The artistic endeavors were created by a species of man that appeared around 130,000 B.C, the Homo sapiens. The method involved creating pigments made from the juice of fruits and berries, colored minerals, or animal blood. These pigments were then used to create depictions of primitive life on the cave walls. Scholars have questioned the purpose of the paintings for years, but the most popular theory states that the depictions were used as a manual for instructing others what animals were safe to eat. Other forms of early communication existed, although they were less popular for a variety of reasons. Story telling was used to pass on important information in the days before the existence of the written word. However, since man still lived in separate tribes, this information could not be applied outside one's own tribal community. Drums and smoke signals were also used by primitive man, but were not the most practical means of communicating. Both methods could attract unwanted attention from enemy tribes and predatory animals. These methods were also difficult to standardize. (Source: Wikipedia).

3.2 Communication between children

By the time children commence attendance at a primary school setting, they have already had a variety of experiences and have developed in a number of ways. In order to utilize and build upon the learning that has taken place in the home its immediate environment. There for adults should provide children with rich variety of dance, drama, art and play activities and other experiences in a stimulating and challenging environment with a proper communication in a common understanding. The focus should be to allow children to learn without experiencing a sense of failure.

The previous research and literature mentioned that most children are interested in themselves, with their peers and their environment. Children are curious and like to explore, investigate and be creative. They like to establish good relationship with adults and peers, and enjoy communicating with them; with a positive communication children are developing self-esteem, self-control and social behavior.

Children attitude mostly they want to join in a group, work or play together with others children, some time they want to play just alone with own fantasy.

With in a positive communication with common understanding children are developing motor skill, range of skills and social competences. They can learn reason and solve problems with the support from peers and guidance of adults, further enhances their own learning.

Children enjoy communicating by many cultural tools as a example listen story or poems or telling story by them selves, listen music and rhymes or they want to play music or sing for others children/ adult and children love draw and paint to express their fantasy.

For communication children like to join physical sport or play with others children. They want to talk and share the personal knowledge and experience between peers during their classes in their regular school setting and their neighborhood (social setting) or in their family setting, it's mean where children are most comfortable or open to express them selves'. It is important that when children interact or play, sharing with others children or with theirs peers they want to feel secure in their relationship and they want to know that others peer are there to support them.

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It is adult responsibility to make sure for children that children can meet with their peers in physical sport, in social, emotional and cognitive needs at their particular stage of development to motivate challenges and stimulates them.

Creative play (paint or draw, singing, story telling, dance, music and drama etc) assists positive communication between children and developed relation between the peers. In others hand creative play promotes aesthetic awareness is an avenue for self-expression. Children experience the joy of achievement.

The major theme of Vygotsky's theoretical framework is that social interaction and communication play's a fundamental role in the cognition. Vygotsky (1978) states: " Every function in the child's cultural development appears twice: first on the social level, and later, on the individual level; first between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals." (p57) . A second aspect of Vygotsky's theory is the idea that potential for cognitive development depend upon the "Zone of proximal development " (ZPD): a level of development attained when children engage in social communication and social behavior. Full development of the "ZPD" depends upon full social interaction. The range of skill that can be developed with adult guidance or peers collaboration exceeds what can be attained alone. Vygotsky's theory was an attempt to explain consciousness as the end product of socialization. For examples, in the learning of language, our first utterances with peers or adults are for the purpose of communication but once mastered they become internalized and allow " inner speech".

4 Theoretical framework

The aim of this study is to explore that how drawing and painting influence communication between background with immigrant children and back ground with Norwegian children who is in 2nd grade pupils in primary school in Bærum kommune, Norway.

In this chapter some theoretical perspectives of relevant on children communication in their regular social setting in a school will be discussed.

For analyzing the data I have chosen Bronfenbrenner's "the ecology of human development theory", which requires that the person in their environment and the relation between them be conceptualized in terms of system. To discuss about communication between background with a Norwegian children and back ground with an immigrant children can be concern with the developing ecology between two different ethnicity children. Ecology theory can help children's life in their every stage from family to social and in national, international level, which we can define from micro, meso, exo and macro level, all those level are involve with in children life in their immediate environment in direct and indirectly.

The purpose of this study is about communication between two deferent ethnicity and cultural background children in their regular social setting and which factor or tools influence communication between two or more then two persons in their active environment that will be discussed.

4.1 The Ecology of Human Development

The ecology theory looks at a child's development within the context of the system of relationships that form his or her environment. Bronfenbrenner's theory defines complex "layers" of environment, each having an effect on a child's development. This theory has recently been renamed "bio ecological systems theory" to emphasize that a child's own biology is a primary environment (family, friends, teachers or care givers) fueling her/ his development. The interaction between factors in the child's maturing biology, his immediate family/community environment, and the societal landscape fuels and steers his/ her development. Changes or conflict in any one layer will ripple throughout other layers. To study a child's development then, we must look not only at the child and her/ his immediate environment, but also at the interaction of the larger environment as well, where child is direct and indirectly connected for her/his internal and external development. These structure are referred to as the micro-, meso-, exo-, and macro systems

More modern child development theories accept that both a child's biology and his/ her environment play a role in change and growth. Theories now focus on the role played by each and the extent to which they interact in on going her/ his internal and external development. Bronfenbrenner's ecological systems theory focuses on the quality and context of the child's environment. He states that as a child develops, the interaction within these environments becomes more complex. This complexity can arise as the child's physical and cognitive structures grow and mature. So, given that nature continues on a given path, how does the world that surrounds the child help or hinder continued development? This is the question answered by Bronfenbrenner's ecology theory.

Definition of ecology is the science of the relationships between organisms and their environment. The branch of sociology that is concerned with studying the relationships between human groups and their physical, psychological and social environments also called human ecology.

The study of the detrimental effects of modern civilization on the environment, with a view toward prevent or reversal conservation also ecology.

4.1.1 Micro system

The micro system – this is the first layer and closest to the child and contains the structures with which the child has direct contact in her/ his regular life activities. The micro system encompasses the relationships and interactions a child has with her immediate surroundings (Berk, 2000). Structures in the micro system include family, friends, relatives, school and neighborhood, or childcare environments. At this level, relationships have impact in two directions - both away from the child and toward the child. For example, a child's parents may affect his beliefs and behavior; however, the child also affects the behavior and beliefs of the parent, teacher or in her/ his closet persons, where the child have regular direct contact. Bronfenbrenner calls these bi-directional influences, and he / she shows how they occur among all levels of environment. The interaction of structures within a layer (interpersonal relationship) and interactions of structures between layers is key to this theory. At the micro system level, bi-directional influences are strongest and have the greatest impact on the child. However, interactions at outer (external relationship) levels can still impact the inner structures.

In data presentation for this study I will follow the Berk (2000) interaction theory and Kurt Lewin (1935) behavior formula.

Where Berk (2000) talking about the interaction within the layers of the structures and the interaction of the structures between the layers is the key to this theory. In a micro system the bi-directional interactions are at their strongest and they have a most powerful influence on the child. Kurt Lewin (1935) talking about,

Bronfenbrenner (1989, 189-193; 2002, 223-224) remade Lewin's formula into the formula of development in the following way: $D = f(PE)$, where developing (D) is the result (f) of interaction between person (P) and environment (E). But because development means change, a process, and it takes place in time, Bronfenbrenner wanted to go on perfecting the formula. The time factor is expressed by bottom indexes in the following way: $D_t = f(t-p)(PE)(t-p)$, where t is time under,

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Which the result of development (D) is observed and 't-p' is the period or periods in the course of which the powers that are related to person and environment act together, leading in the course of time to a result that is observed at a certain moment of time. The way of writing the right hand 't-p' in the formula will also mean that the process that produces the developmental change is not a momentary one but takes place in the course of time and can in a way similar to the other factors of the formula change in time. For example, when the child grows older, the processes that are now observed are not necessarily the same as observed before.

The interaction theory and behavior formula will help to emphasize the interaction between two or more than two persons in their immediate environment. School in Bærum kommune, where two different ethnicity children can introduce with same setting and common purpose to develop their selves by communication each other to learn verity subject or gathering the knowledge. The phenomenological perspective of communication is also relevant to the next level of ecological structure.

4.1.2 Meso System

The meso system – this layer provides the connection between the structures of the child's micro system (Berk, 2000). Examples: the connection between the child's school, peers teachers and his parents, between his church and his neighborhood or society etc. The meso system it is formed or extended whenever the person move to new setting, beside her/ his primary setting, where person can participate in a activity, where two or more then two persons or group of people can gathered for same or different activity for a social net work to develop their selves.

Analyzing data in a meso system the researcher will explain more about the environment of the school and classroom number of immigrant children in each class, ethnicity of the children, communication tools (verbal and nonverbal) and teachers observation.

4.1.3 Exo System

The exo system – this layer defines the larger social system in which the child does not function directly. The structures in this layer impact the child's development by interacting with some structure in her/ his micro system (Berk, 2000). Parent workplace schedules or community-based family resources are examples. The child may not be directly involved at this level, but he/ her does feel the positive or negative force involved with the interaction with his/ her own system.

For this study exo system not directly involved in children life in regular based but still the social and cultural attitude will be discuss in their school setting.

4.1.4 Macro system

The macro system – this layer may be considered the outermost layer in the child's environment. While not being a specific framework, this layer is comprised of cultural values, customs, policy and laws (Berk, 2000). The effects of larger principles defined by the macro system have a cascading influence throughout the interactions of all other layers. For example, if it is the belief of the culture that parents should be solely responsible for raising their children, that culture is less likely to provide resources to help parents. This, in turn, affects the structures in which the parents function. The parents' ability or inability to carry out that responsibility toward their child within the context of the child's micro system is likewise affected.

Macro system is not influences the children immediate interaction and communication directly but still indirectly involve develop the children life in regular based that can be hole development policy and system by the national or UN level.

For this study interaction and communication between children with different multicultural background and children with Norwegian background in social setting (school) will discuss by the macro system because the macro system refers to the consistency observed

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within a given culture in the form and content of its constituent micro, meso, exo and macro systems, as well as any belief systems or ideology, moral and ethics underlying such consistencies.

4.1.5 Research Question

Research question: How do drawing and painting activities influence communication between children with Norwegian background and children with immigrant background? Based on teachers experience, case study at primary schools in Bærum kommune, Norway

I defined the Research question based on my academic and professional experiences.

5 Methodology

What researcher will do actually? This issue is not limited to qualitative data collection, (Basically participant observation and interview), but also establishing research relationships with those the researcher with study, select sites and participants and analyzing the data that researcher collect, Maxwell, J, A (2005).

5.1 Case study Design

For this study I choose the multiple case study design and a form of qualitative descriptive research, using a case study for research purpose remains one of the most challenging of all social science endeavors'. As a research method the case study is used in many situations, to contribute our knowledge of individuals, groups, organizations, social and in political phenomenon. The case study method allows investigations to retain the holistic and meaningful characteristic of real life events. Case study refers to the collection and presentation of detailed information about a particular participant or small group, frequently including the accounts of subjects themselves. A form of qualitative descriptive research, the case study looks intensely at an individual or small participant pool, drawing conclusions only about that participant or group and only that specific context. Researchers do not focus on the discovery of a universal, generalizable truth, nor do they typically look for cause-effect relationships; instead, emphasis is placed on exploration and description. Yin, K. R. (2009)

Case studies typically examine the interplay of all variables in order to provide as complete an understanding of an event or situation as possible. This type of comprehensive understanding is arrived at through a process known as thick description, which involves an in depth description of the entity being evaluated the circumstances under which it is used, the characteristics of the people involved in it, and the nature of the community in which it is located. Thick description also involves interpreting the meaning of demographic and descriptive data such as culture norms and mores, community values, ingrained attitudes, and motives. Yin, K. R (2003, 2006)

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Unlike quantitative methods of research, like the survey, which focus on the questions of who, what, where, how much, and how many, and archival analysis, which often situates the participant in some form of historical context, case studies are the preferred strategy when how or why questions are asked. Likewise, they are method when the researcher has little control over the events, and when there is a contemporary focus within a real life context. In addition, unlike more specifically directed experiments, case studies require a problem that seeks a holistic understanding of the event or situation in question using inductive logic reasoning from specific to more general terms.

In scholarly circles, case studies are frequently discussed within the context of qualitative research and naturalistic inquiry. Case studies are often referred to interchangeably with ethnography, field study, and participant observation. The underlying philosophical assumptions in the case are similar to these type of qualitative research because each takes place in a natural setting (such as a classroom, neighborhood, or private home), and strives for a more holistic interpretation of the event or situation under the study. Merriam, S. B (1998) and Yin K. R (2003, 2006)

According to Merriam, S. B (1998) and Yin K. R (2009) emphasizes of studying a phenomenon in its real-life context. They observe that case study typically involve investigation of phenomenon for which the boundary between the phenomenon and its context are not clearly evident. Many case study in education are conducted in classroom or others location in schools. Such site are real life or in natural in the sense that they are where the particular actors participating in the phenomenon of public education normally found Gall, M. D., Gall J, P., Borg, W, R. (2007)

For this study interviews with respondents and participants observation was in school setting during the school hours in a real life context in Bærum kommune , Norway.

The purpose of doing the case study is to describe the context and phenomenon. As a researcher my attempts to depict a phenomenon and conceptualized the fact. According to Merriam , S. B (1998) and Yin K. R (2009) a good depiction will provide the thick description of the phenomenon that is statement that re-characterization a situation of context as possible.

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For this study case is the multiple –cases and as a data collection method I have chosen interviews and participants observation during the drawing and painting activities. As I decided to ask to all individuals same questionnaires with open-ended expressions. In the sampling in a verbal form interview was typically collected by the researcher with involved one respondent at a time. The respondents are typically spoken their own word with own meaning based on their experience and observation of the children during the drawing and painting activities. So data was collected qualitatively using open ended questionnaires and data will analyzed qualitatively by interpreting and using the cross method. Where reader can see the similarities and differences of the data.

5.2 Pilot study

Pilot study also called a pilot experiment study; it is a small-scale preliminary study. A pilot experiment study often used to test the design of the full-scale experiment, which then can be adjusted. In sociology, pilot study can be referred to as small-scale studies that will help identify design issues before the main research is done.

The researcher should carry out a through pilot test of the questionnaires before using it in the main study. The pilot study also should include a sample of individuals from the population, which the researchers plan to draw her/ his respondents. Also the pilot study form of the questionnaire should provide space for respondents to make criticisms and recommendations for improving the questionnaire. Another useful pilot study to strategy is to ask respondents to state in their own words what they think each question means. (Gall et al. 2007 p. 236)

For this study, before the final data collection pilot study has done by the research on the real life context in the school setting during the school hours. Using method was interview and participant observation. The researcher has select respondents just from one school (single

case). The using instrument was open-ended questionnaires. The respondents has got position to giving opinion about the questionnaires and which question they want be appear in and which question they do not want to. The main intention was to doing this pilot study that was testing the questionnaires and get the real view or opinion from the respondents about the study.

5.2.1 Sampling for the pilot study

To select the useful site for the pilot study that was very significant, I chose the criteria to select the site in Bærum kommune, where buss communication is able able, and respondents should be able to communicate in English language. I have chosen the respondents from 1st grade one general teacher and from 2nd grade one general teacher, just two respondents. Select the respondent gender, age and ethnicity was not a factor, the factor was respondents has need minimum two years teaching experience with 1st grade or 2nd grade children and with researcher communicable language should be only English. For the reader it is important to mention that the site for the pilot study I have chosen, that also I have included in my final study and that is school # D. I have mentioned that sub chapter of the chapter # 6 that school # D have no special art and craft teacher for 2nd grad and I found more data during my pilot study that school # D have no art and craft teacher for 1st grade children either. General teacher are responsible to organized drawing and painting activities for their pupils following by national study curriculum or teaching plan for each school year. There for I have no opportunity to include art and craft teacher as a respondent in my pilot study.

In sampling procedure I have been interviewed with one respondent at a time with using the same questionnaires with open-ended.

For the pilot study I have chosen just one site (school # D), which site I included in my main study but I have not chosen the same respondents for the main study. The methods I used interview and observation for the pilot study. The questionnaires have tested by one

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respondent (teacher) from 1st grade and another respondent (teacher) from 2nd grade.

Improving my questionnaires I have done also observation during the drawing and painting activities in one classroom with 1st grade, where are regularly participate 23 children in same setting 7 of them are with an immigrant background. According to qualitative approach in case study research, I gave opportunity to both respondents (teachers) to give their own opinion about the questionnaires with their own word and own meaning.

It is important to mention that before the pilot study both respondents was informed by the researcher with written information letter and orally about the study purpose and time and the respondents was agreed in orally to giving their interview for this study.

Doing this pilot study the researcher's had only intention was too improving the interview guide / questionnaires for the main study, therefore which data has collected during the pilot study it has been not analyzed with the final reports.

For the interviewing with respondent the researcher has used 25 to 30 minutes for each teacher and for direct participants observation used only 45 minutes in one classroom. The pilot study for this research has done in 2010.

5.3 Research Question

How do drawing and painting activities influence communication between children with Norwegian background and children with immigrant background? Based on teachers experience, case study at primary schools in Bærum kommune, Norway

5.3.1 Sampling for the main study

Qualitative case study research is more flexible with respect to sampling techniques than quantitative research. This flexibility reflects the emergent nature of qualitative research design, which allows researchers to modify their research approach as data are collected. It is clear that purposeful sampling is not designed to achieve population validity. The intent is to achieve an in depth understanding of selected individuals, not to select a sample that will represent accurately a defined population. (Gall et, 2007).

5.3.2 Procedure for selecting the site

There are 24 primary schools in Bærum kommune but for this study, procedure for selecting the site I have chosen only 4 primary schools (School A# B# C and school # D). The 4 primary schools I have selected based on criteria, a) Where buss communication is able able. b) The 2nd grade teachers should be able to communicate in English language with the researcher. c) The 2nd grade children should be mixed setting background with a Norwegian ethnicity and background with immigrant ethnicity children and d) Choosing the respondents gender and ethnicity was not issue at all.

5.3.3 Procedure for selecting the respondents

For this study I contacted with total 8 respondents from 4 primary schools in a 2nd grade. From each school I have chosen 2 teachers (respondents). Within 8 respondents 2 teachers are art and craft teachers also from 2nd grade and 6 general teachers also from 2nd grade. Selecting the respondent gender and ethnicity was not an issue. The issue is respondents need to communicate in English language with the researcher and minimum two years teaching experience in a school.

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For observation I have chosen 2 sites (school # A and school # D) within 4 schools. Where regularly participate mixed with immigrant ethnicity children and with Norwegian ethnicity children in 2nd grade.

5.3.4 Method for the main study

For the main study in data collection procedure participant's observation and interviews method must meet the same standards of validity and reliability in educational research (Gall et, al. 2007).

According to the case study research in qualitative approach for this study interviews and observation was the main method, interviews has typically involve just one respondent at a time (2nd grade teacher), but the observation has done for the hole (2nd grade) class in their natural setting during the drawing and painting activities. The participant's observation has done by the researcher direct on the field.

5.3.5 Developing the interview guide

What is the interview? The answer is an interview is a personal conversation or discussion between two or in a group, normally one person who pose the question and others person (s) responds or make an answer. Interview is a method to find out answer for the researcher's questions.

For this study Interview guide has developed by the researcher. After the pilot study the interview guide made as a form more specific for the main study. The interview guide developed for respondents as a open-ended questions where all respondents has got possibility to use their own word to explain their regular experience and opinion about the 2nd grade

children. Interview has collected in verbally by writing materials. The time was for each respondent 30 to 35 minutes. For participant observation time was 45 minutes. All 8 respondents interviews and direct participant observation were finished in 2011 (from August to November) in their schools during the school hours.

5.3.6 Gaining permission form the gatekeepers

It is very important for the case study research that to make a proper procedure to get permission from the gatekeeper to collect the final data for study from selected site and from respondents.

According to the new regulations of 2010, regardless where the study is going to take a place all students in Norwegian higher educational faculty and institutions are required to obtain a permission for the field work to collect a data, The Norwegian Social Science Data Service “NSD” has to be agreed on this, for this procedure the application form, information letter about the study and interview guide was submitted by the researcher to the “NSD”

The next step was to get permission from the 2nd gatekeeper to collect the data that is educational head from Bærum kommune, Norway. The researcher has been submitted to the head of the education of Bærum kommune the permission letter from NSD, interview guide and information letter about the main study.

The 3rd step was to get contact with the respondent, first the researcher has to talk and explain about the study to the head master of the school, but there was big challenges that teachers are busy with their regular work, so it was very difficult for them to find out time to give interview as a voluntarily, at the previously two schools in Bærum kommune has dined to give information about their schools and children, then its took time for the researcher to find out appropriate schools/ site for the study, based on the study design and criteria.

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Getting permission from NSD, select the appropriate schools/ site and get contact with 2nd grade teachers (respondents) all those matters took time more than 6 months. For thus reasons the field -work for the study has to held on from 2010 to 2011.

5.3.7 Interview

Before taking the interview for main study all respondents were informed about the study and purpose of doing interview with them, from researcher all respondents has received the written information letter about the study purpose and the questionnaires. Giving all necessary written information to them the researcher's intention was to clarify respondent's opinion about the questionnaires and their position. All respondents have got full freedom to choose which questions they want to answer and which questions they want to escape.

5.3.8 Challenges during the study:

During the study the researcher has to face below to 8 basic challenges to achieve the research goal for this study.

1. Narrow down the design
2. Choosing the method for the study
3. Narrow down the informants
4. Include two new sites based on the study design.
5. Starting the pilot study
6. Starting the final data collection
7. Get permission from the gatekeeper
8. Match time schedule with teachers.

5.3.9 Experiences during the fieldwork

I have been collecting data from four primary schools in Bærum kommune, Norway; Here I would like to provide some experiences, which I have gathered during the data collection and in procedure of data collection.

The major challenges were to get permission from NSD to go to field to get final data from respondents. Second challenge was I had to narrow down my research design about the respondent's quantity and categories. The 3rd challenge was get permission from the school head master to get contact with 2nd grade teachers and information about their schools pupils, The 4th challenge was get time schedule from the 2nd grade teacher during their working hour. Two schools in Bærum kommune, they declared that they are not interested disclosed any information about the pupils and administration for this study. In before hand those schools have been informed by me all necessary information but still they had refused. All those matter took near to 6 month for procedure to collect the final data. There for the study have been held from 2010 to 2011.

5.4 Data collection

Qualitative case study research interviews typically involve a format that is not as tightly structured, because the researcher goal is to help respondents express their views of a phenomenon in their own terms (Gall et, al. 2007). During the qualitative interview the researcher can able to show the respect for respondents view, idea and knowledge.

The interview took place in the school during their working hour. Before going to the site the respondents has been informed and agreed by telephone call and e-post with the researcher about the time. The interview lasted for each respondent approximately 30-35 minutes but informal talks with respondents take a more 5-10 minute. During the interview all respondents was allow to give their own opinion with own word about their daily experience with children in school setting. It is important to mention that before the interview all respondents had

received the questionnaires at least one week before, so they have gotten time to decide about their position where they like to be.

Interview and participant observation has been used as the study method to collect the data for final study. The instrument has been used for this study the questionnaires, which develop by the researcher and approved by the NSD and the advisor of the study.

5.5 Introduction of the site:

It is important to mention again for collecting the data I have selected four primary schools in Bærum kommune.

In Norway all primary school are included from 1st grade to 7th grade. For the reader I would like to describe the natural environment of the sites, where reader can visualized the location of the sites.

a) The primary school #A: School #A distance from Sandvika city by buss 6 to 7 minutes near by the school buss stop. The total pupils from 1st grade to 7th grade in this school are 535 in this numbers 3.36% are immigrant children. In 2nd grade 22 children with Norwegian background and only 4 children with an immigrant background. School # A have just one section for 2nd grade children but mostly for drawing and painting activities they divided in two groups in separately .The school building specially made for children with Special Needs (inclusive setting), where able and disable children both group of children can move around by their selves without adult help. From all entrance have possibility to go in and come out with by wheel chair. School #A is a big compound for children with enough play ground in natural environment, where children can play freely in their free times or in interval.

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b) The primary school # B: School# B is take time just 8 minute by buss from Sandvika city. The buss stop near by the school, Just two minute walking up to the hill pupils can get the entrance door of the school. The natural view is very play full for children. Behind the school have small forest and neighbor-hood , It is not so far walking from the school to the oldest church. Children can see the farming land if they take little tour from school. They have total pupils 305 included children with immigrant background are 5% of total number. In 2nd grade they have 22 children with Norwegian background and 1 children with an immigrant background in section # A and in section # B they have 20 children with Norwegian background and 2 children with immigrant background.

c) The primary school # C: School # C is totally new re-building school but it is the oldest school in Bærum kommune. In 2009 with all modern teaching technology and with biggest gym hall school create a most comfortable indoor environment for children. For out side children have two play ground in back and in front side of the school but it is not big enough for all children. The school building standing in the middle and around the school have neighbor-hood and traffic. From Sandvika city distance by buss just five minutes near by the school buss stop. At school # C in 2nd grade 15 children with Norwegian background and 2 children with immigrant background in section # A and in section# B 10 children with Norwegian background and 7 children with immigrant background. Total pupils are 375 , of this 13.33% children are with immigrant background in this school.

And

d) The primary school # D: School #D from Sandvika city just 25 minutes by buss near by the school. The school building is standing middle in the neighbor- hood. School # D have small, small many play- ground for children.

Very close to the school have the biggest mountain in Bærum, which make beautiful view from the school. In 2nd grade 17 children with Norwegian background and 11 children with immigrant background in section #A and in section # B 9 children with Norwegian background and 16 children with an immigrant background. Here important to tell that school # C have three sections for 2nd grade children but I will describe just two sections. Total amount pupils are 523 and 30% children are with an immigrant background in this school,

5.6 Validity, Reliability and Ethical issue

5.6.1 Validity

Maxweel (1992) describes five types of validities: Descriptive validity, interpretive validity, theoretical validity, generalizability and evaluative validity. For this study descriptive validity will be an issue for the reader. The researcher will provide as much as possible the exact information about the study with the correct interpretation. As the respondents mean with their own words and own meaning about the communication between children with Norwegian background and children with immigrant background during the drawing and painting activities, how the respondents have experience and observed that will explain. All information will be analysis for this study from final data, which data I have got from 8 respondents from four primary schools. Another validity issue is here have no language barrier for the researcher, the interview guide was written in English language, during the interviewing using language was English as well, the final study will be written in English language. The interview guide was proved by the project advisor and Norwegian Social Science Data Service (NSD) . However, this issue was tested having the pilot study in 2010.

5.6.2 Reliability

I would like to point out fews major reliabilities issues for this study. Since this study was planned, conducted and analyzed by the same researcher. Secondly the respondents were asked questions to ensure correct understanding of their opinion. If there was anything unclear, respondents were requested to explain the fact more thoroughly. In addition the interview was collected use with same open-ended questionnaires for all 8 respondents in their school, during the school hours. The 3rdly the study design, data collection procedure done by same researcher. The research proposal, final questionnaires / interview guide, information letter all written in English language. Doing interviews with respondent and for

the final text for the study is English. So here have no language barriers. They're for have no possibility to any miss-communication and misunderstanding between all (s). Which will provide to the reader accurate information about the study. The most important reliability is here have no personal relation between researcher and respondents there for the study was not in a risk to be basis.

5.6.3 Ethical Issues

The study was ethically concern. One of the concerns was respondent's confidentiality and in 2nd concern was about the site confidentiality. All respondents and schools administration have informed by the researcher with the information letter. In before hand researcher provide to the respondents the questionnaires and information letter about the study that how will collect the data and how it will use for the final study. The necessary information was provide to them minimum one week before, to giving their opinion or about their position in this study. The respondents have been informed that the site and respondents of this study are totally anonyms; their name or any others personal information will be not appear at all in the final report. The all respondents were allowed to decide giving their opinion about the questionnaires to choose which question they want to answer and which question they want to escape. Before the final study the questionnaires and procedure of the data collection had approved by the NSD and by the advisor of this study.

6 Presentation and discussion of the data

6.1 Out line of the chapter

This chapter's main focus on the results of the study. The important findings / data will be presented by sub chapters, that will be design in following to in order, Methodology, Data presentation, Discussion, and Conclusion

6.2 Background

The study's respondents will be reviewed. There were 8 respondents, which were 6 general teachers and 2 were art and craft teachers from 4 primary schools from Bærum kommune, Norway.

For analyzing data, first of all I have collected the case study data into writing materials by manually, after-wards all data was saved in computer database in a personal computer at home, then the data I have broke the text in to meaningful segments and stared to develop categories. I have developed 4 categories according to the research questions and under by 7 headlines to analyzing the data.

The categories are 1) Communication, 2) Interaction, 3) Opinion and 4) Attitude

The headlines I have developed based on the research question and according to the interview questions / questionnaires.

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What I mean about categories “communication” and “interaction” for this study, I would like to explain that regarding to the readers. Communication can be both verbal and nonverbal exchanges between individuals or within a group. It can be silent nonverbal action or active physical action but I mean about interaction, it is more in an action in physically and psychologically, individual(s) are more active and expressive some way in terms of interaction.

What I mean about category “opinion” here that is what knowledge individual(s) (respondents) are gathering from regular experiences from the field with their pupils in school setting that would be explained.

I have meant about categories “Attitude” that is nonverbal (body language, facial expression, eye contact, vocal sound so on.) expression of every individual(s) toward to others individual(s).

How do drawing and painting activities influence communication between children with Norwegian background and children with immigrant background? Based on teachers' experience, case study at primary schools in Bærum kommune, Norway? Based on this main question and according to the questionnaires (interview questions) I have developed 7 headlines: the headlines are

1. How do children with immigrant background communicate children with Norwegian background during the drawing and painting activities?
2. What kind of Interaction happened during the drawing and painting activities between children with Norwegian background and children with immigrant background?
3. What are the positive development children are achieving by drawing and painting activities?
4. Have any exclusion (attitude) from children with Norwegian background towards to children with immigrant background during the drawing and painting activities?
5. Are children getting more opportunity for communication during the drawing and painting activities?

6. What is positive interaction teacher has been observed during the drawing and painting activities between children with Norwegian background and children with an immigrant background?

7. Do you think that children with Special Needs are get extra possibility to express themselves by drawing and painting activities?

6.3 Methodology

I will interpret the data with in a qualitative approach and the data will analyzed under by 4 categories, using the cross analysis method, because the cross method will provide an opportunity to describe the data, what data exactly I found from the 8 respondents (6 general teachers and 2 art and craft teachers from 2nd grade) from four primary schools. The cross analysis method also enable to the reader following the findings and to understand better between differences and similarities of the data. As they will show in relationship to one another not one by one. According to the research question the result will able to shows communication between background with Norwegian children and back ground with immigrant children at primary schools, based on teacher (s) experience. The result are presented below

For the reader I would like to repeat for a short view under by which categories, which headline will be united to find out the answer.

6.3.1 Communication

Under the category Communication I united first and second headlines to asked questions to the teachers.

1. How do children with immigrant background communicate children with Norwegian background during the drawing and painting activities?

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1.2 What kind of Interaction happened during the drawing and painting activities between children with Norwegian background and children with immigrant background?

6.3.2 Interaction

Under the category Interaction: I have united headline number five and headline number six to asked questions to the teachers.

5) Are children getting more opportunity for communication during the drawing and painting activities?

5.1) What is positive interaction teacher have been observed during the drawing and painting activities between children with Norwegian background and children with immigrant background?

6.3.3 Opinion

Under the category Opinion: I have united headline number three and headline number seven to asked questions to the teachers.

3) What are the positive development children are achieving by drawing and painting activities?

3.1) Do you think that children with Special Needs are get extra possibility to express themselves by drawing and painting activities?

6.3.4 Attitude

Under the category Attitude I have asked question to the teachers under by headline number four.

4) Have any exclusion (attitude) from children with Norwegian background towards to children with immigrant background during the drawing and painting activities?

6.4 Data presentation

In this chapter I will discuss about the four categories and use headline under by the categories to ask question to the 2nd grade teachers based on their regular experience and observation. For this study as a site I chose four primary schools in Bærum kommune, Norway. I have mentioned that in abstract. For the reader I will notify the case school # A, # B, # C, and school # D because for the ethical concerns I will not mention the exact name of the school. The categories are here to present the data: communication, interaction, opinion and attitude. Mostly I united two headlines together but under by the category attitude I use just one headline that is no.4. I will describe also the participant observation for this study, which I done at school # A and at school # D.

6.4.1 Observation

Why I chose school # A and school# D for participant observation? The reasons are school #A serving the special atelier room for children and school #A organize drawing and painting activities by special art and craft teacher. In others hand school #D have no atelier room for the 2nd grade children, they use regular class room for having a drawing and painting activities and another reason is school # D have no special art and craft teacher for 2nd grade children so general teacher are organizing drawing and painting activities for their pupils. Another specific reason is that school #D have children with immigrant background 30% of the total pupils and school# A have children with immigrant background 3.36% of the total pupils in school.

Here the reasons are contrast and three specific differences there for as a researcher I select those two schools for observation, which can help reader to understand better the different condition and at most fair of the two variety schools, which view I will use for analyzing the data.

6.4.2 Case # School A Communication

Under the category Communication I united first and second headlines to asked questions to the teachers.

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1. How do children with immigrant background communicate children with Norwegian background during the drawing and painting activities?

1.2) What kind of Interaction happened during the drawing and painting activities between children with Norwegian background and children with immigrant children?

Answer:

The general teacher from school #A: says that Norwegian children communicate with immigrant children by talking and discussing together about the subjects and personal matters during the classes and they communicate in their free minute by playing and talking together. During the classes they appreciate or make a comment about each other's art works and attitude.

The art and craft teachers from school #A: says that during the drawing and painting activities children communicate by talking, sharing materials helping each other to develop their idea and techniques and by appreciating the art work by each other.

6.4.3 Interaction Case # School A

Under the category Interaction: I have united headline number five and headline number six to asked questions to the teachers.

5) Are children getting more opportunity for communication during the drawing and painting activities?

5.1) What is positive interaction teacher have been observed during the drawing and painting activities between children with Norwegian background and children with immigrant background?

Answer:

The general teacher from school #A: says that children interact between them most by talking and playing together but during the drawing and painting activities children shows to each others their drawing and painting, share the materials (paper, pencil, color, brushes, water pot etc.)

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The art and craft teacher from school #A: says that children interact by shearing materials, looks each others drawings and painting. They show to each other's the technique of materials and they share idea or theme. They appreciate each other's painting some times they move physically around the class to see what others are doing? Some times they talk about personal maters but most they talk about color and objects of paintings. We have atelier room for children for drawing and paintings activities that's makes more easily for children. The atelier arrangements with paintings materials, sting place for every each pupil, with enough water supply, there they can sit one beside by another or just by them self. Once in a week they have one hour fixed for drawing and paintings activities. There they have more opportunity to meet freely to each other and to talk.

6.4.4 Opinion Case # School A

Under the category Opinion: I have united headline number three and headline number seven to asked questions to the teachers.

3) What are the positive development children are achieving by drawing and painting activities?

3.1) Do you think that children with Special Needs are get extra possibility to express them selves by drawing and painting activities?

Answers:

The general teacher from school #A: says that there is so many possibility to build a communication in drawing and painting class be cause during drawing and painting activities children are more free mentally and physically. Drawing and painting are not like any others subjects like Mathematics, Norsk, English etc, they are free to express them selves how they like too, some times we give them theme like spring, winter, summer, or they copy from others masters painter paintings then at the same times children became known about famous paintings and painter like Pablo Picasso, Advard Munch, Van Gogh, Henry Mathes like painter. All children, they love color and they put color from their fantasy world, Some times

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we take whole group (26 children) to wood (nature) or visit to farmer house there they can see animals and landscape to get a idea for a realistic paintings to find out object.

Children learn sharing materials, idea, and techniques; they appreciate each other paintings, some time they talk about personal matters like family and friends. Specially children with Special Needs for them drawing and painting very positive subject. Some children are from others country (Afghanistan, Pakistan, Sri Lanka or Somalia etc.) they have two languages may their Norwegian is not so good, so they have need help from morsmål teacher to understand better in others subjects, but drawing and painting class that kind of children are more active independently to express them selves, in others hand many children are with disability like Asperser, Emotional and Behavioral Problem, Learning Disabilities and with ADHD for them drawing and paintings activities helps lot .

The art and craft teacher from school #a: says that having a drawing and paintings activities children became more creative. They get to know about others artist, and paintings, they learn about the forms and shapes technique of the materials, texture, light and shade, gradation of the color and composition. “How to draw and paint and how to finish the whole painting”, doing this process children became more creative.

Most important things almost all children love to do paintings. It is a enjoy full subject for them and may be some children are not good in Mathematics or English but they are very good in draw and paint then I observed that girl or boy is more confident in this subject and happy and proud to join in drawing and paintings class. Specially I will recommend for children with disabilities like ADHD, Writing and Reading disabilities, Behavioral and Concentration Problem for them Drawing and painting activities very positive because they love draw and paint. They are more quite, they can hold concentration until they do not finish their painting. I observed more that they have less stress in drawing and painting activities.

6.4.5 Attitude Case # School A

Under the category Attitude I have asked question to the teachers under by headline number four.

4) Have any exclusion (attitude) from children with Norwegian background towards to children with immigrant background during the drawing and painting activities?

Answer: The general teacher from school #A: says that during the drawing and painting activities I do not see any exclusion between background with Norwegian children and background with immigrant children in 2nd grade. Children are most 7 years old they do not focus on who came from where, but there have some problem with immigrant children with language, different culture, and different religion, because norsk is not their first language and at home they practice to talk in their mother language, so some times its make limitation to understand each others properly.

The art and craft teacher from school #A: says that no their have no major exclusion because we used the atelier for drawing and painting activities and I divided in two groups, each group we have 12-13 children they sit beside by one another. Most they have focus on their theme or idea they share materials, some times they talk and discuss about their painting, like form, shape size, color and technique. They really not focus on who came from where? Most they are interested to see other's painting and show their own paintings but specially for an immigrant children drawing and paintings activities more positive then others subject be cause they are free from verbal languages. I feel that immigrant children are more relax confident in this subject but they face difficulties with norsk language, having a different culture and different religion attitude.

6.4.6 Observation Case # School A

The observation done by researcher in school # A , during the drawing and painting activities. Length of the observation is one hour:

In 2nd grade total pupils are 26 and 4 of them are immigrant background. The art and craft teacher is organizing drawing and painting activities for children. Children are divided in two groups each group 12-or13 children can participate in each time. School# A have special atelier for 2nd children. Where art and craft teacher is mainly responsible to organize drawing and painting activities for children. All art materials color, paper, brushes water pot provide by the school. Children follow their weekly routine to join the school activities. They get time one hour for each week drawing and painting activities. Some children are likes to sit one by another some of them are like to site alone. There were only two immigrant children in a group. In starting the activities teacher explain them what are the theme for today, and teacher try to give some idea by draw on the black board. All children have their own water pot, paper, brushes and color. In the starting was little noise but middle in the period children draw with deep concentration to put color on it. In the end children are more curious to see others painting and expecting from teacher that teacher shall make some comment about their paintings. Three girl are started to moving around in the class, some are like to get more paper to continue the next paintings but the immigrant pupil was sitting continuously until she / he has not finished her painting.

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Children attitude was flexible, easy communication with teacher and with their peers. They talk with each other's; they were sharing color, water pot and brushes. They were showing their paintings to teacher to get a comment. They were interested to looks others paintings, but mostly immigrant children are more quite in the class, like many others Norwegian children.

Teacher was busy to help them to understand better about the techniques and how children can create a quality painting. There was no goal from teacher to create a communication between them.

6.4.7 Case # school B Communication

Case # B: Under the category Communication I united first and second headlines to asked questions to the teachers.

1.How do children with immigrant background communicate children with Norwegian background during the drawing and painting activities?

1.2 What kind of Interaction happened during the drawing and painting activities between children with Norwegian background and children with immigrant background?

Answer: The general teacher from school #B: says that children are most communicate by talking, playing together, or some times they visit each others house, but during the drawing and paintings activities they most talk about their painting, share materials and idea, they do appreciate each others art works.

Answer: The art and craft teacher from school #B: says that we have 1 hour 30 minute in a week for drawing and painting activities, its quite good time for them in compare with others class, in drawing and painting activities children are more relax and free to talk each other. They are allowed to move physically in the classroom, to see others art works, they share materials, idea, they teach to each other to learn technique of the materials; they do appreciate each other's paintings. Some times we take children to out door painting that they en-joy most because it is in nature children are more -free physically. They do to communicate with each other better in out door work.

6.4.8 Interaction Case # School B

Under the category Interaction: I have united headline number five and headline number six to asked questions to the teachers.

5) Are children getting more opportunity for communication during the drawing and painting activities?

5.1) What is positive interaction teacher have been observed during the drawing and painting activities between children with Norwegian background and children with immigrant background?

Answer from general teacher school #B: Normally we do use our regular class room to make a drawing and painting activities for children, because we have no atelier room for them, its quite tide condition but children manage well. We supply them all necessary art materials (paper, color, brushes, pencil and water pot etc.) from school. Children interact well, they share materials, fantasy and idea, they talk together, and they are allowed to move around in class to see what others children are doing. Some time we give them theme (Spring, Autumn, Winter, Summer) they do group work. May be two three children in a group take a one project to finish their painting, then they have more opportunity to talk and laugh and enjoy the work by helping each other.

Answer from art and craft teacher from school# B: Children interact to each other during the drawing and painting activities by talking, looking each others painting, sharing materials, share the idea, technique, and by appreciating each other paintings.

6.4.9 Opinion Case # school B

Under the category Opinion: I have united headline number three and headline number seven to asked questions to the teachers.

3) What are the positive development children are achieving by drawing and painting activities?

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3.1) Do you think that children with Special Needs are get extra possibility to express them selves by drawing and painting activities?

Answers from general teacher school #B: The general teacher says that there is so many positive site we can see to have drawing and painting activities, first of all children enjoy this subject, they are more free mentally and physically during the drawing and painting activities, they are allowed to talk and share the idea, materials, some time they talk about their privet matters. Specially children are with Special Needs and back ground with an immigrant children for them drawing and painting activities very positive subject to communicate by each other. Mainly girls are very good in paintings in my class some boys they do not like very much to draw and paint, after 10 15 minute they lose their concentration but for them all subjects are same attitude as they shows, those group of boys they like more run around and play.

One of the most positive side is some children are not very good in others subjects like, Mathematic, Norsk, English but their good in art, so for them having the drawing and painting activities extra strength, at list they feel here more comfortable, and confidents. They get opportunity to express them selves better in art and activities.

Answer from art and craft teacher from school #B: During the drawing and painting activities children have easy enjoy-full communication. Drawing and painting is a nonverbal communication tools. Children are freer to express their fantasy, ideas by form, color, and texture. Children do copy from others paintings, make colas or paper pasting, decorate the objects. We take them in to the nature, there they do enjoy and communicate well with each other much better.

Specially children with concentration problem, learning and writing disability or ADHD like problem for them drawing and painting is positive activities. If we say about immigrant children, their norsk language ability not so strong, for them drawing and painting activities are good because they express or communicate well in this subject without written languages.

6.4.10 Attitude Case # School B

Under the category Attitude I have asked question to the teachers under the headline number four

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4) Have any exclusion (attitude) from children with Norwegian background towards to children with immigrant background during the drawing and painting activities?

Answer from general teacher school #B: No, we have not observed any exclusion from Norwegian children to towards an immigrant children. We have 22 Norwegian children and just three children are immigrant in 2nd grade and their included but there have some problem to communicate well with others be cause of their Norwegian language capacity.

Answer from Art and craft Teacher school #B: No, I do not see any exclusion attitude from Norwegian children towards to immigrant children. Just three are immigrant and they are very much included during drawing and painting activities. But there is problem for them to communicate in Norwegian language, different cultural attitude and may be different religion but mostly drawing and painting activities is nonverbal tools so they manage well to communicate by their drawing and painting

6.4.11 Case # School C Communication

Under the category Communication I united first and second headlines to asked questions to the teachers from school # C.

1. How do children with immigrant background communicate children with Norwegian background during the drawing and painting activities?

1.2 What kind of Interaction happened during the drawing and painting activities between children with Norwegian background and children immigrant background?

Answer from school# C general teacher # 1: During the drawing and painting activities children talk with each other, they share idea, technique and materials, they look to each other, and children make a comment and appreciate to each other painting.

Answer from school # C general teacher # 2: During the drawing and painting activities children communicate by talking, sharing materials and idea, appreciate to each others paintings, some time they do group work may be two or three children make a one paintings,

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when they have got theme like Spring, Autumn, Winter, Christmas or Ester etc from teacher, then they have opportunity to make a more close contact in a group.

6.4.12 Interaction Case # School C

Under the category Interaction: I have united headline number five and headline number six to asked questions to the teachers.

5) Are children getting more opportunity for communication during the drawing and painting activities?

5.1) What is positive interaction teacher have been observed during the drawing and painting activities between children with Norwegian background and children with immigrant background?

Answer from school # C general #1: In compare with others subjects in drawing and painting activities children get more opportunity to interact with each other, they do talk to-gather, share materials (color brushes, water pot, surface, paper, idea, technique) and idea or fantasy,

Children learn how to work in a group, respect others idea, learn to share, care to others children feelings.

Answer from school # C general teacher # 2: During the drawing and painting activities children interact better to each other, they do share, talk together, make a plan for group work, appreciate each other art works they learn by each other and they communicate each other culture too.

6.4.13 Opinion Case # school C

Under the category Opinion: I have united headline number three and headline number seven to asked questions to the teachers.

3) What are the positive development children are achieving by drawing and painting activities?

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3.1) Do you think that children with Special Needs are get extra possibility to express them selves by drawing and painting activities?

Answer from school # C general teacher #1: We have two sections in 2nd grade. Each section we have 15 children with a Norwegian background and two children are with an immigrant background and others section we have 8 children with a Norwegian back ground and 6 children with an immigrant background but they are mixed parents I mean the parents are not with same country or ethnicity.

We have no special art and craft teacher for 2nd grade children, as a class teacher we have some knowledge to create a art and craft activities. When we do some art and craft activities, we follow the teaching plan for each year. That is link you can get from www.udir.no here you can see the national educational curriculum lære plan kunnskapsløftet, (formål og faget) have guideline for teacher to teach children art and craft subject. I think the teaching plan we are following that's very good for our pupils from 1st grade to 7th grade.

Specially for back ground with an immigrant children and children with Special Needs for them drawing and painting activities very positive subject. They are more free to express them selves with their paintings, they get more time in this subject, at list one hour for every week for art and craft class. As we can mention that children make a positive communication by drawing and painting class, for example, sharing, discussion, exercising to holding concentration, appreciation, and co-operation so on. Children became more creative in this subject.

Answer from school # C general teacher # 2: Children are achieving so many positive learning to join drawing and painting activities, for example they learn sharing, discussion, attend in the group work, appreciation, they learn about form, color, shape, texture, composition, and theory of art.

Mostly I will recommend for back ground with an immigrant children and children with Special Needs drawing and paintings activities very positive for them. They are freer to express informally with nonverbal tools, and that's important for immigrant children when their Norsk language capacity not so good,

In others way I will say art and craft subject it is a compulsory subject in every school as like Norsk, English and Mathematics subjects, so we do not focus on communication, we focus

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how they can develop their knowledge in art and craft subjects but children have need some certain communication to learn or share knowledge from each others there for communication is so important for them to achieve the goal for development.

6.4.14 Attitude Case # School C

Under the category Attitude I have asked question to the teachers under the headline number four.

Have any exclusion (attitude) from children with Norwegian background towards to children with immigrant background during the drawing and painting activities?

Answer from school #C general teacher # 1: No I have not observed any exclusion from background with Norwegian children to towards background with an immigrant children, But there have some problem in communication with Norsk language and two different cultural attitude in same setting, I mean children have some problem to communicate each others culture and different religion. Normally children do not care who came from where.

Answer from school# C general teacher # 2: No I have not seen any exclusion attitude from Norwegian children to wards to immigrant children during the drawing and painting activities. They have some problem to communicate with each other when immigrant children are not very good in Norsk language and they have different culture. We use our regular classroom to organized art and craft class .We do not allow them to too much move around in the class. They can sit beside one by another, or they can sit alone to finish their task in a time. Our main goal is to develop their knowledge in a subject with proper guide.

6.4.15 Case school # D Communication

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Under the category Communication I united first and second headlines to asked questions to the teachers from school # D.

1. How do children with immigrant background communicate children with Norwegian background during the drawing and painting activities?

1.2 What kind of Interaction happened during the drawing and painting activities between children with Norwegian and children with immigrant background?

Answer from school # D general teacher # 1: We have not any special drawing and painting teachers for 2nd grade, so as a class teacher we organized the drawing and painting activities for our pupils following by education curriculum. We give them theme like Easter, Christmas, Spring, Winter, Summer and Autumn, some time we on music for children then they listen and then they express their feelings with a line, form and color on surface. Children enjoy the music method very much.

During the drawing and painting activities children are allowed to talk each other, they discuss and they make question for teachers and for their peers and to teacher. Children share color, water pot, brushes, pencil, surface and idea.

Answer from school # D general teacher # 2: Children are communicate with each others by talking, sharing painting materials, by discussion, moving around physically in the class, looking to each others, listening music together. We have no atelier room for make a drawing and painting activities for children, there for we use a same classroom drawing and painting activities. Some times we take a group of children in to the nature to draw and paint direct from nature, there children are more free to make a contact between each other may be because it is more open place.

6.4.16 Interaction Case # School D

Under the category Interaction: I have united headline number five and headline number six to asked questions to the teachers.

5) Are children getting more opportunity for communication during the drawing and painting activities?

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5.1) What is positive interaction teacher have been observed during the drawing and painting activities between children with Norwegian background and children with an immigrant background?

Answer from school # D general teacher #1: In compare with others subjects in drawing and painting activities children get more opportunity to interact with each other, they do talk together, share materials (color brushes, water pot, surface, paper, idea, technique) and idea or fantasy, They listen together music and fairy tell after wards they express their feeling on surface (paper or board).

Answer from school # D general teacher # 2: Normally we make a drawing and painting activities one time in a week one hour for whole class, my class is mixed with immigrant and Norwegian children. We follow mostly the national education curriculum, there have guideline how to teach children art and craft, but we are also free to create our own idea, we read for children fairy tell, let them listen music, we show them others paintings images, we take them out in nature so on. In compare with others subject children have more opportunity to make a close interaction between each other during the drawing and painting class and they love drawing and painting activities.

6.4.17 Opinion Case # school D

Under the category Opinion: I have united headline number three and headline number seven to asked questions to the teachers.

3) What are the positive development children are achieving by drawing and painting activities?

3.1) Do you think that children with Special Needs are get extra possibility to express them selves by drawing and painting activities?

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Answer from school # D general teacher # 1: Drawing and painting activities more free activities, children are more relax, happy, some are shows their confidents and proud, specially immigrant children are very active in this subject. When children are with special need s for them drawing and paintings positive subject, they express less stress in drawing and painting activities. Children have good concentration, they are more creative, they feel easy and open to talk and share with each other. Children are more physically free to move around and see what others children are doing. Children learn about composition, texture, form, light and shade, primary and secondary color and many others techniques. Children share their experience and knowledge during the drawing and painting activities.

Answer from school # D general teacher # 2: If I mentioned the positive development then I will mentioned first children learn sharing, common understanding by discussion, how to work in a group, how to express feelings by color, form and in a line with a texture. Children develop their vision, how to select subject or theme to create a painting. Drawing and paintings is a nonverbal tool to communicate with each other. Here children are free to express their internal thought. Specially when children are from different culture and with special needs for them I will recommend drawing and painting can bring so many positive development. Children can exercise develop their concentration, balanced, to be more social, sharing, kindness and be creative. Children get more opportunity to create a close contact by talking, appreciating, discussing and helping each other's and most important that children learn by each other easy way during the drawing and painting activities.

6.4.18 Attitude Case # School D

Under the category Attitude I have asked question to the teachers under the headline number four

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4) Have any exclusion (attitude) from children with Norwegian background towards to children with immigrant background during the drawing and painting activities?

Answer from school # D general teacher # 1: No I have not seen any exclusion attitude from Norwegian children to towards an immigrant children but there is some limitation with language, different culture and different religion. Most children are in 7 to 8 years old in 2nd grade, they are very young, they do not care too much who came from where. They focus most in their communication and behavioral attitude.

Answer from school # D general teacher # 2: Says that in compare with others school in our school have immigrant percent quite a lot and that is 30% are an immigrant background children of total pupils. I have not seen any exclusion from a Norwegian children to words an immigrant children. They do play together, talk and share things and some times they visit each other house in weekend and in school days. During the drawing and painting activities they do work in a groups, they share materials and ideas, immigrant children are better in this art and craft so they feel more strengths in drawing and paintings activities to express their quality, they are very creative too. There for Norwegian children, they appreciate immigrant children art work very positively I found that's very good at most fair but there have some problem with different culture, different religion and different mother language , that's make difficulties for communication between each other.

6.4.19 Observation Case school # D

The participant observation done by researcher at school# D, the observation took time one hour during the drawing and painting activities in a school in regular classroom. Children was busy to talk with each other, their were sharing materials, water pot, brushes, children was mixed ethnicity with background an immigrant and background with a Norwegian, they are easy communicating with each other, the room was full of life positive interaction with in a joy full environment, the researcher could not found any exclusion attitude from a Norwegian children to towards an immigrant children. All most halve of the children was immigrant in this class. The all children were busy to create a quality of their artwork. Most children were sitting beside one by another. Some children were moving around in the room, During the drawing and painting activities children were focusing with theirs peers more, they

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talk a lot to each other, they was asking question to teachers and asking help from their peers, some times teacher trying to keep them quite but children were not focusing on this. Children were busy to finish their paintings and talking with their peers. The theme and guide they have got from the teacher. Few boys and girls have concentration problem they are not interested to finish their artwork, their just moving around whole class and making a noise for others.

Teacher was just focusing how children can finished their task/ painting in a time with a quality but teacher was flexible for children.

6.5 Summary

At the beginning of the “case study data collection” for this study, I have been tried to make form of contact summary sheet, which I have used to summarize data for each case. Where I will describe, what I have learned and experience form each case during my fieldwork. The data I have found doing interview with 8 respondents from four primary schools and with participant’s observation in two schools with in a four schools. I would like to mentioned that in a discussion I will combined the categories Communication and Interaction together because the 8 respondents from four schools make as like same answer for the both categories.

In a table # 1 I have presented the data, under by four categories which will emphasized the process to analyzing data better, its will help to reader understand attunes the similarity and difference of data.

Table # 1

Case #	Communication	Interaction	Opinion	Attitude
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Drawing and Painting as a Tool for Communication

school #A				
General teacher	By talking, Sharing, looking, appreciating, making a comment and by “playing to gather”	By sharing, talking, “Playing together”, group work, and by helping each others	Children learn develop their idea, be confident, be creative, be independent, express feelings in a verbal and nonverbal tools and they appreciate to each others	Not having a common mother language, different religion, and different cultural background
Art and Craft teacher	By talking, appreciating, helping to each others, looking and sharing	By Sharing, talking to each others, discussion in a group work, do work to-gather	Children are more relax, be confident; they became more creative they learn theory of art and artist and technique of materials. Composition, form, shape, size, color, texture. Children have good concentration and less stress	Not having a common first language, different religion, and different cultural back ground between them
Case # school #B	Communication	Interaction	Opinion	Attitude
General teacher	By talking, “playing to-gather”, visit each others home, sharing and helping to each others	By sharing, “physically moving around”, by talking, by appreciating, looking and helping to each others	Children en-joy to-gather to listen music and story, looks painting. Earning extra strengths, be came a confident comfortable and creative	Not having a common first language, different religion and deferent cultural background between them

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Art and Craft teacher	By talking, moving around in the class, by sharing materials, appreciating, “en-joy together to looks and see their art work”	By talking, sharing, moving around in the class, observing, by appreciate to each others painting	Children have enjoy full communication between them use a verbal and non verbal tools, they learn colour, form, texture, shape and size, techniques of materials,	Not having a common mother language, different religion and different cultural back ground
Case # school #C	Communication	Interaction	Opinion	Attitude
General teacher#1	Children communicate by talking, sharing materials, by appreciating, make a comment about art work	Children are physically active, by talking to each others, they care and shows respect to their peers, to be kind, showing feelings	Children are free to express themselves, be active, be creative, by positive communication, discussion, to sharing between each others the materials and idea	Not having a common mother language, different cultural and religion attitude
General teacher#2	By talking, sharing, appreciating, work with a group,	By sharing, talking to-gather, by appreciating, make a comment to others paintings	Children learn about art and artist, get sense of form, colour, line, shaped, texture, composition, light and shade, develop the vision by art and see	Not having a common mother language, different cultural and religion attitude
Case # school #D	Communication	Interaction	Opinion	Attitude
General teacher#1	By talking, discussing to each others, making a question to their peers,	By talking to each other’s, express feelings, listening music,	Children are more relax, happy, confident, less stress and be creative, children are physically and	Not having a common language, different culture and different

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	express feelings and by listening music or story	“moving around physically during the class”	in mind more free, they learn colour, composition, form, children share their experience and knowledge	religion
General teacher#2	By talking, by listening, take a part of the discussion, by work in a group	By listening, talk together, listening music and story, by looking and see	By common understanding, by sharing materials, discussing together, learning technique, children learn from each others	Not having a common mother Language, different cultural attitude and different religion

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In a table # 2 I have presented direct participant observation, which I have done at school# A and school # D

Table # 2

	Observation # case school # A	Observation # case school # D
Participant Observation done by researcher	Children are active individually do to their painting, they look to each other’s they sharing materials, during the drawing and painting activities. They have been talking with each other’s but immigrant children were more quite in the class they have sitting by them selves to busy finish their art works. Teacher was helping them to better understand about techniques and how they can create a quality painting	All children were active, communicating with each other, by talking, sharing, exchanges the materials between them. Immigrant are more active in this class be side the Norwegian ethnicity children. They looks creative confidents and comfortable with their peers and teachers But the teacher’s focus is not creating a communication between them, teacher’s focus how children can finished their task in a time with a quality

7 Discussion:

Only the main findings, which are significant according to the research question based on this study, will be discussed here. The result will also discuss the researcher theoretical knowledge, practical experience and observation about the study and during the fieldwork.

In according to national educational goals “school for all” education system in Norway since 1976 implementing equality attitude in school, university, in professions and in society with special focus for minority, when government all ready conscious about the exclusion are in a risk for minority background like Sami, immigrant and pupils with disability, since 2000 national policy is taking a special consideration of that. The children with minority background in school they shall not be excluded by authority, society or with their peers in school or neighborhood. As a researcher for this study I would like to mention that the adult in Norwegian social setting like, home, neighborhood (micro level), school, pre school church, or social well fair and health service etc. (meso level) and in national level in government policy and system (exo level) should ensure that all child should get equal opportunity with in their gender (girl, boys) races, and with cultural background, children with Special Needs in all aspects with in a positive communication. It is positive news for those groups of children that as a country like Norway has special focus on this to provide all technical and theoretical help to the pupils are in a risk. The government serving professional expertise to school, day care center, church, social well fair center and to the health care center for children. When children are in a risk they get extra attention, but in this study my focus on communication between children in primary school setting. There for according to this research question: “How do drawing and painting activities influence communication between children with Norwegian background and children with immigrant background? Based on teachers experience, Case study at primary schools in Bærum kommune, Norway.” I have tried to get answer for this study, based on the four categories and direct participant observation that I will discuss here, what I have found from each case.

7.1 Communication and interaction

Under by categories communication and interaction I will present and discuss the data with common similarities and differences, based on teacher (s) experience, what I found from four cases.

The similar data I have found from 8 respondents from school #A, B, C and school # D that children are communicating and interacting by sharing materials and technique, sharing the idea and fantasy, by talking to each other, listening music, looking to each others, by appreciating each other art work, making a comment about their art work, take a discussion together and help to each others. They participating in a group work, going to nature for select the object for a drawing and painting. They visit each other home and playing together. During the drawing and painting activities children move around physically in the class to see and look, what and how others children (peers) are doing.

The school #A observer that children communicate and interact “by playing most”, be side the others communication tools,

School # B mention that children interact and communicate visiting each other house too”, but during the drawing and painting activities children are more” physically active to move around in the class to look others paintings”,

School # C specially mentioned that the children in 2nd grade communicating and interacting with each others by respect, care, to be kind with each others”.

School # D experience that children are communicate and interacting with each others to making a question and giving a answer to their peers and to the teachers, they take a discussion together, express feelings and listening music and story together to get a idea or theme for their paintings, moving around physically during the drawing and painting activities to see what others are doing, which data not found from school# A and school# C.

7.2 Opinion

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Case school #A, # B, # C, and school #D all four schools are gave all most same answer for the categories “opinion” that are during the drawing and painting activities children looks happy, confident, relax and comfortable. The children are more free in psychologically and physically because it is a creative subject and children en-joy the art and craft class more then any others subjects, they like draw and paint by color the 8 respondents mentioned it. During the drawing and painting activities children are learning sharing, to be kind, shows to respect their peers and to the teacher. They learn how to work together in a group, en-joy together the common interest, children learning composition, form, shape and size and texture of the objects. Children became a more creative having art and craft subject. They learn select the object for art work and express their feelings and idea or fantasy in paintings.

The 8 respondents from four schools mentioned that during the drawing and painting activities children have easy communication with each other with a non-verbal and verbally. Specially when children are with “Special Needs” and children with immigrant background for them it is a positive because those group of children get more free to express them selves without word or text. They get more time and free space to move or talk around in the class to looks other painting and share their idea or materials, children learn from each other, they share their cultural, knowledge and experience too by having a drawing and painting activities.

7.3 Attitude

Under by category Attitude I have found common answer from all respondents from four schools, the 2 art and craft teachers and the 6 general teachers mentioned that their have no exclusion attitude from children with a Norwegian background to towards an immigrant children but their have some challenges for children with immigrant background. Very often immigrant children are not very good in Norwegian languages then they do not communicate well in verbally. Another reason is often children with immigrant background they have different religion and different cultural background that makes difficulties to understand each other attitude but in others hand children does not care who came from where, but when they meet in drawing and painting activities there have in verbal and nonverbal communication both possibility to communicate with each other and that’s may be easy for children.

7.4 Observation

I found in a participant observation at school #A children are focusing to do painting, and try to communicate with teacher, there were not big group of children. Children was sharing materials (color, pencil, pen, brushes, water pot, paper and surface) they were looking to each others, their curious to see how others children are making their painting but children with immigrant background was quite sitting by self, just focusing to finish her/him own work and communicating with teachers. One pupil in class was with special needs she was very quite too, sitting by self with in a good concentration. I found that there has some nonverbal communication between children with immigrant background and children with Norwegian background during the activities. They are not active in verbally. Teacher is not concern about their communication either. The teacher's goal was to make quality paintings in a time and using materials properly on the surface.

My observation with school # D I found that children with immigrant background and children with Norwegian background they have verbal and nonverbal communication in a positive way. Children are active physically to move around in the class they have been talking to each other, they were sharing materials and idea helping to each other to learn technique. They were asking question to teacher and to their peers. All children were doing painting to in en-joy full environment. Immigrant children are looks comfortable, happy and confident if still I have not found any attitude from teacher that takes initiative to make a communication between them but teacher was with faxable attitude for children, so children are free in a class how they want to be and they are active to create communication between them. Teacher was giving them guide to create a quality painting.

8 The Conclusion

One of the most important challenges children are facing at primary school in Bærum kommune that General teacher and art and craft teacher in 2nd grade they do not focus on what influence can make a communication between children with Norwegian background and children with immigrant background. Teacher's most focus on finished their teaching plan in a school year and follows the national education curriculum that instructed by www.udir.no. Since 2000 Bærum kommune following the strategy "plan for å sikre elevene et godt psykososialt miljø I Bearumsskolen" which strategy Bearum kommune following their best to cooperate with education director of NMOER, to make better school environment for all children in Bærum.

But teacher are not taking an extra initiative to focus on build positive communication between children with Norwegian background and children with immigrant background.

All four cases ensure that under by categories "Attitude" there have particular limitation to build communication between children with Norwegian background and children with immigrant background that's "lack of common mother language", "lack of common cultural attitude" and "lack of common religion attitude", Otherwise the children does not face any others major limitation to build proper communication between them in their school setting or may be in neighborhood.

As a example under by categories "communication" the school# A, B, C, and school #D mentioned that children communicate with each others by talking, sharing materials, look to each other listening music story and by appreciating,

In categories "interaction" the four schools (8 respondents) mentioned that children interact between them by sharing materials, idea, technique and by talking, working together in a group and by help to each other,

Under by categories "opinion" The 8 respondents mentioned that the drawing and painting activities is most effective subject for children with special needs and children with an immigrant background in a positive way because the teachers have observed and experience that children are relax, comfortable, they be came confident and creative having a drawing and painting activities. The 8 respondents mentioned that children are free in their mind and

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physically. It is a creative subject, drawing and painting is a part of visual art. There for children have possibility to create a nonverbal and verbal communication both. Children get opportunity to create an easy communication by their drawing and painting tool during the activities.

The 8 respondents say's that children all ways face some communication gape if they have not common mother language, not have common cultural attitude and common religion attitude. These like basic barriers make limitation to communicate between children with immigrant background and children with Norwegian background during the drawing and painting activities too.

Under the categories "attitude" the four schools mentioned that, no there have no exclusion attitude from Norwegian children to towards an immigrant children but there have basic limitations to build the proper communication between them. Those barriers are: 1# Lack of common language 2# Lack of common cultural attitude 3# Lack of common religion attitude.

The 8 respondents recommend for children with special Needs that when specially children have Learning Disability, Emotional Behavioral Problem, Dyslexia, or Writing Disability, Concentration Problem or ADHD like disability for them drawing and painting is very positive subject beside the others method.

In my observation with two schools, I have found that in a school# A children with immigrant back ground are more isolated but there have some nonverbal communication with their peer (s) (they look to each other, children shows the curiosity to about other's paintings), but they have verbal communication with the teacher.

In a school # D I found totally opposite there all most half of the children are immigrant in a class, they are active physically and verbally with the teacher and with peers. They were talks a lot, laugh, look to each other, they were sharing the materials (color, pen pencil, water pot, brushes, surface and paper) they looks creative, look confident, and comfortable.

So the most out come of the study is drawing and painting can be tool for communication in a verbal and nonverbal both, between children with Norwegian background and children with

immigrant background, if children can overcome those barriers # 1. Lack of common language 2 # Lack of common cultural attitude 3# Lack of common religion attitude

8.1 The importance of the study

The theory, which was described in the four chapters of the thesis will be able to provide to the reader to understand better the final result of this study.

As Bronfenbrenner “the Ecology of Human Development” theory has emphasized that a child's own biology in a primary environment (family, friends, teacher, caregiver etc) fuel his or her development. In the micro system parents, siblings, peers, teachers or caregivers are the nearest contact with the child in their ecology of life. In another's hand in a “meso system” school, child organization, church, health care etc are the next position to make sure for the children quality of life with quality communication help by adults (teacher, parent (s), health assistant and caregiver).

To implement the micro system and the meso system need help from the exo level. National policy can create a better system for the child based on child demand and present conditions?

If still we can see that Norway is a country like a good possibility with good resources for all children and for children who are at risk. The Macro (UN) system can take a role to cooperate with the exo, meso and micro system to create more possibilities for the children, when children are at risk. Need to make sure by the national level, social organization and by family that the child shall get quality communication with their peers and with adults because which ensure the development of the child and quality of life for her/ his.

Mainly this study discusses about communication between children with Norwegian background and children with immigrant background in their primary setting (school). Where children are directly contacted regularly with their peers and teachers. Therefore as a researcher I will recommend that in a micro level:

The teacher and school authority can take initiative to create a better communication in a positive environment for their pupils in a class or activities like drawing and paintings or drama, dance, sport. Need to create more social contact or gathering for children.

The 8 respondents ensure that three specific limitations make barriers to build communication between children with Norwegian background and children with immigrant background.

These barriers are 1# Lack of common mother language 2 # Different cultural attitude 3# Different religion attitude, Otherwise the children with Norwegian back ground and children with immigrant background does not face any others major problem to build proper communication between them in their school setting during the drawing and painting activities.

Based on those teachers' experiences, Bærum kommune can make sure for children to provide train or skill morsmål lærer or pedagogic teacher for children to teach Norwegian language.

Need to talk by teacher or professional expertise often in class about others culture. Need to teach in school about all others religion like Christianity, Buddhism, Hinduism and Muslim religion.

Make sure by the adult (teacher, parents, caregiver) and school authority that children should show their respect to each other culture and others religion.

If children are with Special Need and with immigrant background in both condition those children should get extra attention from authority (parents, teacher, school and Bearum kommune).

8.2 Implication for positive communication at primary school in Bærum kommune

In table # 3: The table # 3 will shows, which common barriers makes difficulties to communicate between children with Norwegian background and children with immigrant background at primary school in Baerm kommune.

Table # 3:

Case school # A	Case school # B	Case school # C and D
Category # Attitude	Category # Attitude	Category # Attitude
Lack of common mother language	Lack of common mother language	Lack of common mother language
Lack of common cultural attitude	Lack of common cultural attitude	Lack of common cultural attitude
Lack of common religion	Lack of common religion	Lack of common religion

In table # 4 will provide the guide method according to this study, which school/ authority shall implement in primary school to create positive communication between children with Norwegian background and children with immigrant background at primary school in Bærum.

Table # 4

Case school # A, school # B, school # C and school # D		Categories # Communication # Interaction # Opinion # and Attitude
Lack of common mother language	← →	To train or skill morsmål lærer or provide pedagogic teacher for children to teach Norwegian language
Lack of common cultural attitude	← →	Need to talk and teach by professional expertise or pedagogic teacher in class / school about different culture (Asian, Arab, African, Europeans culture etc). Children should show respect and interest about each others culture
Lack of common religion	← →	Need to teach by professional expertise or pedagogic teacher in the class / school about all others religions (Christianity, Buddhism, Hinduism and Muslim religion). Children should show respect to each others religion and believe
	← →	
	← →	

8.3 Recommendation for the further research

This study has some limitation, which will may, overcome the further research. An innovation study could be help. This research could be done in another place (day care center, neighborhood, church and physical and cultural activities place) and in a different group in Norway or another multicultural country. This research could be test by another tools instead of drawing and painting activities like as a tool dance, music or sport activities. Farther research can use more complex activities with mixed tools to test the communication between children with different background.

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www.udir.no regarding date:02.05.2012

Drawing and Painting as a Tool for Communication

10 Appendix

Appendix 1 Interview guide/ questionnaire

Questions for the general teacher:

1. How many Norwegian children are in your class?
2. How many immigrant children are in your class?
3. Do your pupils have any special drawing and painting teacher?
4. What kind of drawing and painting activities do you offer to your pupils?
5. Do the Children enjoy drawing and painting activities?
6. What do they express or what is their reaction to drawing and painting activities?
7. Are students free to express their own idea, fantasy or imagination?
8. Are they permitted to talk with each other during the drawing and painting activities?
9. During the drawing and painting activities, do you feel the children communicate well with each other's?
10. How do Norwegian children react with immigrant children during the drawing and painting activities compared with others classes?
11. Do you observed that immigrant children are more comfortable or feel at easy in the drawing and painting activities, or not?
12. Have there been opportunities for immigrant children to create new friends

in the drawing and painting activities?

13. Compared with other's subject children, do they enjoy the drawing and painting activities more?

14. Do you have class routines for your pupils, drawing and painting activities?

15. Do your pupils enjoy painting and drawing?

16. Is it possible to make real painting and drawing activities for children outside of the classroom?

17. Do pupils talk with each other more compared with other subjects? Do they move around or change their seats?

18. Do drawing and painting activities help special needs pupils?

19. What kind of effect or feedback are pupils getting from drawing and painting activities?

20. Do you feel that the drawing and painting activities bring a positive effect for the children?

21. Do you feel that drawing and painting activities are important for the inclusive class setting?

22. Have the children become more creative by attending drawing and painting activities?

23. Do drawing and painting activities aid in learning other subjects?

24. What kind of matters/ manners can children learn from the drawing and painting activities?

25. What do you think that drawing and painting activities are important or not important for your pupils?

26. What kind of changes you can observe in your pupils attitude, when they join the drawing and painting activities?

Appendix 2 Interview guide/ questionnaires

Questions for the arts and craft teacher:

1. Do you have regular drawing and painting activities with pupils?
2. How many pupils participate regularly in your activities?
3. How many Norwegian children and how many immigrant children are in your class?
4. Do the children enjoy drawing and painting activities?
5. How long is each session for your pupils?
6. What kind of technique and theory children can learn from your drawing and painting activities?
7. Are children free to create their own imagination or express their own idea?
8. Have they created new friendships with the drawing and painting activities, what have you observed?
9. Do you observe any positive development of children in the drawing and painting interaction or not?
10. Do you believe that children are more socialized by the drawing and painting activities?
11. Do you observe any psychological change of the children by the drawing

and painting activities?

12. Do you have any children in your drawing and painting class with special needs?

13. Do you observe that immigrant children are more comfortable along side the Norwegian children in your drawing and painting activities?

14. Do you feel that drawing and painting activities are important for the children or not?

15. Who don't speak or understand Norwegian well enough, are the drawing and painting activities an effective for them (immigrant children) to participate ?

16. Do you observe that children can communicate positively with each other by painting together?

17. Are children learning to appreciate to each other painting during the activities?

18. If some children do well in painting and drawing and others do not, does this show their negative attitude for each other or does it help them do better?

19. Instead of dialog drawing and painting can help to communicate between children with immigrant background and children with Norwegian background?

20. Can they use painting as a tool for communication between them?

21. What do you think instant?? Instead of dialogs paintings and drawing can help to children express them self?

22. What kind of interaction do children have in drawing and painting class?

23. Do you think that drawing and painting activities have a positive effect on an inclusive class setting?

24. What kind of limitation do children face in drawing and painting activities?

25. How should drawing and painting activities serve for Norwegian and immigrant pupils so they can create better communication and positive interaction with each other?

Appendix 3

Information Letter

I am Elin Setara a student at the university of Oslo, Master of Philosophy in Special Needs Education. At the moment I am in the 2nd part of the program. A requirement in 2nd part of the program is to write a “Master Thesis” with a selected topic. My research topic is “Drawing and Painting as a Tool for Communication”

My research question is “How do drawing and painting activities influence communication between children with Norwegian background and children with immigrant background?
Based on teachers experience, Case study at primary school in Bærum kommune, Norway

Based on my research question I have chosen qualitative case study research. According to the research design, I wish to make direct participant observation and interview with 2nd grade teachers during the school hour. For collect the data, I will use the writing materials. My informants will be totally anonymous in the whole processes. After collect the data and analyzing the data the materials will be totally destroyed in a certain period (December 2012). You will receive the interview guide in before hand for your comments. If you will have any objection or question about the interview guide, you are well come to say your opinion.

Drawing and Painting as a Tool for Communication

For more information, contact with my advisor, professor Ivar Morken, phone no. 22858123,
dep. Master of Philosophy in Special Needs Education, University of Oslo

Thank you for your kind help

Best regards

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Appendix 4

Norsk samfunnsvitenskapelig datatjeneste AS
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Vår dato: 02.08.2011

Vår ref:27434 / 3 / KS

Deres dato:

Deres ref:

TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

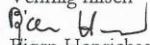
Vi viser til melding om behandling av personopplysninger, mottatt 19.06.2011. Meldingen gjelder prosjektet:

27434	<i>Drawing & Painting as a tool for communication</i>
<i>Behandlingsansvarlig</i>	<i>Universitetet i Oslo, ved institusjonens øverste leder</i>
<i>Daglig ansvarlig</i>	<i>Ivar Morken</i>
<i>Student</i>	<i>Elin Setara</i>

Etter gjennomgang av opplysninger gitt i meldeskjemaet og øvrig dokumentasjon, finner vi at prosjektet ikke medfører meldeplikt eller konsesjonsplikt etter personopplysningslovens §§ 31 og 33.

Dersom prosjektopplegget endres i forhold til de opplysninger som ligger til grunn for vår vurdering, skal prosjektet meldes på nytt. Endringsmeldinger gis via et eget skjema, http://www.nsd.uib.no/personvern/forsk_stud/skjema.html.

Vedlagt følger vår begrunnelse for hvorfor prosjektet ikke er meldepliktig.

Vennlig hilsen

Bjørn Henriksen


Katrine Utaaker Segadal

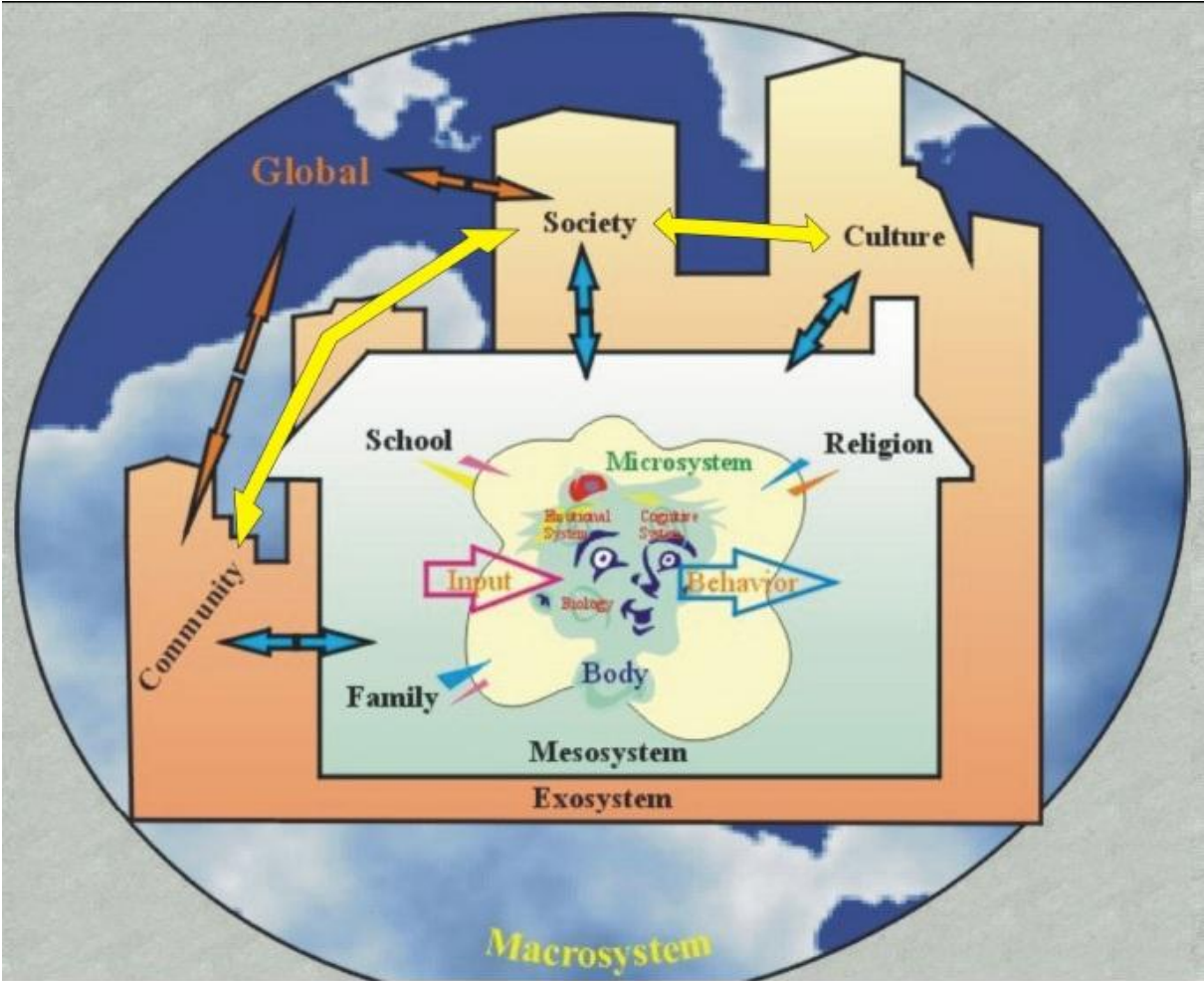
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Appendix 5



Bronfenbrenner's Ecology System Theory

