How teachers work to include newly arrived students in the English classroom

Hur lärare arbetar för att inkludera nyanlända elever i engelskklassrummet

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Preface

In this degree project, we can declare that we have been equally involved during the working process. We conducted all interviews and analyzed the data together. However, some of the sections have been written individually and we divided the writing of transcriptions to be more efficient. Nevertheless, all sections have been carefully read through by both of us.

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Abstract

Over the recent years, global migration flows have brought increasing numbers of immigrating children to Swedish schools and this has, in turn, generated attention to questions regarding inclusive education. This case study aims to investigate how experienced teachers meet the needs of newly arrived students in the English classroom. The study is conducted at a primary school (grade F-6), located in a middle-sized town in southern Sweden, where 98% of the students have an immigrant background. This study is based on semi-structured interviews with three teachers and the principal of the school. We perceive that this is a school where inclusion seems to work quite well and by conducting this study we want to shed light on seemingly functional working methods. This study also investigates possibilities and challenges that teachers might face in the English classroom.

Keywords: Newly arrived students, English teaching, Language development, Pedagogical support, Genre pedagogy, Culture, Inclusive Education
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1. Introduction

In Sweden today, ethnically diverse classrooms are rather commonplace, especially in urban areas. Furthermore, the migration and refugee flows of recent years have brought increasing numbers of newcomers to Swedish schools. As a consequence, there are at times high demands on the school organization, flexibility and an increased demand for teachers with intercultural competences (Skolverket, 2013). According to the Swedish School Inspection (2013), a quality report shows that inclusion of newly arrived students is generally poor. Newcomers are often expected to learn at the same pace as their classmates while their circumstances are different (Hagenfors, 2012). The report shows that schools find it challenging to recruit teachers with competence in the area and municipalities in Sweden are demanding more support from the government. On the other hand, the report states that schools can make their own adjustments by increasing their cooperation within the organization and make joint guidelines with other schools. However, the lack of knowledge of how to receive and include newcomers still remains.

This can be related to our own experiences from our teaching practice. For instance, we learned that none of the teachers at our two schools had received any training in how to teach newly arrived students. In addition, there were no preparatory classes, with the consequence that newcomers were directly integrated in regular classes. Several teachers agreed that it was difficult to meet the students’ needs. Moreover, the teachers found that the newcomers were hindered in the English classes since they were still struggling to learn Swedish. This, since the English classes were mostly taught in Swedish. However, the National Curriculum in Sweden (2011) states that, “The education should meet all students’ needs and promote the pupils’ further learning and acquisition of knowledge based on pupils’ backgrounds, earlier experience, language and knowledge” (p. 10).
In the school selected for our case study, there seems to be a close collaboration between the teachers and the school leaders, in order to improve the educational quality when it comes to the inclusion of newly arrived children. For instance, the teachers in this study are involved in the *School Introduction* of the city, which is the place the students visit when they first arrive in Sweden. This is where the assessment of their knowledge, health and well-being takes place. Thereafter, they are placed in different schools. The headmaster at the school mentions that the school has experienced several previous refugee crises. This has resulted in an increased awareness of how to educate newly arrived students. Moreover, all teachers receive opportunities in further training. For instance, the teachers are trained to work collaboratively with genre pedagogy. This approach provides the students with clear support structures that enhance the students’ language development. We decided to look into this school setting, since inclusion of newcomers seems to work quite well.

In this study we want to investigate what is seemingly functional regarding the inclusion of newly arrived students and how English teachers can support these students’ language development. We want to highlight what methods teachers use to support newcomers’ needs and, explore how teachers perceive possibilities and challenges when teaching in the English classroom. We are specifically interested in this field since we sense that there is a lack of knowledge in the Swedish schools of how to educate newcomers. For this reason, we decided to conduct this case study to contribute knowledge and insights to this field of research. This study might provide insight for other teachers as to how they can adjust and support these children in order for them to develop their language.

### 1.1 The Swedish Steering documents

Newly arrived students reside in Sweden on different terms and under different conditions. The main thing that these students have in common is that all of them have left their past lives, and that they usually have another mother tongue than Swedish. The Swedish National
Curriculum does not contain a specific section regarding the education of newly arrived students. However, the Curriculum highlights that:

Teaching should be adapted to each pupil’s circumstances and needs. It should promote the pupils’ further learning and acquisition of knowledge based on pupils’ backgrounds, earlier experience, language and knowledge (The Swedish National Curriculum, 2011, p. 10).

Therefore, the school should consider how the education should be organized to meet the needs of these students. According to the National Agency for Education (2013), there has to be a cooperation among all teachers to raise the quality of the education. During the recent years they have carried out several adjustments that focus on newly arrived students. Assessment and teaching materials have been developed along with investments in further training courses for teachers. Also, informative materials about the Swedish school system have been created and translated into several different languages to provide information for newly arrived families. Furthermore, the Curriculum also states that “the internationalization of Swedish society and increasing cross-border mobility place high demands on the ability of people to live with and appreciate the values inherent in cultural diversity” (The Swedish National Curriculum, 2011, p. 9). This means that, the school is a social and cultural arena where students should be valued for who they are and feel a sense of belonging. Therefore, it is important for students to develop respect and understanding towards others. The core value of the National Curriculum is to include all students: “the school should strive to be a living social community that provides security” (p. 13).
2. Purpose and Research Questions

The purpose of this study is to investigate how some experienced teachers work to include newly arrived immigrant students in the English classroom. More specifically, we aim to explore how English teachers perceive possibilities and challenges connected to supporting newcomers’ language development as they participate in the regular English lessons.

Our research questions are:

- How do teachers adapt teaching and support learning for newly arrived students in the English classroom?

- How do teachers perceive possibilities and challenges in including newly arrived students in the English classroom?
3. Theoretical Background

This section contains both a general theoretical ground along with theories specifically related to school. We decided to include many different perspectives. Therefore, it should be mentioned that all theories serve different purposes. However, some theories are more relevant to our study than others. In this section we outline the definition of the term ‘Newly arrived students’ and the different theoretical foundations for this particular study. First, we examine the sociocultural approach and how interaction might facilitate language development for newly arrived students. Secondly, we define different support structures that could be beneficial for newcomers. Thirdly, we highlight different educational methods that can enhance newly arrived students’ language development. Furthermore, we explain the concept of inclusive education. Moreover, we include previous research regarding the integration of students’ cultures and backgrounds in education.

3.1 Definition of Newly arrived students

In this study, we will frequently use the terms "Newly arrived students" and “Newcomers” since these are currently the most commonly used terms in academic and policy writing in Sweden. However, it should be taken into account that these definitions are not unanimously used neither nationally nor internationally (Nilsson & Axelsson, 2013). According to Bunar (2010), there are three factors that define if a student is “newly arrived” or a “newcomer”. Firstly, a student is regarded as a new arrival if the student arrives from abroad near the start of school or in the middle of a semester. The definition includes students who have a mother tongue other than Swedish and finally, students who do not master the Swedish language. This definition covers all children, regardless of immigration situation. It also includes asylum-seeking children who are still waiting to receive an approval for residence in Sweden, since they also meet these criteria.
3.2 Learning in a social environment

From a sociocultural perspective, language development and learning is considered to depend on one another. “Sociocultural theory sees human development as social rather than individualistic” (Gibbons, 2014, p.13). Learning occurs when we are linguistically active in various social situations. Therefore, it is of great importance to create interactive opportunities for newly arrived students to facilitate their language development. In the early twentieth century’ the pedagogical theorist Lev Vygotsky developed the sociocultural theory. His theory emphasizes that learning occurs in a meaningful environment, in social interaction with others. The central role of a sociocultural approach is to inspire students to actively work together, and as a result students develop the ability to work individually. In other words: “what the child is able to do in collaboration today he will be able to do independently tomorrow” (Vygotsky, 1987, p. 220). Thus, language is the most essential tool for acquiring shared knowledge and cultural exchange. Our Swedish curriculum encourages us to practice a pedagogy based on Vygotsky's ideas since the socio cultural mindset has become a foundation for the Swedish school system.

The prominent Swedish researcher Anna Kaya (2014) has examined teachers’ application of a genre based and language developmental teaching in a preparatory class. Similarly to Vygotsky’s ideas, her findings indicate that interaction plays a critical role in students' language learning. Human relations and interactions between different actors in school is one of the most important factors for students’ development and school success (Cummins, 1996). Therefore, education needs to offer students many and varied opportunities for interaction. Through communication with others, newly arrived students develop their everyday language, and the school language simultaneously. The everyday language refers to the language used in the students’ daily lives and the school language is a formal language that involves subject-specific terms. Furthermore, Bunar (2010) illustrates the advantages of arranging cooperative groups in the classroom, in order to build relationships and create positive learning outcomes. Likewise, Rodell Olgac (1999) advocates that teachers can
implement strategies to build a positive classroom climate. For instance, establishing small and mixed groups where the students are given the opportunity to support each other. It is also important that the teacher interacts with the students to confirm their identity and create a supportive environment for the individual student.

3.3 Support structures for newly arrived students

All students depend on support to achieve the educational goals. However, support and clear structures is especially significant for newly arrived students since they may face linguistic barriers that might inhibit the learning process. Vygotsky’s concept of the Zone of Proximal Development provides a useful framework for discussing support structures for newly arrived students’ language development. The idea of this concept is that a child is able to learn new things and perform better with help from another, more competent individual, often a parent or a classmate. In a pedagogical context, this approach is commonly called *Scaffolding*, which is support provided by the teacher to meet the needs of each individual and to make the knowledge understandable for the child. Scaffolding is not only helping the students in general. It provides support intended as "help that leads students with new skills, new concepts or new levels of understanding" (Gibbons, 2013b, p. 39). Furthermore, with scaffolding, students are able to manage tasks that they probably would not be able to handle on their own. This places high demands on the teachers in the sense that they should give the students authentic and challenging exercises (Gibbons, 2013b).

3.3.1 Varied education

Moreover, a varied education could also support the students’ learning. According to the National Curriculum in Sweden, “The school should promote the harmonious development of pupils. This should be achieved by means of a varied and balanced combination of content and working methods” (p. 12). This means that teachers should develop strategies to support individual student needs. Thus, the educational methods cannot be the same for all students.
Therefore, the education ought to be as varied as possible. Since there are multiple ways to learn, we should not assume that there is a wrong way of learning. There is no single teaching method or textbook that will suit the needs of all learners (Lightbown & Spada, 2006).

### 3.3.2 Visual support

Furthermore, using visual support in the classroom might be a beneficial approach in the education for newly arrived students. Visual support is defined as “something you look at (such as a chart or film) that is used to make something easier to understand” (Merriam-Webster’s collegiate dictionary, 2017). The use of visual support in the classroom is a favorable resource for learning since it increases the students understanding, as well as, it clarifies what the teacher is trying to express (Long, 2002, cited in Kaya, 2014). According to Kaya's (2014) research, it is common that teachers have visual aids and structures on the walls of the classroom. The participating teachers of her study claim that the students appreciate the given support structures and make use of these during the lessons.

### 3.3.3 Body language

Body language could also be used as a tool for supporting newly arrived students in the English classroom. More or less, all language teachers use body language for multiple reasons, both consciously and unconsciously. For example, when presenting their lessons and tasks. Using body language might enable the students to understand and remember new information. According to Hismanoglu (2008), there are several reasons for using body language as a tool in the EFL classroom. For instance, to clarify words, to express feelings, to make the students more motivated by expressing enthusiastic movements and to make the students more attentive and alert to establish a warm and humorous classroom atmosphere. Similarly, Erol (2015) argues that a good speaker uses body language to express a message. The gestures provide support that can enhance a speaker's feelings and thoughts. Also, Ladberg (2011) mentions that the spoken word must conform to the body language. This
means that, the tone of voice, the facial expressions and gestures must support the words instead of opposing them. She also states that body language varies from culture to culture. Therefore, teachers have to be aware that gestures can be perceived differently and possible misunderstandings may occur in the classroom. For instance, in some cultures, it is disrespectful to have eye-contact with the teachers. Moreover, physical contact can also be uncomfortable for some children due to cultural customs.

Finally, Short and Boyson (2012) agree that there are several aspects regarding newly arrived students that should be taken into account when preparing education. For instance, that the teachers’ proficiency, dedication, collaboration and communication play major roles for the students’ ability to succeed in school. In addition, based on the findings of their study, they provide several recommendations that could be adapted in an ESL classroom. For instance that teachers should set academic goals for their students and build a program to meet their needs. They also suggest that teachers should use technology to its fullest potential, with translations, visual scaffolds and content concepts. They also recommend after-school programs, school visits, field trips and mentoring for a smooth transition to the mainstream system.

### 3.4 How to adapt education to facilitate language development

Researchers emphasize the importance of using subject-specific language in the education (Sjökvist & Lindberg, 1996; Nilsson & Axelsson, 2013; Kaya, 2014). They show that newly arrived students face challenges with learning a new language and acquiring subject-specific knowledge simultaneously. Therefore, researchers argue that language developmental education is significant and that the students should be given the opportunity to receive a qualified education that is adapted to their specific conditions and needs (Sjöqvist & Lindberg, 1996, cited in Bunar, 2010). However, according to Nilsson and Axelsson (2013),
teachers often fail to provide the subject-specific language that the newcomers need to be able to understand the content. Often, teachers have specific expertise in their subject and fail to explain the subject-specific terms since they take for granted that the students already know what they mean. Also, students who are being transferred into regular classes are often expected to work at the same pace as their peers. Research shows how it is often up to the students to figure out how a task should be solved (Axelsson & Nilsson, 2013). Furthermore, teachers often expect that students work independently with reading and writing assignments, which can be difficult if the student has trouble understanding the given task. However, Kaya (2014) demonstrates that it is possible to adapt the education for newcomers in order to develop their subject knowledge and language in parallel. Although, this places high demands and requirements on the teacher. According to Kaya (2014), the teacher needs to teach explicitly and the teaching needs to be based on students' previous experiences and knowledge. It facilitates the students’ opportunity to acquire subject content while benefiting from an increased language awareness. It is clear that when students communicate they use everyday language as a bridge to a more advanced written language.

3.5 Genre pedagogy

The requirements stated above can be related to the pedagogical approach, genre pedagogy that was first developed in Australia during the 1980’s. The model is designed to provide teachers with tools and structures to facilitate language-and knowledge development. According to Hajer & Meestringa (2010), genre pedagogy is a beneficial approach for newly arrived students since it provides them with both subject knowledge and subject-specific concepts. In genre pedagogy language is taught in meaningful contexts. This means that, it is not common to use exercises with isolated words and phrases torn from their context in this type of pedagogy. According to Hajer & Meestringa (2010), genre pedagogy specially supports children who have Swedish as their second language. For instance, the approach facilitates the language development since it provides the students with an in-depth understanding of how to use language and in which contexts. Moreover, genre pedagogy
contributes to an increased development of the students’ everyday language to a more advanced school language (Sellgren, 2011, in Kaya, 2014). Therefore, it is also of great importance that students interact with each other. When students work in groups, they discuss the subject content, language and the structure of a text. The consequence might be that students support each other and develop their language skills while they analyze the different linguistic features. Furthermore, Liberg (2010) states that the clear structures of genre pedagogy are especially essential for students’ language development. The structures provide students with the ability to know what kind of texts they should write and how the text should be written. Therefore, students receive an equal opportunity to succeed in their language development. Similarly, Bruner (1985) argues the importance of using structures, routines and interaction in the classroom. Routines contribute to a safe learning environment since they bring predictable patterns that the children become familiar with. According to Bruner (1985), traditional learning books are a useful method for language acquisition. These books often contain simple pictures that correspond with the content. The teacher can discuss the content and the linguistic features with the children, and as a result, they may develop complex information about the structure, as well as, memorizing words and letters. In conclusion, communicative needs, social interaction and learning routines will increase the students’ ability to acquire language acquisition. Also, this might encourage the students to perform the task on their own without major support.

3.6 Inclusive education and culture

The aim of ‘inclusion’ is now a debated concept in both education and social policy. Mittler (2000) shows how politicians have started to rethink in wider terms on how to achieve inclusive education. For instance, they have discussed behavior difficulties and the origins of learning. According to statistics, children who live in poverty are more likely to experience educational failure and exclusion. In addition, a survey conducted by the School Inspection (2009), revealed that there are deficiencies in several municipalities in Sweden. Results indicated that newly arrived students did not receive equal opportunities to achieve
the educational goals. Also, their assets were not taken into account and, as a result, they felt excluded. However, inclusion involves extensive transformation of the school system as a whole. The main idea of inclusive education is that each student should be valued for who they are, rather than being defined by differences such as disabilities and learning difficulties (Topping & Maloney, 2005). The aim of inclusion is to include all students in all of the educational activities and in the decision making processes to avoid segregation and isolation. This means that, teachers must ensure to use all students’ diverse backgrounds and cultures in the education to enable them to feel included. McKay (2009) argues that individuals acquire knowledge of culture when interacting with other people. Furthermore, it is significant to have an international perspective in order to see our own reality in a global context (Skolverket, 2011). Although there are great opportunities to achieve inclusion in a school organization, there has to be a systematic change in national policy.

3.7 A multicultural classroom

Moreover, there are key issues teachers face when preparing education for a multicultural classroom. Students may face difficulties in adjusting to a new culture in several ways. Except learning a new language, the newly arrived students may struggle with the aftermath of traumatic experiences from their home countries (Goodwin, 2002). These are a few considerations that teachers need to be aware of when aiming for an inclusive education. Teachers must take immigrant children's background knowledge and prior experience into account. Given that immigrant children arrive with different experiences of education, an “average” child does not exist. Therefore, the education must be individualized since all learners exhibit a variety of strengths and needs. Including students’ background and culture in the education could be achieved by establishing mixed groups where the students are given the opportunity to support each other (Rodell Olgac, 1999). As a result, students gain a better understanding of one another and this might also lead to reduction of conflicts. Furthermore, researchers (Goodwin, 2002; Rodell Olgac, 1999; Topping & Maloney, 2005) emphasize the importance of including culturally grounded teaching. It is particularly
relevant for the education since the newcomers bring unique histories, values, cultures, languages and beliefs: “In essence, culturally relevant teaching ensures child centeredness through appropriate and meaningful instruction” (Goodwin, 2002, p. 167). However, OECD’s (Organization for Economic Co-operation and Development) reviews of Migrant Education (2015) indicate that many teachers agree that it is difficult to manage the cultural diversity in the classroom and that they feel unprepared and would need professional development to be able to teach in a multicultural setting.

### 3.8 Multilingualism

In conclusion, the Swedish classrooms have become increasingly multicultural and linguistically heterogeneous. The European Commission (2007) defines multilingualism as “the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives” (p. 6). There are different views on multilingualism, whether a child should learn one language explicitly or learn several languages simultaneously. According to Ladberg (2011), there is a risk that adults restrict the learning of many languages for a child. She reports that many parents have been given advice from professional doctors and speech therapists to stick to one language within the family. However, learning several languages at once will not inhibit the child’s language development. Research has proved that multilingualism is beneficial and the different languages do not have to compete, instead they can be used as a support for one another. Thus, previously learned languages can help with words, structures and sounds, to understand the new language. In order for the students to develop an additional language they should be given an education with rich opportunities for language use and interaction (Skolverket, 2012).
4. Methodology

The following section outlines the methodology of this study. We begin by defining the concept of a qualitative case study. Further, we include detailed information regarding the setting and participants of our study, a thorough description of the semi-structures interviews and procedure, our data-analysis and finally, the ethical considerations.

4.1 A qualitative case study

We have decided to conduct a case study with a qualitative approach. Case studies are commonly used when conducting social science and human science research. A qualitative case study is applicable for our study since it provides a holistic view of the school and carefully describes the meaningful characteristics, in real life events. This approach helps us to understand complex and social phenomena of the school that might be relevant for our study, since we hopefully will receive a more in-depth understanding of the participants. It may also answer our questions on how this particular school meets and supports the newly arrived students and why their school culture is functioning well. Robert Yin (2009) mentions that case studies in general, are often a preferred method when questions like “why” and “how” appear. Moreover, a case study could be used in many situations to provide knowledge of a specific phenomenon, for instance, an individual, a group or an organization.

The essence of a case study, the central tendency among all types of case study, is that it tries to illuminate a decision or set of decisions: why they were taken, how they were implemented, and with what results (Schramm, 1971, in Yin, 2009).
Usually, a case study only investigates a few people, since the researcher examine them more in depth. These studies emphasize the reality since the reality can be perceived in many different ways. Therefore, an absolute truth cannot be established. According to Ahrne (2011), researchers are interested in explaining, describing and interpreting when conducting case studies since it investigates peoples’ experiences of different things or their view of reality. Furthermore, a case study focuses on carefully describing surroundings and participants, in order to create authentic results.

4.2 Setting

The school selected for this case study is centrally located in a medium sized city in southern Sweden. Approximately a quarter of the population of the town is born abroad (Statistics Sweden, 2015). The school of our choice is a primary school (grade F-6) with 280 students. The surrounding area of the school consists of various accommodations close by, a large park with a playground, a library and a pedestrian zone. Reportedly, the school frequently receives newly arrived students and 98% of the students have immigrant backgrounds. Also, it is one of the leading schools in the city that receive the highest number of new arrivals. The school has currently received 35-40 % students in total. Therefore, we chose to conduct our study at this particular school since the organization has a long experience of educating newcomers and children with immigrant backgrounds. Moreover, the teachers also have extensive competence and experience in this area. This setting was particularly in our interest since we aimed to find an organization with a well-functioning reception of newcomers. We wanted to choose a school that had a positive mindset and shed light on the working methods used and their inclusive strategies. Therefore, we knew that this school would be fascinating to investigate and a perfect fit to our field of research, since we wanted to examine and explore what it is that actually works.
4.3 Participants

This study focuses on the teacher perspective. Therefore, we decided to conduct interviews with three teachers. We also included an interview with the principal of the school to gain further insight to how the school is organized in terms of inclusion. The teachers were selected based on three criteria. Firstly, they needed to have experience in working with newly arrived students. Secondly, they should teach English. And finally, they needed experience in teaching children in years K-3. The three teachers we interviewed have diverse previous experiences, teacher training and are working in different grades. However, they all share the same experience of teaching newly arrived students in English, one way or the other. Hereby, we will mention the teachers with fictive names: Felicia, Stina and Johanna and the principal as Lotta. Consequently, all teachers and the principal are female. However, we considered the gender irrelevant for this study. Below, we will describe each participant and mention how long they have been working at the school along with what grades they are working in. Other interesting aspects will also be included.

**Felicia**, has been working at the school since 2015 and is teaching English exclusively with 4th and 6th graders, as well as preparatory class. Although, the criteria did not match precisely, we decided to choose her due to the fact that she only teaches English and has experience in that particular subject, whereas, the other teachers teach additional subjects as well.

**Stina**, has been working at the school since 2009 and teach several subjects in a regular 3rd grade. According to the timetable she has English lessons with her students for 1 hour per week. However, we decided it was relevant to interview her since she is teaching in the exact grade range of our interest.

**Johanna**, has been working at the school since 2011 and she is working in a 5th grade. Johanna has been involved in the process of writing lesson plans for the teaching material
“Happy”. Similarly to Stina, she is also teaching other subjects as well. Even though neither Felicia nor Johanna fulfill our criteria explicitly, they are relevant for our study due to our specific interest in English teaching.

*Lotta*, has been the principal of the school since 2002. Previously, she has been working as a teacher in 4th and 6th grade. Currently, she is involved in the process of introducing newcomers to the town and to life in Sweden. Also, she lectures at other schools about how to approach and educate newly arrived students. We decided to interview Lotta since she has extensive experience in how to educate, meet, support and include newly arrived students.

### 4.4 Semi-structured Interviews and Procedure

We decided to conduct semi-structured interviews with the participants since this is a case study that focuses on a specific setting. Semi-structured interviews is a suitable method since it provides the research with more depth (Alvehus, 2013). Furthermore, semi-structured interviews contribute to collect the different teachers’ individual thoughts, valuations and attitudes towards the field. In semi-structured interviews the interviewer asks open questions which provide the respondent with the possibility to influence the content and use their own words. Nevertheless, this requires that the interviewer is active and flexible in their listening and ask relevant follow-up questions. Using semi-structured interviews gives the interviewer the opportunity to add, adjust and explain the different questions during the interview (Bryman, 2011). Our interviews were conducted on two occasions. On the first day we interviewed Felicia, whom we have been previously acquainted with. During the day we managed to book three additional interviews with two teachers and the principal. These interviews were conducted the following week. In all interviews we used an interview guide with prepared questions and recorded each interview with a sound recorder. All participants were given the same interview questions, a time limit of 30 minutes and an informative letter to confirm their participation. Moreover, the interviews were conducted in Swedish and the quotes in the results section are translated into English by the authors.
4.5 Data analysis

After finishing all interviews we transcribed the audio files into written documents. Writing the transcriptions took approximately 2 hours per interview. Thus, the total time for all interviews was about 8 hours work. Thereafter, we read through the various transcriptions and gathered information that we found significant for our research questions. Then, we compared the different findings and analyzed the appearing patterns from the interviews in order to compile relevant themes. The themes were divided in subsections in the result chapter, to facilitate the reading of the different findings. The themes we identified are: genre pedagogy as a beneficial approach for language development, procedures and methods used in the classroom, materials used in the classroom and possibilities and challenges connected to educating newly arrived students.

4.6 Ethical considerations

In order to inform all participants about the ethical considerations that are included in this study we wrote an informative letter which we brought to each interview. The document contained a description regarding our purpose and a section where the participants confirmed their participation with a signature after reading the key principles of research ethics. We informed the participants about the fact that we would conduct semi-structured interviews where all the participants were anonymized and that the interviews were voluntary. Also, that the interviews would be recorded and transcribed afterwards. The information letter also guaranteed that the results would not be used in other purposes than research. Moreover, all ethical considerations were in accordance with the guidelines of Research Council's ethical principles. According to this document there are four main requirements for research regarding the basic individual protection requirement. These requirements are called: 1. The information requirement, 2. The consent requirement, 3. The confidentiality requirement and 4. The usage requirement (the Swedish Research Council, 2002).
5. Results

In this section, the data is categorized in four subheadings: Genre pedagogy as an approach for language development; Procedures and methods used in the classroom; Materials used in the classroom; Possibilities and challenges with educating newly arrived students. These categories are valid since they answer our research questions: how English teachers adapt teaching and support learning in the classroom and how teachers perceive possibilities and challenges in including newly arrived students.

5.1 Genre pedagogy as an approach for language development

We can conclude that genre pedagogy is the general approach that the interviewed teachers frequently use in their teaching. This method is beneficial since it provides clear structures and subject-specific concepts that enhance the linguistic development. The principal states that the school is constantly trying to be updated on the latest research,

At our school, we have trained ourselves in language developmental methods and genre pedagogy. We try to read new literature and discuss how we could work at our school. This demands of course to reflect, are we doing the right things?

The principal of the school believes in this pedagogical approach and claims that texts and subject-specific concepts should not be simplified. She means that it might inhibit the students’ further learning when they face more challenging texts in the future. However, in this school the results of national tests are high due to the fact that the students are aware of the subject-specific concepts and linguistic structures in genre pedagogy. Following, the principal remarks that,
Our students passed the national exams since they recognized the structure when they wrote their texts. Students at other schools knew the language, but had no structure in their writing, so then they failed in that aspect. This resulted in that those teachers thought that, “maybe we should also try genre pedagogy”.

At this particular school, the language is the main-focus in all subjects. Teachers cannot take for granted that all children understand the different concepts and structures. The students need to be able to tell the difference between the everyday language and the school language. Therefore, these teachers work with different concepts in various ways to create a more in-depth understanding for the students. The principal maintains that teachers must work with subject-specific words in different contexts. She mentions that a concept should be used at least twenty times for it to be established, such as, food-chain or lifecycle. For instance, through discussions in class, songs and watching documentaries. Furthermore, genre pedagogy contains specific structures that the students use when producing texts, these are vital since it provides the students with security. Felicia states that the classrooms are quite controlled and has to be very square, with routines and structures for everything. All classrooms at the school look almost the same, since that provides safety for the newly arrived students.

5.2 Procedures and methods used in the classroom

All teachers emphasize the importance of varied teaching styles and methods to meet all students’ different needs and conditions. Lotta declares that, "You have to be varied in teaching. You cannot just read and write copies of something... but you have to work with a text in many different ways, so it is inspiring and fun”. However, Felicia remarks that it is difficult to individualize the adjustments for each student and apply a varied education. She often asks for help from more experienced colleagues when she needs advice and support.
I usually ask others, like "can you tell me about your experience?" Or, "How do you work with this?" And then you notice that those who have worked at this school for a while do the same thing and then I also want to do the same. Those who work at this school are very experienced.

Furthermore, Johanna mentions that it is of importance that the education meets the needs of the newly arrived students, since they arrive with various experiences of education. She explains that the knowledge level vary greatly depending on the students' circumstances and where they come from. She explains that:

If the students come from countries where they had good schooling and have studied English before, they are usually pretty good. In most cases, they perform better in terms of reading and talking. The spelling is not as good though. But it depends of course… Sometimes children arrive from war-torn countries where they had no schooling at all and then they know almost nothing at all. So there is a very wide range.

Furthermore, pictorial support seems to be a recurring factor in the various classrooms, which is an approach all teachers use frequently to explain and reinforce difficult concepts. For instance Stina mentions that,

Since I only teach students with Swedish as a second language, I do not think much of the fact that some of my students are newcomers. I am thinking almost the same as I think when I teach Swedish. You need a lot of support, especially visual support.

Moreover, all teachers agree that body language and gestures are important to strengthen the communication. Also, repetition is vital to consolidate knowledge. Felicia mentions that: "You have to show a lot with your body. You cannot just sit still and teach. You have to show everything with your entire body and with your face." Furthermore, after analyzing the
interviews we discovered that all three teachers use similar adjustments to meet the needs of newly arrived students. Mainly, they express that it is significant to be excessively clear since misunderstandings of an everyday language is common among their students. Johanna mentions that some words are especially difficult to explain since she rarely uses them:

You really have to be excessively clear. There are so many words that one assumes that the students know, words that are obvious to us. Sometimes the children ask me, "What is that?" Then they point to something, such as, the switch. Then I think, I know what it is but I never say “go and press the switch”, simply I say, “extinguish the lamp”. Thus, I never use the word "switch".

Furthermore, Johanna adds another example of a misunderstanding she had with her students one time:

When I first started working here, I said things like “Here you have a flower, now everyone will draw the stem.” And then I pointed and showed what the stem was, but no one drew the stem since they did not understand what it was.

Furthermore, the teachers incorporate cooperative learning tasks regularly, which means that the students are given the opportunity of collaborating in groups. By using group work, the students develop the ability to interact and help each other. The children arrive with different levels of English knowledge due to the fact that that some children already have some previous experiences whereas some may not have attended school at all. Felicia mention that in some cases, when all the groups have difficulty with understanding a word or a concept, if one student crack the code, that student can explain to the others what it means, in their mother tongue.
5.3 Materials used in the classroom

There are several materials that the interviewed teachers use in the classroom to facilitate English learning. The materials in the classroom are sufficient tools the students use and have access to during the school day. It is therefore important that the materials focus on language development for these students, since the language is the main-focus. Felicia, Stina and Johanna all use the same kind of materials in their classroom. Stina mentions that the central focus in the education is for the students to practice their speech:

I usually make my own material. With the younger children we do not focus much on writing and reading yet. Therefore, I make ‘question and topic’-cards with things that the students are familiar with. In that way they get to practice their speech and listening skills.

Additionally, our findings show that all teachers use several suitable approaches in the classroom to motivate the learners, such as, songs, movies and games. For example, Felicia mentions that her students are especially motivated when they get to sing and dance. Sometimes, Felicia plays series in English so that the students could practice their listening comprehension. Also, Johanna raps song lyrics with her students since she knows that her students appreciate that music genre. Furthermore, they mention that they often use digital tools, as well as programs on the computer that facilitate the listening and spelling skills. Johanna explains that she has a blog where she posts voice recordings of texts so that her students can read the text and listen to her voice simultaneously.

5.4 Possibilities with educating newly arrived students

Our results indicate that the interviewed teachers perceive several possibilities when teaching newcomers in the EFL classroom. For instance, two of the teachers mention that they only speak English during the English lessons. As a result, the newly arrived students
get less frustrated since they have already been through the process once, when learning Swedish. Therefore, they can use their experience with learning Swedish as an opportunity to acquire the English language. Johanna mentions that she sticks to English as much as possible.

Previously, when I taught students who had Swedish as their mother tongue and only spoke English with them, it was quite difficult for those children to accept it. While the students I have now already have gone through the process before and think, "Okay, I understand about 25% of what the teacher is saying right now… but I know I will understand 50% and 80% and then, 100% eventually" So we only speak English.

Moreover, all teachers claim that the use of body language and gestures develop their profession and personal character since they ought to express themselves in different ways and therefore, they become more confident and brave. They believe that their influence has a positive effect on the students since the gestures complement the verbal words while also making the teaching livelier. According to the teachers, they use gestures as a strategy to engage and activate the students.

Finally, the teachers perceive that it is interesting to work with newly arrived students since they bring different backgrounds, religions and languages into the classroom. It gives the teachers the opportunity to implement culture into education easier. By integrating teaching of culture, students become more understanding toward other people’s differences and beliefs. They might also become more tolerant and respectful which may lead to reduced prejudices and conflicts. Stina mentions that she finds each individual student's story interesting and wants to highlight all of their experiences. She says that:

Right now we are working with Geography, with the theme “a part of the world”. The students were asked to tell their story and tell us how they got here. They got to record movies about their history and background and it
was very fun! They have got such a different story and that is very interesting. It is easier to work with as well, because they get an understanding of the rest of the world but also for each other. Working like this, makes them realize that there are so many similarities, although they have different skin color or different religion. So far, I think it is very important to take advantage of their background.

Moreover, all teachers agree that they enjoy to see such fast language development among the newly arrived students. For example, students could be unable to express themselves at first and then, 6 months later, they are suddenly able to hold a conversation. Johanna finds it fascinating that the more language the children learn, the more they begin to interact and their personalities becomes visible.

5.5 Challenges with educating newly arrived students

The main issue all teachers have in common is the lack of ability to communicate with their students. Felicia, who teach English for the preparatory classes, experience that she sometimes cannot have a regular conversation with the students. She finds it difficult to communicate with them since they often do not speak either Swedish or English. Felicia states that,

Sometimes when a new student arrives and cannot communicate they may think "I do not know anyone". I mean, it is of course difficult to arrive in a whole new country and the student could therefore express feelings of loneliness, even though there are other students that the new students could talk to that speak the same mother tongue.

The other teachers also struggle to fully communicate with their students. Sometimes there are everyday words that teachers think all students understand. On the contrary, they have
to constantly explain clearly what they mean by using pictures and gestures. Moreover, Stina indicates that there sometimes can be challenges when communicating with the parents. She explains that in some cases she has to collect all the things she would like to talk about with the parents and bring them up on specific meetings, when an interpreter is present. Likewise, Felicia implies that learning English, sometimes, is not prioritized since the parents believe that the child should focus on learning Swedish instead. Furthermore, Lotta states that since children arrive from different countries, it is not unusual that cultural differences appear. This might be a challenge for both teachers and students. Also, the educational system may be very different from the students’ home countries. In Sweden, children are taught to think critically and learn how to argue, while in some countries the children have never been able to criticize anything. Lotta describes that there are many things that should be taught for a newcomer besides the language,

It is not only the Swedish language that should be learned, but also the social and cultural codes. The students should learn that we assess school knowledge in a specific way. Assessing knowledge is not the same in southern Europe or in Syria for example. In other countries it is often reproductive knowledge that the teachers assess, like when I went to school. It becomes a mental shift, we are supposed to teach students to critically scrutinize and they have never been able to critically examine anything or arguing. We have to teach them that this is the curriculum we have, this is what it looks like and it is those talents we are looking at. So, there are many things a newcomer has to learn, culturally, not only the language.

Therefore, it is a big re-adjustment for the students since they both have to focus on learning new languages along with the social and cultural codes and teachers need to be aware of this. Also, students could claim that they have studied four years of English in their home countries, but this may not be equivalent to four years in Sweden. The education in Sweden might differ from their previous experience of learning English.
6. Discussion

In this section we present the three main aspects that have emerged from our data. We will discuss and analyze these aspects in the context of previous research and theories. This section is divided into three subheadings: Collegial learning, Strategies to support language development, and Inclusion and Culture. Our study shows that these three aspects are relevant and significant for a well-functioning school culture, in terms of including newly arrived students.

6.1 Collegial learning

Our study shows that collegial learning is a recurring key aspect when the teachers describe their work. They have collegial learning as a common frame of reference by sharing ideas and materials with each other, as well as, implementing similar working methods, structures and routines in order to create equal education for the students. Using routines and structures in the classroom is important because it contributes to predictable patterns that the students are familiar with (Bruner, 1985). This might also lead to a sense of a safe learning environment. In accordance with this, Cummins (1996) states that human relations and interactions between different actors in school is the most important factors for student development and school success. Furthermore, the school of our study has a close collaboration between the staff since there is an ongoing process of developing strategies that are beneficial for the newly arrived students. These strategies will be presented and discussed in the following sections. Moreover, the principal of the school regularly offers opportunities for the teachers to participate in conferences and courses in order to increase their knowledge and competence in how to educate newly arrived students. The National Agency for Education also points out the importance of participating in professional development since it increases the competence among teachers and creates a higher standard at the school. Nevertheless, during our visits we noticed that the school also invests in new
literature. The principal mentions that the school is trying to keep up-to-date with the latest research regarding the inclusion of newcomers. Therefore, it shows that this school has a desire to improve their organization and develop new strategies to meet the needs of newly arrived students. The policy documents state that:

Both the daily pedagogical leadership of the school, as well as the professional responsibility of the teachers are necessary conditions for the qualitative development of the school. Such work has to be carried out in active co-operation between school staff and pupils, and in close contact with the home and the local community (The Swedish National Curriculum, 2011, p.13).

It is clear that the national curriculum states that the school staff have a mutual responsibility to develop and improve the education. Collegial learning is visible since the syllabus always refers to “the school should...” which indicates that teachers’ individual efforts will not be enough in order to establish a well-functioning school-culture. Finally, Bunar (2010) emphasizes the advantages of working collegially since the close collaboration between the actors in school create positive learning outcomes for the students and a good atmosphere among the teachers. Collegial teaching and learning may strengthen a school since working methods, challenges and strengths become more transparent and visible for teachers, school leaders and students. The different actors at the school will see and understand how to improve a learning community together.

6.2 Strategies to support language development

The second aspect that emerged through our results is the importance of providing the students with strategies in language development. Sjöqvist and Lindberg (2013) found that it is especially essential for newcomers to gain strategies when developing a new language. In order to acquire a new language there has to be a clear focus on vocabulary, pronunciation
and grammar in the education. Axelsson and Nilssons’ (2013) findings indicate that students often feel insecure when participating in the regular class due to lack of support. Therefore, it is of importance to teach newly arrived students about linguistic features at an early stage. However, strategies in language development might be a challenge since it requires skilled teachers that are well aware of how to teach newcomers the various dimensions of a new language. If strategies in language development are taught with lack of support, the consequence might be that the students feel frustrated and anxious (Gibbons, 2009).

The school in our study uses genre pedagogy as a pedagogical approach, which seems to work quite well for the newly arrived students’ language development. Newcomers benefit from genre pedagogy since it provides the students with great opportunities to acquire subject content, as well as, increasing their language awareness (Kaya, 2014). This approach provides an in-depth understanding of how to use the language and in what contexts. Moreover, this approach can build a bridge between students’ use of everyday language and the more advanced and subject-specific school language. Genre pedagogy is a beneficial approach since it is designed to specifically support students that have Swedish as their second language (Hajer & Meestringa, 2010). However, teaching subject-specific concepts might be complex since it is important to have knowledge of the language requirements and students’ developmental needs. Hajer and Meestringa (2010) claim that many teachers lower the requirements, expectations and the educational level for the newly arrived students. However, they recommend that teachers should have high expectations on their students, since cognitive stimulation is an important factor for successful learning. Nevertheless, the informants in our study work very deliberately with subject-specific words, and recycle these over and over to make sure that the students understand them. However, teachers often fail to explain the subject-specific terms since they are not aware that some words could be specifically difficult to understand (Axelsson & Nilsson, 2013).

Apart from using genre pedagogy, this school also focuses on creating rich opportunities for the students to communicate and interact with each other. For instance, they listen to authentic English through video clips and movies. Moreover, they learn to communicate
through cooperative speaking tasks. Vygotsky (1984) advocates that learning occurs in a meaningful environment, in social interaction with others. Therefore, we can assume that the teachers, as well as, the principal at this school approach learning from sociocultural perspectives. Likewise, research implies that it is of importance that the students interact with each other in small groups, since they are able to support each other (Sellgren, 2011; Kaya, 2014). One of the interviewed teachers mentions that she usually divides the class in groups according to students’ level of knowledge in English. She believes that this approach is suitable since the stronger students can work more independently and the weaker students can help each other. On the contrary, Vygotsky (1984) suggests that students learn better with help from a more competent individual. According to his theory, Zone of Proximal Development, weaker students receive support in order to accomplish a task individually at a later stage. The more competent peer might also benefit from this approach since they gain confidence when helping another classmate.

Furthermore, it is also significant to mention that the English teachers in our study only teach in English. This may increase the students’ hearing comprehension and vocabulary since it is imperative to listen and pay attention to the language in order to comprehend the content. This is supported by Ladberg (1996) who claims that difficulties can arise when a new language is taught through Swedish. She states that when the foreign language is taught through Swedish, another layer in the thinking process is added since the students have to make double translations. The interviewed teachers explain that the newly arrived students generally perform better in English than the students who have Swedish as their mother tongue. The teachers claim that the newcomers get less frustrated since they already have been through the process of learning Swedish. However, at this school, English is not always prioritized among the parents since they believe that the child should focus on learning Swedish instead. Nevertheless, researchers have proved that multilingualism is beneficial. They believe that the mother tongue can be used as an asset and support when learning an additional language. Therefore, the additional language do not have to inhibit the mother tongue or the second language (Ladberg, 2011).
6.3 Inclusion and culture

The third and final aspect that we aim to discuss relates to how teachers include and integrate all students’ backgrounds and cultures in the learning process. It is not uncommon for teachers in general to view multicultural classrooms as problematic since cultural differences might emerge in the classroom. Goodwin (2002) mentions that newly arrived students also might face difficulties when arriving to a new country. Undoubtedly, it is challenging for newcomers to adjust to a new culture and to a new language. In many cases, students have endured traumatic experiences when leaving their home countries. A consequence might be that children experience insecurity and fear. Therefore, it is of great importance to include the students’ previous backgrounds in order to acknowledge their identity (Bunar, 2010). This might also result in a supportive environment where the students experience a sense of belonging. The school of our study takes advantage of the diverse cultures as an asset. For instance, the teachers use the children's culture in the classroom in order to let them share their stories and heritage. When newcomers are given the opportunity to share their unique stories, values, cultures, languages and beliefs, it results in that the students feel significant, valued and included (Goodwin, 2002). Also, the National Curriculum states that:

Awareness of one’s own cultural origins and sharing in a common cultural heritage provides a secure identity which it is important to develop, together with the ability to understand and empathize with the values and conditions of others. The school is a social and cultural meeting place with both the opportunity and the responsibility to strengthen this ability among all who work there (p.9).

This particular school is actively trying to include all students in the educational activities, through varied education. It is significant that newly arrived students are equally involved in the decision making process and that they receive all the necessary tools to reach the educational goals (Topping & Maloney, 2005). All teachers indicate that they try to adjust
the education in accordance with the students’ interests. For instance, using movies, songs, sagas and games. Having a multi-faceted education is significant because all students learn in different ways and exhibit a variety of strengths and needs. Filippa mentions that some of her students are not particularly interested in learning English. Even though she tries to motivate them they are not responding and therefore, she feels helpless.

Furthermore, this school differs from many other schools since there is a large amount of immigrant children. The organization of the school relates to the concept of inclusive education. For instance, at this school there is great diversity among the students. Therefore, it is natural that they feel included since there is no specific norm the students must comply with in order to be accepted. All students are equally valued for who they are and are not defined by their differences. As research shows, it is significant to implement inclusion of culture and background in the education. As a consequence, the children might develop acceptance and understanding towards their classmates and it might also decrease segregation and isolation (Bunar, 2010; Goodwin, 2012).

Moreover, it should be mentioned that this particular school does not receive many Swedish children. Therefore, it is of great importance to teach the children about Swedish culture. The National Curriculum describes that education should impart the fundamental values on which Swedish society is based on, as well as, the importance of Swedish traditions and culture. It is uncommon for students in this school to socialize with Swedish children since 98% of the students has an immigrant background. We assume that these students are more likely to use their mother tongue when communicating with each other, since it is more convenient. This might lead to that the Swedish language development is delayed since the students are not fully exposed to the language outside of the classroom. Newly arrived students who do not receive opportunities to socialize with Swedish children might face difficulties when they transfer into the mainstream system, for both pedagogical and social reasons (Nilsson & Axelsson, 2013).
There are many opportunities to achieve inclusive education in a school organization. However, the achievement of inclusive education is also challenging since it demands systematic change in national policy. Moreover, Topping and Maloney (2005) argue the complex conditions for implementing inclusive education. A truly inclusive approach to education requires experienced teachers with skills in various teaching methods in order to meet student diversity. Furthermore, the teachers in our study perceive that exclusion in this particular school is quite rare, due to the fact that all students face similar difficulties. They also state that the social environment seems to function well since most students know each other and speak the same language. However, it should be taken into account that this study focuses on teachers’ perspectives and therefore, we cannot conclude the students’ perception of this matter.

6.4 Challenges with teaching newly arrived students

Although this school has clear outspoken strategies regarding the inclusion of newly arrived students, teachers perceive challenges when teaching newcomers. In essence, the teachers and the students face language barriers that sometimes lead to communicative difficulties and misunderstandings. The teachers mention that they struggle to make themselves understood. Felicia express the frustration of not always being able to communicate with her students. For instance, she cannot ask the students how they feel, why they have not done their homework or ask if something is wrong at home. According to OECD’s reviews of Migrant Education (2015), it is common for teachers to feel unprepared while teaching and communicating in a multicultural setting. Furthermore, the teachers in our study do not only face the challenge of language barriers, they also have to teach and inform the students about the Swedish steering documents. All the informants of this study mention that most of the students at the school rarely have been given the opportunity to think critically and to write argumentative texts in their home countries. Therefore, the teachers in this study find it challenging to motivate and inspire their students to express their opinions since this is something they are not used to.
7. Conclusion

The presented results indicate that the school of our study uses genre pedagogy as a successful method for language development in the English classroom, since it provides the students with subject-specific concepts and an increased language awareness of the linguistic features. Moreover, the school seems to have established a school culture where collegial teaching and learning might be a successful key in the students’ knowledge and language development. The school staff share the responsibility to develop and improve the education for the newly arrived students. For instance, the school invests a good amount of time to discuss, share and evaluate materials and working methods. Furthermore, our findings show that different support structures are imperative for the students’ linguistic progress. Therefore, it is significant to implement pictorial support, body language and scaffolding in the education. Finally, we discovered that the teachers in our study implement students’ previous cultures and backgrounds in the education. The inclusion of culture is vital since it strengthen the students’ individual identities, while also creating a sense of belonging which makes the students feel included and valued. However, educating newly arrived students might be a complex and challenging task. All informants in our study agree that teachers need to be aware of the possible language barriers that may emerge while teaching, as well as the cultural differences that might cause misunderstandings in the communication.

7.1 Limitations of this study

There are several limitations that might affect the reliability of our results. First, we want to acknowledge that this study only focuses on the teachers’ perspectives. Due to the time limit we decided to only interview three teachers. However, the results would have been more reliable if we included a larger number of teachers since the conclusions drawn would have been more generalized. Furthermore, since the study does not include students’ perspective, it is difficult to determine how the students perceive inclusion at this particular school. In a more extensive study it would have been very interesting to include interviews with students,
since their opinions and thoughts are important and valid for this type of study. It would have been interesting to see if and how they consider the school’s strategies for inclusion successful.

7.2 Further research

First and foremost, we think that it is necessary to conduct further research in this area since the increase of refugees is a current issue. The Swedish School Inspection shows that teachers generally find it difficult to include newly arrived students due to lack of knowledge. Therefore, it is vital to investigate further solutions and research-based approaches in order to improve the inclusion of and education for newcomers. Additionally, it would be of interest to also further investigate what categorizes a well-functioning school culture for the inclusion of newly arrived students.
References


Hej!

Vi är två studenter från Malmö högskola som kommer genomföra ett examensarbete med fokus på nyanlända i Engelska klassrummet. Syftet med studien är att undersöka hur lärare möter nyanlända i Engelska klassrummet, vilka metoder som används i undervisningen samt vilka möjligheter och utmaningar lärare upplever i arbetet.

De medverkande kommer att få delta i intervjuer som spelas in och sedan transkriberas. Deltagandet sker anonymt och är frivilligt. Materialet kommer inte användas för något annat syfte än forskning. Forskningsresultaten kommer att offentliggöras på Malmö högskolas hemsida.

**Samtyckeskravet:** Deltagare i en undersökning har rätt att själva bestämma över sin medverkan.

**Konfidentialitetskravet:** Uppgifter om alla i en undersökning ingående personer skall ges största möjliga konfidentialitet och personuppgifterna skall förvaras på ett sådant sätt att obehöriga inte kan ta del av dem.

**Nyttjandekravet:** Uppgifter insamlade om enskilda personer får endast användas för forskningsändamål.

(Jag godkänner ruta)

Underskrift:

Datum:

44
Appendix 2 - Interview questions (teachers)

Bakgrund
Namn:
Lärarutbildning:
Examens år:
Undervisar i engelska för klass:
Andra ämnen du undervisar i:
Anställdes på skolan år:
Språk:
Kulturell bakgrund:

Nyanlända i klassrummet
Hur fungerar undervisningen för de nyanlända eleverna hos Dig?

Fortbildning
Har du/ní fått någon typ av utbildning för att bemöta nyanlända elever?
Har ni tidigare erfarenhet?
Har skolan något styrdokument som ni känner till och arbetar efter? Finns det andra skrifter som vägleder er i ert arbete med nyanlända?

Anpassning
Tar ni speciell hänsyn till nyanlända i klassrummet? På vilket sätt?
Gör ni något speciellt i er planering med tanke på de nyanlända?

Resurser
Hur ser det ut med resurserna för de nyanlända?
Finns det några speciella resurser kopplade till dessa elever?
Vilka material använder ni? Finns det tillräckligt?
Finns det något samarbete med moderstångsläraren? I så fall hur går detta till?

**Bedömning**
Gör ni något annorlunda när det gäller bedömningen av de nyanlända?
När anses den nyanlända vara redo att komma in i ordinarie klass?
Vad tycker du är mest lämpligt, förberedelseklass eller ordinarie klass?

**Fördelar/Utmaningar**
Berätta vad du tycker är mest givande med att jobba med nyanlända elever?
Finns det några utmaningar med att jobba med nyanlända elever?
Är Engelskundervisningen en fördel eller nackdel för elevernas lärande, på vilket sätt?

**Övrigt**
Har du några tips till oss blivande lärare?

**Referens:** Hagenfors Rafail (2012). ”Nyanlända elever i engelskundervisningen - En studie om anpassning till den nyanlända elevens olika behov”. Stockholms Universitet. (s. 30).
Appendix 3 - Interview questions (principal)

Bakgrund

Namn:
Utbildning:
Tidigare erfarenhet:
Examens år:
Anställdes på skolan år:

Organisation

Hur många nyanlända finns det på skolan idag?
Görs kartläggningar för nyanlända?
Finns det en gemensam modell ni följer? (är det samma för resten av Landskrona?)
Hur många elever finns det totalt på skolan?

Fortbildning

Har du fått någon typ av utbildning för att bemöta nyanlända elever?
Finns det utbildning för personalen att tillgå?
Finns det samarbete personalen emellan?
Har skolan något styrdokument att arbeta efter? Finns det andra skrifter som vägleder er i ert arbete med nyanlända?

Resurser

Hur ser det ut med resurserna för de nyanlända? Finns det tillräckligt?
Vilka insatser görs på skolan? Vad kan göras mer?
Finns det några särskilda metoder som är effektiva för nyanlända?
Finns det speciella resurser till just Engelsklärarna?

**Bedömning**

När anses en nyanländ elev vara redo för den ordinarie undervisningen?

Vem är det som bestämmer när den nyanlända vara redo att komma in i ordinarie klass?

Hur ser övergången ut mellan förberedelseklass och ordinarie?

Varför har ni valt att ha förberedelseklasser?

**Referens**

Hagenfors Rafail (2012). ”Nyanlända elever i engelskundervisningen - En studie om anpassning till den nyanlända elevens olika behov”. Stockholms Universitet. (s. 30).