Degree Project with Specialization in English Studies in Education

15 Credits, Second Cycle

“And so each and every teacher has to handle it to the best of their abilities”

- Issues and Solutions in English Education for Newly Arrived Students

“Sen så får alla lärare hantera det bäst de kan”

- Problem och lösningar i engelskundervisning för nyanlända elever

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Abstract

The purpose of this study was to investigate the methods and strategies teachers in Malmö and Lund, Sweden, use to overcome issues faced when working with newly arrived students in teaching English. There was a need to explore this further since there is a lack of previous research in the area, as well as a lack of education on how to teach these students. Our two research questions investigate what specific difficulties teachers report facing when working with newly arrived students in English, and what teaching strategies/methods these teachers utilize to overcome these difficulties. To answer this, we conducted five semi-structured interviews with teachers who have experience in teaching English to newly arrived students. Our results show teachers feel a general feeling of unpreparedness through the lack of official support and measures in coping with these challenges. Moreover, the teachers employ several different types of coping strategies to help the newly arrived students, and they also report on the issues which can arise due to cultural contrasts. The implications of our findings is that there is a lack of a centralized, coherent approach among teachers on how to work with this population, as well as a lack of education in how to do so. Teachers require more training and more resources to better meet the needs of these students.

Keywords: Newly Arrived Students, Second Language Acquisition, Strategies, Methods, Culture
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We thank Charles’ baby daughter Ilse as well. We commend her for being a good sport for the duration of our degree project, and hope for this continued, exemplary conduct to persist, until she decides otherwise. Charles also wants to thank his loving Emmy. This would not have been possible without her.
Individual Contributions

During the process of this degree project, Ibrahim and Charles have continuously been involved in revising, refining, and complementing each others’ designated sections. Charles has largely been involved with the studies and literature surrounding newly arrived students, whilst Ibrahim has worked with the methodology. In a similar fashion, the analysis of results were divided so that Charles worked the sections 5.1, 5.2, and 6., whilst Ibrahim devoted himself to sections 5.3 and 5.4. In afterhand, both of us were together involved in all sections of the results and the analysis of these. Further, circumstances had Ibrahim conduct three interviews, Charles one interview, and the remaining one by both of us. Four of the five interviews were transcribed by Ibrahim, and one by Charles.

We hereby disclose that both Ibrahim and Charles have contributed equally to this degree project, and are together representatives of the work as a whole:

Ibrahim Musa
Charles Nordström
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1. Introduction

One of the most interesting, difficult, and new challenges facing English teachers in Swedish schools is how to address the needs of newly arrived students. This is a group which is incredibly diverse in both culture and previous education, and therefore there are no simple answers for how to ensure that their needs are met. During the migration crisis in 2015, Sweden received unprecedented numbers of asylum seekers. In total, 162 877 people applied for asylum that year alone, and out of these the largest single age group was those aged 13-17 of which there were 39 116, or 24 percent of the entire group (Migrationsverket, 2016). Since we know that this group is one which usually struggles with school and English proficiency (Bunar, 2015; Anders, 2011), we can also see that the number of students in the Swedish school system who have low proficiency in the English language has increased manifold. This is a taxing challenge for English teachers throughout the country who are working with this comparatively new population.

While there is a substantial amount of research into the situation for newly arrived students in Sweden (see Bunar, 2015; Bomström Aho, 2018; Norberg, 2017), there really has not been a lot of local research into the specific field of English education for these students. What has emerged recently are degree projects by student teachers who are investigating the issue (see Bustos 2018; Szántó 2018), which also highlight the fact this is an issue being observed by teachers to be. Moreover, studies from Australia, Canada, and the US have looked at the issues faced by these types of students and the strategies teachers adopt to overcome their language deficiencies (see MacNevin, 2011; Windle & Miller, 2012; Henderson & Ambroso, 2018). These studies have observed the specific needs of this group in relation to the English language.

It is important to remember when discussing this that the situation in Sweden cannot really be fully compared to that of countries where English is the natural first language. Scandinavia, and Sweden in particular, are countries where the national languages are strong, but it at the same time can be argued that English is a necessity to have access to all parts of society (Lundahl, 2012). Without proper knowledge and proficiency of English, the ability to access higher education, career opportunities, and media coverage can be limited within this country.

Both of us have experienced the demanding position which comes with this new field of English teaching. We have witnessed this both at our VFU schools, and also in our
professional lives and through the experiences of colleagues and fellow teacher students. What makes this issue more interesting is the fact that since it is mostly presupposed that English teaching at upper secondary level in Sweden starts at a quite advanced level, we have not received any specific training during our education for how to deal with students who lack language proficiency, or perhaps cannot use the language at all. Moreover, one of us has explored this topic in an earlier research synthesis.

Due to the aforementioned situation for the English language in Sweden, the circumstances are unique, and require more research in order to fully understand the situation for English teachers in relation to newly arrived students.
2. Aims and Research Questions

The aim for this study is to explore the difficulties which English teachers face when teaching newly arrived students, as well as the strategies they use to overcome the difficulties of teaching newly arrived students. Our purpose is to understand the methods teachers use, as the system set in place by guidelines leave the teachers to find suitable methods and strategies on their own.

- What specific difficulties do teachers report facing when working with newly arrived students in English?
- What teaching strategies/methods do teachers utilize to overcome these difficulties when teaching newly arrived students English?
3. Literature Review

This chapter serves to define some of the key terms of this study. Moreover, the situation for newly arrived students is explored both in practice and through guidelines. Lastly, we take a look at previous research into English acquisition for newly arrived students both nationally and internationally. In order to understand this paper it will first be necessary to define what constitutes a newly arrived student both in accordance with Swedish school law and also with regards to contemporary research.

3.1 Newly Arrived Student

According to chapter 3.12a § in the Swedish school law (SFS 2010:800) the definition of a newly arrived student is one who meets the following criteria: [1] someone who has lived abroad; [2] someone who now lives in the country; [3] someone who started their education in Sweden after the first semester of the first school year. This definition is applicable until the student has been in the Swedish school system for four years (SFS 2010:800).

When looking at international studies the term refugee student is commonly used to describe students in a similar situation (MacNevin, 2011). MacNevin describes some of the issues which refugee students can face, such as racism, discrimination, limited literacy in their dominant language, and limited English proficiency (2011, p. 9). These issues are similar to those faced by the group we are examining in Sweden. However, the definitions do not completely overlap, as the criteria from the Swedish school law naturally do not apply to the more general, international term refugee student, although in many cases the issues and challenges are the same. It is also important to remember that the definition of newly arrived students includes students who do not come from a refugee background, and the definition of refugee students includes students who are not newly arrived.

3.2 Steering Documents

The two main documents concerning the education for newly arrived students are the Swedish school law (SFS 2010:800) and Skolverket’s document “Utbildning för nyanlända elever” (Skolverket, 2016). Apart from defining what constitutes a newly arrived student, the Swedish school law contains certain instructions on how the students
should be received and enrolled at their new host schools. The law states students should be evaluated for their current level of knowledge and enrolled at the correct level, and it also specifies that students can attend language introduction first if the teacher believes this to be necessary (SFS 2010:800).

“Utbildning för nyanlända elever” is a document from Skolverket (2016) which offers certain guidelines on how to best cater for the specific needs of newly arrived students as opposed to regular students. Among other things, the document states students should be able to demonstrate their knowledge level in their strongest language, which could be English (p. 23). However, the responsibility to do so falls on the local principals and can vary depending on location, as seen in Bomström Aho’s (2018) study, where she found students who felt like their previous grades and school experience had not been documented or processed by the host schools in a satisfactory way (pp.66-68). One of the more central parts of the document is that it specifies that the principal language of instruction should be Swedish (Skolverket, 2016, p. 9).

Previous research has criticized the lack of good guidelines on the education for newly arrived students. Norberg (2017) observed the lack of clear national guidelines on how the education for newly arrived students should be structured, which is something seen by Nilsson and Bunar (2016) as well. Nilsson and Bunar also commented on the fact that the guidelines which are in place tend to focus more on the deficiencies of the students rather than their strengths. Moreover, Avery’s study (2017) showed that the guidelines leave a lot of decisions up to individual municipalities which leads to a system which can vary greatly on a local level.

3.3 Prior Knowledge, Culture and Identity

The group of newly arrived students is a highly heterogeneous group, and in working with these, teachers are bound to encounter great cultural diversity. Cummins (1996) asserts that the interactions taking place between teachers and students are vital to student success, and so, teachers are in a powerful position to cultivate their development. Moreso, powerful relationships have the potential to diminish any present socio-economic imbalances.

Cummins (1996) stated that these interactions are fundamentally at the heart of what governs culturally diverse students’ success in their learning process; the negotiation of identities. In the affirmation of students’ identities and prior experiences, Cummins
(1996) asserts that it fuels learners to more actively apply themselves in academic endeavours. On the other hand, interactions that neglect identity and prior experiences places learners in a disadvantageous position; all the knowledge and experience the students have accumulated throughout their lives is dismissed and non-applicable in their new educational situation (Cummins, 1996, pp. 1-2). This disadvantage can place, in particular, newly arrived students in a disparaging place in new educational settings.

On the other hand, should educators use the prior knowledge and experience as building blocks for further development, it expands the possibilities for further intellectual development, opens up more approaches to learning activities, and empowers students of culturally diverse backgrounds. Moreover, the negotiation of identities furthers the understanding of the environment the teacher and student are situated in. Through establishing a respectful and trusting relationship, both parties learn from each other, and are able to critically reflect on existing cultures, beliefs and experiences (Cummins, 1996, pp. 2-4). Such a relationship would serve to ease the transition for newly arrived students into a new educational environment, help in meeting newly arrived students’ needs, and utilize preexisting knowledge and experience.

3.4 Second Language Acquisition

In order to understand the language theories used by English teachers who are working with newly arrived students, this section will explore theories on second language acquisition. Lundahl (2012) explains the fact that there are in general two broad perspectives which focus on SLA acquisition, in the form of the sociocultural and the cognitive perspective. The sociocultural perspective focuses mostly on the impact of the learner environment, whereas the cognitive focuses on the the actual way in which the brain processes language (Lundahl, 2012, p. 114). Moreover, since the students vary so much in levels of language proficiency and language immersion, it is not possible to generalize regarding the ways in which to ensure effective SLA, seeing as how the situation in Sweden is naturally quite different from the situation in other parts of the world.

In many ways the Swedish model is based on principles of language acquisition through sociocultural theory (Vygotsky, 1986). The sociocultural theory entails that learning is enhanced in a social context, and it is a social process where peers aid and collaborate with each other to understand ever more complex types of subject matter.
The focus on collaborative work in Sweden stems from the idea that students in groups can reach a higher level of language proficiency and language acquisition by helping each other in the zone of proximal development in which the students are reaching just beyond their own ability through scaffolding and peer support (Gibbons, 2009, p. 15). This system can at times be quite different from the types of pedagogy which the newly arrived students are accustomed to when they arrive to Sweden, which can prove a challenge (Bomström Aho, 2018, p. 27).

One of the important steps when working with low proficiency students is to not lose the cognitive challenge. If the cognitive challenge is dropped due to lack of language proficiency it can have detrimental effects on the students’ motivations. One way to avoid this is to focus on teaching in a high-challenge high-support classroom (Gibbons, 2009). The idea is in accordance with Cummins model of four quadrants which scale the interaction in four quadrants on the axis of cognitive demand and context (Cummins, 1984). According to the model, the four quadrants are situated so the first one with the lowest challenge is a classroom environment with low levels of cognitive demand and low levels of context. In such a classroom students will struggle to learn since they are not scaffolded or challenged. In order to work within the zone of proximal development, one should aim for a classroom which features high levels of cognitive demand while also offering high levels of context.

Another central aspect of successful SLA is the ability to understand the language one is exposed to. Krashen’s (1982) comprehensible input hypothesis, one of the five hypotheses comprising the ‘Monitor Model’, states that learners acquire new language as they are exposed to input that is comprehensible, yet challenging. It is described using the formula $i + 1$, where $i$ represents the learner’s current level of proficiency, and $+ 1$ denotes the targeted language level currently beyond the learner’s proficiency:

$[...]$ a necessary (but not sufficient) condition to move from stage $i$ to stage $i + 1$ is that the acquirer understand input that contains $i + 1$, where “understand” means that the acquirer is focused on the meaning and not the form of the message. (Krashen, 1982, p. 21)

In order to reach the next stage, learners make use of knowledge beyond their linguistic capabilities such as contextual knowledge, and knowledge of the world. It is by successfully understanding the meaning of given input that further acquisition of both the language and its structure is facilitated (Krashen, 1982, pp. 20-22).
We view Krashen’s (1982) *comprehensible input hypothesis* as a prerequisite for language learning, and the foundation for any meaningful production to take place. However, the *comprehensible input hypothesis* concerns itself with receptive skills. In reaction to Krashen (1982), the *output hypothesis* emerged as a complimentary theory in SLA, as the previous did not concern itself with the productive processes of language use. As learners should be moving towards autonomous language use, Swain’s (1995) output hypothesis maintains that production is a also key part in language learning. Swain (1995) outlined three functions of the output hypothesis: the noticing/triggering function, the hypothesis-testing function, and the metalinguistic function. The first function occurs when learners attempt to produce language, but are unable to. In turn, the output brings attention to new discoveries and revisions of the language learner's current proficiency: “This may trigger cognitive processes which might generate linguistic knowledge that is new for learners, or which consolidate their existing knowledge” (Swain, 1995, p. 126). The second function involves the learner formulating and attempting to use the target language. As the learner makes attempts, they may subsequently modify their language use according to the received feedback from interlocutors. The third function involves learners reflecting on the acquired linguistic knowledge; learners are able to regulate and internalize linguistic knowledge. (Swain, 1995, pp. 125-126, 129-133)

3.5 Previous Research

The field of English education for newly arrived students has been explored both outside and inside of Sweden. There are several studies on the international situation, but not that many which explore the specific situation within Sweden. Due to the status of the English language within Swedish society, the need for English here differs from both countries with English as the L1, and from other countries with English as the L2. This section covers both the situation for newly arrived students, but also previous research on their education from both Sweden and other countries.

3.5.1 The Situation for Newly Arrived Students

Newly arrived students are a group which traditionally struggle with their education within Swedish schools. Within this group, only 28 percent of the students received grades high enough in year 9 to be able to continue on to the upper secondary school (Bunar, 2015), and the group are also overrepresented among those who do not pass
English in year 9 (Lundahl, 2012, p. 92). Moreover, studies such as Bomström Aho’s (2018) show these students struggle with both motivation and identity as they move into their new country. Oftentimes, these students end up in preparatory classes which can alienate them from both their own culture and the target culture (Bomström Aho, 2018, p. 90).

At the same time, these students are faced with a society where the need to have good English proficiency is very high, considering it is not one of the official languages. A comprehensive knowledge of the English language is expected by the Swedish curriculum for the upper secondary school, which states “The English language surrounds us in our daily lives and is used in such diverse areas as politics, education and economics. Knowledge of English increases the individual's opportunities to participate in different social and cultural contexts, as well as in global studies and working life.” (Skolverket, 2011). English plays a big role in young people’s life in this country and it is necessary both for academic, social, and professional endeavours (Lundahl, 2012, p. 83). Moreover, the way Swedish students learn English can be quite similar to L1 acquisition, due to the amount of language immersion experienced in everyday life by Swedish youth (Sundqvist & Sylvén, 2014).

3.5.2 English Education for Newly Arrived Students in Sweden

There has not been a lot of previous research into the field of English education for newly arrived students in Sweden, which most likely is due to the fact that the primary focus of the research on this group has been centered on Swedish acquisition and other issues.

The level of English proficiency varies greatly among newly arrived students, where some students have received no prior English education or perhaps only a few years prior to arriving to Sweden (Anders, 2011; Axelsson & Nilsson, 2013). This is also observed by teachers who report the lack of good vocabulary and the varying levels of English proficiency as some of the biggest challenges to overcome (Szántó, 2018; Bustos, 2018). These studies confirm the lack of English proficiency to be one of the main issues educators are facing, along with the added difficulty of dealing with student groups where the proficiency can vary greatly amongst individual students. Moreover, studies also show that municipalities’ and schools’ approaches to dealing with the varying levels of proficiency differ greatly. Where Axelsson (2015) found students were being grouped in
accordance with their language proficiency levels, Axelsson and Nilsson (2013) observed instances where students were not being taught any English in preparatory classes at all.

Previous research also shows how the approach to teaching these students can vary. Many of these students come from school environments where they mostly practice grammar and memorizing texts (Anders, 2011), which is quite different from the school environment they are being entered into in Sweden. Moreover, for those students who lack proficiency in English they will often be taught English through Swedish, which they are learning simultaneously (Axelsson, 2015), which adds another layer of difficulty seeing as how students can be confused by how similar the languages are (Backlund, 2015). Some teachers seem to be working with these students in a manner similar to that which they do with other students (Bustos 2018), by using strategies such as immersion, interaction, and cooperative learning; whereas, other teachers seemed to be focused on bringing in specific internet-based tools (Szántó, 2018).

3.5.3 English Education for Newly Arrived Students Internationally

Internationally there has been more research into the education and situation for newly arrived/refugee students. The research shows similar trends overall, but it is important to remember that the demands and the situation vary greatly depending on the specific country’s immigration policies and educational practices.

Studies find teachers experiencing a feeling of unpreparedness due to lack of resources and planning when trying to meet the needs of refugee students (Henderson & Ambroso, 2018; Karanja, 2008; MacNevin, 2011; Windle & Miller, 2012). The teachers experience they have received inadequate training in how to best teach these students, which leaves them to mostly fend for themselves. This becomes more troublesome due to the fact that in some instances there are only a few of these students per regular school class, in which case a lack of resources also brings issues of guaranteeing progress for these students. Moreover, conflicts may arise due to the differences in accommodating students’ needs, whilst trying to work with the governing guidelines and standardized testing (Henderson & Ambroso, 2018; McCloud, 2015).

Concerning the specific needs of these students, MacNevin’s study (2011) concluded that these students needed emotional and social support in order to function within the classroom. The studies also notice how the lack of good language proficiency and an
inadequate vocabulary are two of the main issues when trying to work with these students (Karanja, 2008; MacNevin, 2011; Windle & Miller, 2012).

The specific methods and strategies which teachers report using share several similarities. A common theme is the need to try to include students’ previous experiences, culture and knowledge in the education (Karanja, 2008; MacNevin, 2011; Windle & Miller, 2012). Furthermore, in these classrooms there seems to be a tendency where the teacher tends to step forward and take a more active role as an educator, while at the same time changing their mode of instruction by slowing down speech and repeating key points to accommodate for the needs of these students (Karanja, 2008; Windle & Miller, 2012). Another way to overcome these issues is to combine different types of instruction and media, as in combining text and oral exercises for example (Karanja, 2008). At the same time, the teachers in Henderson and Ambroso’s (2018) study also expressed a frustration due to the fact they needed to work with a trial-and-error approach to try to meet the needs of these students. McCloud’s study (2015) also focused on how the students relied on each other and the teacher as support in overcoming the issues they face at school.

A theme which emerges in all of the research is a general call for action in order to ensure teachers and educators received proper training and the resources they need to try to help these students (Karanja, 2008; Henderson & Ambroso, 2018; MacNevin, 2011; Windle & Miller, 2012).
4. Method

In the following sections we first define our choice of methodology, but also explain how the interviews were constructed and completed. Moreover, we explain which participants were chosen and why, and also how this project complies to research ethics and GDPR. Lastly, we explain the research procedure in greater detail.

4.1 Methodology

Our study adopts a qualitative research method, which is perhaps best described in comparison to quantitative research; whilst quantitative research anchors itself in numbers and statistical methods in order to explain a phenomenon, qualitative research involves a much closer, deeper engagement, interpretation and understanding of gathered data. In a concise, straightforward manner, one may describe quantitative research as the scientific endeavour of describing and explaining a phenomenon, and qualitative research as the method of understanding it (Fejes & Thornberg, 2009, p. 17-20). Qualitative research emphasizes rich and detailed descriptions of the subject matter, as opposed to quantifying data through statistical measurements (Mackey & Gass, 2005, p. 163). Thus, it is not concerned with the amount of data, but rather with the intensity of the data instead (p. 163). Our choice of interviewing a small number of teachers is reflected in this. Further, qualitative research also aims to provide a natural and holistic representation of the studied phenomena, without attempting to control or modify the environment (Mackey & Gass, 2005, pp. 162-163). Thus, we deem our choice to be suitable in regards to the study’s purpose, as we strive towards a genuine portrayal of how teachers work with newly arrived students.

To reiterate our study’s purpose, we aim to explore the teaching strategies teachers utilize in teaching newly arrived students and the issues teachers can face while teaching them. Our intention of using a qualitative method emphasizes this deep engagement and understanding which Fejes and Thornberg (2009) and Mackey and Gass (2005) describe. Hence, in order to access in-depth knowledge of teachers’ perceptions, reality, and teaching strategies, we include a small number of participants.
4.2 Interview Design

Our study adopts a semi-structured form of interview aided by an interview guide (see Appendix 1). Interviews are commonplace in the field of qualitative research, and the semi-structured format enables researchers to largely adhere to pre-emptively refined interview questions and themes, whilst still allowing room for the conversation to digress. This allows us to elicit more in-depth information on the subject matter, and the interactive nature of semi-structured interviews enables us to subsequently follow up instances where answers are off-topic, unspecific, or vague (Mackey & Gass, 2005, pp. 173-174). This, in turn, corresponds well with the discovery-oriented nature of semi-structured interviews, and the purpose of our degree project (Gillham, 2006, pp. 103-150).

As our study aims to investigate the teaching strategies teachers utilize in teaching newly arrived students in English, we see the choice of semi-structured interviews as a useful method in eliciting an understanding of how teachers work with newly arrived students, their experiences and perceptions of this, and their approach in meeting newly arrived students’ needs. Moreover, we replicate the use of qualitative semi-structured interviews in some of our aforementioned previous research, most notably MacNevin (2011) and Henderson and Ambroso (2018). Our study also adopts a lightly refined and modified interview guide of MacNevin’s (2011) study, of whose research questions closely resemble our own. Thus, MacNevin’s (2011) interview guide targets various areas that are relevant to us, specifically teacher preparation and experience, strategies and methods, opinions and feelings, learning needs, language and literacy, culture, and identity (MacNevin, 2011, pp. 224-225).

4.3 Selection of Participants

The participants invited to partake in our study are teachers with whom either Charles or Ibrahim have a previously established connection, through either professional- or educational settings. A key element in our selection of interviewees is that the participants are currently engaged in teaching English to newly arrived students or have recent experience of doing so. Our reasoning for this is that we may elicit knowledge and experience that is tangible and up-to-date in the contemporary Swedish upper secondary educational system. In the following section we will describe the interviewees and the aliases we have chosen for them in order to keep their true identities anonymous.
Two of our participants are teachers who are currently working at private schools in the Malmö area. They both have extensive experience of teaching newly arrived students and of teaching in general. In our results we will be referring to these interviewees as Klara and Christian. The interviews with these participants lasted for 48 and 36 minutes.

The remaining three participants all currently work in Lund at private and public schools. They have varying levels of experience with one of them not being currently active in teaching newly arrived students. We will refer to these interviewees as Emilia, Helena, and Niklas. Their interviews lasted for 20, 47, and 30 minutes respectively.

4.4 GDPR and Ethical Considerations

In complying with the General Data Protection Regulation (GDPR), we have let ourselves be guided by Malmö University’s guidelines for degree projects. Further, our study adheres to Vetenskapsrådet’s (2002) four main principles of conducting research; the demand of information, the demand of consent, the demand of confidentiality, and the demand of usage. The first demand was met by informing the participants of our study’s purpose, and their roles in it. The second demand has been met, as we gained the consent from our participants via a consent form brought forth by Malmö University. The demand of confidentiality is met as each participant is entirely anonymized, and gathered data is treated with the utmost confidentiality in accordance to Malmö University’s guidelines and the GDPR. Lastly, the demand of usage is met as the data collected is used exclusively for our own research purpose.

An ethical consideration we wish to highlight is the caveat of researcher influence on the interviewees responses, miscommunication, and misrepresentation of data caused by unacknowledged cultural features. In order to mitigate these potential caveats, we intend to adhere to Mackey and Gass’ (2005) suggestions; adaptation to interviewee background characteristics, facilitating open-ended discussions, anticipating and preparing for potential communication problems, establishing an atmosphere of comfort, and refining the interview’s procedures and structure (pp. 174-175).

4.5 Research Procedures

Before conducting any research, the interviewees were informed of our study’s purpose, and their role as participants in it. We also informed our participants of all conditions for
data collection to take place, in order for us to remain transparent with our goals and to fully inform interviewees of anything that might affect their willingness to participate. We had also communicated that participation is entirely voluntary, anonymous, and that the interviewees may withdraw at any point of the study (Vetenskapsrådet, 2002, pp. 7-8). This process was carried out in two steps; through having the participants read and sign the consent form, and through a briefing of its’ contents at the start of each interview. Moreover, in compliance with guidelines, we registered our study in Dataskyddsförordningen’s register on Malmö University’s webserver, where we disclosed required details of our study.

Prior to the data collection, participants had signed the given consent forms. The consent form may be found in section Appendix 2: Consent Form, and had been approved by our supervisor Chrysogonus Siddha Malilang prior to our data collection. These were subsequently transferred to him for storage and preservation. At the concluding point of our study, the gathered consent forms are to be destroyed along with the remainder of collected data.

Besides collecting signatures, we also conducted semi-structured interviews. These were recorded using our own private dictaphone. The recordings were subsequently transferred to our personal computers, and uploaded to Malmö University’s private student home-catalogue. The interviews were later transcribed, and stored in the same place. The transcriptions have also been edited so that any descriptors of any individuals in question are eliminated, thus eliminating the possibility of identification, removing potentially sensitive information, and ensuring anonymity (Vetenskapsrådet, 2002, pp. 12-13).

The semi-structured interviews were carried out in Swedish. Our reasoning for this was to establish a comfortable atmosphere, and to alleviate any potential language barriers. The interviews followed the designated interview guide by MacNevin (2011), and was structured accordingly. Thus, the interviews elicited information on teacher preparation and experience, strategies and methods, opinions and feelings, learning needs, language and literacy, culture, and identity (2011, pp. 224-225). The format of the interview further allowed for a comfortable exchange, and for us to dig deeper in some of the areas mentioned above.

All of the interviews were carried out at the participants’ schools, during active school hours. The interviewees had prepared an undisturbed space for us to conduct the interview, such as an empty classroom, a group room, or an office room.
We later transcribed the interviews, and proceeded in analyzing the contents. The analysis was carried out by multiple readings of each interview transcription. During our readings, we kept notes and marks of responses relevant to our research question, though we also made note of interesting topics which surfaced. We also summarized the contents of each interview, in order to have a clearer scope, and to better organize the content. We then proceeded in composing the responses to constitute a number of emerging themes. Lastly, these themes were analyzed in correspondence to our theoretical background and previous research.
5. Results and Discussion

In this chapter we will present the results from the five interviews conducted in this study. We have decided to categorize the results into emerging themes which we have perceived in the interviews since we believe this helps focus on the most significant parts of the findings. These themes relate to our aim and research questions, which are: what specific difficulties do teachers report facing when working with newly arrived students in English; and what teaching strategies/methods do teachers utilize to overcome these difficulties when teaching newly arrived students English? Furthermore, we compare our findings with the theory and previous research continuously throughout this chapter. We will present the quotes from the interviewees in the original Swedish transcription with an added translation into English within brackets.

5.1 General Feeling of Unpreparedness

One of the main findings from our interviews is the feeling of unpreparedness which teachers report in teaching and dealing with newly arrived students. This feeling relates both to how to best teach the students, but also on how to best understand the psychological challenges and the issues they can face when trying to integrate into the Swedish society and culture. Two of our interviewed teachers, Helena and Niklas, specify on the biggest challenges being that they feel inadequate as teachers:

Mitt största bekymmer är nog, att min egen upplevelse av det att jag inte gör ett tillräckligt bra jobb, liksom. Känner att man sviker de här eleverna, och blir orolig för deras framtid att… Ja… dom ska pressas igenom gymnasiet, och jag ska försöka få dom, i alla fall, till en E-nivå. Och sen ska dom ut i ett samhälle där dom inte har tillräckligt goda kunskaper för att i alla lägen faktiskt vara en fullvärdig medlem i samhället. [My biggest concern is my own experience of not doing a job good enough. It feels like I am letting these students down, and become concerned for their future… Yeah… They are to be pushed through upper secondary school, and I will try to get them, at least, to a level where they can pass. And then, they will head out into a society where they do not have sufficiently good knowledge to be a full member of society at all times.] (Niklas)

Niklas shares that his biggest concern is that he feels inadequate as a teacher, and as if he is failing his students. They are pressed through upper secondary school into a society where they do not have sufficient knowledge to be a fully participating member of it. Niklas concerns reflect that of Lundahl’s (2012) assertion; knowledge and proficiency in
the English language is a necessity to access higher education and wider career opportunities. Moreover, pushing newly arrived students through the upper secondary school does not satisfy the aims of the subject of English, specifically that of increasing the individuals “…opportunities to participate in different social and cultural contexts, as well as in global studies and working life.” (Skolverket, 2011).

Helena similarly states how even though she is confident in her own language proficiency and her role as a teacher, she feels inadequate when trying to plan the education in a way which suits the needs of this group.

These feelings of unpreparedness and feeling inadequate create major issues as the teachers become less sure of themselves and their profession. Niklas comments highlight how he feels like he is letting the students down, and that they will not have the tools they need to become full members of society. Since we know newly arrived students can struggle with both their identity and motivation as they try to adapt to a new society (Bomström Aho, 2018), we can also safely assume this situation is even more troublesome if teachers lack confidence in how prepared they are to tackle this challenge. This is also reflected in Helena’s views on how she is struggling to plan her education for these types of students, since she is unsure of how to best cater for low-proficiency students.

5.1.1 Lack of prior education
One of the main factors which the interviewees in this study report as an issue is a general lack of prior education or professional development in working with newly-arrived students. None of the five participants have received any formal training on teaching newly arrived students or the specific issues which might surround these students. Out of the five, only Niklas recalls newly arrived students having been mentioned during his education, but he states it was only mentioned superficially without any specific connection to teaching strategies or English.

This also shows when the interviewees are explaining what they would have liked in the form of professional development. In order to better understand how to teach these students, both Emilia and Helena find that it would have been helpful to have received training in how to teach English at an introductory level:

Ja det hade ju varit, tänker jag, allmänt mot en grundskolenivå. Att vi hade fått fortbildning i engelska som nybörjarspråk hade varit mest användbart, och sen uppåt, men framförallt nybörjare. Nybörjare var våldigt svårt när man var på gymnasienivå. [It would have been, I think, generally
towards an elementary school level. For us to receive training in English as a beginner’s language would be most beneficial, and then upwards, but above all, beginners. Beginners were very difficult when you are on an upper-secondary level.] (Emilia)

Emilia is an upper secondary teacher who states she would have liked to receive more training in how to teach introductory English at an elementary school level. This reflects a situation in which teachers who are working in upper secondary schools have to learn about material and syllabi from the elementary school. Essentially, we can see Emilia is lacking the tools she needs to teach a more basic level of English, due to her not having received any previous training in these skills. Moreover, considering newly arrived students are overrepresented among those who do not pass English year 9 (Lundahl, 2012), there is a growing need for upper secondary teachers to learn how to teach basic English.

Helena notes how the skills needed are similar to those which create the distinction between a Swedish teacher and a Swedish as a second language teacher. According to her, even though the language is the same, the necessary teaching skills differentiate. There is a difference in what you focus on as a teacher which, according to Helena, necessitates a certain type of competence. In this comparison, she illustrates how the skills needed to teach English to low-proficiency students are not the same as those needed to teach English to regular students. Therefore, teaching English in this capacity requires a different type of knowledge and skill, or what she refers to as competence. Both Klara and Christian also state they rely on colleagues which teach Swedish as a second language. Emilia also brings up the comparison between the subjects and how her knowledge of Swedish as a second language has helped her in teaching this type of English. It seems to be the case that the general knowledge on low-proficiency language acquisition and culturally diverse groups, which are common in these classrooms, constitutes a level of desired competence in teaching newly arrived students. From personal experience, we can see how this crossover in competence also can be seen in the underlying theory. Gibbons and Cummins, which are central figures to the research on teaching English for low-proficiency students, are prominent within research into Swedish as a second language as well.

Similarly to the international studies (Karanja, 2008; Henderson & Ambroso, 2018; MacNevin, 2011; Windle & Miller, 2012), the teachers in our study report they have received inadequate training. This leaves them feeling less prepared for dealing with the challenges of teaching newly arrived students. One of the key issues lies in the fact that
upper secondary teachers in Sweden do not receive any education or training in how to teach students with low language proficiency in English. We can see how both Emilia, Helena, Christian, and Klara are looking for a type of competence which they associate with learning about introductory levels and teaching English specifically for newly arrived students.

5.2 SLA Difficulties

The teachers perceive many specific issues which relate to the students’ language acquisition and the specifics of their education. These difficulties highlight how teaching English to these students is a different type of challenge when compared to teaching English to regular students.

The teachers all agree that the main difficulty is the large difference in language proficiency within the same classroom. Since the students are often grouped together, especially in language introduction, they study English with varying levels of prior knowledge and experience, which leads to a very heterogeneous classroom:

Christian comments that the most tangible difference has been the varying levels of proficiency, and how to adapt to these. In order to cater to the various levels of proficiency, he resorts to highly individualized materials. In his example, he states using seven different books for a literature task within the same class. As there are vast differences in proficiency, teachers work with many different materials and modes of instruction, all at the same time. Niklas sees a difficulty in finding the right material for
the students, which leads him to search for resources suitable for students in year 4 or 5 of Swedish school. He states he feels a lack of training or competence to do so.

The teachers are struggling to cater to a heterogeneous classroom, which is both more time consuming and requires a high level of knowledge of each student’s proficiency. In order to support the students efficiently, the teacher will need not only to find material suitable within the students’ zone of proximal development (Vygotsky, 1986), but also provide a high level of scaffolding whilst maintaining the cognitive challenge (Cummins, 1984; Gibbons, 2009).

A connected but also separate issue is that of a general low level of English proficiency. Klara comments on how students can be embarrassed by their inability to pronounce words in English, which might lead them to abstain from speaking at all. The low levels of proficiency are also visible in the students’ need to learn more vocabulary and general language proficiency. Both Niklas and Emilia point to vocabulary being one of the key issues. Further, Klara and Helena also point to the fact students often lack the cultural capital to be able to put words into different types of discourses. Therefore, they cannot understand the language and make language errors. These findings are similar to what Szánto (2018) and Bustos (2018) found when interviewing teachers in the same area, as well as similar trends in international studies (Karanja, 2008; MacNevin, 2011; Windle & Miller, 2012).

The low proficiency seems to be an overarching issue. In order for learners to move to the designated stage of \( i + 1 \), comprehensible input is vital for language development (Krashen, 1982). Therefore, the students in this study require a foundation of vocabulary to build upon and to reach higher levels of proficiency. We also see that a lack of cultural references can impede the process of learning vocabulary, as students may lack contextual knowledge required to learn new vocabulary. Again, we see how you first need to identify and scaffold within the student’s zone of proximal development (Vygotsky, 1986).

Another area on which the interviewees are in agreement is how language acquisition is a process which takes time. Due to the lack of proficiency many of these students are trying to catch up in order to complete their education, however, the time it takes to learn English can be a general hindrance. This is made more difficult since the overall workload for these students is quite severe, as they are learning Swedish and English simultaneously, while at the same time trying to learn other subjects in a new language and often in a new mode of instruction.
Så, lite tid, och sen så upplever jag också ett bekymmer i […] att eleverna blir ju oftast väldigt frustrerade över att dom vill ju väldigt gärna hamna på samma nivå som sina klasskamrater väldigt snabbt. Och känner väl en frustration i att dom kommer liksom ingenstans. […] det är lite det här med tiden och sammanhanget, att dom känner att dom har ont om tid, för att dom vill uppnå och klara vissa högre kurser - som kanske inte är rimligt att dom klarar under den här korta perioden. [So, little time, and I also experience concerns of […] the students often become very frustrated by wanting to reach the same level as their peers very quickly. They also feel frustration over not getting anywhere. […] it is kind of about time and context, about them feeling a shortage of time, because they want to achieve and accomplish certain higher courses - which might not be reasonable for them to do during this short period.] (Helena)

Helena notices an issue in how the students are feeling frustration over the slow progress in their English studies which they perceive to be holding them back from reaching their goals. This, in turn, makes them feel inferior compared to their classmates. Since the students feel pressed for time to finish courses, which might not be plausible in such short timeframes, it may lead to a sense of being overwhelmed, which in turn turns their focus to other subjects instead. Moreover, since many of the students are learning English through Swedish this can add to the difficulty (Axelsson, 2015), especially as students then need to deal with differentiating between two quite similar languages (Backlund, 2015).

5.2.1 School Supportive Strategies

The first thing which stands out when discussing the existing strategies is the lack of official support to aid the teachers in their challenge. Two of the teachers, Helena and Niklas, have no official support in their schools which specifically aid them in teaching these students. Emilia recalls how the classes were a bit smaller than regular classes, but otherwise, all support was fought for by the teachers themselves.

One thing which stands out as an existing and official strategy is to group these students by proficiency level. This is something which three out of our five teachers describe directly, however, the remaining two teachers share that no such system is implemented. Christian and Klara explain how the school uses a system where all students are grouped into various proficiency levels ranging from introductory to advanced. Christian teaches the advanced class whilst Klara teaches the introductory class. The grouping of students by proficiency is supposedly in order to enable Vygotsky’s (1986) sociocultural learning. By grouping students in this manner, teachers also reduce the varying levels of English proficiency. In turn, this facilitates the implementation of
sociocultural learning, since the students are better able to aid each other when at similar levels of proficiency. This also counteracts the heavy workload that comes with vastly different language proficiencies within the same class of newly arrived students.

When explaining what specific difficulties he faces, Christian experiences no major differences compared to regular students at the same proficiency level. Christian describes how his own advanced group are studying towards the goals for English in elementary year 9 or English 5, where students have a previous background in English. According to him, this group is similar to teaching Swedish students, but perhaps even less challenging since they are highly motivated. He compares this to a colleague who works with a group trying to reach the goals for elementary year 3, where they are discussing weekdays and colors. These students are at upper secondary level cognitively, but lack the required language proficiency to pass, which puts the teacher in a challenging position as of how to both challenge them at the right cognitive level and language level at the same time (Cummins, 1984).

Emilia describes how the school had an introductory class, which was something the teachers fought hard to obtain. This is similar to the situation which Niklas and Helena report seeing, where there is a small introductory class, but otherwise no support:

Nej, inget. Det finns inget stöd för hur nyanlända elever… alltså, vi har en speciallärare som vissa elever får gå till. Men det måste utredas om dom behöver det. Det finns en… en intro-engelska grupp som en lärare har. Men det är det. Vi har inga riktlinjer, inga… Ingenting, vad jag vet. Vi är medvetna om att vi har nyanlända på skolan. Det är ungefär den nivån det ligger på. Sen får alla lärare hantera det bäst dom kan. [No, nothing. There is no support for how newly arrived students … well, we have a special-needs teacher which some students go to. But whether they need it has to be investigated. There is an… an introductory English group that one teacher has. But that is it. We do not have any guidelines, no… Nothing, as far as I know. We are aware of having newly arrived students at our school. It is pretty much on that level. And so each and every teacher has to handle it to the best of their abilities.] (Niklas)

Niklas says there is no specific support for newly arrived students. Some students with special needs get to meet a special needs instructor and there is an introductory class which one teacher organizes. However, in general, he says the school is aware that there are newly arrived students, and then all teachers are left to handle it to the best of their ability. Both Norberg (2017) and Nilsson and Bunar (2016) commented on the lack of guidelines for newly arrived students which we can see can result in teachers being left to handle it on their own. Moreover, in alignment with Avery’s (2017) study, due to this
lack of guidelines it varies greatly on a local level which puts the responsibility on the teachers.

The findings regarding proficiency categorization are similar to those found by Axellson (2015) who found schools and municipalities grouped students according to proficiency, and Axellson and Nilsson (2013) who found schools where the students were not taught English at all. In general, we can see it remains a question which each individual school manages in their own way and where support often is a matter which is left up to the individual teachers and their ambitions and initiatives.

Another interesting strategy which was reported by Christian is how the school employed students from higher grades with more experience to help out in the classrooms. These students often share similar experiences, or at least the required languages to serve as support for the newly arrived students, which can help create a high-support classroom with lots of mentoring and scaffolding (Gibbons, 2009).

Christian says they employ students, which in turn get paid, to assist in the classrooms with scaffolding in the L1. This system is similar to what McCloud (2015) saw on how newly arrived students relied on each other for support, except here this system has been put in place by the schools themselves.

5.2.2 Coping Strategies

Due to the lack of official measures, teachers generally have to come up with teaching strategies and methods of their own. These usually take the form of coping strategies, since they are mostly implemented in the general teaching practice. All of the teachers in our study report using different types of strategies to alleviate and support the newly arrived students in their English education.

As mentioned above, Niklas tried to circumvent the issue of not having access to any good material by finding applicable material for the Swedish primary school years 4 or 5,
even though he did not feel he had any education in how to use that specific type of material. Similarly, Klara has had to resort to using a grammar book intended for year 3 in order to teach her low proficiency students basic English grammar.

Since low proficiency is one of the key issues which the teachers report seeing, they require specific skills to help these students. Many times with the low proficiency students, this means focusing on their oral skills and utilizing these to try to further their overall language production. Emilia reported how she might focus on having the student talk about a subject while she writes down their oral production and then look at the text together to understand the connection: “[...] då kan det ju va att eleven pratar och jag skriver och sen läser vi texten tillsammans.” [it could be that the student is speaking and I am writing and then we read the text together] (Emilia). Moving on from there, the next step would be for her to read something aloud and have the students write this down in text, which they then can examine together and try to correct for errors. “Sen alltså att jag kanske läser texter och så får de försöka skriva och så får vi titta på hur det blev, om man kan fixa till någon bit.” [Then perhaps that I read texts and they try to write and we examine the outcome, and whether you can fix something] (Emilia). This connects her methods to Krashen’s comprehensible input theory (1982), seeing as how the student is showing their level of receptive skills, which in turn is also connected to Swain’s (1995) output theory, as the student subsequently revise and modify their output. Moreover, since Emilia reports she tries to do these revisions with the students this also shows signs of a high-support classroom much in line with Gibbon’s theory (2009).

A common theme which is employed by several teachers is to try to build on the students’ prior knowledge and skills and adapt to their current level. Klara reports making efforts to give positive reinforcement to students and slowing down her pace, which is similar to what has been found in international studies where teachers took a more active role while lowering their pace and focusing on key points (Karanja, 2008; Windle & Miller, 2012). Emilia also reports how she tried to build on the students’ current level by using their language skills in combination with other media forms by, for example, creating posters which connected to the language skills they had:

Ja, till exempel då jobba mycket och utgå från eleverna, och de flesta har ju ändå, nästan alla kunde ju skaka fram nån form av engelska och till exempel så gjorde vi planscher, “jag är bra på”, vi jobbade med bilder, “hur ser det ut i min lägenhet”, “hur skulle jag vilja att det såg ut”, försöka knyta det till eleverna. [Yes, for example then, a lot of work and proceeding from the students’ level, and most students have, almost everyone could bring forth some form of English, for example, we had
made charts, “I am good at”, we worked with images, “what does it look like in my apartment”, “how would I like for it to look”, try to connect it to the students.] (Emilia)

Here Emilia shows signs of utilizing similar techniques as those reported by Karanja (2008) where teachers combine different types of instruction and media. The system also helps adding a level of context to the language which can help make the learning experience less abstract, much in line with Cummins’ (1984) model for cognitive demand and context.

Only one of the teachers, Niklas, brings up using specific digital tools to aid the students, however, he has used the internet as a resource to find good material and good websites with suitable tasks. The reason why he finds these digital tasks especially helpful is because they help him try to challenge all students at their current level in a classroom with varying levels of proficiency: “För i och med att dom har specifika behov så är det inte alltid att jag kan ge dom den tiden dom hade behövt. Så då måste jag hitta material som dom kan arbeta med själva, som inte är helt värdelöst.” [As they have specific needs, I cannot always provide them with the time they would need. So I have to find material which they can work with on their own, that is not entirely useless]. (Niklas)

5.3 Negotiating Culture in the Classroom

A notable result that had emerged is that of the cultural contrasts encountered in working with newly arrived students. As newly arrived students are a group migrating from all corners around the world, our participants revealed a number of challenges pertaining to students’ native cultures, socio-cultural factors, and educational backgrounds. Moreover, our findings show varying dispositions towards the inclusion of various cultures and prior experiences in English language teaching.

5.3.1 The Lack of Common Ground

One of the striking examples given by Helena is when she had intended to work with a mock-test in listening comprehension intended for elementary year 6 English, and discovered that students may have drastically different knowledge and cultural backgrounds. The aim of the listening comprehension exercise was to discern the setting, and subsequently through discussion, Helena elicited that some students did not know what a theatre was, let alone what the front curtain would be:
Och så började vi prata om liksom, vad kunde detta va? Då kom det ju fram att ‘ridå’ var ju liksom helt obeväxtligt. Och då försökte jag förklara liksom så “ja, ni vet hur det ser ut på en teater, de här gardiner och så”. Ja, och då kom det ju fram att 2 av 3 har ju aldrig varit på teater. Nå, då är det inte lätt. Då är det, rättare sagt, omöjligt. [And we began talking about, like, what could this be? It turned out that “front curtain” was entirely incomprehensible. And then I tried explaining like “yes, you know what it looks like at a theatre, these curtains and so”. Well, it then turned out that 2 out of the 3 had never been to a theatre. No, then it is not easy. Then it is, more accurately, impossible.] (Helena)

Similarly, Helena described another classroom activity in which students were discussing the planning of a date. Again, Helena expressed concerns regarding the lack of cultural common ground, and that this impeded the process of teaching English:

Kommer man från en kultur där man inte dejtar, ja hur ska man liksom ta till sig det sammanhanget? Där upplevde jag många gånger att vi satte och pratade mycket, och att det fick ta sin tid. Att man då liksom… där kunde man inte på något sätt använda det engelska språket. Det fick man närma sig på svenska, och försöka, liksom, att närma sig det genom att byta erfarenheter och tankar och så … Många gånger så kanske … Jag säger inte att det är en nackdel, men självengelskundervisningen stannade upp för att liksom på något sätt lägga ut en plattform att stå på. [If you are coming from a culture where you do not date, well, how are you supposed to engage in that context? There, I experienced many times that we sat and talked a lot, and that it would take its time. There you, like … there, you could not use the English language in any way. You had to approach it in Swedish, and try to approach it through exchanging experiences and thoughts and such … Many times, perhaps … I am not saying that it is a disadvantage, but the english teaching came to a halt in order for there to be a platform to stand on.] (Helena)

The newly arrived students came from a non-dating culture, which hindered the progression of Helena’s intended lesson plans. In turn, time was devoted to addressing and learning the cultural features of dating in Sweden, along with exchanging experiences and thoughts with the students which was carried out in the Swedish language. Both English language acquisition and language use would be, according to Helena, severely restricted by such cultural gaps, and the lack of points of reference. Helena further notes that the teaching of English stagnated, in order for her to establish a common foundation to stand on.

The teacher had prepared learning material which offered audial cues of the recording’s environment and occurrences. Further, Krashen (1982) asserts that learners utilize knowledge beyond their current linguistic capabilities, such as contextual knowledge and knowledge of the world. As this teacher described, it becomes rather
impossible to do this without having any knowledge or experience of the given theatrical context. Simultaneously, being able to discern an unfamiliar context requires a high level of cognition and high proficiency in the target language, which is too challenging for learners at their early stages of language development (Cummins, 1984).

The teacher then resorted to using Swedish as the language of instruction, corresponding to findings found in Axelsson’s (2015) study; students which lack proficiency in English, will often be taught in Swedish. Further, it becomes apparent the teacher encountered an unexpected misalignment in engaging students’ prior experiences and cultural knowledge. A common strategy found in the previous research is that of attempting to include students’ previous experiences, culture and knowledge (Karanja 2008; MacNevin 2011; Windle & Miller 2012), and that of teachers having a trial and error approach in meeting their students needs (Henderson and Ambroso, 2018).

5.3.2 Differing School Cultures

Another challenge the interviewees express is the differing school culture of newly arrived students. Newly arrived students may have various educational backgrounds, some with a particularly heavy focus on reproducing the English language, rather than autonomous use and meaningful production. Klara describes that her students work with glossaries and vocabulary, however, they experience difficulties in actively making use of words, and transitioning words from one context to another. As certain students may have a reproduction-oriented mindset in learning English, there is a discrepancy between learning and using. Moreover, this gives rise to concerns regarding plagiarism as well:

Sen är det väldigt ofta också som… i sina hemländer behöver dom plugga in typ faktakunskaper och sådär… Det handlar väldigt mycket om att återge det exakt, medans här kan man åka dit för plagiat, om man återger det exakt. Utan här måste man tänka själv, och just det där - applicera sin kunskap i andra sammanhang och så. Dom har inte någon träning i det, dom är inte vana vid det. Hur ska man kunna det om man inte har hört det, om man inte har något att referera till?... [Then there is often the case of … in their home countries, they need to study, like, factual knowledge and and such … It is very much about reproducing it exactly, whilst here you can get caught in plagiarism, if you reproduce it exactly. Here, you have to think for yourself, and just that - applying your knowledge in other contexts and such. They do not have any training in that, they are not used to that. How are you supposed to know that if you have not heard about it, if you do not have any point of reference?] (Klara)
Niklas shares the same concern regarding the reproduction-oriented educational background as several of his newly arrived students have been apprehended for plagiarism, more so than his regular Swedish students. Both of our teachers here show awareness of how newly arrived students face challenges beyond learning the English language itself; they are also introduced to an entirely new culture, a new educational system, and a different approach to language learning. Niklas states the following:

[...] mycket… inom kinesisk kultur, och sydkoreansk kultur, så vet jag att det… i deras skolkultur, handlar det väldigt mycket om reproduktion. Du ska liksom reproducerera materialet, och sen återge det. Och det funkar inte alls i en västerländsk, europeisk kontext, där det främst handlar om att du ska vara kritisk till det du har lärt dig och resonera kring det, liksom. Och där känner jag också att det är en skill man lär upp, och liksom... en elev som är född här i Sverige, som är 16 år och har lärt sig detta hela livet, har ju det i bakhuvudet lite mer. Medans om du aldrig hört om det innan, så är det mer av en uphill battle [ a lot of… within Chinese culture, and South Korean culture, I know that … in their school culture, it is very much about reproduction. You are to, like, reproduce the material, and recite it. And that does not work in a Western, European context at all. And there I also feel that it is a skill you acquire, and like … a student that is born here in Sweden, that is 16 and has learned this their entire life, has this in the back of their head. Whilst, if you have never heard of it before, it is more of an uphill battle.] (Niklas)

Niklas acknowledges that certain school cultures foster language reproduction, and that this may clash with the critical perspectives on knowledge in Western, European educational contexts. He also makes the comparison to native Swedish students, and that with no prior exposure to the Swedish school culture, it is a significantly more difficult uphill battle.

The reproduction-oriented mindset the two teachers describe directly corresponds to Anders (2011) findings; students encounter a school environment very different from that of heavily practising grammar and memorizing content. This, in turn, can pose as another challenge for both teachers as well as newly arrived students. A reproductive, superficially memorizing mindset runs in opposition to Krashen’s (1982) comprehensible input hypothesis, which fundamentally requires a deeper comprehension of language. In order for the learner to move to the stage of $i + 1$, the prerequisite is that learners understand the input itself. As this requirement is not met, learners cannot move forth to productive language use, and meaningfully engage in the functions of Swain’s (1995) output hypothesis; the noticing/triggering function, the hypothesis-testing function, nor the metalinguistic function.
Furthermore, whilst being proficient in memorizing is without doubt a valuable asset in language development, newly arrived students will see clashes in educational cultures. Through Cummins’ (1996) negotiation of identity, teachers and students engage in reflecting upon existing educational circumstances, and how to best overcome such discrepancies. In such situations, teachers bear a crucial responsibility of facilitating an epistemological transformation, and to realize meaningful language development in both input and output. In doing so, one would open up doors for prior experiences and knowledge to act as a resource in teaching and learning in a new educational context.

5.3.3 The Inclusion of Culture in Teaching English

Another interesting finding in our study is that of the varying dispositions toward the inclusion of students’ own culture and background experiences in teaching English. Regardless of the extent that the teachers viewed and involved the students’ own cultures in learning English, four out of the five explicitly stated that the matter of their students’ backgrounds is entirely in the hands of the students themselves. The students’ well-being is prioritized above all else; discussing or involving one’s cultural background and prior experiences can be a highly sensitive area for many newly arrived students, and may bring forth uncomfortable memories or trauma.

Bearing this in mind, three of our participants are positively disposed towards involving students’ cultural backgrounds and experiences, namely Klara, Emilia, and Helena. These teachers generally view prior experiences and culture as something valuable, and seek to involve these in their tasks and activities.

Jag tänker att det är så stor del av deras liv. Dom har ju varit här kanske 2 år, och kanske varit 17 år i sitt hemland. Så jag tänker att det är viktigt att dom får berätta om det. Om det finns någon minsta relevans i någon uppgift, så tycker jag att man kan inkludera det. Det är så stor del av deras liv. Och också att dom ska förstå att vara stolta över det, att dom har två kulturer, och att vi ser det som något fint på vår skola, och förhoppningsvis i Sverige. Att det är nått som kan uppskattas, att man kommer med någonting extra. Man har andra upplevelser och erfarenheter som andra människor inte har. [I consider it to be such a large part of their life. They have been here for perhaps 2 years, and perhaps 17 years in their home country. So I think that it is important that they can talk about it. If there is the slightest relevance in a task, I think it ought to be included. It is such a large part of their lives. And also to have them understand that they should be proud of that, that they have two cultures, and that we see that as something beautiful at our school, and hopefully in Sweden. That it is something that can be appreciated, bringing something extra. You have different treats and experiences other people do not have.] (Klara)
Klara asserts the fact that one needs to consider that the newly arrived students have an extensive background and ties to their native countries, and their life prior to coming to Sweden. If there is a possibility of including this, Klara considers it important. She views multiculturality as something valuable which the students should take pride in. Further, she asserts the fact that a teacher should consider the students’ extensive background and life prior to coming to Sweden. Largely in line with Klara, Helena also attempts to include student experiences where it may be possible, but acknowledges that these might or might not be accessible. She strives to have her students realize that their experiences are knowledge that can be further built upon. She further describes that it is an act of balancing, and how she treads carefully in order to not be intrusive.

All three of the teachers describe positive activities where they have included students’ culture and prior experiences. Generally, the teachers’ experiences are that tasks which involve students’ prior experiences and cultures are engaging, fun activities, which emphasize the pride and affirmation of one’s culture. They all provide examples of tasks where they have built upon the students’ experiences: Helena describes a task of sharing and comparing holidays; Klara describes a show and tell task, where students brought and shared a story of a personal item; Emilia also described an activity involving films, where students chose and presented films of their own choices in an international classroom film festival.

These three participants expressed that they were inclined to utilize the newly arrived students’ cultural backgrounds and experiences. As seen in previous research, it is alignment with teacher practise in other countries as well (Karanja, 2008; MacNevin, 2011; Windle & Miller, 2012). As these participants generally view these as building-blocks of- and for students’ knowledge and experience, they seek to integrate and affirm these in their English teaching. Cummins (1996) sees this affirmation as an instrument for expanding the possibilities within a classroom, as it may open up approaches for new learning activities. Further, it empowers culturally diverse students, and fosters a critical perspective on socio-cultural environments, cultures, beliefs and experiences. These teachers also report that students find these activities engaging, which we see as an outcome of the building upon approach. In the lens of activating and including prior knowledge and experiences, the teachers expand the newly arrived students’ opportunities to contribute these in a new educational context.

On the other hand, Christian and Niklas differ from the previous three teachers in their views. Whilst both teachers largely agree on the value and pride of one’s own culture and
experiences, they note that involving and highlighting the students’ various cultures can be divisive: “Det finns mycket för invandrarkids att hämta i sin hemkultur, i den stoltheten som finns där, men det kan också vara någonting som skapar en barriär mellan folk.” [There is much for immigrant kids to gather from their home cultures, in that pride, but it can also be something that creates a barrier between people] (Niklas). Their reasoning is that through highlighting various cultures, simultaneously, the differences are highlighted as well. In turn, this may counteract the goals of integrating a heterogenous group of students, instead, creating barriers amongst them. Niklas also expresses being cautious as he fears highlighting the cultural diversity can be perceived as divisive and prejudicial:

[...] jag tror inte det är någonting som vi lärare definitivt söker efter. Alltså att, “nu ska ni snacka om vart ni kommer ifrån”. [...] man är lite rädd av att det lätt kan tolkas som rasistiskt eller fördomsfullt, att man såhär: “nu ska ni berätta vart ni kommer ifrån”, medans tankesättet ska vara att vi alla är svenskar, liksom, vi bor i Sverige nu. Vi är alla svenskar. Nå, så det är ingenting som vi aktivt arbetar med. [I do not think it is anything we teachers definitely search for. That is, “now, you are to talk about where you come from”. [...] you are a little afraid of that it easily might be interpreted as racist of prejudicial, to like “now you are gonna talk about where you come from”, whilst the mindset should be that we are all Swedes, like, we live in Sweden now. We are all Swedes. So no, it is nothing we actively work with.] (Niklas)

He justifies the neglect of involving students’ cultures and prior experiences by explaining his view that we are all living in Sweden now and are all Swedes.

The teachers also believe the students explore each others’ cultures in their own time, and that the focus in the classroom should be on learning English. Both Niklas and Christian state that the matter of students sharing, and learning of various cultures and experiences, is something they typically do themselves. It is also considered an aspect that falls outside of the scope of their jobs as English teachers. They devote all teaching to the English language itself, and the tasks and learning activities therein, seeing as how they maintain learning the English language as the priority in the teaching. Christian states how including 30 different students’ cultures is both impossible and not what he intends to do during class:

Nej, det är omöjligt. Det finns 30 elever. Det finns 30 kulturer. Det är inte mitt uppdrag, och det är inte det dom är här för att lära sig om, varandras kulturer då. Det gör dom på sin fritid. Och sen på engelska ska dom inte läsa om olika dialekter om arabiska, kurdiska, och pashto, och dari, och vietnamesiska , och bosniska, och, och, och… [No, it is impossible. There are 30 students. There are 30 cultures. It is not my job, and it is not what they are here to learn about, each other’s cultures,
that is. They do that in their own time. And in English, they are not to learn of various dialects of Arabic, and Pashto, and Dari, and Vietnamese, and Bosnian, and, and, and...[ (Christian)

These remaining two teachers discuss and justify their reluctance in the sense that it may counteract social sustainability, and may intrude on what the students are willing to share. On an interesting note, the teachers expressed that focus should be directed towards the tasks and activities of learning the English language, and that a cultural focus is outside the scope of their roles, as well as the more pressing needs of their newly arrived students’ language development. Moreso, one of the teachers commented that the great cultural diversity in his classroom is too cumbersome to meaningfully utilize in his teaching. Their perceived situations are suggestive of an approach that does not seek to integrate students’ prior backgrounds and experiences for these reasons.

Lastly, with regards to our theoretical background, four of the five interviewees had explicitly emphasized that they prioritize the students well-being in the matter of involving culture and prior experiences in teaching English. At heart, this corresponds to Cummins’ (1996) assertion of how valuable such a teacher-student relationship is, and this attentiveness and respect for the students can overcome social and cultural borders. Through constructive negotiation, these teachers work towards establishing a relationship that is conducive to students’ learning processes, with or without the inclusion of cultures and prior experiences.

5.4 Psychological Encumbrances

The topic of negative psychological influences amongst newly arrived students has been present in each interview we conducted. Whilst this is an issue that relates to the general well-being of these students, and afflicts students in a larger scope than that of within the subject of English, we nevertheless wish to relay these difficulties in addition to the results up to this point.

The first, and perhaps the most prevalent, issue which all teachers brought up was that of stress inducing burdens outside of the school, and their impact on students’ education. As noted by Szánto (2018), the predominant psychological burdens were caused by PTSD, trauma, and general stress regarding the uncertainty of students’ asylum within Sweden. Niklas expressed his concerns of unpreparedness, and further stated that the most pressing area he would have liked to have had received training in is dealing with these psychological issues. Furthermore, Emilia also voiced her concerns regarding a general
lack of information on her students’ psychological and personal situations, which she believes would have helped her in creating a better school environment for them. One of the key findings in MacNevin’s (2011) study was how the students required a lot of social and emotional support to cope with their new education. Beyond this, Christian also speaks of students taking on responsibilities of translating and communicating with institutions for their family members, due to their training in the Swedish language:

För många av dom, det är dom i familjen som pratar bäst svenska, så dom får ha all kontakt med myndigheter och lösa problem som annars i andra familjer hade vuxna tagit. Det är det som egentligen är största utmaning. [For many of them, they are the ones who speak Swedish the best, so they maintain all contact with authorities and resolve problems which otherwise, in other families, adults would deal with. That is actually the largest challenge.] (Christian)

Understandably, we imagine that these issues fall outside of both teacher programmes intended purposes, and the regular everyday challenges both teachers cope with. Dealing with these psychological issues is one of the main reasons why these educators feel unprepared, as they themselves have no prior training in that field. Further, it also issue seems to generate stress amongst most of the teachers themselves.

However, Christian shares how his school has adapted their organization, in regard to psychological burdens, to help newly arrived students in overcoming these issues. The school had employed an extra counselor in working with this. The school also ensured that the newly arrived students had clear and fixed structures in their schedules and dedicated classes. Christian also positively comments on how newly arrived students, who previously attended other schools, were happily surprised by the organic atmosphere the school had established. In their school setting, the newly arrived students were not differentiated from other students:

Och det är ju faktiskt något som eleverna anmärker. För vi har elever som har börjat på andra skolor, som sen kommit hit, och det dom säger om skolan här är att - här är dom en del av skolan. De är inte något litet extra i ett hörn någonstans. Dom sticker inte ut. Så dom känner sig väldigt bekväma här, här är dom bara som alla andra elever. [And it is actually something that the students observe. Because we have students that had been to other schools, and later come here, and what they say about the school here is that - here they are a part of the school. They are not a little extra something in a corner somewhere. They do not stand out. So they feel very comfortable here, here they are just as all the other students.] (Christian)
Notably, we view these steps as admirable and commendable efforts in both supporting specifically the newly arrived students’ education, and in the social integration of these students into the school setting.
6. Conclusion

In this chapter we will first present a short summary of the key findings in our study. Thereafter, we will discuss the relevance of these findings as well as their implications for us as English teachers, but also their potential implications for the English teacher education. In subheading 6.1 we will look at the implications of our study, then in subheading 6.2 we look at potential limitations of our study and lastly, in subheading 6.3, we will present some suggestions for future research which could further the field of English education for newly arrived students in Sweden.

The purpose of this study was to investigate the difficulties which English teachers face when working with newly arrived students, as well as the strategies and methods they employ to help them. After having interviewed five teachers we found the teachers experienced a general feeling of unpreparedness which was closely related to a lack of prior education and official guidelines to operate by. Concerning specific strategies, some of the existing strategies where to group students according to their proficiency, as well as employing more experienced students to help out in the classrooms. The teachers reported using coping-up strategies such as finding suitable material for low-proficiency students and taking a more active and supporting role within the classroom. Moreover, teachers built on prior knowledge and combined different modes of instruction and media. Cultural aspects was a big emerging theme in our research which showed many teaching issues arose due to cultural contrasts and a lack of cultural common ground. Furthermore, teachers struggled with differing school cultures where the students were accustomed to reproduction which at times can lead to issues with plagiarism. Moreover, the teachers were not in agreement on whether to utilize students’ cultural backgrounds or not. Three teachers supported using the students’ backgrounds to support them in the classroom, whereas two teachers were opposed.

6.1 Implications

The first important find of this research is how the teachers experience a general feeling of unpreparedness in how to best teach these students while at the same time seeing this as one of the biggest challenges they face in their everyday teaching. There seems to be a lack of both guidelines, official support, and general recognition from the schools which can cause teachers to feel quite isolated. One thing which is clearly needed for upper
secondary school teachers in the future is a greater knowledge of the curriculum for lower levels of elementary schools. Moreover, the way the education for English teachers is constructed in Sweden, we generally focus on learning to teach students which come from homogeneous backgrounds with relatively high levels of proficiency. We can see from our results that there is a much higher need of learning how to teach these types of low-proficiency students and what material can be suitable for them. Especially the challenge of working with low proficiency without losing the cognitive challenge. In this regard, current degree students do not have access to any tools to aid them in this challenge when compared to older generations of teachers.

The second important finding is connected to the first and reflects how teachers due to a lack of official support instead need to figure out for themselves how they will cope with this challenge. Our research shows the teachers go about this in various ways which very much reflect how they have had to find their coping strategies to overcome the issues. Some results also point to how teachers have relied heavily on colleagues who teach Swedish as a second language to get more information in how to best teach low-proficiency students, which implies the need to understand this specific group. The methods which teachers use require a lot of additional planning and time, especially in regard to the varying levels of proficiency within the same classrooms. We see instances which have lead teachers to adapt material and instruction to each and every student.

The third important finding of this research corresponds to the heterogeneous classroom and the cultural aspects which arise within such a context. We can clearly see the teachers are in disagreement on whether to include the students’ cultural backgrounds in the teaching, even though the research suggests it is one of the keys to successfully teach these students. As English teachers, we do not receive any training in how to specifically deal with multicultural classrooms within the realm of English teaching, which becomes a key issue. Moreover, more issues arose due to a lack of common cultural capital which also impeded upon the general language acquisition, which necessitates a different type of instruction. Furthermore, the issue of different types of instruction and school cultures is not one which is inherently native to the English language, but it is one which English teachers also need to be aware of, seeing as how this can have such severe consequences such as superficial learning and increased cases of plagiarism.
6.2 Limitations

There are a couple of limitations to our study which we would like to acknowledge. Firstly, all but one of the interviewees were teachers whom we know personally. This naturally means we might not have received the same types of answers we would have with other teachers, since the discussion is influenced by prior knowledge and exchanges. However, we also believe the recorded interviews might have been more relaxed and were not impeded by social barriers due to this. Another important thing to mention regarding the interviews is the fact that we had to conduct all but one interview individually. Naturally, this might influence the interviews seeing as how we are two different people who ask different types of follow-up questions and comment on different things. However, we believe our pre-established interview guide should help minimize any potential personal influence.

Another possible limitation to our study lies in our choice to model the study on MacNevin’s study (2011). Since her study was much more comprehensive than ours we have had to try to focus on selecting the most important themes from our body of data, which naturally opens up a potential for bias as to what we found to be important and less important. As explained in the methodology chapter, our solution for this was to read and reread the transcriptions and look for emerging themes which were of a greater interest to us.

6.3 Suggestions for Future Research

After exploring this area, we have come up with four areas of future research which we find especially important for English education. Firstly, investigating teacher education in Sweden to see whether English teachers receive any training in dealing with low-proficiency newly arrived students. It would be most interesting to see the perspective from student teachers, or perhaps in a comparative study with different national teacher education programmes. Especially since we have not received any specific training ourselves during our education which would help us face this challenge.

Secondly, exploring what specific types of material, resources, and digital tools could be developed and used to support and scaffold these types of students in the future. Seeing as how the teachers in our study have generally had to try to find strategies, methods, and material on their own it would be interesting to see what types of tools exist, and how
these could be implemented in future newly arrived classrooms. Further, well developed
digital tools and materials should place teachers in a better prepared position, as well as
enable individual students work with material suited to their needs, even without the aid
of instructors.

Thirdly, gathering information on what types of guidelines and official support exist
at the local, municipal, and national level which help organize English education for
newly arrived students. It would be interesting to see how this issue is being addressed at
the organizational level and whether there is a need for a more comprehensive framework
in the future.

Fourthly, in light of how both the teachers as well as the newly arrived students face
numerous daunting challenges, and seemingly find themselves in a race against time, we
wish to highlight the overwhelming challenge of beginners reaching designated
knowledge requirements within only a few years. As some newly arrived students
continuously fail to reach these goals, it can be severely detrimental to their motivation,
thus we would encourage critical reflection on tempering the expectations of newly
arrived students in regards to governing policies.
References


## Appendices

### Appendix 1: Interview Guide

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<thead>
<tr>
<th>Theme</th>
<th>Questions</th>
<th>Follow-up questions</th>
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<tbody>
<tr>
<td><strong>Preparation &amp; Personal Development</strong></td>
<td>- Describe your previous experience with teaching newly arrived students</td>
<td>- Where and to what extent have you been working with these students?</td>
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<td></td>
<td>- Have you attended any PD that addressed teaching newly arrived students?</td>
<td>- Has your previous experience affected or changed your teaching strategies with newly arrived students? If so, how?</td>
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<td></td>
<td></td>
<td>- If yes, describe the PD and whether it was helpful,</td>
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<td></td>
<td></td>
<td>- If no, what kind of specific PD do you feel would be most helpful to you?</td>
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<tr>
<td><strong>Strategies &amp; Methods</strong></td>
<td>- From your experiences in the classroom, what are some of the learning needs experienced by newly arrived students?</td>
<td>- What are some strategies you are using to help meet these needs?</td>
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<tr>
<td><strong>Opinions &amp; Feelings</strong></td>
<td>- What are some concerns you have about working with newly arrived students?</td>
<td>- What do you find to be most difficult when it come to teaching these students?</td>
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<td>- What do you find most enjoyable or inspiring about teaching these students?</td>
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<td></td>
<td>- What are some things you’ve learned while working with these students?</td>
<td>- What more would you like to know, or feel you need to know, in order to better teach students</td>
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<tr>
<td>Learning Needs</td>
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<td>- What official supports (those put in place by administration or groups or teachers) exist/have existed in the school that would help support students who are newly arrived?</td>
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<tr>
<td>- What are some unofficial supports or activities (those organized by individual teachers or other students) which are happening/have happened in the school that would help newly arrived students learn?</td>
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<th>Language &amp; Literacy</th>
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<td>- If you had a student arrive in your class who is newly arrived, who seemed to be able to speak English, but who was unable to write in English or read the class text books, what kinds of things would you do for that student?</td>
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<th>Cultural</th>
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<tr>
<td>- What do you know about the culture backgrounds of the newly arrived students in your class?</td>
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<tr>
<td>- How did you learn about their cultural backgrounds (ie their file, independent research, talking to students)</td>
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<th>Identity</th>
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<tr>
<td>- When newly arrived students are learning in your classroom, would they see, hear, or feel any references to their own culture?</td>
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<tr>
<td>- If yes, describe how you’ve incorporated these references into classroom learning and why you felt it was important to do so.</td>
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<tr>
<td>- If no, do you feel having references to their own culture is</td>
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</table>
- Do all students in the classroom have the opportunity to learn about the various cultures and languages present in the classroom?

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<th>important to their learning?</th>
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<tr>
<td>- If yes, explain why and how.</td>
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<tr>
<td>- If no, explain.</td>
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Appendix 2: Consent Form

Datum

Samtycke till medverkan i studentprojekt

Vi, Charles Nordström och Ibrahim Musa, är lärarstuderar på Malmö Universitet. Vi läser vår sista termin just nu, termin 10, och arbetar i nuläget med vårt examensarbete. Vi har inhämtat Malmö Universitets godkännande till att genomföra vår studie.

Vi ämnar att genomföra en kvalitativ studie, som undersöker vilka lärarstrategier/lärarmetoder yrkesverksamma lärare tillämpar i sin Engelskundervisning med nyanlända elever. Vid datainsamlingen ämnar vi att inhämta erfarenheter och kunskaper som berör undervisningen av nyanlända elever i Engelska; strategier och metoder i undervisning av nyanlända elever, erfarenheter och upplevelser av undervisningen av nyanlända elever, lärandebehov hos nyanlända elever, socialisation och integration av nyanlända elever, språk och literacitet hos nyanlända elever, samt kulturella och identitetsförknipade aspekter av nyanlända elever.

Våra deltagare i studien utgör således resultaten i vår studie. Vid datainsamlingen inhämtar vi två personuppgifter: en namnteckning på samtyckesblanketten, samt ljuduptagningsanmärkning av intervjun. Inspektionerna kommer följaktligen att transkriberas, och bearbetas. Ljudupptagningsanmärkningen kommer att ske med hjälp av vår personliga digitala diktafon. Vi vill även understycka att privata mobiltal inte används.

Ljudinspelningarna kommer vara tillgängliga för Ibrahim Musa och Charles Nordström. Transkriptionerna kommer vara tillgängliga för Ibrahim Musa, Charles Nordström, samt vår handledare Chrysogonus Siddha Malilang under examensarbetsgång.

Allt insamlat material och personuppgifter lagras på Malmö universitets server under arbetet med examensarbetet, och de insamlade samtyckesblankettarna förvaras oätkomligt på Malmö universitet. Vårt examensarbete utgår ifrån Vetenskapsrådets forskningsetiska principer, och vi vill understycka att:

- Medverkan baseras på samtycke och detta samtycke kan när som helst återkallas. Alla som tillfrågas har rätt till att taka nej till att delta, eller (om de först tackar ja) rätt att avbryta sin medverkan när som helst, utan några negativa konsekvenser.
- Deltagarna kommer att anonymiseras och avidentifieras i det färdiga arbetet
- Materialet kommer endast användas för aktuell studie och kommer förstörs när denna är examinerad.
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Personuppgiftsansvarig
Malmö universitet

Dataskyddsombud
datakyddsonbud@maa.se

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ändamål med behandlingen
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Rättslig grund för behandling
Ditt samtycke.

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Samtycke

Härmed samtycker jag till att medverka i ovan beskrivna studentprojekt, samt bekräftar att jag har tagit del av informationen om Malmö universitets behandling av personuppgifter, och Vetenskapsrådets forskningsetiska principer, som säger att

- medverkan baseras på samtycke och detta samtycke kan när som helst återkallas. Alla som tillfrågas har alltså rätt att tacka nej till att delta, eller (om de först tackar ja) rätt att avbryta sin medverkan när som helst, utan några negativa konsekvenser.
- deltagarna kommer att avidentifieras i det färdiga arbetet.
- materialet kommer enbart att användas för aktuell studie och kommer att förstöras när denna är examinierad. \(^1\)

Namn: ……………………………………………………

Namnförtydligande: ………………………………………

Dagens datum: …………………………………………