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**Teachers' perception of
integration/inclusion**
-for students in need of linguistic support

*Lärare upplevelse av Integrering/inkludering
-av elever i behov av språkligt stöd i undervisning*

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Abstract

The curricula highlight the responsibility of the school to convey the norms and values that form the basis of the concept of inclusion. It is not just about students with disabilities or about special education, but about promoting diversity and understanding for other people. All students should be given meaningful teaching within the class framework as much as possible. This creates a good environment for socializing, respect and understanding for individual differences and diversity. This thesis aims to highlight teachers' perception of the concept of integration/inclusion as well as their experience to integrate/include students in need of linguistic support in teaching.

The theoretical approach of the study is based on the sociocultural perspective of Vygotsky, which highlights the importance of interaction between teacher and student as well as the interactions between the students themselves.

five semi-structured interviews have been conducted with teachers from a multicultural secondary school. As a method, content analysis is used, that is, the interviews are systematically analyzed to quantify the content by categories to different themes. The following themes emerged in the framework of this study: (1) the concept of inclusion, (2) linguistic difficulties, (3) learning environment.

The result shows that the teachers in the study have a similar definition of the concept of integration/inclusion although they have different perceptions of its value.

Teachers experience both successes and setbacks with integration/inclusion. Success factors such as motivation, commitment, and participation are perceived as requirements for successful integration/inclusion. It also appears that teachers face some difficulties while

integrating/including the students who need language support especially students who have Swedish as a second language. However, teachers use different methods and techniques to integrate/include the students.

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1.Introduction

The school law of 2011 states that the students have the right to participation and inclusion in school. Moreover, the aim of the education in the school system is for the school to convey and anchor respect for Human Rights and the fundamental democratic values on which Swedish society based on. The school law also mentions that students are entitled to support and stimulation so that they develop as far as possible based on the different conditions of the student. LGR 11 points out that all students ' development and learning should be promoted, and the school should anchor respect for human rights. Additionally, all students in the school should feel confident in their identity and develop the ability to understand other people's circumstances, values and show each other respect. In addition, teaching at school should be adapted to each student, based on his or her capability, knowledge and needs.

Those who work in school should, therefore, promote students 'knowledge development based on students' experiences, knowledge, and background. Moreover, students who need special support should be recognized and supported in order to create a good development and environment for further development and learning. The latest curriculum for primary school (Skolverket, 2011, p14) states that the school should promote the development and learning of all students as well as a desire to learn. All children are equal and one of the school's tasks is to allow each student to be unique and be able to participate in society in the best way.

Furthermore, the teacher at school should take advantage of students ' desire to learn and trust the student's own abilities in the work. Lastly, the teacher should also support, supervise and give support to those students who have difficulties and take into account the students ' conditions and needs.

Ahlberg (2013) points out that the inclusion concept is not mentioned in the curriculum and it is instead up to each district to decide for themselves how to go about supporting students. Furthermore, Ahlberg (2013) describes how the steering documents give the teacher the opportunity to choose their methods and content to achieve the goals.

In 1994, a number of countries, including Sweden, signed a declaration (Salamanca declaration) that requires the school to work in order for all students to have the opportunity to go together in school. The Salamanca declaration states school should meet all the needs and rights of children. The Salamanca declaration considers that a good educator puts the child in the centre and teaching should be adapted to the needs of the student. It is important that the school is based on respect for each other's differences and that all children feel involved in their education. The Salamanca declaration (2006) states that students should be taught together as much as possible in ordinary schools. The assistant should be designed so that the student receives individual support in an inclusive environment.

Swedish society is multicultural, which means that many people have a different ethnic background. In 2015, the number of asylum seekers increased radically, more than 33,000 unaccompanied refugee children arrived in Sweden (Migration Board, 2016, p. 9). For this reason, many of the children who emigrated begin in the Swedish school. Teachers will therefore surely teach multilingual students. The curriculum points out that school should promote students' learning by based on their previous experiences, languages, backgrounds, and knowledge (Skolverket, 2011 p. 8). Teachers, therefore, face a challenge to promote further learning for students with a lack of language skills in Swedish (Nauc ler, 2001, p. 7). It

is written in Skolverket (2011, p. 239) that students should improve their Swedish language in order to develop their ability to communicate, learn and think.

Nilsson (2016) underlines the importance of language for learning at school. Students are expected to listen to teachers or others who communicate knowledge through the language. They are also expected to converse with their classmates and independently obtain written information in the subject area. In other words, a language is a tool for gaining knowledge at school (Nilsson, 2016).

A report from Skolverket (2008) shows that 14% of students who left school in 2007 had a different mother tongue than Swedish. With large immigration in recent years, this number will be significantly higher in the future. In addition, the report shows that students with an immigrant background have lower achievement of objectives. Teachers believe that resources are not enough to support students with Swedish as a second language. This group of students may have difficulty communicating for many different reasons (Ahlberg, 2015). Language is man's most advanced tool for communication, and the school is based on communication, says Ahlberg (2015). How do teachers perceive the concept of integration/inclusion? and how do teachers describe the integration/inclusion of pupils in need of linguistic support in second language teaching?

Therefore, in order to seek answers to the questions, it is of interest to study more closely how integration/inclusion is experienced and managed by teachers.

1.1 Purpose

The aim of this paper is to gain insight regarding how teachers describe the concept of integration/inclusion as well as how teachers describe the integration/inclusion of pupils in need of linguistic support in second language teaching.

1.2 Research Questions

How do teachers perceive the concept of integration/inclusion?

How do teachers describe the different aspects of integration/inclusion of pupils in need of linguistic support in second language teaching?

2. Central Concepts Definition

The key concepts of the study are inclusion, integration, participation and linguistic support in teaching.

2.1 Inclusion

In Sweden, the concept of inclusion has become increasingly important. The concept of inclusion can mean different things depending on the situation. Ahlberg (2013) believes that the concept of inclusion can be interpreted as that the school should work and be designed based on the fact that all children are different and that the school should adapt to students' differences in order to succeed in making all students fit in. The concept of inclusion has been difficult to define and Ahlberg believes that the concept is described in different ways, however, the author believes that the starting point in the concept gives expression to people's equal value and right to participate in the community of society. According to Nilholm (2007, p. 89) inclusion is seen as a process of a constant search for a better way of using diversity, where people learn to live with differences and learn from differences. In this way, differences can become something positive which promotes learning. He further believes that inclusion is about all students' participation and results.

Inclusion means an approach where each student has the right to meaningful schooling without separating the student from his or her class (Nilholm & Göransson, 2013). Lgr 11 (Skolverket, 2011) states that all teaching should be adapted to students' different conditions and needs. Teaching shall promote students' continued learning and Knowledge Development, based on their background, past experience, language and knowledge (Skolverket, 2011).

2.2 Integration

Södergran (2000) writes about the concept of integration and its negative meaning, especially in connection with the concept of immigrants. She believes that the concept should be changed from integration to equality in order to avoid or reduce the division of we and them, in order to know each other, and that we do not need to be similar.

Emanuelsson (2000) believes that the concept of integration has been used carelessly over the years and that the concept signals that the difficulties are individualized. That is, the pupil owns the problem. According to Emanuelsson, the concept of integration stands for a development process, where the goal is a community where everyone has their belonging and where everyone's resources are to be used (Emanuelsson, 2000).

Beach (2004, p.17) argues that integration is about meetings between different people and cultures. The author points out that to succeed in integration, one of the most important factors is to mix a children's group with different ethnic origins and to draw attention to similarities and differences. She believes that it can help all children to feel not superiority but pride over their experiences, appearances, and knowledge. Beach also writes that teachers should promote integration by working on developing the school so that all students are treated equally.

2.3 Participation

Szönyi and Söderqvist Dunkers (2015) and Skolverket (2015) point out that the UN Convention on the rights of the child is based on different levels. Participation is based on belonging, accessibility, interaction, recognition, commitment, and independence. Participation is essential for inclusion according to the Swedish National Board of Education (2015).

According to Szönyi and Söderqvist Dunkers (2015) it means being active in teaching and to be seen. Thus, teachers must create conditions and listen to the students and not forget about students with disabilities who may have less opportunity to do so.

Booth and Ainscow (2003) believe that everyone in the school should be involved in a learning environment and have the opportunity for social life. The difference does not have to be a problem but can be an opportunity to involve all students. Inclusion in school means that all students are involved in learning the environment. The work on inclusion in the school has two important tasks, identifying and reducing what is preventing participation and constantly improving participation in school work. Key elements to strengthen inclusion are to remove barriers to participation, support diversity and increase learning resources.

2.4 Linguistic support in teaching

A school is a place based on linguistic communication, students in need of linguistic support may have difficulties in understanding participation and achieving goals (Ahlberg, 2015).

At school, it is common with students who have difficulty learning to read, write and spell (Frisk, 2007). According to Frisk, some social contexts may hamper linguistic development, for example where students have lived in an environment with a native language other than Swedish or where they have grown up in a poor language environment. Students can then present reading and writing problems without being dyslexics. The same conclusion is drawn by Westlund (2015) who also points out that children who at an early age are stimulated in many words later have a better understanding of words in a text.

Students in need of linguistic support included in the regular class may experience exclusion because they may not be able to perform as well as their classmates (Bjar & Frylmark, 2009). These students can get stuck in a vicious circle and avoid reading learning to avoid failing. However, if students can be made to perceive the text as meaningful and see a context, this can significantly improve the situation. Searching meaning in a text is what drives the reader further according to Goodman (Bråten, 2008).

3. Literature Review

This section describes the theories used to analyse the data of the study. Initially, I will present the relevant research regarding inclusion and previous research on inclusion and teacher experience of inclusion. Moreover, I will compare the concept integration and inclusion. Lastly, I will present research with relevance to the sociocultural perspective.

3.1 Inclusion

The concept of inclusion was introduced in relation to students in need of special support and how this group of students would be met. Claes Nilholm is primarily interested in special education but has also analyzed inclusion in school in general. Nilholm (2006) believes that the concept of inclusion has developed because "a school for all" where the school should be adjusted based on that all students are different. Inclusion is about the fact that the school should adapt to all children's different conditions and needs instead of the student adapting to school. Inclusion's fundamental purpose is to make the teaching available to more students regardless of abilities and needs. The inclusive approach benefits each student's learning, perception of participation and strengthen the understanding of inequality (Nilholm, 2006).

Inclusion in school should be based on the right of all students to an equal education as well as development and learning. The school's mission is to ensure that the school develops into a place where all children have their needs met. Nilholm (2006) points out that the concept of

inclusion means that students in need of special support should be involved in the school's environment without exception and include all children.

Moreover, an inclusive approach aims to improve the quality of the classroom and to achieve the learning goal it requires changes at several levels, for instance, to offer opportunities to choose working methods and individualized learning so that students feel involved in the school. An inclusive school should ensure that each individual offers relevant and suitable education and maximum opportunities.

Lastly, to meet the student's needs, it is required that the environment in the school provide room for variety and different types of special educational assistance.

3.2 Previous research on inclusion and teacher experience of inclusion

Nilholm and Göransson (2013) point out that inclusion works differently in different schools. Distinguishing students in need of special support can have both advantages and disadvantages. For example, in a special school which is a segregated school form, there are educators who have special skills to care for students with developmental disorders. However, research on the special educational work of the special school shows that teaching is simplified and provides a limited content of knowledge (Berthén, 2007). Berthén believes that the teachers' motives and the goals that shape special needs is problematic. The author refers to international research that believes that students in special school need to develop writing language skills and learn school subject skills in the general classroom. There are also examples of students who have

been placed in special schools wrongly, which have had devastating effects on the individual later in life (Stier, 2014).

There is often talk of inclusion but very little about exclusion notes Persson (2013). The author believes that by offering only inclusion in the classroom, the result can be that the student is excluded didactically. Each school must review its activities in view of inclusion and exclusion.

Persson (2013) shows success in a small municipality in Sweden that from a weak point of view turned the result to the very best. The reasons for success were, among other things, the desire to change, good leadership and an inclusive approach.

In another study (Marloes et al., 2009) highlighted the social dimension of inclusion. Three important factors are friendship and relationship in the classroom, interaction as well as the perception of students in need of special support.

Participation is a requirement for inclusion to work according to the Swedish National Board of Education (2015). It is about getting the students' voice to be heard and getting the opportunity to be active in teaching according to Szönyi and Söderqvist Dunkers (2015). Thus, adults need to create conditions and listen when students express their will. The authors point out that by stimulating and strengthening the participation of the students, several positive effects can be achieved, both for the students and for the teachers. Participation is considered important for good interaction between students and teachers. Students also develop "life skills" such as being able to converse, have a sense of responsibility and ability to listen and express

themselves. High participation can reduce trends in bullying. The role of the teacher, therefore, becomes important to support these learners in learning.

Szönyi and Söderqvist Dunkers (2015) present a model of participation based on a contextual way to investigate, understand and develop students' learning environment. The model is based on the UN definition of participation and is based on the fact that all students are entitled to education with an acceptable level of education. All students have unique characteristics, aptitudes and learning needs. They shall have access to a school that puts the individual at the centre and can meet the needs of the student (Swedish Uneskorådet, 2006).

With good leadership, it is possible to include all students who are in need of special support. It is about changing the perception of students according to Ohlsson (2015), who points out that the school environment and organization should be adapted to the student and not the other way around.

A report (Viesle, 2003) states that successful inclusion, according to the author, depending on teachers' attitudes towards pupils in need of special support, ability to work with social relationships, the perception of differences in the classroom, and the ability to adapt the teaching to the different conditions of students. Five actions are mentioned in the report as important for inclusion: cooperation in education, cooperative learning, cooperation in problem-solving, mixed groups and good learning practices.

3.3 Integration or inclusion

It seems reasonable to see the concept of inclusion in relation to the concept of integration.

Sandström (2014) points out that there is a confusion among the concepts.

In Sweden, the concept of inclusion has become increasingly important. The concept of inclusion can mean different things depending on the situation and Ahlberg (2013) believes that the concept of school can be interpreted as the school should work and be designed from the fact that all children are different and that the school should change to succeed in making all students fit in. Ahlberg describes how the term in Sweden is originated from the English word inclusion, which can be interpreted as the integration in Swedish. Integration as a concept has been widely criticized when research meant that it first needs to be segregated (separated) to be integrated. Integration also does not cover the importance of the feeling of participation and community. The inclusion concept has also been difficult to define and Ahlberg believes that the concept is described in different ways, however, the author believes that the starting point of the concept gives expression to people's equal value and right to participate in the community of society.

Vislie (2003) believes that the inclusion concept came to have something of an international breakthrough in connection with the Salamanca Declaration (UNESCO; 1994) and thus has increasingly come to replace the integration concept launched in the 1960s. Vislie (2003) believes that the concept of inclusion was launched to demonstrate a new policy approach to children in need of special support.

Rosenqvist (2003) provides another explanation for the emergence of the concept:

In the Anglo-Saxon world, a little over a decade ago experienced that the concept name integration did not cover the importance of full participation, and the word inclusion came to be used more and more extensively in an attempt to describe the desired meaning (page 264).

Rosenqvist (2000) has looked at the actual meaning of the words integration and inclusion.

Moreover, Rosenqvist points out that the concept of integration can be used to describe the organizational changes required and that includes more what the teaching is meant for. All of the above is agreed that integration/inclusion is based on our values and rests on the democratic basis on which our society is based. To achieve the goal of integration/inclusion, it is necessary that the whole school changes so that it fits for everyone (Egelund, Haug & Persson, 2006).

3.4 Sociocultural perspective

The study draws special attention to the concept of inclusion from a sociocultural perspective where communication and language play a central role. This starting point has its roots in Vygotsky's theories that say that the sociocultural perspective has significance for learning (Nilsson, 2016). Vygotsky believes that children develop language skills in three different ways, namely through imitation, through the social support of adults and peers, and through play. Language is our most important intellectual tool and conquering knowledge in school is a linguistic activity. From a sociocultural perspective, learning is a process in which the development of the individual depends on interaction with the environment. Good education must, therefore, be provided at a level within the nearest development zone.

According to Säljö (2015), Vygotsky believes that the starting point is that man is a social, cultural and historical being. It is important to consider how these factors work together to understand the learning process. A central role in the learning process, according to Vygotsky (1978), is to find meaning and content through communication. Artifacts, mediation, and appropriation are three key concepts in sociocultural theory (Säljö, 2015).

Vygotsky makes a distinction between physical and mental gear. He believes that just as a hammer can be used as a tool to hit a nail, so necessary mental gear, so-called cultural gear/artifacts such as concepts, symbols, and formulas to perform actions and to understand our world around us.

Mediation has an interactive aspect. People constantly mediate the world with each other through conversations and cooperation. Thus, the concept of mediation is explained by the fact that man does not experience the world directly, but where becomes the outside world through interaction with other people and via the external tools/artifacts used to understand the outside world.

According to Vygotsky (Gibbons, 2009), cognitive development takes place by students cooperating with others in everyday activities, conversations and problem-solving. If a child is to draw any figures with an adult, then it's not just about drawing, but talking about the features of each figure, how to take the help of colours and patterns to see the whole, etc.

Vygotsky's (1978) sociocultural development theory concentrates on considering the child as an outcome of social interaction. Vygotsky believes that the social dialogue is internalized so it

becomes a resource for the thinking of each individual. The child who draws the figures together with an adult learns not only about how the figure looks like but also the process of the drawing itself. The purpose of this kind of learning is that one could use the knowledge in other contexts.

Vygotsky calls this to work towards the proximal development zone,” *what a child can do with support today, she or he can do alone tomorrow.*” (Gibbons, 2009, p. 168). Educators have found substantial evidence confirming the importance of applying Vygotsky's Sociocultural Theory to teaching ESL students (Aljaafreh & Lantolf, 1994; Anton, 1999; Brooks, 2009). Communication concept is one of the foundations of Vygotsky's sociocultural theory in language learning, which is one of the second language acquisition theory modules. According to Liang (2013) “*The sociocultural theory believes that language can be learned by allowing the students to socialise and interact with other learners or with the speakers of the language they are learning.*”

Säljö (2000) believes that people through the language become involved in the perspective of others and it is through the language that feeds-cultural experiences are carried. What is special about language is that it serves as a tool for communication both between people and within people.

Mattsson and Håkansson also write that it is teachers' task that all students are allowed to participate and be active learners (Mattsson & Håkansson, 2010, p. 83). They also highlight Vygotsky's theory that language development takes place in social interaction with others, as well as the theory that learning and knowledge develop if a teacher combines different environments such as the social environment and the physical environment.

Bruner (Gibbons, 2009) points out that support is the guidance that leads students to develop skills, new concepts, and good understanding. It is the teacher's task to provide support until the students will eventually do the same task without help.

4. Methodology

The choice of methodological approach depends on what the researcher wants to seek answers to. Some questions can only be answered with qualitative studies, for example when it comes to people's experience or when their view of reality is to be explored. In other words, there is an interest in describing, explaining and interpreting (Ahrne & Svensson, 2011). Qualitative studies can be carried out in different ways. In order to get an answer to the purpose of the study on how subject teachers perceive inclusion and describe itegration/inclusion for pupils with linguistic difficulties in second language teaching, interviews were conducted. The study's empirical data collection was done using semi-structured interviews that follow the qualitative research interview.

Qualitative interview method differs from quantitative in that the method emphasizes the more general and that the respondent's views are the focus (Bryman, 2011). The methodological choice of this paper depends on the study's aims to investigate how teachers perceive inclusion and how they describe educational situations. With the help of interviews, the understanding of how respondents describe their perceived reality increases (Kvale & Brinkmann, 2014).

All the interviewed teachers have between 3 and 10 years of experience working. After the interviews, it appears that several respondents have similar experiences although they have different perceptions of the inclusion concept. The transcribed interviews have first been read through a couple of times to get a sense of what the material is about. Sentences and phrases have been picked out for encrypting the content. After that, the material has been further interpreted and broken down into meaning units sorted into different categories. For example, ”

I have to very carefully think about when I plan a lesson to make it work for everyone " have been placed in the category of the concepts of integration/ inclusion

4.1 The qualitative research interview

With the chosen methodological approach, interviews do not follow in advance established questionnaire. However, they follow some key issues that form key themes. According to the qualitative method, it is desirable to let the interviewers control the direction of the interview. In other words, it is not seen as negative if the interviewer strays from the questions asked. This is to capture what the respondent is interested in as well as to create depth in the interview (Bryman, 2011). The focus of semi-structured interview is to seek the essence of an experience, the so-called essence (Fejes & Thornberg, 2014: 31). By interpreting the material, answers can emerge on something that is below the surface and thus highlights more in-depth issues (Bryman, 2011).

4.2 Participants

Since the study's aim is to investigate how teachers perceive integration/inclusion and how they describe integration/inclusion of students with linguistic difficulties in teaching. the interviewers are language teachers (English, Swedish, Swedish as a second language, French and Spanish). The selection of the interviewers is seen to be appropriate to highlight study issues regarding the inclusion of students with linguistic difficulties. Alvehus (2013) writes that it is interesting to choose people who can relate to the phenomena that one wants to study.

The selection was based on teachers that I have come to know at my workplace. The study included four different teachers working at a large multicultural school in Malmö City in southern Sweden. The majority of students in this school have a different mother tongue than Swedish.

The teachers who have participated in the study teach in this school but have different experience levels. One of advantages is that since we work at the same school it was a practical way to gather data. Additionally, the teachers are known to me previously, which I saw as a good opportunity to establish good contact and trust with the interviewees. These teachers were asked whether they wanted to participate in the study and contribute their opinions and views on the inclusion of multilingual students in the classroom.

The teachers who participated were both women and men. All teachers are anonymous in this study.

4.3 Conducting the interviews

Respondents in this study were informed of the interview's purpose to study teachers' experiences of inclusion for students in need of linguistic support in teaching. The interviewees had all received an oral and written request to participate. The teachers were told what the goal is with interviews and what the data collection is used for. In this way, the interviewees were told that the purpose of the degree project is to highlight their perspective on the inclusion of students in need of linguistic support in teaching.

The study was conducted using an interview guide for the semi-structured interviews (Appendix.1 interview guide).

The interviews were transcribed after the audio recording. The transcribed interviews were read in-depth and analyzed to be subsequently categorized into different themes. Before the sound recording was started, the interview began with general reasoning about the teaching profession. This is to create a positive atmosphere and make the respondent aware of being seen and that what he said was considered an experience to be taken advantage of (KV season & Brinkmann, 2014). The conversation is aimed at the thoughts of the respondent and perceived problems. Questions that allow respondents to see their own resources and opportunities can lead to good solutions (Bergman & Blomqvist, 2004).

4.4 Materials

For the interviews, a number of questions were formulated as guidelines for the interviewer. The questions were constructed using different categories. The questions differ between being open-ended and closed. The main area of interest is how the teachers describe the term integration/inclusion, as well as, how they describe integration/inclusion for students with linguistic difficulties in teaching.

For some, the concept of inclusion has been confusing as it has been used to be described in the same way as the concept of integration. The concepts of integration and inclusion, for the

participants the concepts were the same. Sandström (2014) argue that there is a confusion of the concepts inclusion and integration.

I continue to use the concept of inclusion in the accounting of results, as it is used by participants, despite the fact that they often describe the concept of integration.

4.5 Ethics

The requested teachers have chosen and agreed to participate in the study. Written consent has been given. They have had the opportunity to avoid answering questions that they find awkward or sensitive. In addition, participating teachers have been informed that their answers will be treated anonymously and that no information about the school concerned will be mentioned.

5. Results And Analysis

In the analysis work and theoretical interpretation, a method called content analysis was chosen (Bryman, 2011). The choice of this method of analysis was made because it can analyze texts in a systematic way to quantify the content by categories to different themes.

The categories analyzed in the interview material are thus summarised under three themes: the concepts of integration/inclusion, linguistic difficulties and learning environment.

5.1 The concepts of integration/inclusion

One of the questions in the study is what the concept of inclusion means for secondary school teachers. The result shows that the teachers in the study have different experience and perception of the concept of inclusion. Some of the teachers believe that inclusion accounts for both school and social inclusion. Moreover, the teachers state that inclusion for them means something more than that of students staying in the same classroom and feeling social, they express that differences enrich teaching and that it teaches students early to respect and accept each other's differences. An inclusive approach means for the teachers that teaching is adaptable in the classroom. *"I have to very carefully think about when I plan a lesson to make it work for everyone "* says one of the teachers.

According to Emanuelsson (2000), the concept of integration stands for a development process, where the goal is a community where everyone has their belonging and where everyone's

resources are to be used. The teachers claim that inclusion was about more than just being placed in a regular class, it was also about being socially involved, having friends and a sense of belonging. That definition calls Persson (2013) "internship" and is based on the day-to-day activities of the classroom. Teacher D claims that working in small groups in class helps the students to feel like part of the group's community. Moreover, the teacher often considers the interests of students and tries to individualize the teaching as it is clearly stated in the curriculum.

Many of the interviewed teachers believe that inclusion involves meeting students at a level where they are in order for them to feel involved in teaching. Therefore, most of the teachers in the study interpret the concept of inclusion as prescribed in the Salamanca declaration. For example, teacher D believes that inclusion means that all students should be given the right conditions for equal education of the same quality, both in terms of knowledge and social.

In another study (Marloes et al., 2009) highlighted the social dimension of inclusion. Three important factors are friendship and relationship in the classroom, interaction as well as the perception of students in need of special support. Beach (2004, p.17) points out that integration is about meetings between different people and cultures. A teacher explains that: the teacher should be able to see and hear all the students even those who are not active and trying to help them according to their needs. Inclusion is not only in teaching but also social inclusion. We should see students as people outside classrooms for example on breaks and try to establish a relationship with them. The best way to include the students is to see them holistically as students and people (a).

One aspect that becomes visible in the interviews is that inclusion can lead to exclusion.

Persson (2013) believes that there is often talk of inclusion but rarely of exclusion. The author claims that inclusion in the classroom can result in students being excluded didactically. This reasoning is in line with teacher B's experience of the concept of inclusion

Inclusion takes place in different forms and ways, and for some students to leave the classroom and be taught in a smaller group, it can be exclusion instead of inclusion (b)

Participation for successful inclusion is also in line with research under Szönyi and Söderqvist Dunkers (2015). The teachers interviewed have very different experiences of inclusive teaching of pupils in need of linguistic support in teaching. This may depend on the teachers' interpretation and the attitude they have towards the students to be included as well as their approach to their subject. The study also shows that the concept may have different significance for different people as Nilholm (2007) points out. Matson (2007), as well as Haug (2012) and Nilholm (2007) also discusses whether a school for everyone really exists and believes that there is a difference between theory and reality.

5.2 Linguistic difficulties

All interviewed teachers perceive that there are major problems with the language among students. The problems appear to exist at different levels. Some people can do school work while others can't do it at all.

“Yes, many have huge problems with the language. Some are doing relatively well while others are not able to do it at all. I feel that they many times do not understand the topic” (b).

The newly arrived group of students obviously has difficulty understanding the Swedish language because they have spent a relatively short time in Sweden. The interviewed teachers find it difficult to reach these students.

Weakness in the language of newly arrived students can become an obstacle many times because the language is the main tool for communicating. If one has some difficulties in a language then it can cause a deficiency in knowledge and social level, there are many students who have had it easier if they comprehend the language in a better way (c).

The language is important for creating togetherness. Ahlberg (2015) believes that students in need of linguistic support may have difficulties in communicating, which is a major problem because work at school is based on communication.

Teachers point out that in order to cope with linguistic barriers for students with linguistic problems in teaching, additional aids are required. Most of these are currently available

through web services, but there are also technical means to scan text, read it and in some cases also translated and read in another language. In addition, the interviews show that teachers work with concepts, symbols, and formulas to do the teaching understandable. This is something that is also dealt with by Säljö (2015) that talks about artifacts used to understand our world around us. A teacher state that:

“I work with language development in my teaching that means that we work with words and concepts all the time and in this way, I think I manage to include the students who are weak in the Swedish language” (b).

In addition, (b) mentions that all areas of work must be flexible in order to do tasks more accessible. The most difficult thing is with newly arrived students who have a different culture and do not comprehend the Swedish language. Then it is necessary to simplify the language. These students may need to work in a group, point out some teachers. This is in line with Säljö's (2015) reasoning where the author emphasizes that mediation has an interactive aspect. Thus, the concept of mediation is explained by the fact that man does not experience the world directly, but where becomes the surrounding world through interaction with other people and the external tools/artifacts used to understand the surrounding world. Learning is thus regarded as a process that takes place when people interacting with each other from the sociocultural perspective.

Teachers work in different ways with students who have language difficulties. One of the teachers says: *“I try to vary my lessons a lot, use images from different cultures, vary with listening comprehension, reading comprehension and writing tasks, and that I adapt my tasks to each student's needs. I also work in close contact with the mother tongue teachers who support by allowing students to receive extra support. Of course, I also use various digital*

tools available, reading service, custom easy-to-read texts, kahoot, edpuzzle, whiteboard.fi etc”

(e)

It is necessary to simplify and adapt the language and give clear instructions so that students can absorb the knowledge. This is supported by Säljö's (2015) ideas about appropriation, which should be seen as a process for gradually understanding and learning.

It appears that students in need of linguistic support in teaching may feel excluded, which also research (Aleström et al., 2014) shows on. Pupils with linguistic difficulties included in the regular class may experience exclusion because they may feel different and not as good as others (Bjar & Frylmark, 2009).

Inclusion takes place in different forms and ways, and for some students to leave the classroom and be taught in a smaller group, it can be exclusion instead of inclusion. However, for some students who are taught in smaller groups where they feel they belong if they are able to find their inclusion in their exclusion (c)

5.3 Learning environment

Working towards integrating/including the students is one of the goals of the interviewed teachers. Although they can have different methods of teaching in order to achieve their goals.

According to Ohlsson (2015), the school environment and organization should be adapted to the student and not the other way around. Teachers believe that successful inclusion requires participation. Motivation and commitment are essential to the success of inclusion. Several

teachers believe that key factors for participation are joy, an open climate, and strengthened self-confidence.

In accordance with the Vygotsky's Sociocultural Theory, the teachers agree that the conversation in class and between students is hugely important as there is much they wonder about and want answers to. Through the conversation, they not only learn to know each other, but they also get to take part in the opinions and thoughts of others. One learns to reflect on one's own opinions and thoughts which generate further development. They learn also to re-evaluate their own opinions, that sometimes there is no right or wrong and that everything is not black or white. A teacher states that: the students will learn through working with each other in groups and pairs, and they must be able to work with everyone in the class (d). One of teachers mentions that *"I include students by talking about everyday things, in everything that concerns school but also society and the world. By teaching students to listen to each other in these conversations and show consideration to each other"* (d) According to Vygotsky (Gibbons, 2009), cognitive development takes place by students cooperating with others in everyday activities, conversations and problem-solving.

These conversations often create additional opportunities to work around work areas that concern and interest children, as well as, develop their language ability in different areas. According to d *"the class conversations tend to spark the interest of students"*. According to course syllabus in modern language in primary school (Skolverket, 2011, p.37) students should be given the opportunity to develop an all-round communicative ability.

The study points out that teachers agree that inclusive school activities are good for teaching students respect for everyone's diversity and understanding that this is what society looks like. According to e *"allowing students to work individually but also together to benefit students*

from each other's knowledge and experience". The teachers express that students learn participation, empathy, understanding of each other's differences, acceptance and belonging to a group where they develop knowledge in interaction with each other.

The obstacles that teachers see with inclusion are the difficulty of keeping all students in a group with a wide range of challenging tasks at the right level, in order for them to develop in terms of knowledge but also socially. Having reading and writing difficulties does not give any difficulty in social interaction, while ADHD problems or autism spectrum States may negatively affect social interaction.

As it mentioned earlier communication concept is one of the foundations of Vygotsky's sociocultural theory and according to the interviewed teachers good learning environment allows the students to cooperate with each other in group work and in pairs, as well as they will be able to work with everyone in the class. Sometimes it is important that students are allowed to work themselves, sometimes in pairs and sometimes in groups. This way the students will learn through themselves and others.

The teachers believe that the different combination of Swedish and multilingual students promotes the linguistic development of those students who have difficulties with the Swedish language. Säljö (2015) believes that people through the language become involved in the perspective of others and it is through the language that cultural experiences are carried. What is special about language is that it serves as a tool for communication both between people and within people.

The teachers here have a task to motivate students' language development when it comes to the Swedish language. Teachers working with students from other countries have the task of stimulating students' interest in the Swedish language.

One of the most important working methods in a classroom is that student work is in the form of couple and group work. The teachers point out that it is important to vary working methods in class in order to include the majority of the students. It is necessary to provide the students with the chance to collaborate with each other in group work and in pairs, as well as they will be able to work with everyone in the class.

Several studies show that working in pairs is a method with good results. Nackier and Balfours (2009, p.342) study is about how working in pairs as a method creates a community in the classroom and with which the teacher can work continuously. The method includes working in pairs with different activities such as presentations. These types of work involve cooperation between students. Allison and Rehn (2007, p.15-16) mentioned in his study another type of working in pairs called peer tutoring. This method involves pairing a student with weak language skills with another student who has more developed language skills. In this way, the learner with more developed language skills can act as a resource for the other learner and the other student can be challenged in their language abilities.

6. Discussion

In this paper, we had an insight into the teachers' definitions of integration/inclusion.

Questions have been answered by the views of five language teachers, which clarifies how the

teachers describe integration/inclusion including how teachers describe the integration/inclusion of students who need linguistic support.

In this study, it turns out that the teacher experiences great challenges while working with inclusion because students have different needs and abilities. Nevertheless, the interviewed teachers try to make use of some educational solutions such as group work and the student's interest in engaging all students in teaching. The teachers are aware that students' voices should be heard in the classroom.

Finally, this study shows that through the various forms of teaching has a great influence in including the students and create an inclusive environment.

For the interviewed teachers, the concept of inclusion has been confusing as it has been used to be described in the same way as the concept of integration. Therefore, I used the concept of inclusion in the accounting of results, as it is used by participants, despite the fact that they often describe the concept of integration.

The results of this study are based on interviews analyzed using theoretical models. Teachers have approximately the same interpretation of the concept of integration/inclusion but with different perceptions of its value. Teachers mention that they use different methods to include students and develop their understanding and comprehension of the Swedish language.

The Swedish secondary school was introduced in 1962, at a time when Sweden was a relatively ethnic homogeneous country. Decades of immigration have transformed Sweden into a

multicultural country. The concept of integration/inclusion in this thesis is often associated with pupils in need of linguistic support in teaching. One result that becomes clear in the study is the problem of integrating/including newly arrived immigrants who do not yet comprehend the Swedish language.

It is difficult to categorize the teachers and divide them into sections. However, they are divided in their view of integration/inclusion. The same teacher can express many different explanations of the inclusion difficulties he/she faces in the school's everyday life. Sometimes a teacher mentions the inclusion as an exclusion, while sometimes the teacher says: "I am passionate about participation in creating an inclusive classroom". There are teachers who work in a very inclusive way without being able to define the concept. However, in this study, some of them are clearly critical of inclusion while others look more positively at the difficulties they face in while teaching.

Vygotsky can be seen as the creator of the sociocultural perspective which he used as a starting point to describe the learning processes of man.. Although teachers do not mention the sociocultural perspective by name, the learning processes and methods they use are described. The result shows that the sociocultural perspective has more to contribute to developing teaching in the classroom and to create a deeper understanding of learning. I believe that the sociocultural perspective, together with different exercises and teaching methods, could help teachers improve the inclusion of students in need of linguistic support in teaching.

It is important that each school have a discussion around the concept of integration/inclusion. Just as Asp-Onsjö (2008) emphasizes, there are different aspects of inclusion. This thesis shows that the concepts of integration/inclusion is a complex phenomenon. In addition to the

physical placement of the student, social and didactic inclusion must also be taken into account. We cannot talk about integration/inclusion without all the points being met.

All agree that the inclusion of pupils in need of language support in education is based on participation and community. All students should be welcome to the school and everyone should be supported in order to achieve the learning goals.

The interviewed teachers state that when they meet their students, they don't see a student with an immigrant background but a student they want to help based on their individual level to achieve the goals of the curriculum. However, it seems that the teachers think that integration and language development go slowly because students mainly only meet the Swedish language through their teachers.

As a second language teacher, the study results will help me to reflect on my teaching methods, as well as, incorporate different techniques to approach and include all the students especially the students who need linguistic support.

7. Conclusion

In this study, we had an insight into the teachers' interpretations of the concept of inclusion/integration., as well as, how do the teacher describe the different aspects of inclusion/integration of students who need linguistic support.

The concept of inclusion has been confusing as it has been used to be described in the same way as the concept of integration. I proceed to use the concept of inclusion in the accounting of results, as it is used by participants, although they often describe the concept of integration.

Furthermore, the study shows that the teacher encounters great challenges while working with inclusion/integration since students have different needs and abilities. Although, the interviewed teachers attempt to find educational solutions for instance group work. Moreover, the teachers try to engage all students in learning.

Lastly, this study presents that the different forms of teaching have a significant impact on including/integrating the students.

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Appendix 1: Interview questions

- Vad betyder begreppet inkludering för dig?
- Hur arbetar du för att inkludera alla elever?
- Upplever du att alla elever inkluderas i den pedagogiska verksamheten och undervisningen?
- Upplever du att brister i det svenska språket hos elever påverka inkluderingen?
- Hur arbetar du för att inkludera elever med språkliga problem?
- Hur anser du man bör arbeta för att inkludera elever med språkliga problem?
- Vilka utmaningar finns det med att jobba med inkludering?

Appendix 2: Consent letter



LÄRANDE OCH SAMHÄLLE
INSTITUTION

På lärarutbildningen vid Malmö universitet skriver studenterna ett examensarbete på avancerad nivå. I detta arbete ingår att göra en egen vetenskaplig studie, utifrån en fråga som kommit att engagera studenterna under utbildningens gång. Till studien samlas ofta material in vid skolor, i form av t.ex. intervjuer och observationer. Examensarbetet motsvarar 15 högskolepoäng, och utförs under totalt 10 veckor. När examensarbetet blivit godkänt publiceras det i Malmö universitets databas MUEP (<http://dspace.mah.se/handle/2043/599>).

2019-04-10

Samtycke till medverkan i studentprojekt

Ruba Ahmed, student på grundlärarutbildning: ämne lärare i engelska i grundskolans årskurs 7-9 vid Malmö Universitet. Under vårterminen 2019 kommer jag att påbörja mitt examensarbete på avancerad nivå och beräknas vara avslutat juni 2019. Jag har inhämtat skolans godkännande till att genomföra studien.

Syftet med examensarbetet är att få syn på inkludering från lärarens perspektiv samt ta reda på hur lärare inkluderar flerspråkiga elever och skapa en inkluderande läromiljö som främjar elevers lärande. Genom intervjuer kommer jag att fokusera på lärarens arbetsätt i klassrum för att inkludera flerspråkiga elever.

För att kunna undersöka detta skulle jag först behöva få genomföra skriftliga frågor till lärare som undervisar flerspråkigelever. Undersökningen kommer bestå av intervjuer med andraspråkslärare genom att svara på frågor genom email.

Det står naturligtvis samtliga deltagande fritt att närsomhelst avbryta sin medverkan i undersökningen närsomhelst. Självklart kommer alla att vara anonyma i mitt examensarbete. I de fall jag ger exempel kommer alla namn att vara oidentifierade. De insamlade uppgifterna kommer enbart att användas i mitt examensarbete och inte i något annat syfte.

Allt insamlat material och personuppgifter lagras på Malmö universitets server under arbetet med examensarbetet, samt att samtyckesblanketterna förvaras oåtkomligt på Malmö universitet.

Tveka inte att kontakta mig enligt nedanstående vid eventuella frågor. Tack på förhand!

Ruba Ahmed,

Mobil:0769282871, e-post: rubashihab@gmail.com

.....

Studentens underskrift och namnförtydligande

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Information om Malmö universitets behandling av personuppgifter

Personuppgiftsansvarig Malmö universitet

Dataskyddsbud dataskyddsbud@mau.se

Typ av personuppgifter Namn, anteckning av lärandesituation, bild och/eller filmklipp samt ditt samtycke till att Malmö universitet behandlar dessa personuppgifter.

Ändamål med behandlingen För att möjliggöra undervisnings- och examinations-situationer i skolmiljö för studenter vid Malmö universitets lärarutbildning.

Rättslig grund för behandling Ditt samtycke.

Mottagare Personuppgifterna kommer endast användas i utbildningssyfte inom ramen för lärarutbildningen vid Malmö universitet och kommer inte att spridas vidare till någon annan mottagare.

Lagringstid Malmö universitet kommer spara dina personuppgifter så länge de behövs för ovan angivet ändamål eller till dess att du återkallar ditt samtycke. Efter genomförd kurs/program kommer personuppgifterna att raderas. Malmö universitet kan dock i vissa fall bli skyldiga att arkivera och spara personuppgifter enligt Arkivlagen och Riksarkivets föreskrifter.

Dina rättigheter Du har rätt att kontakta Malmö universitet för att 1) få information om vilka uppgifter Malmö universitet har om dig och 2) begära rättelse av dina uppgifter.

Vidare, och under de förutsättningar som närmare anges i dataskyddslagstiftningen, har du rätt att 3) begära radering av dina uppgifter, 4) begära en överföring av dina uppgifter (dataportabilitet), eller 5) begära att Malmö universitet begränsar behandlingen av dina uppgifter. När Malmö universitet behandlar personuppgifter med stöd av ditt samtycke, har du rätt att när som helst återkalla ditt samtycke genom skriftligt meddelande till Malmö universitet. Du har rätt att inge klagomål om Malmö universitets behandling av dina personuppgifter genom att kontakta Datainspektionen, Box 8114, 104 20 Stockholm.



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 examinerad. ¹

Namn:

Namnförtydligande:

Dagens datum:

¹ De forskningsetiska principerna kan du läsa mer om i Vetenskapsrådets skrift *Forskningsetiska principer inom humanistisk-samhällsvetenskaplig forskning* (2002), som du kan finna här: <http://www.codex.vr.se/texts/HSFR.pdf>

