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Challenges of teachers working in a multicultural pre-school literacy class with native Arabic-speaking children

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Abstract

This study explored the role of the teacher in implementing emergent literacy in Swedish preschools. The participants in this study were six preschool teachers, five Arabic children and five Arabic parents. Data for this study were collected from interviews and observations before they were analyzed. The researcher used excerpts from teachers and parents' interviews to analyze them and come out with the findings. Teachers face various challenges with children who begin at preschool. Communication is crucial between teachers and children, yet some children do not have sufficient language to communicate and interact well with their teachers. The findings of this research indicate that preschool teachers face further challenges when working with Arabic speaking children. Differences in grammar between both languages –Arabic and Swedish– can impact children learning the Swedish language. While Swedish is the dominant language in the Swedish preschools, multilingual children are, in the beginning, unable to speak it. Additionally, parents play a vital role in teaching literacy to their children through various activities. Swedish preschool teachers demand more help from home to support children's literacy development. That means there should be a relationship between parents and teachers. Another finding is: learning the mother tongue language at preschool is very important for multicultural children.

Key words: emergent literacy, multicultural, preschool teacher, and early childhood literacy.

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Chapter One: Introduction

Over the past half century, Sweden has become a multicultural society. Currently, immigrants come from more than 170 countries to live in Sweden, and about 18% of the populace are first or second generation immigrants (Amini, 2011). This has also resulted in Swedish preschools to become more multicultural.

This project specifically focuses on one migrant group, children with an Arabic mother tongue. In 2014, the number of refugees from Arabic countries (Syria and Iraq) has increased with Syrian immigrants estimated at 67,671 and the number of Iraqi immigrants estimated at 130,168 (Immigration to Sweden, Wikipedia, 16 December 2015). The increase of Arabic-speaking immigrants has also meant an increase in children speaking Arabic. In 2010, 3,282 children spoke Arabic in Sweden (Utbildning Och Forskning, 2013). In 2012, the number had grown to 3,613 speakers of Arabic (Utbildning Och Forskning, 2013). The number is still unknown for 2016; however, it would have increased from 2013 due to enormous numbers of Syrians and Iraqis immigrating to Sweden and fleeing the political and military conditions in their homelands. As a result, it became a must for the Swedish preschool curricula to support children in both their mother tongue and Swedish language. This means that support is needed for children who may not speak Swedish as their first language and this constitutes a challenge for teachers of literacy. The large increase of Arabic speaking children means that more teachers may need to develop skills and knowledge of children's original languages in order to support them. However, little is known about the challenges teachers face in teaching Arabic-speaking children and dealing with their families. Furthermore, only a handful of studies to date have been conducted to explore the emergent literacy of Arabic-Swedish children; thus there is a big research gap in this area.

This Master's thesis helps narrowing down this gap by exploring the educational challenges teachers face when working with Arabic children in a multicultural preschool literacy class. It was for instance explored how teachers can help Arabic children with their emergent literacy when, unlike the Swedish orthography, Arabic orthography runs from right to left; and how teachers can balance the demands of the two languages, Swedish and Arabic.

Background of the research

Possessing literacy skills and abilities at a young ages contributes to children's future academic achievement and general progress (Rafiq et al., 2013). However, there are many factors that impact children's literacy development, for example, culture, setting and environment of learning (Geske & Ozola, 2008). That is, interaction and socialization between children themselves and the surrounding environment is crucial for learning to take place (National Council for Curriculum and Assessment (NCCA), 2007). Through this social interaction learners do not only learn in schools but also outside of them (Taylor & Parsons, 2011). In schools they communicate and interact with their colleagues; outside of schools, they interact with various sides of the community including family, caregivers, adults and other children (Johnson, 2003). All of this leads to children's development in literacy skills and language abilities, which facilitates language acquisition. Therefore, the diversity of environments for children's learning, whether in or outside of schools, influence the development of their listening, speaking, reading, and writing skills (Johnson, 2003). What and how children learn at home about literacy differs from what they learn in a preschool setting, yet in both environments, children develop their phonological awareness and knowledge of letters (Wessels & Trainin, 2014). Parents' thoughts, beliefs, experiences and perspectives that children witness at home influence their learning of literacy, especially as learning takes place within a culturally rich environment (Gratz, 2006).

Parents' perspectives of how literacy is learned is crucial to children's learning (National Literacy Trust, 2008). At preschool, however, children are exposed to a variety of cultural and linguistic backgrounds (United Nations Educational, Scientific and Cultural Organization, 2011). This constitutes a challenge for teachers and caregivers, as they need to respond to each child's unique needs. Moreover, due to the various cultural diversity in preschools, each child may bring some cultural aspects that might seem new or even awkward to other learners or are not yet valued in a preschool context.

Rising multiculturalism and multilingualism in preschools obliged the education policy in Sweden to design curricula and materials that are culturally and linguistically responsive so as to suit and respond to the variety of backgrounds and perspectives they have in schools (Organization for Economic Co-operation and Development, 2010). The traditional way of instruction used to follow the one size fits all method. That is, all children, regardless of their

cultures or languages, received the same instruction, in that there was no variation of teaching methods or responsiveness to children's needs or cultures; learners were left to sink or swim. The new responsive curricula, however, are flexible enough to touch on and respond to children's various cultural and linguistic needs; this is very crucial to literacy learning and teaching (Skolverket, 2010).

Nevertheless, it is not that easy a job for teachers to respond to each child's cultural and linguistic needs because there might be a great deal of cultural or linguistic diversity in one classroom. This requires teachers to be knowledgeable of these various cultures in order to respond to children and involve them, yet teachers cannot learn about all children's languages and cultures.

Key terms

Before discussing the research problem, it is important to define key terms that are relevant to the study. Here is a list of key terms.

Emergent literacy:

Emergent literacy is what children know about reading and writing before having learnt to read and write in schools. In other words, it is literacy abilities and skills that children acquire at home. This literacy begins long before children receive any formal education, and it continues until children can identify words without struggle (Behrns et al., 2009).

Immigration:

Immigration is moving from one country to another seeking better life circumstances, security, employment, and so forth. Immigrants can have various cultural, linguistic, ethnic and religious backgrounds. In Swedish preschool education and the nine-year compulsory school system, about 20% of the pupils have foreign backgrounds. The experiences of these children and their perspectives towards school differ from those of non-immigrants (Torpsten, 2012). Therefore, Swedish language occupies an important position in schoolwork; students acquire and develop Swedish language through interaction and collaboration with other learners. To benefit from education within the Swedish system and to improve multilingualism, multicultural pupils need to develop understanding, knowledge and skills in both their first language(s) and their second language. Because of this, students with a first

language other than Swedish have the right to be taught both in their mother tongue and in Swedish as a second language (Torpsten, 2012).

The research problem

The research problem is based on policy and practice within preschools in Sweden. The preschool curriculum (Ministry of Education and Science, 2010) reflects the idea that early childhood education and care is the first stage in the educational system and it is an integral part of lifelong learning. This means that Early Childhood Education and Care (ECEC) is seen as vital for ensuring that each child acquires the best possible education. Besides native Swedish children in schools, there are growing numbers of immigrant bilingual and multicultural children. Those bilingual children are expected to learn Swedish while at the same time they are required to learn other school subjects in the same target language, Swedish. Some studies have shown that pupils with foreign backgrounds are less successful than those with Swedish ones at achieving goals both in the nine-year compulsory school and the upper-secondary school (Torpsten, 2012). Nevertheless, some recent studies on vocabulary development have indicated that bilingual children develop age-appropriate semantic skills through the second and third years of life.

In Sweden native and multicultural children go to the same preschools, share the same classes and receive the same instruction. That some children have poor literacy skills and abilities can be attributed to insufficient cognitive and general educational abilities. However, some multicultural children feel half-hearted at the beginning of preschool because they first struggle to interact with teachers and with other children, (Galantini, 2014).

The goal of preschools is to equip all children, native and multicultural alike, with literacy skills and abilities to prepare them for future achievement and progress; lack of these skills lead to future problems. Nonetheless, the performance chasm between native students and multicultural ones in terms of literacy tends to be large. Performance differences between these two groups of students can be efficiently identified using text comprehension as a tool.

Research shows that immigrant pupils have lower levels of literacy comprehension, especially in prose tasks, than Native-Swedish ones (Svensson et al., 2001). Another research project

investigated some school contexts where teachers in schools with different student backgrounds perceive that handling cultural diversity in classrooms is difficult and requires preparation (Organization for Economic Co-operation and Development, 2015). Immigrant children in Sweden have lower levels of literacy, aptitude and scores than native Swedes (Organization for Economic Co-operation and Development, 2011). Therefore, it has become important for teachers to find suitable and effective methods for teaching literacy in multicultural classes.

The difference in the level of literacy between native Swedish-speaking and bilingual/multilingual children made me think and wonder about influences on the educational level of bilingual and multilingual students, especially in reading and writing. This raised many questions in my mind about possible problems in multicultural students' education: (1) is it a problem in educational policy? (2) Is it a problem in the curriculum? (3) Is it in teachers' methods in instilling literacy in multicultural classes?

The research problem from the researcher's own perspective

My own experiences as an Arabic-speaking parent have helped me see the research problem. To manifest my understanding of the problem, I will share some of these experiences and connect them with the problem.

The first thing children learn is their names. However, some letters in the Arabic language are very difficult to pronounce in Swedish and the alternative letters are quite different from the Arabic ones. Therefore, the first problem children face in schools is hearing their names spoken in a completely different way from how their parents address them. For example, the names *عمر*, *جواد* and *علي* in Arabic become *Omar-Ali* and *Javad* in Swedish. Apparently, pronouncing these names in Swedish changes their meaning, which leads to children's confusion. For instance, the name *Ali* in Arabic means *supreme*, but when pronounced in Swedish it means *robot*. When Ali hears his name in Swedish, he will become confused as to whether this is his name or the word *report*. These differences in pronouncing names may leave negative effects on Arabic children during the process of gaining literacy.

I think there are many other similar challenges for preschool teachers in classrooms with Arabic children. The aim of this Master's thesis is to identify these challenges and difficulties.

The Arabic Context from the researcher's perspective

It is noteworthy that Europe today is considered one of the largest continents that receive migrants who were immigrants or illegal immigrants, when until the beginning of the twentieth century Europe was itself a source of emigration countries. The need for people to migrate to Europe has been increasing year on year, especially since the last two decades as it turned some European countries from being sending countries to receptor countries, such as Italy and Spain and later, Portugal.

At present, the number of Arab immigrants to European countries has increased because of the dramatic political conditions in most countries in the Arabic world, for example in Syria, Lebanon, Palestine, Egypt, Iraq and Yemen.

There are many reasons for migration; some are compelling while others come from the fear of what might come to be. In contrast, some Arabic immigrants move to Sweden for nothing more than seeking security in the different aspects of life. Therefore, Sweden became one of the most European countries that receive big numbers of immigrant Arab families and children. The Minister of Justice and Swedish Migration, Morgan Johansson, decided that determining the age of children asylum seekers is very important, especially to find out if their age exceeds eighteen years of age. That is to facilitate the issuance of residence permits and other procedures such as housing, health and social care. Last February, the Swedish Immigration Agency predicted the arrival of about 140,000 refugees by the end of 2016. This increases pressure on the country, which is already experiencing an influx of migrants from the Middle East and Africa.

Due to the increasing number of Arab immigrants in Sweden in general, the number of children in Swedish preschools has increased. Arabic-speaking children in Swedish preschools need to maintain both Swedish and Arabic languages. Therefore, preschools need to establish a robust foundation of the literacy skills of both languages. This presents a great challenge for Swedish education policy as well as for teachers in the preschool community.

The Swedish Context

The terms day care center and part time groups became no longer used in Sweden after the school act of 1998 (Organization for Economic Co-operation and Development, 1999). That is, these two provisions are now called preschool; there are five types of preschools in Sweden. One of them is (*förskola*) preschool, known previously as daycare center (*daghem*). This type of preschool is open for all children who are in the preschool age. It provides full-time or part-time services for children whose parents are students, workers or in parental care centers (Organization for Economic Co-operation and Development, 1999).

Because they have been considered as the step stone of the Swedish educational system, preschools are traditionally supervised by the National Board of Health and Welfare and locally by the authorities for Social Services. They are also considered to be the foundation of the lasting or life-long learning, in that they provide enjoyment, security, and value education for all children in Sweden (Engdahl, 2004). Swedish preschools are built on a solid foundation of morality, cooperation, values, ethnic equality and respect for others. Swedish preschools aim at providing learning and caring for all children and especially for those whose parents are engaged in work or study so as to fill the time of their absence (Engdahl, 2004). Each class includes three or four teachers; every teacher is responsible for one group's activities, food, and other services. Also, each teacher is required to maintain control and order in the class to achieve the desired goals in pre-school. Each semester teachers organize a meeting with parents to discuss children's progress and the services they receive and to give parents a clear background about the place in which they leave their children. That is imperative for parents, especially for those whose children spend the entire school time, because they will feel comfortable about the place their child spend most of their time in.

Swedish preschools are divided into three stages; every stage has a special class and name of the class e.g. (the Moon, the Sun, the Earth). Also, children in preschool age are divided into three groups: the first group includes children aging between 1 and 2 years, the second group includes children aging between 3 and 4 years and the third one includes children aging between 5 and 6 years. Most of Swedish preschools open from 6: am to 5 p.m.

The first curriculum for Swedish preschool was established in 1998 (Cekaite and Björk-Willén, 2012). It was called Lpfö98 and means curriculum for the preschool (*Läroplan för förskolan*),. This historical event is considered a very important achievement in Sweden because through it, the tasks and assignments of preschool became very clear. In addition, it

helped to identify what should be offered for children throughout the preschool years. The curriculum states that children should develop in the Swedish preschool period and should receive quality education (Cekaite and Björk-Willén, 2012).

Teachers working in Swedish preschools should have a three years and half university education. This academic education equips teachers with the needed experience and professional certificate (Cekaite and Björk-Willén, 2012). The concept of education in Sweden combines the acquisition of knowledge and fun so as to suit the needs of children. This means the daily activities, besides caring and feeding, should include different tasks that are based on the Swedish curriculum such as drawing, dancing, painting, reading books and others. The role of teachers is to recognize children in general and their hobbies and preferences in particular (Cekaite and Björk-Willén, 2012).

Aim of the research

The aim of this research is, to explore the role of the teacher in implementing emergent literacy in Swedish preschools, with particular attention to multicultural settings that include native Arabic children. As a researcher I am interested in seeing how the educational policy and the curriculum are enacted, and also in discovering the methods used by teachers in teaching these particular children.

Research questions

The research questions are:

- 1) What literacy skills do Arabic multicultural preschool children need according to teachers and parents?

- 2) What pedagogical strategies do preschool teachers currently implement to support Arabic multilingual children in multicultural preschool?

Rationale for the Research

In the area of multilingual literacy development research, there are limited studies about Arabic children, particularly about children living outside of the Arabic countries and speaking Arabic as their home language.

This study seeks to highlight this research gap by generating new perspectives and knowledge to the literature on multicultural children and the challenges preschool teachers working in multilingual class face in teaching 3-5-year-old Arabic children. To achieve that, the researcher expects doing the following steps:

First, the researcher should understand the experiences of Arabic multilingual children in literacy development. Second, she should use observation tools to observe both Arabic children and teachers' strategies in the class setting. The researcher also needs to explore teacher's difficulties and challenges in multicultural preschool within literacy class.

Structure of the Research

This research consists of six chapters. Chapter one contains the introduction, the research background, key terms, research problem, Arabic context from the researcher's perspective, Swedish context, the rationale of the study, the aim of the study and the research questions. Chapter two contains the theoretical framework of the study. Chapter three contains the literature review. Chapter four presents the research methodology: the design, methods, sampling, data collection process, pilot study, limitations of the research and ethical considerations. Chapter five presents data analysis while the sixth chapter presents a discussion, research implications and conclusion.

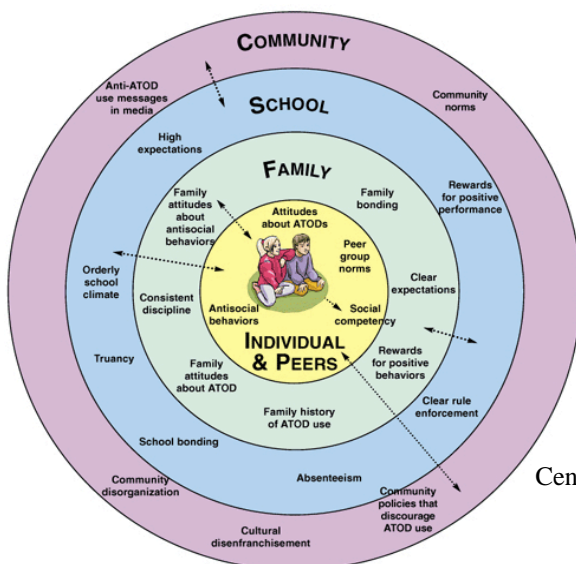
Chapter Two: Theoretical Framework

This chapter will introduce the theoretical framework for the study. The theoretical framework will provide an understanding about the child's development and behavior that is useful for this study.

This study will use the bio-ecological system model as the theoretical framework (Bronfenbrenner, 1994). The bio-ecological model focuses on the child's development inside the environment of the structure of interactions that form the child setting (Hirsto, 2001). Bronfenbrenner's theory describes the multifaceted levels of setting; all of them can impact a child's progress. The bio-ecological model has lately been given a new name to become the bio-ecological systems theory (Paquette and Ryan, 2001, p. 1) instead of only "ecological system" and that is to focus on the child's biology –the main setting powering the child's growth. The communication and interaction among the different aspects of a child's growing biology in the family and community setting become important for investigation. That is, these aspects become interrelated and a challenge in one level will be reflected on the other levels. To identify a child's progress, we should look at the child's communications and interactions in the bigger setting in general (Paquette and Ryan, 2001). In other words, to be able to identify a child's progress, we should investigate how the child interacts with the surrounding environments and with his family and community.

Figure 1: Bronfenbrenner's Bio-ecological Theory

Figure 1 shows that Bronfenbrenner's Bio-ecological Theory suggests that child's growth and maturity are influenced by different environmental systems. The bio-ecological theory includes many diverse subsidiary theories that are connected to child maturity.



Center for child and community development (2010)

The value of the bio-ecological theory is that each constituent cooperates and communicates with other constituents, creating a very multifaceted environment in which the child can mature and develop (Lewthwaite, 2011). This makes the child an active member in the environment and not a passive receiver of what happens (Bronfenbrenner, 1979). The five systems layers are described below.

The first of the five systems is the microsystem which is the most personal and the nearest level to the child. This system includes contexts such as the family, playmates, day caregivers, school, and neighborhood wherein the child has the most interaction (Krishnan, 2010). The second system layer, the mesosystem, focuses on the relationships between the microsystem aspects and contexts, for example, the relationship between the family and school experiences, the school and church experiences, and the family and peer experiences (Christensen, 2010, p.102). Exosystem, the third layer system, however, is an overarching social system that concerns various events, policies and decisions without the interference of individuals (Johnson, 2008, p.3). Consisting of and sharing the general features of other systems, the fourth layer system –macrosystem, is deemed to be a social roadmap for cultures and societies. The last element of Bronfenbrenner's model is time. This element occupies a fundamental part in the theory and includes many different aspects such as chronological age, duration and nature of periodicity, as the value of any theory impacts on children's maturity (Krishnan, 2010, p. 9.)

By looking at more than one system, this study will focus on the macrosystem which measures the external level in the child's setting. This layer, however, does not constitute an exclusive framework, yet it concerns the social morals, norms, ethics, beliefs, rules and regulations (Berk, 2000 as cited by Paquette and Ryan, 2001).

The bio-ecological theory has been constructed on the hypothesis that children do not grow in separation, but in a variety of settings in which they cooperate and communicate constantly. Development is created through interactions, communications, connections and imitations of the surrounding environments (Bronfenbrenner, 1995).

The bio-ecological system provides important theoretical perspectives for this study. Macrosystems and microsystems create a larger environment that contains the beliefs, philosophies, norms, social constructs, cultural and attitudes of the society, which tell the

conduct of the individuals existing in those settings. Since the system can identify and analyze the challenges of teachers working in multicultural preschool in literacy class, it is of vital importance to pay a great consideration and attention to these systems. In this study, more focus will be placed on both macro and micro-systems. The microsystem will be viewed as children's family setting and preschool surroundings, which have the greatest effect on children's knowledge and maturity. In addition, consideration will be given to macrosystem aspects such as home and preschools, which are present in all settings. These aspects underlie relationships, connections and interactions that are built differently in these settings depending on the influences of the social systems such as background, ethnicity, religion, attitude, social concepts and views.

The Bronfenbrenner bio-ecological model puts weight on the value and setting of the child's environment. Bronfenbrenner (1994) states that when children start to progress, the relationship between them and their surrounding environments become multifaceted. Difficulty and complexity emerge because the mental and physical aspects of a child develop (Paquette & Ryan 2001, Härkönen ~~2007~~). This means that theory offers a structure for recognizing and theorizing the multi-system aspects that effect children's progress. It reflects a human's topology—human environment and social system—in which human and outer strengths interact to influence children's growth and maturation (Lewthwaite, 2011).

Chapter two has provided a summary of the theoretical framework for the study. The next chapter will present the literature review, with a particular focus on, (1) emergent literacy; (2) multiculturalism and multicultural trends; (3) teacher's strategies to support emergent literacy; and; (4), parents' perspective of emergent literacy; (5) Emergent literacy and multicultural children in Sweden; (6) Mother tongue learning in Sweden; and (7) Mother tongue teaching policy in Swedish schools.

Chapter Three: Literature Review

Children get aware of sounds and letters in early stages of their lives, and their literacy skills develop on daily basis. In order for children to progress in their schools, both teachers and parents should provide them with the needed support. For instance, parents who believe in children's abilities and who give them the assistance they need will augment their readiness for preschool achievement and success (Clark, 2007). Similarly, when teachers maintain high expectations of their multicultural learners and think highly of them, they also influence their school achievement (Geisler, 2001). Moreover, children should receive support in both their mother tongue and the target language. Literacy, culture and language are interrelated and interdependent aspects. That is, when gaining an understanding of literacy, children further understand the values and beliefs of their cultures which are taught and expressed through language. When it comes to language, however, the four language modalities (listening, speaking, reading and writing) should be taught holistically as they are interrelated and intricately interwoven (National Institute for literacy, 2008). Children learn to speak after they learn to listen, and, of course, they cannot write before they are able to read.

The literature review section provides a summary of the literature around seven areas;(1); emergent literacy; (2) multiculturalism and multicultural trends; (3) teacher's strategies to support emergent literacy; and; (4), parents' perspective of emergent literacy; (5) Emergent literacy and multicultural children in Sweden; (6) Mother tongue learning in Sweden; and (7) Mother tongue teaching policy in Swedish schools.

Focus 1: Emergent literacy

Every child has the right to the best possible childhood (The United Nations International Children's Emergency Fund, 2014). The learning and teaching of language come as a top priority as it begins at birth (Teaching Strategies, 2010). Even though all language skills are imperative for children, reading skills have special significance to them as these skills enable children to pursue their personal goals when embarking on adult life (Mason, 19997). The effective acquisition of literacy abilities during childhood is therefore fundamental. Furthermore, important literacy skills are the bases of a child's entire school achievement; without them, academic achievement is unreachable (Education, Audiovisual and Culture

Executive Agency, 2011). A child, for example, cannot progress in school in general without being able to read, understand, write and reflect.

Literacy is the ability to understand and reflect on written texts in order to achieve one's goals, to develop one's knowledge and potential, and to participate effectively in society (Organization for Economic Co-operation and Development, 2009, p14). Literacy is the capability, confidence and arrangement to use language in all its forms. Therefore, it combines a range of communication modes involving music, movement, dance, storytelling, visual arts, media and drama, as well as talking, listening, viewing, reading and writing. Contemporary texts include electronic and print-based media. In a progressively technological world, the ability to critically analyze texts is a key ingredient of literacy (Department of Economic and Community Development, 2013).

According to Community Child Care (2011), literacy is the ability, dependability and configuration to practice language in its various forms. Literacy includes a variety of interaction and communication styles such as, dancing, music, storytelling, graphic arts, drama, as well as speaking, listening, watching, reading and writing. Thus, modern textbooks contain electronic and copy based media, which provides a myriad of the abovementioned styles. This makes these textbooks a fertile land for children's literacy development as they could interact, communicate and reflect on them. Teale and Sulzby (1986) as cited by Zygoris-Coe (2001) define emergent knowledge –reading and writing– that a child acquires before formally entering the school.

Efficient educational early childhood programs maintain certain qualities that make them effective. For instance, a good program mixes adult learners with young children to interact and learn from each other. It also maintains a connection between children and their parents' bases in the interest of children. Such practices and more can provide real opportunities for children to gain emergent literacy abilities such as recognizing letters, identifying frequently encountered words, writing one's own name, recognizing what sounds the initial letters of a word represent, rhyming, using understanding of letter names and letter sounds, and producing created spellings. The significance of these emergent literacy activities is definite. Children's literacy abilities are anticipated at kindergarten entry. However, the five-year-olds, who do better at letter recognition, phonological awareness tasks, and reading words, are expected to have an easier time learning to read. Evidently, there is a relationship between

possessing these skills and reading skill. The earlier children possess these skills, the faster they learn to read.

Teachers supporting emergent literature can implement a number of different strategies that focus on reading. Reading aloud is often integrated by teachers into this emergent literacy agenda and is used as an opportunity to point out words and letters in expressive contexts (Murnane, Sawhill, & Snow, 2012). Children who have beginner levels in reading and writing should use different sources to help them in their learning, for example, using their own memories, relying on experience, employing pictures, relying on their phonic/symbol awareness and on their general awareness of language. (Blevins, 2011 as cited by Campbell et al., 2002).

Emergent literacy relies on activating children's prior and background knowledge of the topic both linguistically and conceptually in order to maximize their understanding (Campbell et al., 2002). A main reflection in simplifying the process of learning to read and write is that preschoolers are more likely to want to read and write and be less inhibited about taking risks in trying to read and write when the mechanics of reading and writing are not the main focus (Falconer, 2010). Through a helpful literacy-learning climate, young readers will experience the joy of collaborating through speaking, reading and writing.

It can be concluded that achievement in school is subject to the literacy skills and abilities that children learn in the preschool stage. In addition, children who have phonemic and phonological awareness and who do better in recognizing and reading letters are expected to read before other children who lack these skills. Moreover, the four language skills are thoroughly interrelated and connected.

Focus 2: Multiculturalism and multicultural Trends

Due to the cultural, linguistic and racial diversity in the world, many societies have become multicultural. Multiculturalism is a system of beliefs and behaviors that recognizes and respects the presence of all diverse groups in a society with their values, cultures, thoughts and beliefs (Heckmann, 1993).

This multiculturalism has put children from different cultural and linguistic backgrounds in need of suitable educational programs that address their linguistic and cultural needs. This has paved the way for multilingualism and for two-way educational programs. These programs

should be culturally responsive by touching on children's own cultures and languages. Teachers who teach in such programs should be acquainted with learners' cultures and languages as much as possible, and they should also be culturally responsive and oriented.

Immigration constitutes a major issue in many societies today (United Nations Population Fund, 2006 as cited by Giannotta & Albert, 2014), People from all over the world travel to other countries to look for work, better economic conditions, and for other reasons. Immigration happens in many European countries, where the influx of immigrants is increasing without a stop, driven by labor migration and the accessibility of and mobility within the European Union. The offspring of the immigrant families undoubtedly encounter some challenges: they might be confronted with the different values and expectations of socialization agents in different contexts, notably in their families characterized by the culture of origin and in school as representative of the host country culture, as well as among peers and friends with different cultural backgrounds (Padilla, 2009). This means the new immigrant generations will have a cultural clash between what they learn from the host culture and the original cultural of their parents.

The learning of cultural diversity has focused on the influence of the methods of learning perfection (Ching, 2005). Based on that, the literacy of multiethnic young children involves multicultural learning aims and raises connected discussions concerning communications and interactions of power, competition, and ethnicity (Ching, 2005). Further understanding of young children's multicultural literacy helps simplifying differences in pedagogies of early childhood education (Brinson, 2005). Language and literacy development constitute an important emphasis for young children's education. Careful consideration should be given to how to maintain supporting environments, which will develop and raise children's language and cognitive improvement (Garcia-Murillo et al., 2013). The latest studies clarify a significant and complete need for specialized progression in the ability and facility of early childhood teachers in order to advance their knowledge of cultural-diversity and multicultural literacy (Garcia-Murillo et al., 2013). That means instructors should receive a kind of cultural orientation to provide them with an understanding of other cultures and other cultures' needs that is sufficient to addressing those needs.

Professional educational environments influence both academic and literacy emergence. Throughout the preschool period, literacy and knowledge are strongly connected (Bardige and Segal, 2005, Nganga, 2015). Motivating children's literacy includes improving their language,

their awareness of the world around them, their understanding of nature, climate or their understanding of the differences between the four seasons in the year, and lots of issues (Bardige and Segal, 2005). Likewise, preschool tasks help prepare students for schools. School is the place where literacy is a fundamental skill to find methods to motivate the improvement of pre-literacy abilities (Nganga, 2015). Teachers also have the challenge of creating exciting and motivating, relevant and helpful learning environments. Such environments can, for example, link home and school to make space for a diversity of languages and cultures (Bloch, 1996). Teachers have the possibility to positively or negatively affect their students' understanding and cultural identities. If a teacher, for example, refers to and links students' cultures and languages to what s/he teaches, learners will have better understanding of the subject matter because they will feel that they are valued.

Learning about children's names should be one way to begin respecting children's culture and identity in the classroom (Gunn, Brice & Peterson, 2013), which in turn helps teachers build a positive relationship with learners based on reciprocal respect. This relationship will make a good stimulus for children to learn and to develop their literacy skills. Early childhood teachers can promote early literacy learning, and foster children's feeling of individual and cultural character through intended preparation of instructional events that stress young children's names (Gunn, Brice & Peterson, 2013). In teaching a story or a certain lesson, teachers can pay attention to the cultural aspects of it and can train learners to pronounce names that belong to certain cultures in an effort to highlight the cultural side of them (Gunn, Brice & Peterson, 2013).

The flow of discussion and conversation also offer an opportunity for children and educators to talk about and discover commonalities and differences between people from a variety of places (Gay, 2013). Young children are advanced performers who have developed literacy awareness in preschool time but usually get challenged by harder literacy skills in the school time. This problem is due to the lack of sound educational policies that do not give young children the chance to discover and learn literacy by themselves (Ball, 2010).

Cultural equality shapes purposeful equality by putting into consideration the social variances among speakers of every language that may give rise to variance clarification of item meaning or may affect what language is gained first given the child's cultural background (Durden et al., 2015, Dufresne and Masny, 2006). For instance, Arabic-speaking children are more familiar with prunes and dates than with blueberries and mulberries. Therefore, from this

point of view, vocabulary used in the preschool to motivate and reinforce children may differ from one language to another based on the variation in every culture (Shiel et al. ,2012). Literacy acquisition helps children construct their speaking abilities. Children also flourish well in the area of literacy if they come to school with a well-founded concept of print (Nag et al. 2014). Numeracy improvement also depends on language and literacy skills to reflect on children's performance or to give reinforcement or feedback on numeral processes (Nag et al. 2014).

Focus 3: Teacher's strategies to support emergent literacy

The strategies that teachers use are important for the development of emergent literacy. The teacher's duty is essential for developing children's literacy skills. Teachers must stress the practicability of interaction, collaboration, contact and communication (Preamling Samuelsson& Carlsson, 2008). That is to say, teachers should sooner focus on practical aspects than on theoretical ones.

Solid literacy proficiency in preschool years is fundamental for students' achievement in school and for their future. They also constitute an important foundation for learning skills. It is important for preschool teachers to have the ability to select good strategies for children's literacy developing. During the preschool age, children need suitable circumstances that support them to acquire valuable literacy skills (Fisher et al., 2002). At that time, they prepare themselves for school progress and for future.

Developing literacy for young children in preschool is every teacher's main goal. However, to achieve this goal, teacher should select and implement suitable literacy learning strategies. Some examples are reading aloud, honological awareness instruction, playing, using music etc. (Perfetti and Marron, 1998). These strategies help to support language growth by improving literacy. The strategies of reading aloud, phonological awareness instruction and music are operational pedagogic activities which should be knitted to general policies to boost children's abilities in different scopes (Miller and Pennycuff, 2008). These activities can enhance children's different competences .

Reading aloud

Reading aloud for young children is important strategy that can help them develop literacy. To implement the strategy, teachers need to read to children daily. Sometimes teachers read

and children listen to them, and at other times, teacher read and children repeat after them. Some researchers suggest that teacher should choose suitable books that can improve and develop children's language (Oueini, 2008). The books should attract learners and should be appropriate to their levels.

According to Varon et al. (2012), when teachers read a story or picture book for the young children, they support literacy and help children gain better understanding of the new words. When teachers read aloud for children, they begin to support early literacy, given that literacy is a variety of social skills, practices and doings. Implementing reading aloud in preschool helps children acquire and grow their languages. (Varon et al. 2012).

Reading aloud can also support multilingual children as it provides them with the opportunity to use the second language through different activities. These activities can contain a many new words in real and actual examples. It is important for multilingual children to have the opportunity to hear and repeat the new vocabulary items many times in different helpful situations (Arellano, 2011). Reading aloud supports the language of multilingual children by providing them with the chance to vigorously contribute to conversations and talks. This strategy, however, requires teachers to practice different kinds of scaffolding such as: (1) “before-reading” such as activities or questions that stimulate children's attention and inquisitiveness about the book or story. (2) “During-reading” in this phase teachers provoke and ask questions that help the children stay involved with the book's content; and (3) “after-reading” discussions and interactions between the teacher and children in this stage provide a chance to create conversations that revolve around the book's story, (Roskos et al, 2003). The structure of read aloud is therefore important for young children as its three stages help children stay involved.

Phonological Awareness Instruction

The ability to hear and manipulate the separate sounds within words independent of the words' meanings—via phonological awareness instruction—is another imperative strategy to use. (National Center for Family Literacy, 2009, p.15). This strategy is related to future literacy aptitude and capability, and it can be a vital one to use by preschool teachers (Wood and McLemore, 2001). Phonological awareness instruction also allows children to hear links between “sounds to letters in spelling” (Chard et al., 2000). Hearing the distinctive sounds of words provides children with skills and capability to sense the new words. It can be

particularly challenging, however, as individual sounds in words are co-articulated with the other sounds surrounding them when pronounced (e.g., the /b/ in beet versus bought) (National Center for Family Literacy, 2009, p.15).

There is no doubt that it is necessary for children to be proficient in hearing and recognizing the separate individual sounds in a speech. This suggests that children's level of phonological awareness in the preschool is important and works as a predictor of literacy achievement in school. Research suggests that children who have developed strong phonological awareness in preschool will have an excellent grasp of how sounds and letters function in writing, (Carroll et al. 2003). Many young children start preschool with strong foundation in phonological awareness. However, some children require further teaching that willfully and purposely puts emphases on phonological awareness (Yopp and Yopp, 2000). After all, children's phonological awareness varies from learner to another.

According to Yopp and Yopp (2000), songs can support phonological awareness; sound words games, canticles and rhymes that strengthen young children's susceptibility to understanding and separating sounds. Teachers can also play an active role in stimulating children and in increasing their language level through using stories, bezels and memory cards that can enhance phonemic awareness (Harper, 2011). These activities and practices by teachers can improve children's general level and their phonemic awareness, as well. Developing phonemic awareness through playing and interaction gives young children the opportunity to develop their language. Some strategies to use to develop phonemic awareness are:

Symbolic Playing

Symbolic play is a critical support to developing literacy and language (Hsia –Yu, 2000). The manifestation of symbolic play is deemed to be one of the greatest important cognitive and linguistic developments of children in a preschool context (White, 2012). During playtime, children engage in mimetic and representative thoughts and events. For example, children mimic and role-play deferent characters, such as a mother, a baby, a policeman, and a bus driver. Children like wearing clothes that show the characters, and they like using special scripts or words that suite the role they play. For example, a girl who mimics or plays the role of a mother, lulls and sings for a babies to sleep or ask them if they are hungry. Similarly, the boy who plays or mimics the role of a policeman, loves to wear policemen uniforms, and

always tells his friends that he will try to catch a thief. The orders to read or write in this activity are given through symbols. Using symbols to characterize another is important to develop the language through playing (Christi and Roskos, 2009). Symbolic playing in preschool time is helpful to provide children with a very attractive and expressive setting for acquiring literacy and language skills.

Music, Songs and Rhymes

Music has been identified as another strategy to boost phonemic awareness. According to (Buford, 2010), vocalization, humming, reiterating songs and rhyming support the reinforce self-assurance in practicing spoken language and identifying unfamiliar words. Likewise, children can develop their abilities of attending, focusing and identifying diverse sounds. Overall, that can help in practicing the language and in developing literacy. Within music learning, several techniques have been identified, and they include the following:

1. Spoken language: Using music in preschool's classroom provides children with a smooth and polished way to use language and decode words in speech, (Wright, 2014). Children love to engage in classrooms where music, singing and dancing are present.

To hook children's attention, some words can be switched in famous songs. For instance, ("Humpty Dumpty swim in the pool!") instead ("Humpty Dumpty sit on the wall!"). This can boost rational views and cognitive abilities and practices of children (Parlakian and Lerner, 2010). In this sense, children will memorize these beautiful rhymes and switches and they will improve their phonemic awareness.

2. Dual language learning: Skills involving music practicing in children's first language help the second language development in the preschool age. Thus, music is considered as a good factor to provide diversity of cultural songs that help to create an attractive atmosphere in preschool's classroom (Magruder et al. 2013) . Music always appeals learners and drag their attention.

3. Receptivlanguage: in receptive language skills, words that children understand but may not yet be able to say, (Parlakian and Lerner, 2010, p.17) help and support primary literacy abilities. That can be achieved by detecting those children to help them improve fundamental pronunciation shapes, rhymes, sentence patterns, and parts of speech. This leads to the

extension of background knowledge and vocabulary and leads to developing a sense of story and sequence.

Preschool rhymes help children know arithmetical concepts, recite and sing. Preschool rhymes are great and simple techniques of serving young children to emerge literacy abilities. The aptitude of phonological awareness helps to identify new words and, so it is fundamental to develop language and emerge literacy. The harmony of the preschool rhyme or bead works on dividing the word into syllables, for instance, fiv-e litte-le mon-keys jum-ping on the be-d. When children hear and catch different preschool rhymes, they can proceed in skills that enable them to fragment words then understand them. When children begin to practice writing, they will have precession in dividing words into their individual sounds and then they will transfer these sounds into letters, (Stansell, 2005). Children's phonemic awareness in preschool impacts their ability to understand words.

Successful literacy development also depends on the ability to detect rhyme. This leads to the more refined skill of breaking up a word into its initial sound and the end unit which produces the rhyme. For example, w-all/f-all, J-ill/h-ill, p-eep/sh-eep. (Donegal County Childcare Committee Ltd., 2012, p.16). Regardless of newfangled electronic devices and modern dolls, preschool rhymes are the ideal method to motivate and advance children's self-assurance in practicing language. Usually, preschool rhymes pass on verbally from teachers to their young children. Teachers should keep in mind that they create a very significant involvement and contribution to children's literacy emergent (Donegal County Childcare Committee Ltd., 2012). They establish and then further hone learner's abilities and phonemic awareness by teaching those rhymes.

Overall, teachers would implement a combination of strategies to develop literacy. They can employ a variety of strategies to support language, develop phonological awareness, increase reading and letter-sound knowledge and create a warm literacy setting.

Focus 4: Parent's perspective of emergent literacy

A developmental- ecological perspective (Bronfenbrenner, 1995) stresses the vitality and effectiveness of including family and school in children's developing. The theory suggests that, children's maturity and knowledge arise within a sequence of entrenched, communicative and collaborative settings. For example, school and family impact on

children's maturity in direct or indirect ways (Stark and Moodie, 2009). Thus, families should work hand in hand with schools to develop children's abilities.

Family and parents carry a fundamental responsibility in supporting their children's learning ambitions. They offer financial help; observe attendance and support achievement and success. For teachers, parents and family can help as teaching associates by supporting them in emerging students' education and by monitoring the value of education and learning strategies. Parents play a main role in making connections and communications between schools and groups or societies, (Marphatia et al. 2010). Families constitute a focal point among the local community, schools and children.

Early literacy experiences for children start mainly at home. There is now a general agreement that solid literacy arises almost from birth, with plentiful knowledge gained from home, and then grow in nature, (Mosty et al., 2013). During the early years, literacy is so much about relations and interactions. Early literacy connections come from group's communication and lead to further understanding and knowledge of the world, (Lopez, 2013). Interacting and communicating with groups result in children to maintain literacy skills that help them better understand the world.

Literacy development competence emerges from the relations and interactions between children and their parents, for example, thorough different activities such as, playing, drawing, coloring, and reading different types of children's books children can develop their literacy competence. These learning skills build a basis for lasting educational achievement. For instance, the value and quantity of parent-child language connections and communication mostly influences literacy emergent. In turn, language acquaintance will have a robust effect on later literacy success, (Emerson et al., 2012, Close, 2001). Children benefit from the conversations and connections they have within their families as they develop their literacy competences.

The strategies, which parents use to teach their children in early literacy, will affect the children's educational level for a lifetime, (Carpentieri et al, 2011). Primary home literacy skills may also effect children's interactions with literacy in school and outside of it, (de Jong & Leseman, 2001 as cited by Gunn et al, 2004). The home is considered the first classroom for the child and is very important teacher that assist to establish literacy (Mullis et al .2004). Knowledge of letters is a powerful factor in preschool years, which children can also acquire

at home. Parents who provide their children with different materials to learn the alphabets, such as alphabetical books or games, blocks, memory cards, pictures and shapes, support children's literacy level (Heckman, 2013). If letter awareness and knowledge are gained at home through word games or letters put in the child's room or on the fridge, it seems to promote the progress of literacy (Gunn et al. 2004). The more the child is exposed to literacy assistants such letters or games, the faster his literacy skills develop.

The influence of parents in their children's early literacy must not be underestimated. There is a consensus that parents and home sittings provide a fundamental support to children's emerging, education and school achievement (United Nations Educational, Scientific and Cultural Organization, 2009). Parents who engage with their children in literacy stimulating activities will positively affect children's preparation for school. Main factors of early learning include fairly clear-cut parent performances for encouraging their child's learning (Close, 2001). According to Denessen (2007), important discussions on early literacy involvement practices focus on the responsibility that parents ought to carry in their child's literacy development.

Reading at Home

According to Kenney (2012), parent connections are crucial to effecting children's linguistic and literacy growth. Primary literacy activities are those that advance the abilities of young children into established literacy and language skills (Spedding et al. 2007). Parents can use such literacy activities anywhere— emerging literacy is not limited to what children do during school time. It is important that parents find the time for their children to practice literacy as much as possible. Literacy is an important part of children's daily life, no matter parents' background. Parents can use literacy skills in many different situations, for example, when reviewing the menu in a restaurant, when writing daily notices, when talking with their children about music or sport, or when discussing a movie they watched in the cinema.

There are two techniques to stimulate literacy interaction: dialogic reading and shared reading. These two strategies are considered useful ways to promote literacy.

Dialogic reading is a specific form of interactive shared reading in which the adult serves as a guide and active listener and helps the child become the storyteller. This is different from the general paradigm for shared reading in which an adult reads a story and the child listens

(Voorhis et al. 2013, P. 10). Other dialogic tactics involve parents asking their child to retell the story of the book after it is read, or to build a story from the pictures and illustrations in the book.

Shared reading involves a parent reading a book to his or her child needing abundant communication or interaction. While communicating shared reading includes a parent reading a book, the parent can apply a diversity of other strategies involving dialogic techniques where a parent asks the child questions to involve him or her in the book's story, for example (Duursma et al. 2008). Reading to young children or shared book-reading has been related to young children's literacy skills development.

Shared-book-reading helps children to gain and identify letters, understand concepts, identify the difference between written and spoken language, in addition to syntax and grammar of literacy conventions. These developing literacy skills and abilities are significant for school achievement and latter for reading, (Duursma et al., 2008). Reading different books to young children, mostly in an attractive way, encourages developing literacy and language maturity and strengths the affiliation among family's members. Reading different books can increase children's turnout for reading which is even more significant than educating particular literacy abilities. Once parents grip favorable manners towards reading, they are further probable to get chances for their children that encourage affirmative manners towards literacy and they can support children mature vigorously in reading and writing (Trivette et al., 2010). Parents teach their children's best way of implementing the reading activity and children execute them accordingly.

Focus 5: Emergent literacy and multicultural children in Sweden

According to recent Swedish studies, a lot of the children in Sweden are classified as multicultural ones; that is, children or parents of children were born outside of Sweden (Skolverket 1999, Statistiska centralbyrån, 2002 as cited by Damber, 2010). Also, Torpsten (2012) says that 20% of students in Sweden have foreign background. Swedish schools were more or less monolingual and monoculture until the mid-20th century (Damber, 2012). Since that point, bilingualism and multiculturalism became obvious in research on education, reflecting the increasing proportion of Swedish citizens with culturally different backgrounds (Damber, 2012). Pre-school education in many forms did not start in Sweden until the beginning of the 20th century. It started first as a special organization based on charity and led

by idealistic women. Caring for young children concern neither the local authorities nor the state (McLanahan et al., 2012).

After the development of education and the multicultural and multilingual trends, the development of the educational policies has recognizably increased, but the care of the child is still necessary in the educational profile, (Hartman, 2007). Economic and structural improvements took place as a result of caring for educational development. These improvements made preschool become part of the Swedish educational system (Preamling Samuelsson & Sheridan, 2004). In Sweden, preschool is an essential part of society: 77% of all children between the ages of 1–5 are enrolled in a preschool (Preamling Samuelsson & Sheridan, 2004).

The purpose of Swedish preschool policy is to offer a global preschool for all children between three and five years of age (Norling, Sandberg & Almqvist, 2015). The aim of the preschool for children, who have their background in a culture other than Swedish, is to provide the basics for active bilingualism and a multicultural identity. Culture and mother tongue tuition encouragement should be a primary part of pedagogical activities. The national curriculum (Gunnarsson, Korpi & Nordenstrm, 1999) for pre-schools states that the pre-school should support confirming that children with a mother tongue other than Swedish have the opportunity to grow both their Swedish language and their mother tongue.

Teachers who teach in classrooms where the dominant learners are not originally Swedish encounter great challenges as the number of those students is growing and Swedish is not the dominant language used there (Premier& Miller, 2010). The challenge lies in how can teachers support and maintain all languages used in the classroom. Thus, teachers should be trained to deal with the linguistic and cultural diversity in the same classroom to handle all potential issues. Furthermore, teachers should use ample teaching approaches, strategies and techniques to address their learners' needs (Premier& Miller, 2010).

The preschool in Sweden should ensure that children with a mother tongue other than Swedish receive the opportunity to develop both their Swedish language and their mother tongue (Skolverket, 2006, p. 7; Skolverket, 2010b, p. 9). In Sweden, teachers in the large cities of Stockholm, Göteborg and Malmö may receive classes with a focus on immigrant students. To challenge the issue of a high focus on immigrant students in certain preschools,

Tagmua et al (2010) recommends that all relevant policies be orchestrated to make a real change:

“what education policy can do to alleviate negative effects of concentrating on schooling outcomes are: 1) to monitor school capacity to accommodate newly arrived immigrant students and inform other policies, 2) to ensure that immigrant parents, especially with disadvantaged backgrounds, can make informed decision about school choice for their children, 3) to focus on raising quality of learning environments in poorly- performing schools with a high concentration of immigrant students, and 4) to create more ‘magnet schools’ in the concentrated areas” (Tagmua et al. 2010, p. 8).

By following these steps, educational policies can lighten the negative impact of focusing on schooling outcomes.

Bilingualism and multicultural features became obvious in research on education, reflecting the rising proportion of Swedish citizens with culturally diverse backgrounds (Carlson et al., 2007.). Evidently, students’ language challenges have been of importance to researchers. However, as a side effect, deficits have been identified among the individuals (Damber, 2010). Some studies have emphasized the early language and literacy skills as critically significant for all children’s later school achievement (Collins et al., 2002; Sénéchal and Le Fevre, 2002; Stanovich, 2000 as cited by, Damber, 2012). Preschool and schools’ literacy exercises may counter the various conditions of children’s academic advancement depending on their home backgrounds (Nauc ler, 2003). However, educational establishments may support or delay children’s language and literacy development (Nauc ler, 2003). This dual outcome applies to children who, for several reasons and in different ways, do not have the optimal conditions at home for language and literacy development.

Limited studies have been carried out to date on Arabic-Swedish children and the role of the teacher in supporting emergent literacy. While the curriculum documents state that children should be supported, it is unknown what this looks like within a preschool context. From the perspective of personal experience however, the system may appear problematic. The next section focuses on the implementation of mother tongue learning in Sweden.

Focus 6: Mother tongue learning in Sweden

Like many other culturally and linguistically diverse countries, Sweden has provided all children, whether Swedish or not, with the right of education. The education act in Sweden suggests that all children have the same right of education regardless to cultural or religious backgrounds (Organization for Economic Co-operation and Development, 2015). It also suggests that the educational policy ought to support advanced schooling for all children. By virtue of this act, all children in Sweden will have access to education regardless of who they are, what religion they follow or what language they speak.

The support of mother tongue teaching has been discussed for four decades in Sweden in addition to the Immigrant Commission's report (SOU,1974) which led to the introduction of a general immigrant and minority policy in 1975 (Vitsou, 2012 p.604). The Swedish Government determined to establish the decampment and immigration policies on the ideologies of parity, equivalence, involvement, collaboration and liberty (Vitsou, 2012). The freedom of choice had positively impacted Sweden by motivating the prerogative to mother tongue development and by leading to general social assimilation. The first rehabilitation and adjustment of the mother tongue policy was in 1977 (Vitsou, 2012). That improvement was founded on (1), offering funding for the Maintaining of cultural uniqueness, (2), permitting the mother tongue education, educational and intellectual improvement of multicultural children (Vitsou, 2012).

Children's cognitive and educational progress in the preschool period was the main purpose of this improvement. The improvement of the policy was concerned with maintaining fairness and equity among Swedes and individuals from other cultures. Equity was not meant for educational and cultural aspects only, however, it was geared towards all spectra of life such as language, religion and customs and traditions. Children whom their parents speak a language other than Swedish at home, and who themselves speak the same language, have the right to maintain and learn that language in the preschool stage (Vitsou, 2012).

The main goals of preschool in Sweden are to build solid bases for permanent education and to provide children with worthy and effective educational skills that enable them to interact and communicate together (Skolverket, 2011). Another goal of the preschool is to enrich children's knowledge about ethnicity backgrounds, history, customs and traditions and not only to teach them literacy. Also, establishing a robust connection between preschool and

families is essential for children's development. Further, children must receive suitable instruction that address their diverse needs, abilities and cultures, and they all must feel they are gratified and appreciated by the society and they are the center of attention (Skolverket, 2010). This can be achieved by providing children with culturally responsive instruction and education that suits their levels and needs.

Understanding of their private cultural inheritance and living in another different culture, can provide children with capability to know and accept the conditions and ethics of other cultures (United Nations Educational, Scientific and Cultural Organization, 2010). The preschool should work on providing all children from various cultural backgrounds with a multinational awareness. The preschool responsibility is to offer young children with a safe setting and to boost aspects like playing and vitality in a simultaneous way (United Nations Educational, Scientific and Cultural Organization, 2010). It must stimulate children to discover and interact with the surrounding environment. Preschool teachers should discover children's various intelligences and points of strength to develop them in order to actively connect children with the whole community (United Nations Educational, Scientific and Cultural Organization, 2010).

Children in the preschool should receive the best education and that is by involving teachers in vigorous debates and discussions on how to support and develop learning and on how to stimulate knowledge among learners. Knowledge is a multifaceted aspect that crystallizes in various interdependent and interrelated forms: skills, facts, abilities, awareness, and understanding. Activating children's prior knowledge, children's curiosity, enthusiasm and stimulations are crucial spectra in preschool. Children always try to discover their surrounding environment to explore it; this takes place during playing, group communications and discussions, searching originating things. These activities, obviously, stimulate interaction, contemplation and meditation. A subject-oriented method to work helps expand and fructify the children's knowledge (Skolverket, 2010).

Learning should not be based only on communication between teachers and learners, but it should rely on what children learn from school, from each other and from what they bring from their homes and cultures (Gooden and Kearns, 2013). Children's knowledge should be involved in the learning process to learn from each other besides the teacher, as the teacher should not be the only source of knowledge and learning. When children work in groups, play or interact with each other, they do enhance their language and benefit from one another.

Therefore, preschools must work on developing children's personal competences by supporting them and giving them positive images about themselves. Additionally, children must receive reinforcement to stimulate their self-reliance and to encourage them in specific skills; this makes them self-confident and firm believers in themselves and in their abilities. As a result, children will advance academically, philologically, morally, functionally, physically and artistically. Activities like playing, singing, acting, drawing, dancing and role-playing provoke children's cooperation, communication and interactive skills which lead to acquiring literacy and language skills. These activities, additionally, improve competences such as design, use of tools and materials (Skolverket, 2010). Apparently, these activities bring holistic development in all aspects.

Preschools must pay close attention to issues like children's settings and surrounding environment (Skolverket, 2010). Preschool activities and events must be based on the bio-ecological philosophy, which involves learners in the environment. These activities should be characterized by qualities like progress, optimism and faith in the future. More to the point, the preschool duty teaches children that they have responsibilities towards the environment and settings they interact with, and it also makes them realize that the progress of the society depends on them. Other qualities preschools teach children are that planning is vital for work and that they can engage in different settings now and in the future (Skolverket, 2010). It seems as if preschools prepare children for the present time and for the future on various aspects of life.

Focus 7: Mother tongue teaching policy in Swedish schools

Mother tongue education is fundamental in Sweden (Carlson et al., 2007). Thus, in the last three decades, for example, several children have got the opportunity to learn their own mother language (Carlson et al., 2007) Nowadays, Swedish curricula include subjects that meet cultural and background diversities. Teaching the mother tongue in Swedish schools became essential due to the constantly increasing number of immigrants to Sweden. That made the Swedish curricula suggest that children's mother tongue is a key aspect of learning, interaction and knowledge. Schools started to pay attention to children's mother tongue as a starting point for knowledge and learning.

Cummins and Schecter (2003) and (Torpsten, 2012, p. 155) discussed multilingual education through issues of mother tongue and language development for multilingual children. They

concluded that teachers should motivate children and interact with them to make them feel that they are an important part of the classroom. This can help learners improve their mother tongue while learning Swedish as a second language (Torpsten, 2012). Thus it is judged imperative to have bilingual classes in Sweden.

Given a wealth and diversity of languages it is important to comprehend, interact and communicate in a multicultural society where values, originations, civilizations and languages must be considered (Geijerstam, 2012)., Developing connections with the mother tongue simplifies language growth and knowledge in multiple ways. Furthermore, the objectives of education should aim at improving children's abilities and their mother tongue. Education also aims at making pupils seize chances to proceed in literacy in their language. Consequently, children will be independent and confident in using their mother tongue. They will, additionally, be able to expose themselves to diverse settings and for various purposes (Geijerstam, 2012). All this induces learners not only to maintain, but also to excel in their mother tongue and in other aspects.

Swedish preschool curricula contain values and language skills that enable children to interact with the community and to express their feelings, viewpoints and needs. They elucidate Sweden's great weight on rising children's literacy in an effort to develop their language skills, increase their awareness in the spoken and written language and improve their communicative competence. Other aims involve open-mindedness, understanding, acceptance and respect for diverse cultures. These curricula, obviously, help children whose mother tongue is a language other than Swedish to develop and share their background, which adds to their capability and helps establish a connection with Swedish as L2 (Vitsou, 2012). Drawing this connection between the mother tongue and L2 is vital for mastering L1 and learning L2.

Teachers always do their best to guide children's understanding of knowledge. This is considered a key factor of learning. This ensures that the purposes of education in preschool settings are connected to ethics and rules, abilities and skills and to diverse features of the immediate world (Bush, 2002). The aims of education come from the overarching educational system, but at various levels of difficulty and complexity also from teachers' viewpoints. From the child's viewpoint, it can be as multifaceted to understand number concepts at the age between five and four as to know multiplication later in school. They are all remote from the education purposes at diverse stages of learning (Barnett, 2004). But, this does not mean that preschool must be subject-oriented; it means that the fundamental dimensions of literacy,

math, cultural and science, are essential concerns. Furthermore, common dimensions, as equality, femininity, justice, community, democracy and intellectual abilities need to be contained in order to conform to the curriculum. The purpose of education is then parallel and harmonizes with the preschool system. Nevertheless, while performance in education is dissimilar across levels (Preamling Samuelsson & Carlsson, 2008), the preschool educational system goes under the umbrella of the general educational policy and system, regardless of how it is implemented.

Mother tongue-founded multilingual learning processes begin with the child's awareness and understanding through emerging literacy and cogitation abilities in the first language literacy whilst learning the other languages as a subject. Acquaintance to the second language progressively rises and grows without immolates the mother tongue language and knowledge. Insomuch as grounding second language abilities upon first language skills takes time, and that children have a chance for constant learning of their mother tongue, the result is expected to give advanced level in multilingualism and multi-literacy (United Nations Educational, Scientific and Cultural Organization, 2005). The two languages become interrelated and interdependent in that they impact one another. That is, progress in one language leads to the progress of the other.

In brief, mother-tongue teaching occupies a great position in modern countries like Sweden. Both preschool teachers and education policy should cooperate to support mother tongue learning and multilingual children, even though this is a challenge for them.

Conclusion

This chapter handled important sides of literacy-related aspects in Sweden. It talked about the reading and writing skills that children have in the preschool stage –emergent literacy. It also handled the issue of multiculturalism in Sweden and the educational policies, pedagogical strategies and teacher's aptitudes to address it. Further, it talked about maintaining the mother tongue and the authentic culture in light of learning a second language in a new culture, Sweden.

Chapter Four: Methodology

Introduction

This study used a qualitative research approach to clearly represent the challenges that teachers of multicultural literacy classes face and the role of parents in strengthening children's literacy skills and abilities. The effectiveness of qualitative research lies in providing clear description of how people respond to a research issue. Thus, it shows peoples' thoughts, feelings, emotions, beliefs and behaviors. Such an approach can also be efficient in identifying non-quantitative factors such as social norms, socioeconomic status, gender roles, religion and ethnicity. Interviews and observations are efficient tools to rely on in qualitative research approaches.

Research approach

The attempt was to collect a descriptive representation of the challenges facing teachers in multicultural literacy classes within multicultural preschool here in Sweden. Within qualitative research, the study used a constructivist approach. Social constructivism is one of the three main schools of thought in the constructivist theory of education. This theory has been developed and supported by many educational theorists like Kenneth Gergen and John Dewey. The basic principal behind social constructivism is that knowledge is constructed through social interactions and results from social processes (Teague, 2000 p. 2, 3). The key assumption in the constructivism paradigm is that knowledge is socially constructed by people themselves, and that researchers should therefore attempt to understand the complex world of lived experience from the point of view of those who live it (Schwandt, 2000, as cited by Mertens, Donna, 2010 p.16). Within the constructivism approach it is assumed that individuals build their specific perception of the world by practicing and experiencing numerous things (Giesen, 2004).

Creswell (2013) suggests that social constructivism is an interactive framework where individuals recognize their world and grow their own individual meanings that correspond to their experiences. However, these meanings are not etched within each individual but are created through communicating with others (Creswell, 2013). Social constructionism has its origins in sociology and appeared over thirty years ago (Andrews, 2012). Social

constructivism has been related to the post-modern era in qualitative research (Andrews, 2012). Social constructivists see understanding and truth as formed by the connections of individuals within a society (Andrews, 2012).

I have chosen to use social constructivism because it aligns with the notion that knowledge and learning are constructed through individual activity; members of a society together create the possessions of the world (Kukla, 2000). For social constructivists, learning does not take place if there is not a previous background or knowledge in learners' minds and if learners are not involved in the social process. That is, learning does not exist in a vacuum and without socialization and interaction with others. Therefore, learning is not a passive development of behaviors created by exterior forces (McMahon, 1997).

Research Design

According to Creswell, research designs are 'the plans and procedures of the research that span the decisions from broad assumptions to detailed methods of data collection and analysis' (Creswell, 2008, p.2,3).

Finding the best answers to the research questions depends on selecting the right research design (Khachatryan, 2015). This study aims at better understanding of the participants' thoughts, perspectives and experiences (Mack et al., 2011). This type of research method requires a great deal of socialization and involvement with people. One trait of the present study is that both the researcher and some of the research subjects (Arabic children) share the same cultural background; that means the researcher is acquainted to the social and cultural aspects of the context. The research also uses case studies (Yin, 2004).

Yin (2009, p. 21) suggests Case study is "a way of investigating an empirical topic by following a set of prespecified procedures". This method enables the researcher to focus on and handle one aspect of a problem in depth within a specific time (Mason, 2002). Case studies are considered very effective in education research. They contribute to it in three ways: they give authentic results, the in-depth study of a case can provide better understanding of the studied case, and they can complement other research methods. There are three main types of case studies: the intrinsic case study, the instrumental case study and the collective case study (Baxter and Jack, 2008).

This study relies on the collective case study, which involved the Arabic-speaking community

in one Swedish preschool. This study, moreover, used observation to observe both teachers and Arabic-speaking children so as to get a deep understanding of the subject matter. Another tool the study used was the interview; the researcher interviewed six preschool teachers and five Arabic-Speaking parents.

One disadvantage of using case study methods is that they are based on one case and its results are difficult to generalize. Punch (2009, as cited by Khachaturian, 2015, p.27) argues that there might however not be a need to generalize, because case-studies are significant in themselves and contribute both direct relevance and deeper insight to overall perspectives.

Interviews

This study relies on qualitative research interviews, which provide important insights into the role of teachers. Kvale (1983, p.174, as cited by Opdenakker, 2006) defines the qualitative research interview as "an interview whose purpose is to gather descriptions and information about the lives of the interviewees with respect to interpretation of the meaning of the described phenomena".

A semi-structured interview is characterized by increasing levels of flexibility and lack of structure (Edwards & Holland, 2013). This study used face-to-face semi-structured interviews. Relying on this type of interview in the study was important because it allowed the researcher to capture a great deal of information through direct discussion and understand the feelings and perspectives of the participants through their first-hand accounts.

Semi-structured interviews were used with six preschool teachers and five parents of multicultural children. As the study revolves around the challenges that preschool teachers encounter in multicultural literacy classes, the interviewed teachers were preschool teachers and teachers of literacy for multicultural students. Those teachers all have a background in the children's mother tongue, Arabic.

The study used these interviews to increase and extend the understanding of participants' feelings, behaviors, thoughts, and interpretations. As a researcher, I planned for the interviews ahead of time so that the questions could flow naturally based on information provided by the interviewee. That is, the flow of the conversation should determine the questions to be asked and to be omitted, as well as the order of the questions (Woods, 2011).

I conducted the interviews during field observation weeks, as it would help me observe certain behaviors or attitudes of a child, which would be key for the interviews with the study participants. The interviews with the teachers were conducted in their offices; parent's interviews were held in Vänersborg library as a suitable place away from the privacy of home but granting sufficient quiet and privacy.

Since interviews should be conducted at the school where the teaching takes place, efforts were made to ensure that the physical environment was conducive to effective interviews.

Prompt questions were used in the interviews whenever the researcher needed to bring the interviewee back to the subject. In addition, the interview contained closed questions—yes or no answers—to increase the value of the responses. An audio recorder was used in the interviews; that helped the researcher distinguish between single-answer and multi-answer response questions. Answers were written verbatim and as accurately as possible. The interviews took between 40-60 minutes each, depending on the level of interest in the topic. One of the challenges for the researcher was closing the interview. A researcher needs to develop a repertoire of signals to indicate that it is the end of the interview. One way to do this, for example, is the researcher switches off the tape recorder directly (Newton, 2010).

Interviews can help to understand difficult questions or issues by compiling multiple and different points of views and connecting them together. In this study too they help the researcher to answer the research questions.

Observation

Observation is the second method used in this study. In social science, it means watching people in order to discover particular information about their behavior (Langley, Binford & Levitt, 1994), in that it involves looking and listening carefully. Marshall and Rossman, (1989) accordingly define observation more specifically as, "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79).

Observation is a qualitative method with roots in traditional ethnographic research, whose objective is to help researchers learn the perspectives held by study populations (Anna, 2004). Observation is a significant tool that helps researchers fill in gaps between concept and

practice. Observing preschool children requires collecting evidence of growth in a natural setting. An early childhood classroom is a suitable place where young children feel at ease to discover and explore various art media, writing and computer skills and puppets. This experimentation and exploration offers a wealth of observable information for the researcher to collect in the field, i.e. the classroom (Rencken, 1996).

Observations allow researchers to find multiple and diverse perspectives within the preschool community. The researcher was interested both in discovering and understanding what those perspectives were and in recognizing the interplay between them. The researcher undertook observation to uncover important factors for a thorough understanding of the research problem. However, that was unknown for the researcher when the study was designed. The study used both direct and participant observation. In *direct observation*, researchers do not typically participate in the content as they focus only on observing; they do not take part in the content. Furthermore, the direct observer strives to be as unobtrusive as possible so as not to bias the observation. Direct observation suggests a more detached perspective. In the *participant observation* approach however the researcher participates in the culture or context being observed. There is no substitute for observing and participating in human interaction phenomena—interaction with other people, with places, with things, and with states of being such as in preschool. Observing and participating are integral to understanding the breadth and complexities of the human experiences.

Observation sessions helped the researcher to understand the subject matter. Getting in touch with the material presence of the world requires us as researchers to be there in person to develop a direct and spatial relationship with what we are trying to figure out (Brinkman 2014, Aagaard & Matthiesen 2015). Within this study, observation allowed the researcher to both explore how multicultural children gain literacy in preschool classes and discover the difficulties they face in acquiring the language.

As the researcher, I was aware that there are limits to participant observation as it may interfere in the development of the investigative processes. When it comes to validity, it is the community that takes care of it (Niaz, 2008).

I took a notebook to write down any interesting points or ideas that might intrigue me while observing and looking for evidence. Becoming an effective observer involves more than seeing and listening to what is going on, but learning to write objectively about what is being

observed. Accordingly I asked the teachers to confirm things, rather than jump to conclusions straight away.

The study used event-sampling observation in literacy classes. As a researcher, I was looking for specific behaviors, recording what precedes the event, what happens during the event, and the consequences of the event. I was also identifying the names, ages, and genders of the children as well as the date and time of the observation.

I observed children for two months to be able to collect adequate information for the study; a researcher needs to be accepted as part of the setting during observation and this makes observation more than just recording data from the setting. When we observe, we become active gatherers of data, and we work as tape recorders or video cameras in that we do not miss anything that takes place in front of us. Therefore, our brains, eyes and ears become fully engaged during the observation process, and this leads us to perception, which makes an important part of all human observations (Fox, 1998).

One advantage of observation is that it helps us verify the data we collect via other tools like interviews or focus groups. Another advantage is that observation helps us design questions that make us better understand the phenomenon we study (Anna, 2004). Although we may get honest answers to the research questions we ask, we may not always ask good or right questions.

Study sampling procedures

This study used *convenience sampling*. Convenience sampling is one of the most commonly used sampling procedures in second language acquisition. Researchers use convenience sampling because it is easy, and allows the researcher to get basic data and tendencies concerning his study without the difficulties of using a randomized sample (Peterson and Merunka, 2014).

Participants for the interviews were chosen according to their relation with the topic of the study. This plan involved selecting participants who offer typical, or average, characteristics for the group being studied. The aim of using typical cases is not to make generalized statements about the experiences of all participants, but to be explanatory and descriptive rather than conclusive. The criteria used to define typicality in this study are:

- The interviewees, i.e. teachers and parents in this study.
- The educators who teach literacy and design curricula for multicultural classes.
- The parents who would benefit from the study by learning:
 - 1) How their children achieve literacy in Arabic and Swedish, and
 - 2) The challenges their children face in doing so.

Choosing appropriate sampling techniques assists investigators ability to lower the study errors, strengthens the research and imbues it with reality and suppleness, (Latham, 2007).

Choosing participants for observation

As the study revolves around multicultural children, Arabic-Swedish, in preschools, researcher selected five preschool children whose mother tongue is Arabic. Their ages ranged between 3 and 5 years. Participants were selected after completion and return of a parental consent form. Because more than five participants returned the consent form, participants were further selected on their level of understanding Arabic and Swedish.

Choosing participants for the interviews

Interviews were conducted with eleven individuals: six preschool teachers and five parents of Arabic preschool children. The table below shows details about the interviewed families.

Table 1. Children and parents' basic profiles

Family number	Years lived in Sweden	Immigrated from	Participating parent's initial	Child's Name	Age	Gender
Family 1	1 year	Palestine	M1	Soha	3-5	Girl
Family 2	10 years	Iraq	M2	Ahmad	5	Boy
Family 3	2 years	Syrian	M3	Myrna	3	Girl
Family 4	4 years	Palestine	M4	Othman	4	Boy
Family 5	7 years	Iraq	M5	Haia	4	Girl

Table 2. Teacher’s basic profiles

Teacher number	Years of working in preschool	Teachers original country	Number of languages they speaking	Gender
Teacher 1	10	Sweden	Swedish and English	Female
Teacher 2	25	Sweden	Swedish, English and French	Female
Teacher 3	24	Sweden	Swedish	Male
Teacher 4	13	Serbia	Swedish, English, German language, and Danish	Male
Teacher 5	15	Sweden	Swedish English Serbian	Female
Teacher 6	4	Sweden	Swedish	Female

Pilot Study

A pilot study is a study on a small sample to examine things like data collection instruments, sample recruitment strategies and research protocol before executing the larger study (Mazza and Schattner, 2006). It is deemed to be an imperative phase of the research project in that it works on identifying any problems that might emerge ahead of time and before implementing the big study. Additionally, it helps researchers get acquainted with the procedures of the study; also they can decide which study method to use, for example, interviews or observations or both (Mazza and Schattner, 2006).

The study implemented my pilot study with the first preschool accepted to take part in the study and permitted me to observe the teachers and students in the classroom. Moreover, researcher included the first five parents agreed to take part in this small study. The results this pilot study gave were efficient and portrayed that the planed approaches for the big study were possible to use.

This study used an audio-recorder in interviewing both teachers and parents. Researcher, moreover, took photos for teachers and children during the observation; I also wrote down some minutes for later reference. Recording the interviewees helped me get back to the interview to draw conclusions. Taking photos, however, helped to show the situation of the study.

Data analysis

The study used content analysis, a widely used qualitative research technique. Content analysis is a technique of analyzing written, verbal or visual contact messages (Cole, 1988). Content analysis aims at attaining a condensed and broad description of the phenomenon; the outcome of the analysis shows up as concepts or categories describing the phenomenon, (Elo & Kyngäs, 2007). Instead of relying on a single method, current applications of content analysis show three distinct approaches: *conventional*, *directed*, or *summative*. Researcher used all of these three approaches in my analysis as follows:

Conventional content analysis was used in analyzing observations and interviews. Thus, the researcher defined the codes that were derived from the data during the analysis process. However, in the directed content analysis, codes that are derived from the theory or from the research findings were defined before and during the data analysis. For the summative content analysis, keywords that were derived from the research and the literature review were identified before and during the data analysis, too. Table 1 below illustrates the exact steps.

The robustness of the qualitative content analysis lies in the accurate control of the methodology used and in the step-by-step analysis of data and materials, (Kohlbacher, 2006). Analyzing the content is a long and arduous process as it may require the researcher to go over the data repeatedly to make sure their analysis is sound. Following the aforementioned steps helped the researcher both control the methodology she used and have an accurate analysis of the data and content. Coding and classifying data –categorizing and indexing, can do this. Content analysis aims at highlighting key and important messages, features or results and at making significance of the collected data.

Trustworthiness

According to Lewis and Weigert (1985), trust is based on a cognitive process, which discriminates among persons, and institutions that are trustworthy, distrusted, and unknown. In this sense, we choose whom we will trust, in which respects, and under which

circumstances. Providing evidences of trustworthiness is what controls the choice (970). Thus, trustworthiness judgments are affected by brief social interactions, as well as information about a person's moral character (Delgado, Frank, & Phelps, 2005). Trustworthiness is inferred from social signals, and can in turn influence behavior in terms of trust.

Criteria for trustworthiness in qualitative research are tied to the paradigmatic foundations of the specific discipline in which a specific investigation is conducted, (Morrow, 2005). Therefore, validity and reliability are key aspects throughout the whole research (Brink, 1993). That is, results should always be consistent and robust.

A range of criteria has been suggested to attain trustworthiness in constructivist research. Furthermore, other parallel criteria have been suggested as pertinent to constructivist research, one of which is truthfulness norms (Guba & Lincoln, 1994.) Truthfulness norms contain equality, uniqueness and truthfulness; some of them interfere with critical paradigms. Fairness demands that different constructions be beseeched and glorified.

Credibility of study

The qualitative study used three different techniques to achieve credibility:

Considered as a vital factor for monitoring, guiding and producing the procedures in a qualitative study, the *Member Checking* technique gives researchers the chance to look over their dialogues for modifications. Thus, they can obtain satisfying results. The study relied on this technique because the validity procedure shifts from the researchers to the participants. The Member Checking technique was contingent on gathering data and analyses, so that it can check the trustworthiness of the data and content. Using this technique gave the participants the opportunity to correct the mistakes in their interview statements. Once any changes are made and agreed upon by the interviewees, then the research becomes reliable.

The second technique this study used to attain credibility was the *Triangulation Method*. The triangulations of the study are: the interviews, the observations, and the document review (Mertens, 2005). The results from all methods were compared to one another to see if they

gave similar results. If the conclusions from the interviews, the observations and the documents are the same, then validity exists.

The third technique this study used to increase credibility was *Peer Debriefing*. Peer debriefing is the evaluation of the collected data and the study techniques by someone who is familiar with the subject being explored. That is, the study needs someone to act as a peer reviewer who can help in improving the study's credibility level. This peer reviewer can evaluate the researcher's trustworthiness and may pose several critical questions about various features of the study. The credibility in research studies is something every researcher should strive for. Therefore, as the researcher, I asked a colleague who holds impartial views of the study to review my work; we examined the transcripts, the final report and the general methodology. Afterwards, feedback was provided to enhance credibility and ensure validity. Using peer debriefing supports researchers in their efforts to address project-end impasse and presents the entanglement of findings in this area for researchers and qualitative researchers (Cooper et al., 1997).

Study ethical considerations

This study implemented the ethical procedures of the Swedish Ethical Guidelines of 2011. This included providing information letters and obtaining informed consent. All participants were anonymous to protect their identities and locations.

As the study used child subject observation as a tool for gathering information and data, the children were the most important part of it. Consequently, implementing the ethical procedures becomes a must. Moreover, to safeguard participants' privacy right, a variety of moral and ethical norms were used, such as obtaining parental consent to observe their children and using alias names for the participants in order to anonymise them and protect their identities.

Regarding the adult participants—teachers and parents—in the study interviews, confidentiality was protected by using pseudonyms and not revealing participants' true identities in any material arising from the study. Participants were allowed to withdraw from the study at any time without consequence.

Study limitations

The first limitation of this study was that it was conducted in one preschool class for eight weeks. The study needed to demonstrate that this time is sufficient for collecting the data.

Another limitation was that study results were based on a small experimental group of only five Arabic-speaking children, since the researcher could not be guaranteed that all children would attend daily, as preschool attendance in Sweden is not compulsory. This affected the amount of data collected.

Finally, the validity of the study's results hinge on the researcher herself being the one who conducted the interviews. Also, questions asked during the interviews may have been unclear, resulting in participants misunderstanding them, which could possibly affect the validity and reliability of the collected data. This is the third limitation of this study.

Summary

This chapter described the qualitative research approach, which is used in this study for its efficiency in capturing challenges teachers encounter in multicultural literacy classes. It also talks about the two tools the study used for data collection –interviews and observations. This chapter, further, covered the issue of sampling; the study used convenience sampling as one of the most commonly used sampling procedures in second language acquisition studies. Choosing participants for the observation and the interviews was discussed. The chapter also talked about the pilot study, about data analysis, trustworthiness and credibility of the study, the study's ethical considerations, and the study's possible limitations.

Chapter Five: Findings

This section provides analysis for data that was collected over a period of four months. The researcher used observation in a preschool to focus on both teachers and Arabic-speaking children. This helped to develop understanding and knowledge about the community as well as about literacy in the lens of both teachers and children in the preschool community. Also the researcher conducted 11 semi-structured interviews with preschool teachers and Arabic-speaking children's parents. The interviews with the six teachers helped the researcher to understand the challenges that preschool teachers encounter with multilingual children and the different strategies which they use to support literacy and language development. The interviews with parents, however, helped to identify their perspectives about literacy learning. The main themes found in the data were:

(1), Multilingual Children's Challenges in Swedish preschools (2), teachers' challenges in multicultural class (3) Teachers' Challenges with Arabic-speaking Children (4), Teachers Strategies to Develop Literacy in Multilingual Classes, (5), Parents' perspectives on emergent literacy, (6) mother tongue learning, and (7) the importance of the connection between home and preschool in literacy development. The themes are discussed below.

1. Multilingual Children's Challenges in Swedish Preschools

The first theme highlights the challenges that multilingual children face when they start preschool. For instance, those children do not speak Swedish while it is the dominant language in the preschool. Additionally, although children like to communicate, play, and explore the surrounding environment, multilingual children in Sweden tend to do that using their mother tongue. For example, one teacher commented:

Children find difficulties expressing themselves when they first enroll in preschool. These difficulties differ from child to another depending on the child's personal abilities and character.

This excerpt shows that children become challenged to communicate and interact with others when they first start their preschool. Also, Children's characters play a crucial role in learning the school language. Children who are sociable and have strong characters can learn the

language faster than the shy ones. Thus, here teachers have a vital role to play; they should integrate both kinds of children to help them support and learn from each other. Four of the mothers agreed on the difficulties. This is summarized in the words of Mother 1 as:

When children first joined preschool, they faced tremendous difficulties in terms of communication. They first used sign language before they started saying some Swedish words. This affected their perspectives towards preschool. However, after their Swedish improved, they accepted it. Further, children's first language, Arabic, was superior to Swedish and to some extent constituted a hurdle for learning Swedish.

It seems that when these children started preschool, they tried to use signs or unknown words to communicate with others. This may be hard for children in the beginning, yet if they continue their attempts through using body language, signs or improper words, they will eventually speak Swedish. Further, children cannot feel happy or comfortable in a place where they do not understand the language spoken in it. Children need to use language to interact and communicate otherwise they will feel isolated and stranded. It was also evident that it is difficult for children to gain both languages in the same level; one language will be superior to the other.

Having an overarching analytical view at the data collected from parents and teachers, it turns out that multicultural children face difficulties when they first enroll in a Swedish preschool. Almost every parent and teacher sated a different challenge or problem children face in their preschools. They, for example, have difficulties in expressing themselves and their needs because they lack the Swedish language. Therefore, these children tend to use body language or signs when they need to communicate with others in the preschool. Consequently, these children feel uncomfortable and find it difficult to accept the preschool environment.

2. Teachers' Challenges in Multicultural Class

Multicultural children in Sweden preschools do not have a choice to use any language other than Swedish for their learning. Teachers use only Swedish language in the classroom, however, most children there are multilingual and speak various other languages. Teachers face real problem in managing classrooms that have more than twenty-three different languages. The data analysis in the following section will portray this.

Teacher 2 mentioned:

Each class has 25 children; most of them are multicultural who cannot communicate in Swedish –the only language of instruction in the school. These children have various mother tongues and heterogeneous academic levels. To help these children, we, teachers, link them with Swedish-speaking children and divide them into three groups where each group has a teacher.

The excerpt from teacher 2 shows that teachers face challenges with children who began at preschool and who lack Swedish language. While Teachers and children need to communicate and interact with each other, this gets very difficult without the Swedish language. Also, teachers try to integrate children with different abilities, features and characteristics together in order to help them learn from each other and to create safe and cooperative environment in the classroom. Teachers also confirm that children's characters influence the acquisition of language. Further, communication between children each other helps them learn the language faster. Teacher 5 stated:

Some children have pronunciation difficulties. For instance, Somali children have difficulties in pronouncing labiodental sounds such as (v) and (t) and in pronouncing some consonants as (h) because these sounds do not exist in their mother tongue. Consequently, these children refrain from speaking and feel they need an assistant to help and support them.

From the teachers' point of view, using the mother tongue slows down the acquisition of the target language –Swedish. For example, children find it difficult to pronounce the vowels and consonants that exist in the Swedish language and do not exist in their mother tongue. Also, learning new words in the second language costs children a great deal of time and effort. Teachers do not have this time to help one child individually and follow him everywhere. Children in the preschool are multicultural ones who have different mother tongues. The teacher's duty and responsibility, however, is to teach these children the Swedish language as a second language.

Most teachers agree that it is better and easier for children to learn the Swedish language at an early age. They also suggest that it is important for children to practice Swedish language by commuting with other Swedish-speaking children as that helps them use the language and enhances their vocabulary. Teachers suggest that a preschool class cannot accommodate for more than 18 children because if the number is more than this, it will be cumbersome for

teachers. In addition, teachers in Swedish preschools need multicultural education to help the multicultural children learn faster and easier and to help them express themselves and boost their academic level.

From the data collected from teachers, we can conclude that teachers are challenged in multicultural classes because many children lack Swedish language and are totally dependent on their teachers. However, the time teachers have does not allow them to focus on children individually in a classroom that contains around 25 children, all of whom need the same time and help of the teacher. In addition, teachers are challenged to teach children the Swedish language because the difference between the languages makes it difficult for children to pronounce some letters in Swedish, especially if the letters do not exist in their mother tongue.

Another challenge teachers encounter is that some parents decide to enroll their children in a preschool at the late age of four or five, which makes it difficult for their children to learn Swedish as a second language. Children who join preschools earlier, at the age of one year or two, learn the language faster and easier than older ones.

3. Teachers' Challenges with Arabic-speaking Children

The six teachers interviewed mentioned that they face challenges with Arabic-speaking children at preschool classes. This section will therefore focus on the specific challenges that preschool teachers face with Arab children.

In response to the researcher's enquiry about the challenges that teachers face with Arab students in particular and not with other multilingual ones, one of the teachers interviewed stated the following:

Children who joined the preschool early can understand Swedish well. Some children, however, have problems pronouncing some letters, especially those that do not exist in their mother tongue. Thus, these children usually tend to avoid using words containing letters they cannot pronounce. The more time children spend in class, the easier and faster their learning becomes. Additionally, the preschool system in Sweden differs from that in Arab countries so do the languages; so Arab children find it difficult to learn.

Analyzing what the teachers mentioned above, it can be concluded that differences between the target language and the mother tongue in terms of structure, grammar, pronunciation along with the differences in the preschool systems between the Arab

countries and Sweden do constitute a barrier in learning the Swedish language. For example, children cannot pronounce consonant and vowel sounds that do not exist in Arabic. Moreover, the time children spend inside the preschool is a very important factor that affects children's language acquisition. For example, children who stay in preschool eight hours a day can learn faster and more than children who stay only three hours. Additionally, teachers find it hard to work with Arab children who do not have enough knowledge of Swedish language and who cannot communicate with them. They cannot understand their needs or help them with their problems. Some teachers say the lack of clear educational policies that assist them to help children constitute an additional challenge. Therefore, they feel that they need more multicultural teachers who are well oriented about work with multicultural children in preschools. These teachers can help children overcome some of their difficulties.

4. Teachers Strategies to Develop Literacy in Multilingual Classes

Teachers use a lot of strategies to support children gain the school language and develop literacy in that language. This section shows what strategies teachers use with multicultural children to develop their Swedish language and literacy based on data from the observations and interviews.

During classroom activities I observed, teachers divided children into three groups. In group one, the teacher was playing the guitar and singing with children; he sang the song 'Let it go'. The second group contained three Arab and one Somali girls. This group was drawing and coloring pictures. One of the girls in this group drew nice pictures of the sun, some flowers and a house before she colored them. Another girl asked the teacher to print out a ready picture for her, and she colored it, too. The third group contained three boys who were solving puzzles. I noticed that the teacher was trying to organize the class in order to help the children and encourage them. For example, one girl finished coloring and showed the teacher the work she did; the teacher praised the work and stuck the picture on the wall after writing the girl's name on it.

Teachers thus focus on songs and body language as alternative strategies to teach Swedish language. A teacher stated:

We teach children the meanings of different words then we teach them how to pronounce these words and use them in different contexts. Further, we bring them pictures and we describe and explain them, for example, there is a rabbit, there is a house, there is a cat in this picture. Furthermore, we ask children to pick up a card and say and repeat what they see in it, for example, a cat, a cat. The best way of learning is through playing and communicating with other children. This helps children use full sentences.

These excerpts show that teachers use pictures and spoken language to facilitate language learning for children. In addition, some teachers use repetition of pronunciations to help children pronounce the words correctly. Additionally, teachers believe that learning through playing and communicating with others is the best way of learning.

The researcher wanted to know what kind of books teachers read to their students. The teacher commented:

In addition to the books we have, we barrow books from the library. We have books that fit children from different ethnic backgrounds. We try to stimulate children to develop their language and motor skills. We also have math projects, for example, we ask children to count the numbers, usually, in their own languages before in Swedish. We, moreover, sit in different groups to see what the children need and to read books for them. Children first start listening the language, understanding and having an idea about it then using it. Later we notice their language and see how they express themselves using it.

Teachers' expert shows that teachers use reading books as a strategy in language learning and teaching. Within this strategy, they have activities like discussing texts and pictures. The books they use are very useful in language learning and in increasing children's knowledge. They concern various cultures to target all children in the class. Teachers also use various subjects to teach children the Swedish language. They mix geography, math and science to help children learn different types of word. That is, the words used in math differ from those used in science and geography. Obviously, children go through different stages before they start speaking the language: they start with listening the language then understanding it and later speaking and using it.

Through the observation I also noticed that children could discover the world of books in safe atmospheres as they get familiarized with reading books. Luminously lighted children's books are put on low shelves to be handy. Children can sit on the carpet with the books they pick up to read. The room where they sit to read is big, calm and bright. Teachers use this room to

read books for children and to help them sound out words. Children listen to the teacher and look at the pictures in the book. A group of children was sitting on small chairs and tables that suited their small bodies and that were covered with paper, pastels and coloring pens for drawing and coloring.

The teacher also chooses books for a purpose for children's learning. The teacher commented:

The goal is for children to learn new words, and to discover their abilities and aptitudes. This differs from child to another; some children learn faster than others. Thus, we work harder with some students than with others. That is, some children need encouragement and require us to bring them something interesting to read. We have a Somalia child who likes a certain book and who asked me to read him that book many times. Reading the same book repeatedly helps children improve their language.

This excerpt shows that some children who do not understand the language cannot enjoy reading, and teachers exert efforts to encourage them to read. Also, other children, who can speak Swedish, prefer that their teachers read the same books for them many times and they enjoy the books every time their teachers read.

During my observation, I noticed a teacher who was playing a game called the kitchen on the iPad with a child. That game allowed children to hypothetically prepare food. Such an application is helpful because it assists children to learn the language. For example, if children want to prepare pizza, the game asks them to choose the ingredients they need: sauce, carrot, dough, cheese, etc. This application also has an audio feature that allows children to listen to the items in the ingredients list as they see them. Such games attract children and encourage them to learn.

From the data analysis of teachers' interviews, we can conclude that teachers use different strategies to develop children's literacy and language learning. This excerpt shows that teachers use playing as a strategy to support children's language, and to encourage them gain the language through playing. Children can identify new words and at the same time listen to the pronunciation of these words like the kitchen related words and other types of vocabulary. Teachers use a variety of strategies to develop literacy and language of preschool children. Teachers can employ drawing, pictures or real objects to present new content or vocabulary.

For example, they can bring fruits or kitchen utensils to the class to help children learn faster and easier. Besides, teachers can use repetition to help children pronounce the words correctly. In addition, teachers employ different hand-ones that facilitate learning such as toys and games that help children increase their vocabulary repertoire.

5. Parents' perspective of Emergent Literacy

Another key theme was the parents' perspectives of emergent literacy. Parents wanted their children to know both languages. For example:

Mother 1 stated:

While my husband and I are Arab, my daughter was born in Norway. When we moved to Sweden, it was really tough for her because when she started preschool, 3 months ago, she started communicating with others using sign language as she could not speak Swedish. However, after being able to say some Swedish words, her attitudes towards Swedish language became positive. Nevertheless, I do not mix between Arabic and Swedish languages at home; I speak only in Arabic with her.

Similarly, Mother 2 also commented:

I always teach him Arabic, but my son doesn't like learning the Arabic language because he thinks it is difficult to learn. Besides, he says that he could not understand or differentiate between the alphabets as they are very similar, for example, t, th, b (ب ث ت) and g, h, kh (ج خ ح).

These excerpts show that parents try to teach their children the Arabic literacy, however, children find it difficult to learn and feel that the Arabic language confuses them because all its letters are similar. Furthermore, it was evident in the excerpts that children who are not used to using the Swedish and who do not have command of it tend to communicate via other mediums such as sign language. However, after starting to understand some words, they become more confident and comfortable using the language. Thus, their attitudes toward preschool became better, and they started to mingle and communicate with others. Further, it was clear that in an effort to teach Arabic literacy to their sons parents use it at home without referring to the other language. Nevertheless, some parents read both Arabic and Swedish books to their children due to shortage of Arabic books.

The researcher wanted to figure out the difficulties parents encounter when they read to their children. One mother said:

When I read in Arabic, my son cannot understand everything, and I then explain and simplify every word for him. Nevertheless, when I read in Swedish, he becomes very happy and he understands well.

This excerpt shows that children who learn Arabic literacy and who have command over the Swedish one find it difficult to learn Arabic and to understand what their parents read to them. Meantime, if their parents read for them in Swedish, they will not face any difficulty in understanding the reading. That is, children face difficulties when learning Arabic at a Swedish context, especially when Swedish is their mother tongue. Another challenge these children have is when parents try to use reading to teach Arabic literacy to their children at home, they do not find enough Arabic books in the Swedish libraries. If parents keep reading the same books available, children will feel bored and then will lose interest in learning.

The researcher showed interest in figuring out how often parents read for their children, what kind of books they read for them and what their children prefer. One mother mentioned that she reads for her daughter once or twice a week and sometimes when the girl asks. She also said that she picks up suitable books that her daughter prefers, for example, books that have pictures of girls like Barbie, stories and songbooks. The parent confirmed that when she reads to her daughter, she reads mostly in Arabic and sometimes in Swedish. When she reads in Swedish, according to her, she translates it into Arabic so that her daughter understands what is being read to her. Another parent stated that her son likes science fiction and space books, so she does her best to bring and read this kind of books to him as much as possible. Another parent said that she tries to read to her son as much as she can and reading is the activity she does most with him, as he can handle other activities single-handedly. She added that they go to the Vänersborg library to bring new books and there they find Swedish books and few Arabic books. This parent too reads Swedish books to her son.

In summary, it turns out that parents use various books, stories or songs that their children prefer to develop their literacy. Therefore, they try to find books that include pictures or characters that attract their children so as to motivate and encourage them read books. It is also clear that parents use Arabic and Swedish books when reading to their children. However, they tend to use Arabic books most of the time to develop their children' literacy. Therefore, using Arabic books becomes easier for both children and parents because if parents choose to read Swedish books, they will have to translate from Swedish to Arabic to help

children understand and enjoy reading. Thus, it can be concluded that children are inclined to using Arabic language more than Swedish in the process of learning Swedish literacy. Nevertheless, in the case of the parent who reads Swedish stories and books to her son, the target is to develop the child's Swedish literacy. What is very intriguing in this case is that the child has the chance to go to the library and choose the books he likes. Generally, it is clear that parents focus on reading as a key strategy to teach literacy to their children, so they read for them whenever possible. Implementing this activity with children is relative as it differs from parents to other according to their circumstances. However, they all showed that they focus on reading as an important activity to develop literacy.

6. Teaching the Mother Tongue Language

All parents and teachers confirm that Arab children, whether in Sweden or in Arab countries, need to maintain their Arabic language. Parents of children born in Sweden say that because their children were born in Sweden and are learning in Swedish preschools, they speak only Swedish. This makes it difficult for their sons to learn or speak Arabic. Parents of children born in Arabic countries, however, say that their children started to talk Arabic in their countries before they moved to Sweden, yet they are worried that their children would lose their Arabic gradually and will lack Arabic literacy in the future. That is likely to happen because parents are always busy with their study or work, so they do not have time to teach Arabic language to their children. From a teacher's point of view, children who have a foundation in their mother tongue will learn the Swedish language easier and faster.

Pertaining to teaching the mother tongue to children, one mother said:

Sometimes it becomes difficult for teachers to help children who cannot express themselves or talk about their needs clearly due to lacking Swedish language. Therefore, I sit with my child for half an hour to teach him the letters or some simple words.

Another mother stated:

My daughter was born in Syria and she speaks Arabic. However, I think she will lose it here because neither my husband nor I has the time to teach her Arabic; we both study Swedish at school and spend most of the day at school.

I conclude that the parents I interviewed realize the challenges their children encounter in the preschool in terms of literacy and expressing themselves. As a result, they support their children at home by teaching them letters and words. Additionally, it is clear that parents of Arabic-speaking children, who are born in Arab countries, use Arabic language with their children at home to help them keep the language and to prevent language attrition. Parents, moreover, worry that their children will lose their Arabic in the future because they will receive the support that is needed neither from school nor from home. Similarly, it is hard for parents who speak only Arabic at home to provide literacy support or help for their Swedish-speaking children, as there will be a gap in understanding the two languages.

Addressing the same subject, teaching mother tongue to children, a teacher commented:

If children use their first language at home, it becomes easier for us to teach them the target language here. Arabic language teachers work together with classroom teachers to help children understand the content and learn the Swedish language. Children with strong mother tongue learn Swedish easier than those who do not have it.

Analyzing what the teacher mentioned above, it is clear that there is a robust connection between students' mother tongue and their target language. That is, strong command of Arabic language leads to learning the target language easier and faster. Moreover, the educational system in Sweden cherishes this connection between the two languages, so in every classroom, there is an Arabic language teacher working hand in hand with the classroom teachers. The Arabic teacher helps children understand both the content and the language used in the classroom while at the same time assisting teachers to understand children's needs and problems. Furthermore, it is evident from the teachers' comments that preschools focus on keeping and maintaining the mother tongue while at the same time teaching the target language through various contents.

In response to the researcher's inquiry about the language children use at home, how parents help their children in terms of reading and writing and how often they read for them, one mother commented:

I talk with my children in Arabic and I correct the mistakes they make when they speak. However, when I read for them, I read both Arabic and Swedish books to support both languages. Likewise, I give them the chance to watch the same cartoons in the two languages. I read for them 2 to 3 times a week, and when I do so, I use different materials.

It is evident that parents work on improving both their childrens' languages, Arabic and Swedish. However, parents of children who are born in Sweden and who have Swedish as their first language always try to concentrate more on Arabic than on Swedish at home. In doing so, they speak with them in Arabic and correct the language mistakes they may have. Further, when their children speak in Swedish, they ask them to shift to Arabic. To support both Arabic and Swedish language literacy, parents bring their children various books and stories to read in both languages; they do the reading activity two to three times a week. Similarly, they allow their children to watch the same cartoons in both languages in order for the two languages to grow in parallel. Additionally, parents work on diversifying the materials, books and stories they use with their children to further support and encourage them.

In the same respect, a teacher commented:

Children with strong mother tongue abilities learn Swedish faster and easier than children with limited abilities. That is why we always make sure children learn and improve their mother tongue. We at the same time encourage children to speak Swedish at home to learn the two languages in parallel.

This excerpt shows that the teacher stresses the importance of learning and improving the mother tongue at home as these facilitate learning Swedish. The teacher goes further by saying that robust Arabic abilities contribute to and facilitate the learning of the target language. That is, the two languages should go hand in hand.

7. The importance of the connection between home and preschool in literacy development.

All teachers confirm that teachers and parents need to communicate and cooperate together. Teachers need to know more about children from their parents so as to find suitable solutions for their problems as well as suitable techniques to teach them. In this respect a teacher stated:

Parents have vital roles to play in teaching literacy to their children and this is subject to how they think of Sweden and the Swedish language. They should teach their children at home at least an hour a day. Additionally, communication between parents and school should exist on a daily or weekly basis either through school

visits or visiting the school's website. Thereby, parents can be up-to-date with what is going on with their children in the school.

In summary, it turns out that all the teachers I interviewed highlight the importance of communication between home and preschool. They, further, ask for more robust connection between the two. They suggest that parents should be up-to-date with the school activities and events in order to prepare their children for them. Teachers went on saying that parents' perspectives towards Sweden and Swedish language play a vital role in teaching Swedish to their children. Moreover, if parents have command of Swedish language, the connection and communication between them and the school will be better, in that they can consult with teachers and follow up with children. Teachers, in addition, ask for more help from home to support children's learning and literacy as it is not enough for children to learn only in the preschool. They should also receive support from parents who should pay full attention to their children, since teachers cannot focus on every child individually at class. Teachers here suggest that parents sit with their children to teach them words and terms that they do not learn in school. Thereby, home and preschool complement one another. Moreover, in an effort to strengthen the relationship between home, preschool and teachers, there is the school website that gives parents the chance to be aware of what is going on in school and of the time their children have in preschool. They can also look at and download pictures. Additionally, parents can follow up children's vacations, celebrations or any other events. This connection between parents and preschool encourages children to learn more and do different activities to tell their parents about or to show them what they are capable of doing.

Conclusion

Analyzing the data collected throughout observations and interviews focused on the roles children, parents and teachers play in literacy learning and the challenges they encounter in this process. It turned out that multilingual children have difficulties in learning the target language due to the wide chasm between their mother tongue and Swedish. It was, moreover, conspicuous that parents' contributions and efforts in teaching literacy to their children at home is very crucial, and it must go hand-in-hand with what the preschool teaches. Further, teachers employ ample strategies to teach literacy to their students: they read children's

preferable books and they employ many activities such as drawing, role-playing, playing and coloring.

Chapter six: Discussion and Conclusion

I investigated the educational policy, the curricula and the methods used by teachers pertaining multicultural children literacy development in preschools. This study has been an endeavor to use bio-ecological theory in examining the environments that children had contact with and were influenced by. The research questions will now be discussed in relation to the findings.

Research question 1: What literacy skills do multicultural preschool children need according to teachers and parents?

1.1 Multilingual Children's Challenges in Swedish Preschools

Multilingual children face challenges when they start preschool (Espinosa, 2008). For instance, those children do not speak Swedish while it is the dominant language there. Additionally, although children like to communicate, play, and explore the surrounding environment (Moon and Reifel, 2008), multilingual children in Sweden tend to do that using their mother tongue, Swedish.

One of the results of this study is that multicultural children who lack good Swedish language find it hard to express them or explain what happened exactly with them. This constitutes a problem not only for children, but also for their teacher because teachers cannot help children when they do not understand what they say or mean. Similarly, children may come to feel frustrated if teachers do not understand their complaints.

The research finds that, when children start preschool, they try to use signs or unknown words to communicate with others. This may be hard for children in the beginning, yet if they continue their attempts through using body language, signs or improper words, they will eventually speak Swedish. Meantime however, these children may not feel happy or comfortable in a place where they do not understand the language that is spoken. Children need to use language to interact and communicate (Early Childhood Education and Care, 2014); without the language they will feel isolated and stranded.

1.2 Parent's perspective of Emergent Literacy

Parents play a vital role in their children's emergent literacy by sharing reading, modeling meaningful stories, enjoying conversations, and explore the child's world by creating critical language literacy skills (Altıparmak, 2010).

This study's interviews show that parents try to teach their children the Arabic literacy, however, children find it difficult to learn. They feel that the Arabic language confuses them because all its letters are similar (Lemine, 2012). Furthermore, children who are not used to using the Swedish and who do not have command of it tend to communicate via other mediums such as sign language. However, after starting to understand some words, they become more confident and comfortable using the school language. Thus, their attitudes toward preschool became better and they started to mingle and communicate with others (Law et al., 2010). Further, it was clear that in an effort to teach Arabic literacy to their children parents use it at home without referring to the other language. Nevertheless, some parents read both Arabic and Swedish books to their children due to a shortage of Arabic books.

My findings indicate that it is difficult for Swedish-speaking multicultural children who were born in Sweden to learn the Arabic language or to understand what their parents read to them in Arabic. The parents I interviewed do not have wide choice of Arabic books to read for their children and, at the same time, they cannot keep reading the same material all the time as children might get bored and lose interest. Thus, parents need to use various books, stories or songs that their children prefer to develop their literacy and to boost their interest in learning. Therefore, they try to find books that include pictures or characters that attract their children so as to motivate and encourage them read books. It is also clear that parents use Arabic and Swedish books when reading to their children. However, they tend to use Arabic books most of the time to develop their children's literacy. Although parents employ various activities in teaching literacy to their children, they rely most on reading as an efficient activity.

1.3 The importance of the connection between home and preschool in literacy development

There's a special relationship between preschoolers' parents and teachers: Together they co-teach the child to be inquisitive, self-governing, public, and prepared for the long school period. Parents relish their role, of course, and the teachers do too (Melhuish et al., 2008).

The Swedish preschool teachers in this study ask for more help from home to support children's learning and literacy. From their viewpoint, teachers believe it is not enough that children learn in the school only (Spellings, 2005), however, they should receive support from parents who should pay full attention to their children, and especially teachers cannot focus on every child individually at class.

My interviews and observations also showed that parents have a lot to do for their children in terms of language learning and literacy (Close, 2001). However, this is subject also to how they see and accept Sweden and Swedish language. Parents and their children can work together in learning Swedish; children can even see their parents going to school to learn Swedish. When parents learn the language, they can come and consult preschool teachers on how to teach their children. They also can borrow books to read for their children. Conversely, if parents speak the Swedish language it becomes easier for them to communicate with teachers and to discuss with them about their children. Parents who speak Swedish can, at least, ask or tell something about the children without difficulty: translators are not always available in the preschool.

I found that teachers need parents to know about the time their children spend in the preschool. Swedish preschools have their own websites (Insulande et al., 2015), so parents can look at their children's classes to know about the activities they have through the weekly schedule, they can look at and download pictures. Additionally, parents can follow up children's vacations, celebrations or any other events.

Maintaining communication between parents and teachers is really important (United Nations Educational, Scientific and Cultural Organization, 2010). Teachers provide the classroom with pictures of the activities they do every week. This helps parents be up-to-date with the preschool activities and also help them show interest in what their children do through the preschool time. Therefore, parents can ask their children about what happened in

the preschool, what activities they had and how their day was. This encourages children to learn more and tell their parents or to show them what they are capable of doing (Scottish Executive Education Department, 2006).

Research question 2: What pedagogical strategies do preschool teachers currently implement to support multilingual children in multicultural preschool?

2.1 Teachers' challenges in multicultural class

Problems of communication among teachers and children occur primarily because of a lack of second language abilities and Swedish pronunciation (Gilakjani, 2012).

My research showed that teachers face challenges with children who began at preschool and who lack Swedish language. While teachers and children need to communicate and interact with each other, this becomes very difficult without a language (Gooden and Kearns 2013). Teachers try to integrate children with different abilities, features and characteristics together in order to help them learn from each other and to create safe and cooperative environment in the classroom. Teachers also confirm that children's characters influence the acquisition of language; also communication between children each other helps them learn the language faster (Gooden and Kearns 2013).

Teachers face great challenges with children who have pronunciation difficulties. For instance, some children have difficulties in pronouncing labiodental sounds such as (v) and (t) and in pronouncing some consonants as (h) (Hassan, 2014). Additionally, another problem children may have is their refusal to talk. They do not want to talk because they do not have enough words to use, and they cannot pronounce the words they have. It takes children a long time and tremendous effort to learn new vocabulary because in their social interactions, children need someone like a teacher to be there for translation. This requires teachers to be there to explain to the other children what they want or need, and this is very hard and cumbersome.

Teachers experience difficulties in multicultural classes, because they work with children who find it difficult to pronounce the vowels and consonants (Gilakjani, 2011) that exist in the

Swedish language and do not exist in their mother tongue. Also, learning new words in the second language costs teachers and children a great deal of time and effort. Teachers do not have this time to help one child and follow him everywhere. Children in preschool are multicultural ones who have different mother tongues, and the teacher's main duty and responsibility is to teach these children the Swedish language as a second language.

My findings also show that it is better and easier for both teachers and children to start preschool in an early age (Reid et al., 2015). For teachers is easier to teach them Swedish language, and for children is easier to acquire the language. Additionally, teachers stress on the point, that, it is important for children to practice Swedish language by commuting with other Swedish-speaking children as that helps them use the language and enhance their vocabulary.

2.2 Teachers' Challenges with Arabic-speaking Children

The six interviewed teachers mentioned that they face challenges with Arabic-speaking children at preschool classes. The results of this research indicate that preschool teachers facing special challenges with Arabic-speaking children. Differences in grammar between both languages –Arabic and Swedish– can impact children learning Swedish language (Ridha, 2015). The huge differences between Arabic and Swedish languages affect children's language acquisition and pronunciation (Ridha, 2015). Some children cannot pronounce some vowels and consonants in Swedish such as (s, r, th, p, ö, ä, å, u). Other children cannot use correct grammar when they speak while others may need extra efforts and time to understand. In addition, teachers get challenged with Arab children coming from politically and military unstable countries like the Syria. These children feel sad, and their teachers try to talk to them to understand their situation but because they do not have the language, they cannot express themselves. This constitutes a problem for both teachers and children. Teachers always try to understand children's needs and problems so as to help them and to ease their pain.

2.3 Teachers' strategies to develop literacy in multilingual class

This research finds that reading aloud is one of the imperative things teachers can do to develop literacy. Reading aloud shapes various significant foundational abilities, increases vocabulary, and develops children's understanding (Johnston, 2015). The results of this

research also showed that, teachers need encourage reading to their children continuously. Reading aloud to young children is the particular vital aspect in acquiring literacy. Also teachers need to get children ready to listen the story. Starting a story time with finger plays, songs and pomes consider as helpful tool to prepare children to listen (Johnston, 2015). Singing is efficient way in earning children joining the reading time. Additionally, this helps to increase vocabulary, provide children a sense of empowerment, develop good motor skills, and learn new concepts.

Most of teachers use reading books as a strategy in language learning and teaching. Within this strategy, they have activities like discussing texts and pictures; they use different books like ethnical books that target different cultures and that are very useful in language learning and in increasing children's knowledge (Oueini et al., 2008). Preschool teachers motioned that; they use reading books strategy with children who cannot use the Swedish language. That means, children should go through different stages before they start speaking the language (Krashen, 2002). They start with listening to the language first then understanding it and later speak and using it. Not all children can understand texts in a book because children's ages are various. Young children, for instance, do not fully understand texts because children in general understand things from their own perspectives. Sometimes, understanding the texts children read is not as important as improving their language.

Another strategy the findings show is that, teachers always use pictures and spoken language to facilitate gaining the language for children. In addition, some teachers use repetition of pronunciations to help children pronounce the words correctly (Consulting Services Ltd ,2015).

Another strategy the findings revealed is that teachers rely on technological devices such as IPad to provide children with games and activities that support their literacy and encourage them acquire the language through playing. Children can identify new words and at the same time listen to the pronunciation of these words like the kitchen related words and other types of vocabulary (Lin and Nzai, 2014). Teacher use a variety of strategies to develop literacy and language of preschool children. Teachers can employ drawing, pictures or real objects to present new content or vocabulary. For example, they can bring fruits or kitchen utensils to the class to help children learn faster and easier. Besides, teachers can use repetition to help children pronounce the words correctly.

2.4 Mother tongue learning

The result showed that learning the mother tongue language at preschool is very important for multicultural children (Benson, 2004) because if they do not have it in the preschool age, they will have difficulties learning it later. Further, children are also expected lose their mother tongue language. Children who born in Sweden and are learning in Swedish preschools, they speak only Swedish. This makes it difficult for the children to learn or speak Arabic. Additionally, children born in Arabic countries, however, started to talk Arabic in their countries before they moved to Sweden, children would lose their Arabic gradually and will lack Arabic literacy in the future. That is likely to happen because parents are always busy with their study or work, so they do not have time to teach Arabic language to their children. From a teacher's point of view, children who have foundation in their mother tongue will learn the Swedish language easier and faster.

Children who spend time in reading same books with both languages the target language and mother tongue that help them learn both the target language and the mother tongue (Kovelman et al., 2015). For example, if children read books in both their first language and Swedish, they will double the chance of understanding and learning what they read. However, that is not enough for children to maintain their mother tongue. Children need more focus on their mother tongue. At the same time, preschool teachers should be supported by mother tongue teachers, who share the same language and culture with children, to help them not only in teaching the language, but also in understanding the children (Sneddon, 2008).

The results also showed that Preschool teachers work hand in hand with mother tongue ones and they all try to link between learning in Swedish language and in the mother tongue (Wirén, 2009). Therefore, as the teacher explained, when they borrow books from the library, they try to find them in Swedish as well as in children's mother tongue. This gives children the opportunity to gather vocabulary from both languages –Swedish and mother tongue.

Research Implications

The research implications of this study may benefit and help all of teachers, parents, children, and policy makers. For teachers, research findings may help them to know more about multicultural education, especially in literacy learning. Additionally, teachers may identify the problems they may encounter in a multicultural preschool class when they start preschool, particularly with the Arab children. Also, teachers could recognize the weaknesses of multicultural children in terms of literacy and language acquisition then in turn try to find solutions for them. The research findings may also help teachers find the suitable strategies and methods to teach literacy for multicultural children in preschool classes.

For parents, however, the findings of this research may help them be more eager to work with their children on their literacy. Parents could recognize that home is the first school for children, so children should receive language support from home besides that they receive in schools. This realization could encourage parents to employ a variety of activities to boost their child's emergent literacy. They, in addition, could focus on teaching their children the mother tongue along with the Swedish language. Further, parents themselves may try to learn Swedish language because they know that this is important for their children literacy learning and development, especially when it comes to communicating with the school. That is, when parents have the Swedish language, they might be able to communicate and work with the preschool teachers on developing children's literacy abilities and skills in both languages. The results of this study recommend that children should develop both the mother tongue and Swedish language at the same time, as both of them are equally important for them. When children grow up with two solid languages, the mother tongue and Swedish language, they will have many doors open for them for advanced learning in the future.

Similarly, policy makers in Sweden could benefit from the implications of this study as they play a significant role in building and supporting the Sweden Literacy Framework.

High-quality teaching in preschool grade is critical. Decades of research have identified evidence-based strategies that help children achieve literacy proficiency. Policy makers can rely on the findings of this study to improve the spectrum of literacy teaching in Sweden.

There are also methodological implications. This study used semi-structured interviews and observations as efficient methods of data collection. The observation allowed the researcher to live the situation in the preschool setting, which helped in building a good picture of the

challenges that multilingual children in Swedish multilingual preschools encounter. Additionally, the observation method helped to investigate the strategies preschool teachers use to develop literacy in multicultural classes. Semi-structured interviews with teachers, however, helped identify the challenges they face with multilingual children, the challenges with Arab children in literacy development and the strategies they use to support literacy for multicultural children. This method also helped to identify the importance of the relationship between parents and the preschool in literacy emergence. Likewise, semi-structured interviews with parents allowed the research to identify parents' perspectives about literacy learning and mother tongue language.

Study limitations

Interpreting the findings of this study should take into account the following limitations:

The first limitation of this study was, the research was conducted in five months, in one multicultural preschool and in one city in Sweden. The study needed to demonstrate that this time is sufficient for collecting the data. Another limitation was that study results were based on a small experimental group of only five Arabic-speaking children, five parents, and six preschool teachers. This may affect the amount of data collected.

Trustworthiness of the study's results was suspected as long as the researcher herself was the one who conducted the interviews. Also, the questions asked during the interviews may have been unclear, resulting in participants misunderstanding them, which could possibly affect the validity and reliability of the collected data. These constitutes were the third limitation of this study. The findings from this study provide evidence of the literacy skills do multicultural preschool children need according to teachers and parents, additionally; pedagogical strategies do preschool teachers currently implement to support multilingual children in multicultural preschool. But, additional research is needed to strengthen and expand these findings.

Conclusion

As was previously stated, multilingual children face Challenges when they start preschool. Children who are learning the Swedish language find it hard to express themselves or explain what exactly they need. This constitutes a problem not only for children, but also for their teachers because teachers will not be able to help the children when they do not understand what they say or mean. Similarly, children could feel angry because teachers do not understand their complaints. Further, it is essential to note that teachers face challenges with children who begin at preschool and who are still learning the Swedish language. The greatest challenge teachers face are with children who have difficulties in pronunciation. For instance, some children have difficulties in pronouncing labiodental sounds such as (v) and (t) and in pronouncing some consonants as (h).

Findings from this study also indicate that preschool teachers face challenges with Arabic-speaking children in particular at preschool classes. Differences in grammar between both languages –Arabic and Swedish– can impact children learning Swedish language. The findings also make clear that teachers play a vital role in delivering a superiority education for preschool children. They work on helping children to mature and employ their understanding and on developing their language and literacy skills.

More in general, this study indicates that learning the mother tongue language at preschool is very important for multicultural children because if they do not develop a mother tongue fully during preschool, they are likely to experience difficulties with learning later. This too is a major finding of this study.

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Appendixes

Appendix 1: Table 1 steps of data analysis

Steps of data analysis	
Reading the transcript	The researcher started with reading through the script and writing short notes in the margin when she found interesting or relevant information.
Listing the information	The researcher went through the notes in the margin and listed the different types of information found.
Categorizing items	The researcher started reading the list and categorized each item in order to get a description of what it is about.
Listing items as major or minor themes.	The researcher tried to identify whether or not the categories can be connected and listed them as major or minor themes.
Comparing between items	The researcher compared between the various major and minor items.
	The researcher carried out the same steps with all the scripts.
Studying the categories	The researcher gathered all the categories or themes and studied each one of them in detail to test their relevance.
Reviewing the whole transcripts	The researcher made a review to be sure that the information in all the scripts was categorized into minor and major categories or themes. Then researcher made a review of all categories and ascertained whether some categories could be integrated or if some needed to be sub-categories.
Final step	The researcher returned to the original scripts and made sure that all the information that needed to be categorized had been so.

Appendix 2: Interview's QS for Teacher

- 1- How long have you been teaching? What languages do you speak?
- 2- Have you had much professional learning about multilingual children's literacy?
- 3- Tell me about a typical daily schedule in your preschool?
- 4- What will be the biggest/most important focus for a child during the preschool year?
- 5- How do you handle working with children of different languages groups? And how you can manage a multicultural class?
- 6- Describe your approach to teaching literacy to multilingual children? How do you prepare for differentiation in your class?
- 7- What materials are currently available in the preschool for literacy learning? How do you develop literacy activities?
- 8- What strategies do you use to encourage children to work in literacy class?
- 9- Are there any challenges to work with Arabic mother tongue children more than another multilingual children?
- 10- Can you give me an example of when you had to deal with difficulties with a multilingual child in a literacy class? Can you give me an example of when you had a success with a multilingual child in a literacy class?
- 11- Describe the learning environment you have for multilingual children.
- 12- As a teacher, what's most helpful for you to have parents know/understand about preschool?
- 13- What's the most helpful way for parents of multilingual children - to support a teacher during the school year?
- 14- What would you ask parents to do if you were faced with problem with multilingual literacy?
- 15- What do you think would help teachers more working with multi-lingual children?
- 16- Is there anything else you would like to comment on?

Appendix 3: Interview's QS for parents

- 1- Tell me about your family?
 - 2- Tell me about your x child in brief?
 - 3- Where do you work or study? And what is your qualification?
 - 4- What is the language spoken at home? And your child, which language do they use at home?
 - 5- If mixed, do you try to only focus on Arabic language with him or her at home?
 - 6- What activities do you practice with your child (at home or outside home)?
 - 7- How do you as a parent contribute to the child's reading and writing?
 - 8- How many times do you read to your child a week? Which type of books do you read? What language do you use when reading to the child?
 - 9- What are the difficulties you notice when you read for your child with x language?
 - 10- Which type of books does your child like?
 - 11- What is the manner you use for your child for his or her reading, writing and story-telling?
 - 12- Describe something very hard for a child at accomplishing because of the language? Describe something very easy for a child at accomplishing because of the language?
 - 13- Do you think your child is advancing in both languages (Arabic and Swedish)? Why/why not?
 14. How important to you is it that your child speaks Swedish at the same level as other children in the preschool?
 15. How can the preschool support multilingual children? What is currently good? What can be improved?
- Is there anything else you would like to say?

Appendix 4: Informed Consent Form

Challenges Of teachers working in multicultural pre-school in literacy class

Dear Participant:

You are invited to participate in a research study that will attempt to understand the experiences of Arabic-immigrant children who learn in Swedish preschool. You can decide not to participate. The following information is provided in order to help you make an informed decision whether or not you would like to participate. If you have any questions, please do not hesitate to ask. You are eligible to participate in this study because you have reported having a child who learns in Swedish preschool.

Project: Challenges Of teachers working in multicultural pre-school in literacy class

Purpose of the Project: This study will explore, educational challenges of teachers working in multicultural pre-school, challenges facing teachers with Arabic children in literacy class, also, how can teacher help Arabic children to emergent literacy.

Procedures: You will be asked to participate in an interview that will take approximately one hour of your time. The interview will be audio- recorded and will take place at Vänersborg library. During this interview you will be asked a series of questions. These questions are designed to allow you to share your experiences as a parent of a child who has Arabic as 11 and Swedish 12.

The observation of your child will take approximately an hour a day and will take place at xxx preschool and will be video-recorded. The observation will consist in your child learning literacy in multicultural class in Swedish preschool. All recorders and videos for you and your child will destroy after the study done.

Risks and/or Discomforts: There are no known risks or discomforts associated with this study.

Benefits: The information gained from this study may support and help us to better understand the experiences of multicultural (Arabic Swedish) children establishment literacy.

Confidentiality: During the interview, you will be asked to provide a pseudonym to insure that your identity. The audio recording will be assigned the pseudonym that you pick during the interview. The study sheet will not identify you. The study sheet will only have the pseudonym that you picked during the interview. The copies of the document you provide will be kept with the rest of the study sheets.

Compensation: You will not get any kind of reward for joining in this research.

Opportunity to Ask Questions: You may ask any questions concerning this research and have those questions answered before agreeing to participate or during the study. Or you may call Maisaa Abughalioun at any time, on mobile number 0708233119 or e-mail maisaaabughaliou@yahoo.com.

Freedom to Withdraw: You are allowed to choose not to participate in this study or to tow when you feel uncomfortable.

Without any badly touching.

Consent: If you accept to join in this study, I need to do interview with you, and I will observe your child in literacy class.

You are voluntary making a decision whether or not to participate in this research study. Your signature certifies that you have decided to participate having read and understood the information presented. You will be given a copy of this consent form to keep.

_____ Signature of
Participant Date

I agree to record my interview.

_____signature of Participant Date

In my decision I participate without unpaid to me and with full known I give knowledgeable agreement and have the lawful ability to volunteer in this study.

_____ Signature of researcher

Maisaa Abughalioun

Gothenburg University

Department of education

Educational research, international master program

_____ Date

Appendix5:Informed Consent Form

Utmaningar av lärare som arbetar i en mångkulturell förskola i kunnighet klass

Kära Deltagare:

Du är inbjuden att delta i en forskningsstudie som kommer att försöka förstå erfarenheterna från arabiska invandrarbarn som lär sig på svenska förskolan. Du kan välja att inte delta. Följande information ges för att hjälpa dig att fatta ett välgrundat beslut om du vill delta. Om du har några frågor så tveka inte att fråga. Du har rätt att delta i denna studie eftersom du har rapporterat har ett barn som lär sig svenska förskolan.

Projekt: Utmaningar av lärare som arbetar i en mångkulturell förskola i läskunnighet klass

Syftet med projektet: Denna studie kommer att utforska, pedagogiska utmaningar lärare som arbetar i en mångkulturell förskola, utmaningar inför lärare med arabiska barn i läs- och skrivkunnighet klass, också, hur kan lärare hjälp arabiska barn emergent literacy.

Rutiner: Du kommer att bli ombedd att delta i en intervju med intervjun tar ungefär en timme av din tid. Intervjun kommer att ljud- registreras och kommer att äga rum på Vänersborg bibliotek . Under intervjun kommer du bli frågad en rad frågor. Dessa frågor är utformade så att du kan dela dina erfarenheter som förälder till ett barn som har arabiska som L1 och svenska l2.

Observation av ditt barn kommer att ta ungefär en timme om dagen och kommer att äga rum på xxx förskola och kommer att vara videoinspelad. Observationen kommer att bestå i ditt barn att lära sig läskunnigheten i mångkulturella klassen i svenska förskolan. Alla inspelare och filmer för dig och ditt barn kommer att förstöra efter studie.

Risker och / eller Besvär: Det finns inga kända risker eller obehag i samband med denna studie.

Fördelar: Den information som erhålls från denna studie kan stödja och hjälpa oss att bättre förstå de erfarenheter mångkulturellt (arabiska svenska) barn etablering och skrivkunnighet.

Sekretess: Under intervjun, kommer du att bli ombedd att lämna en pseudonym för att försäkra att din identitet. Ljudinspelningen tilldelas pseudonymen som du väljer under intervjun. Studien arket inte identifiera dig. Studien arket bara pseudonymen som du valde under intervjun. De kopior av dokumentet du lämnar kommer att hållas med resten av studie arken.

Ersättning: Du kommer inte att få någon typ av ersättning för att delta i denna studie.

Möjlighet att ställa frågor: Du kan ställa några frågor om denna forskning och har dessa frågor besvaras innan de accepterar att delta eller under studien. Eller du kan ringa Maisaa Abughalioun när som helst, på mobilnummer 0708233119 eller e-mail maisaaabughaliou@yahoo.com.

Frihet att Uttag: Du är fri att besluta att inte delta i denna studie eller dra tillbaka när som helst utan att negativt påverka.

Samtycke: Om du vill delta i denna studie, kommer du att intervjuas, ditt barn observerats i läskunnighet klass.

Du är frivilligt att fatta ett beslut om de vill delta i denna studie. Din signatur intygar att du har beslutat att delta efter att ha läst och förstått den information som presenteras. Du kommer att få en kopia av detta medgivande att behålla.

_____ Underskrift
deltagare Datum

Jag har läst och ge sitt medgivande till ljudinspelning min intervju.

_____ Initialer deltagare Datum

Enligt min bedömning är jag frivilligt och medvetet ge informerat samtycke och har rättskapacitet att ge sitt informerade samtycke att delta i denna studie.

_____ Underskrift utredare

Maisaa Abughalioun

Göteborgs universitet

Institutionen för pedagogik

Pedagogisk forskning, internationellt master program

_____ Datum

Appendix 6: Arabic Informed Consent Form

نموذج الموافقة عن علم (مشروع)

:

تحديات المدرسين العاملين في الثقافات ما قبل المدرسة
في فصول محو الأمية

عزيزي المشارك:

أنت مدعو للمشاركة في دراسة بحثية من شأنها أن محاولة فهم تجارب الأطفال العربية للمهاجرين الذين يتعلمون في مرحلة ما قبل المدرسة السويدية. يمكنك أن تقرر عدم المشاركة. يتم توفير المعلومات التالية من أجل مساعدتك على اتخاذ قرار مستنير ما إذا كنت ترغب في المشاركة. إذا كان لديك أي أسئلة لا تترددوا في طرحها. كنت مؤهلاً للمشاركة في هذه الدراسة لأنك قد ذكرت وجود الطفل الذي يتعلم في مرحلة ما قبل المدرسة السويدية.

المشروع: تحديات المدرسين العاملين في الثقافات ما قبل المدرسة في فصول محو الأمية

الغرض من المشروع: هذه الدراسة سوف تستكشف والتحديات التعليمية من المعلمين العاملين في الثقافات ما قبل المدرسة، التحديات التي تواجه المعلمين مع الأطفال العربية في فصول محو الأمية، أيضاً، كيف يمكن مساعدة الأطفال المعلم العربي لمحو الأمية الناشئة.

الإجراءات: سوف يطلب منك أن تشارك في مقابلة مع الخاص بك المقابلة سوف يستغرق ما يقرب من ساعة واحدة من وقتك. وسوف يتم تسجيل المقابلة بالصوت وسيعقد في مكتبه فنزبرج وخلال هذه المقابلة سوف يطلب منك سلسلة من الأسئلة. وقد صممت هذه الأسئلة ليسمح لك لتبادل الخبرات الخاصة بك كوالد لطفل لديه العربية كما L1 و L2السويدي.

ومراقبة طفلك يأخذ ما يقرب من ساعة واحدة في اليوم، وسوف تجري في مرحلة ما قبل المدرسة الثلاثون وسوف تكون مسجلة فيديو. وسيتألف المراقبة في مجال محو الأمية بك تعلم الطفل في الصف متعددة الثقافات في مرحلة ما قبل المدرسة السويدية. وجميع مسجلات وأشرطة فيديو لك ولطفلك تدمر بعد دراسة أجريت.

المخاطر و / أو المضايقات: لا توجد مخاطر معروفة أو المضايقات المرتبطة بهذه الدراسة.

الفوائد: المعلومات المكتسبة من هذه الدراسة يمكن أن تدعم وتساعدنا على فهم أفضل تجارب متعددة الثقافات (العربية السويدية) الأطفال إنشاء محو الأمية.

السرية: خلال المقابلة، سوف يطلب منك تقديم اسم مستعار للتأكد من أن هويتك. وسيتم تعيين تسجيل الصوت اسم مستعار أن تختار أثناء المقابلة. فإن ورقة الدراسة لم تحدد هويتك. فإن ورقة الدراسة لديهم سوى اسم مستعار أنك التقطت خلال المقابلة. سيتم الاحتفاظ بنسخ من الوثائق التي تقدمها مع بقية الأوراق الدراسة.

التعويض: لن تتلقى أي نوع من التعويض عن المشاركة في هذه الدراسة.

فرصة لطرح الأسئلة: ربما تتساءلون أي أسئلة بخصوص هذه الأبحاث وجعل تلك الإجابة على الأسئلة قبل الموافقة على المشاركة أو أثناء الدراسة. أو يمكنك الاتصال ميساء أبو غليون في أي وقت، على رقم الجوال 0708233119 أو البريد [mail maisaaabughaliou@yahoo.com](mailto:maisaaabughaliou@yahoo.com).

الحرية لسحب: أنت حر في أن تقرر عدم المشاركة في هذه الدراسة أو الانسحاب في أي وقت دون أن يؤثر ذلك سلباً.

الموافقة: إذا كنت ترغب في المشاركة في هذه الدراسة، سيتم مقابلتك، لاحظ طفلك في فصول محو الأمية.

كنت اتخاذ قرار طوعي أو عدم المشاركة في هذه الدراسة البحثية. يشهد التوقيع الخاص بك أن كنت قد قررت المشاركة بعد أن قرأت وفهمت المعلومات المقدمة. ستعطى لك نسخة من هذا النموذج الموافقة على الاحتفاظ بها.

التسجيل _____ توقيع المشارك

أنا هنا من قبل إعطاء الموافقة على تسجيل الصوت مقابلتي.

الأحرف الأولى من المشاركين التسجيل _____

في رأيي أنا تطوعاً وعطاء الموافقة المسبقة عن علم وتمتلك القدرة القانونية لإعطاء الموافقة المسبقة للمشاركة في هذه الدراسة البحثية.

توقيع باحث _____

ميساء Abughalioun
جامعة جوتنبرج
قسم التربية
البحوث التربوية، برنامج الماجستير الدولي

التاريخ _____