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# Perceptions of Oral Communication in English:

Newly Arrived Students at the Language Introduction Program  
in Sweden.

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## Abstract

In recent years, the reception of refugees in Sweden has contributed to multicultural classrooms in Sweden. Newly arrived students have different experiences of teaching since they originate from different countries and have different backgrounds. These aspects contribute to different challenges for both pupils and teachers. This qualitative study will focus on EFL in Sweden and it aims to investigate how newly arrived students perceive the oral communication goals in the EFL-curriculum. The students' previous experiences of EFL-teaching will also be taken into consideration. The primary data analyzed in this paper are interviews with nine students and two teachers. The data collection was done through semi-structured interviews, which were later transcribed and interpreted. In accordance with previous research, findings from this study show that the students' previous education mainly focused on formal teaching that involved teacher-led lectures and passive absorption of knowledge (e.g. receptive skills). However, some results showed that oral communicative activities had been carried out in some of the students' previous education. Nevertheless, it was evident that these activities were highly structured by the teachers and did not give rise to spontaneous interaction in the classroom. Moreover, findings also show that the newly arrived students interacted more or less depending on the design of the oral activity. Overall, emotional aspects of the classroom environment seemed to have a significant impact on the extent of interaction on the lessons.

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# 1 Introduction

## 1.1 Background

In recent years, Sweden has received large amounts of refugees primarily from Afghanistan, Middle Eastern and Northern African countries. This reception of refugees contributes to heterogeneous classrooms where newly arrived students from different cultural backgrounds and with different education are mixed together. These multicultural classrooms enhance challenges for both teachers and pupils.

According to Bunar (2015, pp. 88-9), Australia, Canada, The United States, and New Zealand have developed different models concerning newly arrived students in connection with English as a second language. However, the current situation in Sweden is different from these countries since English is taught as a Foreign Language in Swedish schools. In contrast with the countries mentioned above, English is not used as an official language in the Swedish society. These aspects initiated the idea of investigating newly arrived students concerning the English subject in Sweden.

In line with the Swedish curriculum, teachers have a responsibility to inform students about the goals of their education. The Swedish education system has developed a communicative focus in language teaching where the target on both oral production and oral interaction is stressed. The English subject has, therefore, a purpose of developing students' interactive competencies and communicative skills (Skolverket, 2017). However, previous research indicates that different school systems have different views on how teaching should be carried out and what it should include.

According to Mahrous and Ahmed (2010, p. 291-2) formal academic language seem to be of higher value than colloquial language in Middle Eastern countries. They also highlight that receptive skills seem to have a greater focus in teaching than productive skills. Moreover, another aspect that Bunar (2015, p. 274-82.) emphasizes is that students themselves have different ideas of what teaching should include and how they should behave in a classroom situation. Swan and Smith (2001) also argue that learners with L1s such as Arabic and Farsi, among others, are used to authoritative teachers and formal teaching. These learners can, therefore, perceive everyday language (talking about private life) as unserious.

These findings contradict some curriculum goals in the English subject in Sweden where students are expected to talk about interests, everyday situations, relationships, ethical issues opinions, experiences, feelings, future plans etc. (Skolverket 2011). In line with the

descriptions mentioned, one might ask what kind of learner identity Sweden's newly arrived students have from their home countries? Therefore, one could argue that different habits of other school systems might affect students' performances in a Swedish classroom.

Several studies have been done in connection with newly arrived students and different challenges such as socialization, adapting to the Swedish school system, learning Swedish etc. (Bunar, 2015; Nilsson & Axelsson, 2013). However, there is a lack of studies concerning newly arrived students' perceptions of the English subject and how they perceive oral communication. These aspects motivated the relevance of investigating to what extent newly arrived students' previous experiences of teaching affect oral communication in the English subject.

Moreover, according to Lightbown and Spada (2013, p. 87-93), there are different aspects that might affect language learning and communicative skills in general. Besides cultural aspects, other factors such as personality, learning style and motivation might have an impact on language learning. Skolverket (2012a, p. 113-5) also emphasizes that habits of language use within the family in connection to class have an impact on how students learn a language. Taking the aspects mentioned above into consideration, this paper focuses primarily on the cultural aspects that might affect the oral communication in the English subject. In this study, characteristics of the Swedish school system will be described in connection with the communicative classroom. These characteristics will then be contrasted with students' perceptions from different education systems.

Furthermore, this project has the intention of facilitating how teachers can meet newly arrived students' needs. Findings from this study will hopefully give useful insights into how teachers can improve their teaching of these students. For this reason, this study will hopefully serve as an essential contribution to further research.

## 1.2 Definitions

The following definitions are explained in order to facilitate the reading:

- *Newly arrived student*: In this essay the definition of The National Agency for Education is used: According to the school law, students have a status of a new arrived student for four years after they begin in a Swedish school (Skolverket 2017b).
- *English as a Foreign Language (EFL)*: The teaching of English to students whose first language is not English.

- *The Language Introduction Program (LIP)*: is a preparatory program with different subjects used for newly arrived students. This program has its focus to primarily prepare students with language development before continuing to an upper secondary school-program (Skolverket, 2017b).

### 1.3 Aims and research questions

This project aims to investigate how newly arrived pupils perceive oral communicative goals from the curriculum in the subject English in Swedish schools. The following questions are addressed:

1. What do newly arrived students experience as challenging when it comes to oral communicative skills in the subject English?
2. What reasons are given by the students for their experienced challenges?
3. What, if any, differences in the teaching of English do they experience?
4. How do teachers perceive newly arrived students' abilities and comprehensions of oral communicative skills in English?

## 2 Previous research and theoretical background

### 2.1 General challenges

#### 2.1.1 General challenges when teaching newly arrived students

According to Bunar (2015), there are several aspects to take into consideration regarding newly arrived students' adaption of the Swedish education system. Findings from a study by Skolverket (2012a) showed that teachers generally did not want to give special treatment or disfavor anyone in the classroom. They emphasized that they treated all pupils equally. In other words, pupils' cultural background was not noticed and paid attention to (p. 128-9). Skolverket (2012a, p. 113-115) emphasizes that teachers' knowledge about students' previous experiences and growing up conditions should be taken into consideration in relation to their language development. Here, mother tongue support has a large impact on teaching. They also need tutorials through their mother tongue in order to develop their learning in general. The risk that arises when excluding the general base of students' previous knowledge is that they will have difficulties in following the teaching in Sweden.

### **2.1.2 General challenges for newly arrived students**

Limited research in this area and the shortage of peer-reviewed articles contributed to the move of using student papers as a complement for this review. Therefore, a qualitative Swedish student paper by Anders (2011, pp. 19-23) was used that investigated several challenges through interviews with newly arrived students. Factors that were brought up concerned different school systems and different cultural values. Additionally, some students had little experience of English studies. Other studies from Skolverket (2012a, pp. 129, 131) have shown that pupils with another mother tongue than Swedish, express that they feel overlooked and that their previous knowledge and experiences are neutralized. They expressed a lack of considerations for their previous experiences and said that they feel marginalized or excluded in teaching.

Moreover, Nilsson and Axelsson (2013) discuss Mariani's model from 1997. This model illustrates different classroom environments in connection with support and challenges. A classroom environment that partly provides support combined with challenges is an optimal environment for students to develop in a positive direction (pp. 140-1). This kind of environment is referred to as the *Learning zone*. Conversely, newly arrived students often end up in the *Frustration zone* in regular classes which tend to be too challenging. However, they further argue that introductory classes for newly arrived students tend to provide security in combination with lack of challenges. This is referred to as the *Comfort zone* which usually does not enhance development. Moreover, they further emphasize that these aspects of classroom environments should be made visible in order to consciously work towards improvements.

## **2.2 School experience:**

### **2.2.1 Students' expectations in the teacher:**

According to Mahrous and Ahmed (2010, p. 291) and Swan and Smith (2001, pp. 209-10), Arabic learners are used to highly structured teaching and used to take orders from the teacher and to get clear instructions on what to study. Here, clashes might arise when teachers do not share the same view on education as their students. Findings from Bunar's (2015) study show that newly arrived students expressed that their previous teachers gave much more homework than teachers in Sweden and had an authoritative status in the classroom. He further emphasizes that students have different *learner identities* that involve previous experiences of



education and how it should be carried out. Findings from his study highlighted that the newly arrived students were not used to asking questions that were not directly connected to the steering documents. Teachers' lesson plans were not negotiable, and students were not allowed to participate in discussions regarding their own learning. Furthermore, the students expressed that they were used to high demands from the teachers. They also indicated that Swedish teachers, in general, were too easy-going and the students requested higher expectations from them (pp. 268, 274-82).

### **2.2.2 Different experiences of how teaching is carried out**

In Mahrous and Ahmed's (2010, p.129) study, some general descriptions of Middle Eastern countries are given. Even though Middle Eastern countries have different socio-economic conditions, there are some general characteristics regarding education that can be highlighted. Regarding pedagogical assessment, they claim that the contrast between Middle Eastern countries and Western countries is sharp. They further discuss that Western countries have a greater focus on interactive education where exams and assignments are more practical and problem-focused. Moreover, Mahrous and Ahmed (2010, p.291) describe what kind of pedagogy permeates public institutions in Middle Eastern countries. They emphasize that rote learning, dictation, and lectures are the dominant elements used in education. Also, readings that contain clear facts and information that are easy to memorize are preferred among these students.

Furthermore, the teaching usually focuses primarily on illustrative concepts and reading from textbooks. These aspects result in assessments that concentrate mainly on examinations through tests. Mahrous and Ahmed also emphasize that "the Middle Eastern education system as a whole is an examination-oriented system that rewards the passive absorption of knowledge" (2010, p.291). Although the students mentioned in Mahrous and Ahmed's study were University students, Bunar (2015, pp. 274-82) contrasts them with newly arrived students from a secondary school in Sweden. As mentioned in the previous section, these students confirmed that their previous schools differed from Swedish schools in many aspects. These aspects concerned how teaching should be carried out and how students should behave in the classroom.

In addition to Mahrous and Ahmed's (2010) descriptions, Swan and Smith (2001, pp. 192, 209-10) give some general recommendations for teachers when teaching students from different cultures. Regarding Arabic speaking countries and Iran, they emphasize the

importance of formal education such as rote-learning and passive absorption of knowledge etc. Even though different school systems in the Arabic world vary, they further argue that these students generally are used to formal teaching. In other words, the focus is primarily aimed towards academic texts and formal language is generally higher valued than "everyday colloquial English". Therefore, these students might expect to be tested and quizzed regularly and colloquial language can be considered unserious (pp. 192, 209).

In contrast with Western education systems, Mahrous and Ahmed (2010) indicate that students from Middle Eastern countries can be perceived as having a lack of problem-solving abilities, lack of critical thinking and that they rarely act on their curiosity. Additionally, they can also be perceived as lacking experience in expressing what they think or feel in a classroom situation.

Findings from Anders' (2011) study investigated newly arrived pupils in a Swedish school and their difficulties in connection with the curriculum goals in English. Findings from his study revealed that there were complications regarding newly arrived students' ability to produce written and spoken material. In line with Mahrous and Ahmed (2010), Anders (2011) further argues that productive skills, which include writing and speaking, might be absent in other classroom cultures where language teaching is performed. Therefore, newly arrived pupils might not be equipped with sufficient linguistic abilities from their home countries since receptive skills have a dominated status in their previous education. Moreover, findings from Anders' (2011) study showed that some students from the interviews declared that they were used to input-oriented language teaching from their previous education and that they were only used to study grammar.

## 2.3 Oral communication in EFL.

### 2.3.1 Oral communication in Europe

The Council of Europe (2001) aims at promoting language learning in Europe, in which, a communicative focus in recent years has gained more significant influence in language teaching. The Swedish curriculum in EFL has several influences of the Common European Framework established by The Council of Europe (Tornberg, 2015, pp. 54-5). However, the Swedish curriculum is also adapted to the Swedish context in order to function in a Swedish society. Skolverket (2011) and The Council of Europe (2001) have solid materials with guidelines and comments on what is included in the subject English. In this study, the

learning objectives and the central content of the Swedish curriculum for year nine will be primarily discussed.

### **2.3.2 Oral communication in Sweden**

Brown (2007) emphasizes that "interaction is, in fact, the heart of communication [...]. Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other" (2007, p. 212). He further suggests that teachers should take on different roles in the classroom in order to reach successful interaction among students. This involves creating a structured organized lesson but at the same time creating space for spontaneous interaction and creativity among students. Teachers should also be aware of the group dynamics among students and emphasize collaboration. He further argues that attention should be given to meanings and messages before grammar. Communicative strategies are emphasized and students should be encouraged to dare to talk despite the fact that they may make mistakes. Brown finally suggests that the teacher should function as an *initiator of the interaction*: "Encouraging students to develop communicative strategies is an excellent means of stimulating the learner to develop tools of interaction" (p. 221)

Aligning with Brown's (2007) guidelines, Skolverket (2017a) highlights the benefits of activating the students. They suggest that active students learn more when participating in active conversations and problem-solving. The steering documents promote that language, learning and identity development are closely linked. These aspects align with a socio-cultural perspective where students can use each other as resources in communicative processes through scaffolding. In contrast to being an authoritative leader in the classroom, teachers are encouraged to function as a supportive mentor to the students (Skolverket, 2017).

Additionally, Skolverket (2017a) encourages an approach that promotes entrepreneurship with both individual and group activities in the classroom. This can be accomplished through students' creativity, curiosity, innovation and willingness to solve problems. Furthermore, focus is aimed towards dynamic thinking where different perspectives (ethical, global etc.) are taken into consideration. The ethical perspective of teaching should promote students' ability to have personal opinions and act responsibly to themselves and others. (Skolverket, 2017, pp. 8-10).

### 2.3.3 Oral communication-skills in the curriculum

According to Skolverket (2011), the curriculum of the English subject for year 9 emphasizes that students should develop *all-round communicative skills*. They should also be able to express themselves and interact with others in speech in order to develop a *language awareness*.

A starting point for students to be able to learn a language is for teachers to create an excellent learning environment. Skolverket (2012b) emphasizes that confident students are excellent language learners. Through a safe learning climate, students can be strengthened and dare to take risks and believe in their ability to learn. Furthermore, Skolverket (2017a) also highlights that students should be able to adapt their language to different situations, purposes and recipients. Another essential aspect that Skolverket (2011) highlights is to be able to use different strategies to support communication and to solve problems when language skills are inadequate. According to Skolverket (2012b) teachers should also ensure that they guide students in how they can develop learning strategies for language learning. This may include encouraging students to learn from each other or how to effectively learn new words or to bring the communication forward even if obstacles can occur. Socio-affective strategies are primarily about daring and wanting to use the language. Other important aspects of developing in language learning are to interact with others, give feedback and dare to ask for help.

In addition, Littlewood (2008, pp. 97-8) discusses some psychological factors that might affect language learning. These factors are; anxiety/culture shock, attitude towards language community, anxiety that can result in reluctance towards expressing oneself. In line with the factors, he suggests that teachers should encourage learners to adopt communicative strategies. Therefore, teachers should create classroom-situations and social contexts that relate to the environment where the language is spoken. Teachers should help students to express what they need and express things about their own personality.

Skolverket (2012b) also stresses the importance of an allowing classroom atmosphere where mistakes are accepted. This might contribute to a successful usage of communicative strategies among students. She also encourages teachers to use the target language as much as possible, partly due to the fact that several studies indicate that it contributes to a more successful language learning where students seem to increase their use of the target language. However, there are some objections against using the target language throughout the whole lesson. Low language levels among beginners might require inclusion of the mother tongue.

Some teachers also value the opportunity to talk *about* a language in the classroom. Nevertheless, Skolverket (2012b) further argues that Sweden is a multicultural country with heterogeneous classrooms which gives reason to use the target language in teaching (pp. 4, 14-15).

By teaching in the target language, exercises related to real-life situations can be carried out where students can use language strategies that can later be used in authentic situations. In order for the pupils to interact in authentic situations, the teacher is required to create activities that allow students to practice their language strategies to address different problems when language proficiency is insufficient. Reformulations/explanations are examples of communicative strategies. This can easily be done in pairs or in group activities where students get the opportunity to explain words in the target language. Gestures and body language are also counted as strategies to contribute to conversation or confirm phrases and expressions. Pupils can also ask for clarification to carry on the conversation. (pp. 14-15)

There are also other important aspects in the central content of the English subject regarding oral communication such as discussing everyday situations, well-known topics, interests, relations, ethical issues, events, opinions, experiences and feelings. Speaking about social relations and cultural phenomena in areas where English is used are also important aspects from the curriculum of EFL in Sweden (Skolverket, 2011).

### **3 Materials and method**

#### **3.1 Rationale for method choice**

In order to gain information about newly arrived students' perceptions of productive skills in EFL, a qualitative approach was adopted with the help from interviews. According to McKay (2006, p. 7), the purpose of qualitative studies is to contextualize and interpret data. The method for this project has been inspired by an open phenomenological approach of life-world interviews (Kvale & Brinkmann, 2009, p.124). In other words, the interpretation of results was done with great caution as the study was limited to only a few respondents. In this context, the researcher took the subject's life world into consideration when analyzing the data. In this case, focus is primarily to describe the students' perceptions rather than given explanations and analyses. In order to clarify the method of the study, the phenomenological

approach to life-world interviews is illustrated by Spradles (as cited by Kvale & Brinkmann, 2009, p. 124):

I want to understand the world from your point of view. I want to know it the way you know it. I want to understand the meaning of your experience, to walk in your shoes, to feel things as you feel them, to explain things as you explain them. Will you become my teacher and help me to understand?  
(1979, p. 34, referred in Kvale & Brinkmann, 2009, p. 124).

In other words, an interview can be seen as a mutual entrustment where new insights can emerge. In this two-way communication the interviewer's experience (life-world) is the essence of the interview.

## 3.2 Participants

The interviews were conducted at a public upper secondary school in western Sweden. Due to different factors such as time, resources and limitations of the size of the study, eleven respondents were chosen for this project. The focus of this study was primarily on newly arrived students from the Language Introduction Program (LIP) who study EFL in Sweden. The respondents were chosen by different criteria; they had to be *newly arrived* by the definition of Skolverket (2017b) and had to be studying towards grades for year nine in secondary school. In addition, they had to have studied English before arriving to Sweden. Furthermore, a wide range of pupils from different countries was also desirable in order to get different perspectives and descriptions. At the end, students from four different nationalities (Syria, Afghanistan, Eritrea and Somalia) signed up for an interview.

Two girls participated in the interview. One girl originated from Somalia and the other one from Eritrea. The rest of the participating students were boys. One boy was from Eritrea, one was from Somalia, one was from Syria but had studied in Lebanon, and the rest of the boys originated from Afghanistan. One of the boys from Afghanistan had partly studied in Iran and had learned English from his father instead of learning English in school. Another student from Afghanistan had studied for some time in Pakistan. The students had lived in Sweden between 8 months-3 years and had studied English between 6 months-4 years before they came to Sweden. For several students, the amount of time they had studied English before they arrived to Sweden was spread through different periods. Overall, the students had studied English between 6 months-2 years in Sweden.

As already mentioned, two more interviews were conducted with two teachers as a complement in order to get more comprehensive data. The focus was then broadened towards

how teachers perceive newly arrived students' abilities and comprehensions of oral communicative skills in English.

**Teacher 1:** was a satellite-teacher, which means that she was not part of the teacher-team at the LIP. The majority of her teaching was primarily carried out at the Economics Program in ordinary classes. However, one of her courses was done with newly arrived students at the LIP. This teacher had little experience of teaching newly arrived students.

**Teacher 2:** was working at the Introduction Program (IM) where the LIP is included. This teacher had many years of experience in working with students with special needs. She had also worked as a Swedish as a second language-teacher with newly arrived students for many years.

### 3.3 Material and data collection

Before collecting the data, a test interview was conducted with a Syrian student at Chalmers University of Technology. The interviewee was a former immigrant student who had experience of EFL in both Syria and in Sweden. The test interview was intended to test the interview guide before collecting the data for the study. The interview questions were answered through semi-structured interviews. The Swedish curriculum of English as a foreign language (for year 9 in secondary school) was used as a foundation when constructing the interview questions where the questions were based explicitly on relevant goals regarding oral communication.

The complete interview guide included 15 questions and various probing questions were added in order to gain more information when needed. An explanation about the project was given and questions were handed out to the students in advance. The explanation was done in order to provide the interview subjects with time for reflection before answering the questions. However, two students had to be interviewed right away due to the shortage of time. Two other pupils were interviewed together by their own request. The majority of the interviews was performed in Swedish that were later transcribed and translated into English. By a student request, one of the interviews was performed in English.

At first, the research questions were solely based on the pupils' perceptions on productive skills in EFL. Due to the shortage of responses and the need for more comprehensive data from the interviewees, one of the research questions had to be rephrased. The question "To what degree do the students perceive that their Swedish teachers of English understand their challenges?" was rephrased to "How do teachers perceive newly arrived students' abilities and

comprehensions of productive skills in English?". Nine interviews were done with students and two complementary interviews were carried out with two teachers. In order to gain as much comprehensive data as possible and to facilitate the transcriptions, the interviews were recorded.

Moreover, notes were taken during the interviews to complement the data collection further. Each interview took approximately 15-20 minutes to carry out. Language barriers was a significant challenge during the interview process. The students' challenges of expressing themselves in a foreign language (Swedish or English) affected the data collection. For some reason, there were many contradictions in the responses to the questions. In many cases, topics that did not have relevance to the research issues occurred during the interview. Despite the fact that these occurring topics were not part of the purpose, they will be discussed later in this study.

The interviews were carried out at an early stage of the project and the purpose of the study was by that time to investigate newly arrived students' perceptions of both written and oral skills. That resulted in a wide range of data which gave reason to shorten down the purpose of solely focusing on oral communication.

### 3.4 Analysis

The analysis of the data in this study was done through thematic analysis. Braun and Clarke (2006) suggest that thematic analysis "offers an accessible and theoretically flexible approach to analyzing qualitative data" (p. 77). They argue that thematic analysis is an excellent research tool that can contribute to rich account of data. Firstly, the data was collected and sorted into different items. Secondly, items were coded into different extracts which were divided into different themes. The themes that were constructed were called: **Different experiences of teaching**, **Effects of oral communicative activities** and **The emotional aspect of the classroom**. Also, the themes were analyzed and discussed in connection with previous research.

Moreover, interpretation of the data was done with great caution from a starting point of McKay's (2006, p. 56) guidelines. Many of the responses from the students may have been influenced by what they thought they should have said in the specific interview situation. McKay (2006, p. 55) emphasizes that the researcher should identify the particular role distribution, interaction and power imbalance in the actual interpretation process of the data. Furthermore, she highlights that the researcher must have an understanding that an



interviewee's response does not always reflect reality as the situation may affect how the person responds. These guidelines request the author to look for patterns, not allow his/her subjective interpretations to disorientate the data collection and maintain an open mind.

### 3.5 Reliability and Validity

In order to achieve reliability, which McKay (2006) refers to as *dependability* when it comes to qualitative studies, the different steps of the procedure of the research are described in the study. These descriptions will give an opportunity for the readers to retrieve and review the findings provided (pp. 13-15). The interview-guide had a semi-structured design but was later modified due to different factors (e.g. language barriers, affective filter) that appeared in the first interview. Some respondents seemed to find some questions disturbing or abnormal, and in some cases, the respondents seemed to answer what they thought the interviewer wanted to hear and not what they actually thought. Due to the aforementioned factors, the interview-guide was restructured into a more flexible format with probing questions in order to evade possible obstacles. The questions were asked randomly suitable to the conversation and in some cases, leading questions and control questions had to be asked due to the language barriers which might be a threat to the reliability.

In qualitative studies, McKay (2006 p. 13) defines internal validity as *credibility*. To achieve credibility, recording and analyses of results must be done with great caution and "presented in a fair and unbiased manner" (p. 13) To achieve external validity (which McKay defines as transferability), complete descriptions of the participants and the context of the research are provided. McKay (2006) suggests that this helps the reader to determine "to what extent the findings might be applicable to other contexts" (p. 13).

An important aspect that needs to be considered is the fact that newly arrived students do not have the opportunity to express themselves in their mother tongue. This might hinder them from fully expressing what they actually think or feel. This might be a threat to the validity and it may be difficult to check if the answers actually match what they think. In order to achieve validity, the recordings were listened to several times and the researcher asked confirming questions several times to the respondents during the interviews. To ease the tension in the interview situation for the respondents, they were allowed to use both English and Swedish when answering the questions. They were also treated with great caution

and great respect. These aspects, which also concern relationship power in interview situations, are further discussed in the next section.

Furthermore, some could argue that the generalizability of the study is limited due to the factors mentioned above and due to the fact that the study involved a smaller number of interviewees. However, the goal of qualitative studies is to understand specific experiences or a specific situation/context (McKay, 2006, p. 14). This study contributes to different descriptions of how newly arrived students experience features of the EFL-teaching in Sweden, that are related to theories from previous research. These descriptions might be of high value for teachers in order for them to gain knowledge about newly arrived students' pre-experiences and to adapt their teaching to students' different needs. As McKay (2006) puts it: "if generalizations are taken as assertions of permanent value that are context-free, then there are no real generalizations" (p. 15).

### 3.6 Ethical considerations

The rationale behind the method was based on several ethical principles that will be explained in this section. According to McKay (2006, p. 55), the researcher should be sensitive to the students' responses and understand that they might have language difficulties, be nervous, or feel anxious. The researcher should, therefore, identify these factors in order to reduce the tension that arises from the interviewees.

Aligning with McKay (2006), Bunar (2015, pp. 265-266) emphasizes the importance of having patience when interviewing newly arrived students and to treat them with great respect. He also highlights that there might be difficulties for them to express themselves emotionally in a foreign language. In other words, performing an interview in the interviewees' mother tongue is preferable. However, in this case, there was no interpreter available for this project and interviews were performed in English and Swedish. Therefore, the researcher had to pay extra attention to language barriers and treat the interviewees with great caution.

McKay (2006, p.55) highlights that the effect of the relationship power should not be ignored, but taken seriously, no matter how careful the researcher is in the interview. In order to minimize the power relations in an interview situation, McKay suggests that the interviewer should make sure that the interviewee has understood the purpose of the study. In other words, an explanation of why the study is conducted is necessary and a clarification of what the study should be used for.

Aligning with McKay's guidelines, an oral presentation about the purpose was done in class before the interviews were carried out. In addition, the students' confidentiality was verified before the interviewer started recording. They were also informed about the option to cancel the interview and drop out of the study by their own request. This confirmation was done orally. The teachers were informed separately and orally before the interviews were carried out.

All participants were over 16 years old. Therefore, the agreement of participation in the study was based on the main section 18 in the Law on ethics review (Vetenskapsrådet, 2002). All respondents were informed about what benefits they provide to future research when they participate in the study. McKay (2006) emphasizes that showing appreciation towards the fact that they are participating in the study and share their experiences is also a way of releasing some tension.

Conclusively, the translations of the quotations in the results were made by the author. The author had the intention to illustrate identical answers from Swedish to English. The majority of the students answered in Swedish and grammatical language errors were identified during the interviews. These errors were therefore translated into English. In order to protect the students' confidentiality, the names of the participants in the results are assumed names.

## 4 Results

The following themes were found in the interpretation process of the data: **different experiences of teaching, effects of oral communicative activities and the emotional aspect of the classroom**. In this section, the themes will be described thoroughly.

### 4.1 Different experiences of teaching

This theme illustrates the students' different experiences of the English teaching in the home country and in Sweden. One student expressed that the lesson in her home country was short and the teacher was leading the lesson. Six students expressed that they did not speak so much English in the classroom back home and that they talked more in Sweden. These aspects were expressed by three students:

...if we had English today, tomorrow we practice, practice, practice home and when we came to the next lesson ehm... two persons stay and talk conversation together [...] the teacher come and writes on the board

and then we write... it takes time, it takes time... when we are done teacher starts explaining and then say "have you questions?" afterwards if there are no questions he goes and gives us a homework.

[Zara, 19 years old from Somalia]

...we talked English but not so much [...] we talk more in Sweden.

[Ziad, 19 years old from Eritrea]

...we miss that we don't talk English in the classroom too... we don't practice talking English.

[Alma, 19 years old from Eritrea]

As illustrated in the comments, the majority of the students emphasized that the teacher in their home country decided everything and the lessons were usually held by the teacher. This clearly indicates that the students were used to a traditional classroom environment with teacher-led lectures. It is also evident that the teacher was seen as an authoritative figure where the students were expected to passively absorb information in the classroom. Six students discussed different aspects of their previous school experience related to pressure. In general, they emphasized that their teachers were much more demanding than teachers in the Swedish school. The students also requested more homework and wanted to write and practice more grammar in Sweden. In addition, two students discussed the frustration of mixed classrooms where everyone is at different levels. They wanted more pressure from the Swedish teachers in order to develop faster. These aspects were particularly stated by two students:

... I wanna fight! I can fight for myself, not for others. It is important to talk a lot, write a lot. As I said to you, competitions against each other [...] go to school, teachers more demanding. That is most important!

[Kaami, 18 years old from Afghanistan]

...you must teach us to dare to come to the board and have to tell what you have written. That was the most of what we had and we must do like that in Afghanistan. [...] that was a big thing that you had to... from the board, telling everyone. It was not good that you sit on your chair and tell... you must go to the board and tell... tell everyone. It is good that you go and stand in front of the board.

[Adnan, 18 years old from Afghanistan]

In contrast with the descriptions mentioned above, four students said that they spoke English in their previous classrooms. However, based on the students' descriptions, it can be assumed that the oral communication activities had a more structured design. Two students highlighted the fact that discussions were often about politics and morality. Two students gave following descriptions of how oral activities could be designed:

...the teacher chooses a topic and like we had to write about that in English. Then we went home and we had one or 2 days to write a text or facts and then we came back to class and read in front of everyone. [...] you can write about moral, how you should behave, you know... you should be in good mood, so you can also write about your opinion and so on.

[Yousef, 18 years old from Afghanistan]

...yes we had debate competition. We do one group there, one on the other side. We have to talk a lot with each other. Show how much we know. Or who won that group competition. I am not sitting here or the boys don't want to go over there, one is nervous, but not in Afghanistan. They are very "go there" or talk a lot. Teacher come and ask about everything. They are very serious.

[Kaami, 18 years old from Afghanistan]

The comments clearly illustrated that the oral *presentations* were structured by the teacher rather than oral *interaction* and spontaneous discussions. In the interview with Teacher 1, a discussion about traditional teaching was raised. She emphasized that the students knew much grammar and at times, she chose a more traditional approach to teaching due to the fact that the students got more confident when they could show their grammatical skills. Teacher 2 also highlighted that it was easier to discuss grammar with newly arrived students. She said that they had a meta-language which means that she could talk *about* languages with her students.

Based on the teachers' perceptions of their students, it is evident that the students have other experiences of teaching than Swedish students. Even though several students had experiences of oral communication, it is clearly stated that they are used to more formal and highly structured classroom activities.

## 4.2 Effects of oral communicative activities

This theme illustrates how different oral activities, depending on the design, affected the students. Teacher 2 emphasized that her students spoke a lot and that they had opinions about everything in the classroom. Teacher 1 also admitted that the students spoke a lot, but she had a different experience than Teacher 2. She thought that the type of oral activity could determine how much they spoke in the classroom. Furthermore, she argued that they could easily give short and concise answers but if she asked them to develop their answers, they became more inhibited. However, when she spoke to them in English outside the classroom they spoke more, especially about their future. Teacher 2 had also experienced situations outside the classroom where students spoke English to her freely. When challenges were discussed in connection with oral activities, Teacher 1 raised an issue. She said that the design

of the oral activity could be problematic: The students only talked when she listened and as soon as she left them and listened to somebody else they became quiet:

...when I'm listening, *then* they talk! but sometimes I *have to* say, "okay now you speak 2 and 2 you have to practice! I'm going to listen a little bit here and a little bit there, but now we will talk for 10 minutes about *this* and I will go around and listen everywhere" *that* is a bit harder to implement [...] A little detail, it's a bit difficult when you say "now it's group work, now you'll be talking together. Now it's individual work, now you *cannot* talk to each other ", the difference between them can be difficult to maintain. "Now you *really* should talk to each other in this task and *now* you will *not* do it."

[Teacher 1]

As illustrated above, both Teacher 1 and Teacher 2 expressed that the students were willing to speak English in the classroom. Nevertheless, according to Teacher 1's experience, it seemed as if the motivation for speaking depended on the design of the oral activity. She also highlighted that the students might not always have understood when to talk and when to be silent. In contrast with the aforementioned challenges, the majority of the students themselves said that it was easy to speak English in the classroom and that they appreciated it. In general, they said that oral communication and activities were positive aspects of the Swedish education.

### 4.3 The emotional aspect of the classroom

This theme illustrates how the emotional aspects of the classroom affected the students and their willingness to talk. Teacher 2 highlighted that her students loved to speak and they *wanted* to speak. Furthermore, she emphasized that they felt comfortable in her classroom and that the positive atmosphere had a significant impact on how much they dared to interact with each other. She further explained that these students had experiences of many languages which made it easier for them to expose themselves and dare to take risks. She also stated that they had a positive and safe classroom environment where students were not afraid to make mistakes. In the end, she stressed that her students were also using each other as resources and that they supported each other in the classroom. This is illustrated in the following comment:

...this group supports each other, they help each other. [...] So I have one student that is weaker who will not reach grades. [...] They know it, they help her all the time. [...] Sometimes they help each other *too* much (laughs). They don't let each other think things through.

[Teacher 2]

In line with Teacher 2's comment, Teacher 1 also mentioned that the students talked more when they felt safe. This was something she noticed when they were discussing with her in small groups or face to face. In contrast with the findings in the previous section, several students expressed that they appreciated that the Swedish teachers were kind. This was expressed despite the fact that the majority of the students emphasized that they wanted a more challenging classroom climate and demanding teachers. On the question *what is the best thing about the English-teaching in Sweden?* three students answered that the teacher was excellent and kind.

## **5 Discussion**

### **5.1 Analysis of the results**

The students' previous experiences and expectations of the teacher can be understood from Swan and Smith's (2001) and Mahrous and Ahmed's (2010) theories of formal education where the teacher is the authoritarian leader in the classroom. Their studies show that students are used to getting input from the teacher and being tested, especially in writing. Although some students testified that communicative activities have been present in the classroom in their home countries, it is clear that these activities are structured by the teacher and do not give rise to spontaneous discussions or everyday conversations. These aspects are also highlighted in Bunar's (2015) study, where students, based on their learner identity, sometimes question the Swedish education and might find it unserious.

Moreover, Teacher 1 clearly stated that she saw the students' desire of getting more traditional teaching. She repeatedly testified that the students would like to show her their grammatical skills. These aspects contributed to the fact that she sometimes took on a more traditional approach to her teaching in order to strengthen the students' self-esteem. The students' own comments about requesting more grammar and being more tested could also be understood as the students experienced traditional teaching as "proper education" which also is discussed in Bunar's (2015) study. Conclusions that can be drawn from different experiences of teaching are that the students' previous experiences can influence how they perceive and understand different activities in connection with oral communication.

Regarding the teachers' discussion about oral activities, it was evident that students spoke more when they felt safe and comfortable in the classroom. This can be understood from Brown's (2007) and Skolverket's (2012b) theories about promoting a positive classroom

atmosphere where students are allowed to act on their spontaneity and are permitted to make mistakes. These aspects were also highlighted by Teacher 2 who emphasized that she had accomplished a positive classroom climate among her students. However, other aspects such as comprehension could affect newly arrived students. Teacher 1 stressed that it sometimes could be difficult for the students to understand the curriculum goals and what kind of skills teachers expected them to show. She also highlighted the fact that students' spoke to a different extent depending on the oral activity.

The conclusion from these descriptions can be interpreted as the students do not understand the high value of spontaneous interaction in Swedish language classrooms. Aligning with Mahrous and Ahmed's (2010) and Bunar's (2015) research they might not have the habit of deciding their own topics and act on their curiosity in a classroom situation since they might be used to a testing culture. As already mentioned, even oral communication might be something they think should be decided and structured by the teachers. These aspects might hinder the students from speaking until the teacher is listening to them. In Teacher 1's classroom, students preferred to practice oral communication when the teacher was listening to them, but when she left, they had a tendency of becoming silent.

Some of the mentioned communicative challenges can be facilitated by practicing different communicative strategies. Skolverket (2012b), Littlewood (2008) and Brown (2007) highlight that teachers should help students to develop communicative strategies (e.g. reformulations, synonyms, descriptions of vocabulary) in order to improve interaction in the classroom. They further argue that a positive and safe classroom atmosphere in combination with practicing communicative strategies may enhance successful interaction among students. These theories correlate with Teacher 2's descriptions of her students' willingness to speak English in the classroom. She also emphasized that they had a supportive climate where the students helped each other through challenges.

## 5.2 General discussion

This project aimed to investigate how newly arrived pupils perceive the oral communicative goals from the curriculum in the subject English in Sweden. Despite the fact that several students requested more demands from the teachers and more homework, the majority of the students emphasized that they appreciated the oral activities and the opportunities to practice their English. However, there were several important aspects that needed to be considered in



connection with the research questions: *what do newly arrived students experience as challenging when it comes to oral communicative skills in the subject English?* and *what reasons are given by the students for their experienced challenges?* During the interview, the students were requested to express their opinion and how they felt about speaking English in the classroom. When the question was asked, several students laughed or giggled. The majority looked a bit embarrassed and answered that it felt good to speak.

As highlighted by Bunar (2015), interviewing newly arrived students must be done with great caution since several students have a complicated past and might also have language barriers that impede the flow in the conversation. The reasons for the nervous reactions to the questions can also be connected with McKay's (2006) theories. The students might feel the pressure of answering what they believe the interviewer wants to hear which makes it difficult to decide whether the respondents give honest answers or not. In other words, the position of power between the interviewer and the interviewee might have affected the answer to this question. The students, in this case, might have thought that the answer could have had an impact on their grades. Furthermore, when the answers to the question were explained and more developed by the students, some of them expressed that it was difficult to learn both Swedish and English at the same time. One of the students said that he mixed Swedish and English in conversations. Nevertheless, the majority of the students emphasized that it was easy to talk English in the classroom and that they enjoyed it.

Another evident aspect showed that the majority of the students became hesitant when the question regarding private life and interest was brought up. Several students had difficulties in answering the question, and many of them became uncomfortable. Some responded but needed to get the question clarified and revised. Some students claimed that there were no differences, while others claimed that it was forbidden or inappropriate to talk about their private life in school. In general, the majority of the students looked uncomfortable when the question regarding private issues was asked.

Regarding the third research question: *what, if any, differences in the teaching of English do they experience?* The students brought up the lack of teaching material in their home countries and the habit of having authoritative teachers with high demands. Several students emphasized that they often worked in an exercise book and had teacher-led lectures. When the students were asked to describe how oral activities were designed, it was evident that the activities were highly structured by the teacher. The structured design might have impeded the opportunities for spontaneous interaction. Moreover, the students' descriptions generally

correlate with Bunar's (2015), Mahrous and Ahmed's (2010) and Swan and Smith's (2001, pp. 192, 209-10) theories about different education systems and learner identities.

The last research question focused on how teachers perceive newly arrived students' abilities and comprehensions of oral communicative skills in English. The participating teachers emphasized that their students appreciated the opportunity to practice oral communication. However, Teacher 1 could see some problems regarding what type of activity they should participate in. They spoke more or less depending on group constellations. They also stopped talking when she walked around in the classroom and wanted to listen to everyone but at different times. However, Teacher 1 also highlighted that these aspects do not necessarily have to do with the fact that the students originate from another country and that these problems might arise in an ordinary classroom as well. Nevertheless, she mentioned that they sometimes found it difficult to understand what she expected from them.

Teacher 2, on the other hand, could not see any challenges with oral communicating skills among her students. She emphasized that these students had a meta-language and that they dared to take risks when they practiced English and supported each other. In line with Skolverket's (2012a) theories, Teacher 2 highlighted that the positive classroom environment might have a significant impact on the students' success in language learning.

Overall, several obstacles emerged during the interview process. Except for language barriers, students tended to contradict their own answers and sometimes bring up other discussions outside of the topic. Most of the discussions were focused on the frustration among the students and the desire of working harder and get more challenges. Furthermore, punishments were brought up by two students concerning their previous schooling. One student was fined for not doing his homework and the other student got hit by the teacher. These punishments were highlighted by the students as positive actions taken by their previous teachers. Despite the fact that these aspects do not directly have relevance to oral communication there are some conclusions that can be drawn. Since Brown (2007) and Skolverket (2012b) highlight that group dynamics and an allowing classroom climate might have a positive impact on spontaneous interaction in the classroom among students, the mentioned descriptions about punishment might testify a reluctance to speak freely in the classroom without the teacher's permission.

## **6 Pedagogical implications**

So what can be drawn from previous descriptions and discussions? In order for teachers to be able to meet the needs of newly arrived pupils successfully, it is essential to study what learning identity the students have. In other words, find out what kind of education students are accustomed to and what type of education they expect. Teachers should investigate what kind of expectations students have on the teacher and how students think they should behave in the classroom. These aspects are of great importance as they may affect the degree of spontaneous interaction in the classroom. These aspects can also affect what kind of conversation students are willing to participate in (e.g. formal or everyday conversations).

Students who are unwilling to converse in the classroom may need teacher assistance to find strategies in order to keep the conversation going. These are essential aspects of the curriculum in Sweden. Examples of communication strategies could be reformulations, synonyms or describing vocabulary (Skolverket, 2012b). Finally, it should be emphasized that newly arrived students in the Swedish school are particularly exposed and the balance between support and challenge in a classroom environment can be difficult to maintain (Nilsson & Axelsson, 2013). In other words, there is a reason to highlight the importance of having a supportive classroom climate combined with challenging tasks in order to generate successful learning development for students.

## **7 Conclusion**

This essay has provided different aspects of how newly arrived pupils perceive oral communicative goals from the curriculum in the subject English. It has also provided other vital aspects concerning newly arrived students and the Swedish school system in general. Despite language barriers and other obstacles that impeded the opportunity to gain solid material, this study has contributed to descriptive perspectives from both teachers and newly arrived students.

Findings in this study indicated that the students were accustomed to highly structured activities and teacher-led lectures where spontaneous oral interaction is absent. However, some students indicated that they had experiences of oral presentations in their previous education. Nevertheless, these presentations seemed to be highly structured by the teachers where the students had to present their written texts in front of the class. Other findings from

this study indicated that students required more challenges from their Swedish teachers, that they appreciated the opportunities to practice English orally in the Swedish school and that their teachers were excellent and kind. Also, the students seemed to speak to a different extent depending on the oral activity. Furthermore, a positive classroom environment also seemed to have a significant impact on their willingness to speak English.

To sum up, the focus has been aimed towards oral communication in connection with contrasting experiences and different expectations of learning, the classroom environment, and the teacher. Although the study is limited, it has shown how social aspects and previous habits and experiences can affect students' willingness to participate in oral communication in the classroom. Conclusively, a potential area for further research could be to investigate how Skolverket's (The Swedish National Agency of Education) communicative approach in the education system can contrast newly arrived pupils' learning identities.

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# Appendix

## Intervjufrågor Examensarbete 2

*Syftet med studien är att ta reda på nyanländas tidigare erfarenheter av produktiva färdigheter i engelskundervisning och vad för typ av moment de är vana att arbeta med från deras hemländer/ (tidigare länder de har bott i). Studien är också avsedd att undersöka nyanländas uppfattningar kring hur man arbetar med produktiva färdigheter i engelskundervisningen i Sverige. Detta för att lärare ska kunna få en bättre förståelse för hur de kan möta nyanlända elevers behov.*

- Bakgrundsinformation
  - Ålder?
  - Kön?
  - Nationell tillhörighet/hemland
  - Hur länge har du bott i Sverige?
  - Vilka språk har du studerat?
  - Vilka språk talar du?
  - Hur länge har du läst engelska innan du kom till Sverige?
  - Hur länge har du läst engelska i Sverige?

*Vi börjar med att prata om undervisningen i Sverige...*

- Berätta lite om vad ni brukar göra på lektionerna i engelska här i Sverige? Dvs. hur går undervisningen till?
  - Har du några generella tankar kring undervisningen?
  - Vad tänker du om sättet lärarna undervisar på?
  - Upplever du att det är lätt/enkelt att lära sig på så sätt (som undervisningen går till)?
- Vilket material används i undervisningen (t.ex. böcker, datorer, tidningar, youtube)?
  - Har du några tankar kring de ämnen som kommer upp i undervisningen?
  - Känner du igen dig i de ämnen som tas upp? På vilket sätt? Om inte, varför?
- Hur känner du inför att prata engelska i klassrummet?
  - (ev. följdfråga) Är det någonting som känns enkelt eller svårt?
- När du skall prata engelska, förväntas du prata om ditt privatliv i form av intressen, relationer, känslor, erfarenheter och framtidsplaner? Hur känner du inför det? Känns det annorlunda för olika områden?
  - Du förväntas också kunna diskutera, argumentera och ha egna åsikter om vad som är rätt och fel. Vill du berätta lite om dina tankar kring det?
- När du skall skriva engelska i skolan, vilken typ av texter brukar ni skriva?
  - (ev. ge exempel om eleven inte kommer på något)
- Vad är det bästa med undervisningen i engelska i Sverige?
  - Är det någonting du inte tycker om eller saknar?

- På vilket sätt tror du lärarna här i Sverige har förståelse för dina tidigare erfarenheter och förkunskaper?

#### *Undervisningen i hemlandet...*

- Berätta lite om vad ni brukade göra på lektionerna i engelska i ditt hemland. Dvs. hur går undervisningen till?
  - Har du några generella tankar kring undervisningen?
  - Vad tänker du om sättet lärarna undervisade på?
  - Upplevde du att det var lätt/enkelt att lära sig på så sätt (som undervisningen går till)?
  -
- Vilket material användes i undervisningen (t.ex. böcker, datorer, tidningar, youtube)?
  - Har du några tankar kring de ämnen som kom upp i undervisningen?
  - Känner du igen dig i de ämnen som togs upp? På vilket sätt? Om inte, varför?
- Talade ni engelska i klassrummet?
  - På vilket sätt och med vem?
  - Hur kände du inför att prata engelska i klassrummet?
  - Var det någonting som kändes enkelt eller svårt?
- Förväntades du prata om ditt privatliv i form av intressen, relationer, känslor, erfarenheter och framtidsplaner? Hur kände du inför det? Kändes det annorlunda för olika områden?
  - Förväntades du också kunna diskutera, argumentera och ha egna åsikter om vad som är rätt och fel?
- Skrev ni egna texter i klassrummet, på engelska?
  - Vad var det vad för slags texter du har skrivit i hemlandet?
  - Liknar eller skiljer sig texterna från dem som ni skriver i Sverige?
  - Om de skiljer sig, på vilket sätt?
- Vad var det bästa med undervisningen i engelska i ditt hemland?
  - Var det någonting du inte tyckte om eller saknade?
  - När du jämför undervisningen i engelska i ditt hemland och i Sverige vilka för- och nackdelar har båda?

#### *Slutfråga...*

- Vad tycker du är *viktigast* att arbeta med på engelskalektionerna i Sverige?

Tack för intervjun!



## Intervjufrågor till lärare

*Syftet med studien är att ta reda på nyanländas tidigare erfarenheter av produktiva färdigheter i engelskundervisning och vad för typ av moment de är vana att arbeta med från deras hemländer/ (tidigare länder de har bott i). Studien är också avsedd att undersöka nyanländas uppfattningar kring hur man arbetar med produktiva färdigheter i engelskundervisningen i Sverige. Detta för att lärare ska kunna få en bättre förståelse för hur de kan möta nyanlända elevers behov.*

- Bakgrundsinformation: vill du berätta lite om dig själv och vilken tjänst du har som lärare?
- Berätta lite om vad ni brukar göra på lektionerna i engelska här i Sverige? Dvs. hur går undervisningen till?
- Vilket material används i undervisningen (t.ex. böcker, datorer, tidningar, youtube)?
- Vill du berätta lite om din upplevelse när det rör sig om elever som ska prata i klassrummet? Hur tror du att de känner inför det? Har du någon annan kommentar?
  - Är det någonting du upplever att de har enkelt eller svårt för?
- När elever skall prata engelska, förväntas de prata om sitt privatliv i form av intressen, relationer, känslor, erfarenheter och framtidsplaner? Hur upplever du att de känner inför det?
  - De förväntas också kunna diskutera, argumentera och ha egna åsikter om vad som är rätt och fel. Vill du berätta lite om dina tankar kring det?
- När eleverna skall skriva engelska i skolan, vilken typ av texter brukar de skriva? Har du någon kommentar kring elevernas skrivande?
- Vad är det bästa med undervisningen i engelska i Sverige?
  - Är det någonting du inte tycker om eller saknar?
- Är det någonting du upplever är utmanande med att undervisa dessa elever? Varför, varför inte?  
Om svaret är ja, vad känner du att du skulle behöva för att kunna förbättra din undervisning och ge elever mer stöttning?
- Upplever du att eleverna som grupp besitter särskilda styrkor?
- Kan du se några särskilda svårigheter som gruppen har?
- Känner du att du har kunskap om elevers tidigare erfarenheter och förkunskaper?

Tack för Intervjun!

**Frågorna är baserade på följande punkter tillhörande produktiva färdigheter.**

### **Centralt innehåll**

I årskurs 7-9

#### ***Kommunikationens innehåll***

- Aktuella och för eleverna välbekanta ämnesområden.
- Intressen, vardagliga situationer, aktiviteter, händelseförlopp samt relationer och etiska frågor.
- Åsikter, erfarenheter, känslor och framtidsplaner.

#### ***Tala, skriva och samtala — produktion och interaktion***

- Muntliga och skriftliga berättelser, beskrivningar och instruktioner.
- Samtal och diskussioner samt argumentation.
- Språkliga strategier för att bidra till och aktivt medverka i samtal genom att ta initiativ till interaktion, ge bekräftelse, ställa följdfrågor, ta initiativ till nya frågeställningar och ämnesområden samt för att avsluta samtalet.

