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## RESULTS OF THE SURVEY

COUNTRY FOCUS: SWEDEN

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*IFALL has been applied the survey online within Örkelljunga and Skåne with 30 teachers/Staff.*

*The main outcomes are the following:*

***1)What challenges/difficulties amongst the students have you encountered when you've started teaching a new class/group with a foreign background?***

*It is difficult to adjust the exercises and the way of teaching because of the level of educational background. Some have had no education and other have around 12-18 years of studies. The level of language is a challenge because some students can speak the language and others don't understand it. Some face being in the wrong level in the school system because of the lack of skills in the new language.*



**2) Do these challenges alter over time when the student's progress? If so, in what ways?**

*Many don't believe the challenges alter at all, it is too difficult for them to catch up on education. Some believe that the level of progress depends on the starting level, if the student's start to get a better understanding of vocabulary and concepts, then they get a better focus on learning the new language. With the right amount of support the students can progress.*

**3) Are the challenges/difficulties different depending on sex, ethnicity, culture, religion, and/or educational background? If so, in what ways**

*Educational background is believed to be the most significant difference, the lack of techniques and strategies to understand different texts and instructions, it is difficult to for educators to adjust to the different level of education. The experience of learning another language and knowledge of the Swedish language is helpful. One has explained that there can be challenges depending on the sex, example is girls are often helping at home, and are not allowed to stay after school for extra help. Various cultures have different respect towards a woman who is a teacher.*

**4) Have you found a working strategy/method for finding a common ground when teaching students who face different kinds of challenges/have different difficulties in the same class/learning situation? If so, what strategy?**

*Concentrating on each student individual, and giving them all individual time, and being aware that everyone has a different level of education. Knowing their level and giving them all different exercises or the same task but making sure that it can be solved in different ways at different levels. Planning before-hand is a key method, to make the instructions understandable for everyone.*

**5) After how long can you detect signs of acceptance, adaptation and/or assimilation (if any) amongst the students?**

*The time varies for each group. it depends on the atmosphere in the class, the way the teachers approach subjects, and how the school works with norms and values. If the information about how the school works is clearly informed it is easier for the student to adapt.*

**6) Does the degree of adaptation differ depending on sex, ethnicity, culture, religion, and/or educational background? If so, could you give some examples?**

*Education background or the level of education can affect the adaptation, because there's a difference of techniques and strategies and the need of time to discover these, some feel frustration because they are not learning fast enough compared to others. It is easy for a group to progress if they have the same level of education. Culture and*



*religion can have some influence but one explains that it's who you are as a person that can make a difference.*

**7)Have you noticed any differences in degrees of integration between teaching a single cultural class/group and a multicultural class/group? If so, what differences?**

*Many explain that they have always had multicultural classes. One explains that it's easier if the group share the same values, norms, and religion. Another explains that there can be issues in any kind of classroom, they believe it's more of an individual issue that relates to personality not a single aspect like religion.*

**8)Have you detected any topics that are difficult to teach/talk about in a multicultural class/group? If so, what topics?**

*Most difficult topics are equality between men and women and gender, sexuality, religion and politics.*

**9)Are there situations where students end up in heated debates and can't seem to be able to regain focus? If so, does the degree of intensity differ between single cultural classes and multicultural classes? Could you give an example?**

*Many don't believe they have noticed this, one explains that they all have respect for each other but some find it difficult to change perspective. There can be heated debates in all kind of group and classes, but many haven't experienced it.*

**10)If you end up in such a "trap", have you found a strategy/"trick" to get out of the "trap" and get the class back on track? If so, what strategy/"trick"?**

*A strategy to handle the situation is to stop the debate and explain to the students what is allowed in the classroom and explain why it's important. One strategy is to use the discrimination law in Sweden as a starting point, having a plan doesn't always work, it is important to adapt to each situation.*

**11)Are there any areas in teaching a multicultural class you feel you struggle more with than other areas? If so, what areas?**

*Many don't believe there are areas where they struggle with more, one notes that they struggle with religion, politics, and equality and with some task, such as where the students must gather information and have to be critical and make their own decision regarding the information, this is all new for some students.*

**12)Would you like to be able to get support, tips and/or concrete exercises online designed for specific teaching situations? If so, in what format would you prefer it (for instance chat, searchable databank, videos etcetera)?**



*A databank would be useful, to share inspirations and ideas, sharing lesson plans with objectives and goals. Videos and skyping is another exercise that could be beneficial, a way to discuss certain questions and topics.*

**13) Does the teachers/educators background (ethnic, cultural etcetera) affect the dynamics, perception, influence and reception regarding challenges and integration in the class/learning situation? If so, could you give an example?**

*It is very important for a teacher to be able to respond and adapt to the surrounding to be able to have a good dynamic with the students. If the teacher has a background of moving to another county and has been in the situation of learning a second language, it means they understand the challenges a second language learner can have.*