

‘Using Critical Pedagogy in the Teaching of English in Sweden as an Approach to Highlighting Xenophobia’



Author: Evelina Gustavsson

Supervisor: Dr. Francis M. Hult

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Abstract

The aim of this essay is to contribute to the field of research for language teachers in order to raise the awareness of the Education Act concerning the fundamental values which enforce an equal education for every student. Research made by the National Agency for Education presents results where the fundamental values are not incorporated satisfactorily into the daily teaching but rather dealt with separately as a deviation from the ordinary teaching which is not the intention of the Act. This issue has been the inspiration for this study where the format of an essay has been the channel to investigate how the aims of fundamental values together with the syllabus can be achieved through each other without compromises. The material presented in this essay has been selected to suit the needs of the courses English 5, 6 and 7. With the focus to highlight xenophobia and confront racist opinions with knowledge and discussion, a case that caused attention in both Swedish and international media has been chosen due to the heated debate about immigration and segregation that followed. The event was a riot called 'Stockholm riots' which caused an unrest that lasted more than a week in the end of May 2013. The data has been analysed through the lens of critical pedagogy which aims to expose social inequality and with multimodality as an approach for considering the whole ensemble of mediums utilized to construct a message, using international media TV-channels and news articles to understand the international depiction of the events. Due to the scope of the study, only excerpts of the analysis is displayed to exemplify how teachers can break down a story/issue to be implicated in the classroom, looking at how immigrants are portrayed in this controversial issue.

Keywords: Critical pedagogy, multimodality, student involvement, xenophobia, the Swedish syllabus.

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1. Introduction

Youths rioted in northern Stockholm on Sunday night, setting fire to cars and throwing rocks at police, in what is believed to be a protest against the fatal police shooting of a machete-wielding man in the suburb last week. (The Local, 2013, para. 2).

These lines precedes an article made by an English newspaper in Sweden called 'the Local' the morning after what in international media is referred to as 'Stockholm riots'. On the night of 19 May 2013, the police estimated 50-60 rioters to have set fire to approximately 100 cars in the town Husby. The police were alerted but when arriving to the scene; the rioters responded with throwing stones at them which injured three officers (Svenska Dagbladet, 2013, para. 1). Though the disturbances were settled around 5.30 am, this was only the start of what would become nine days of unrest in many suburbs around the area of Stockholm with 150 burned cars and a damage cost of 63 million Swedish kronor (\$9.5m) (Eidevall, 2013).

In the aftermath of the riots, voices have been raised that are questioning the massive spread the incident had in media (Nord et al., 2014) with quite over-exaggerated headlines as the one of the newspaper 'The Week' ;"Stockholm is burning" (Maass, 2013, para. 1) or as the article by 'The Daily Mail' paraphrases; "Sweden in flames: As gangs of migrants riot for five nights running... the Utopian boats of a multicultural success story turn to ashes" (Gysin, 2013, para. 1). Some say it was "blown up" in proportion (de los Reyes et al., 2014) and that news media created their own story built on rumours. At any rate, the riot quickly became an interesting matter for international media where the idyllic image of Sweden, with its well-developed welfare system and its auspicious immigrant policy, was questioned. The unrest was connected with the extremely violent and chaotic riots in Paris

2005, Athens 2008 and London 2011 which all three led to a high number of deaths and arrests (Expressen, 2013; Adman, 2013). The similarities between these riots and ‘Stockholm riots’ are striking, if one would like to provide that image. The riots were all triggered by someone being killed and it was long argued that the whole riot, which started in Husby, was sparked by a fatal shooting of a 69 year old man in the neighbourhood one week earlier (13/5, 2013) and whose cause of death the police first lied about (By, 2014, para. 23). This could be an explanation for the international attention the incident received but also why certain reasons were given to explain why the unrest struck Husby. As the media tried to scapegoat someone, they ended up giving simple reasons in black and white for a quite complex situation where no one was guiltless. Stockholm riots initiated a fervent political debate where the politicians inculpated one another but the discussion concerned the Swedish citizens too. Blog-posts and debate-articles were widely shared on twitter and Facebook. Either people shared these posts when they agreed with the writer or the opposite, thought it was upsetting and shocking. People divided themselves into two camps; either the police were too defensive or too aggressive, “The police can put these riots down in five minutes if the politicians were to allow them” –Kent Ekeröth, Swedish Democrats, in an interview made by RT (2013, 01.57-02.03). The Swedish Democrats directed the blame towards immigrants as a homogenous group (Higgins, 2013) and Moderaterna rather pointed to the problem of integration and segregation (BBC News, 2013). What makes the riots in Husby unique is how closely national and international media participated in the events around the riot and the debate that followed the disturbances as every news article and broadcast tried to provide their own suggested reason to, firstly; Why did it start? Why now? Bored boys or something deeper? (BBC News, 2013, 01.28-1.34).

The aim for this essay is to exemplify how to approach a learning environment where the school’s mission; to promote the democratic values, is imbued in the daily teaching.

Basically, this implies a student involved classroom which gives every student an equal education despite ethnicity, gender, class, disadvantages etc. Research made by Skolverket (2009) (the National Agency in English) and Skolinspektionen (2012) (the Swedish Schools Inspectorate in English) display results that Swedish schools are not incorporating the fundamental values satisfyingly in the daily teaching. Instead of a joint collaboration between fundamental values and subject knowledge, these items are dealt with separately, despite indications of a content in the syllabus that correlates with the democratic values (Skolinspektionen, 2012, p. 18). Instances that support this explicitly, in the English syllabus (Skolverket, 2011), states; the content of education are to cover:

Living conditions, attitudes, values and traditions, as well as social, political and cultural conditions in different contexts and parts of the world where English is used.

(p. 3).

Subject areas related to students' education, and societal and working life; current issues; events and processes; thoughts, opinions, ideas, experiences and feelings; relationships and ethical issues. (p. 3).

What seems to be the issue that hinder many teachers to execute this satisfyingly is due to the lack of conceptual tools to implement the syllabus successfully. Therefore, this essay will demonstrate how to deconstruct and analyse a controversial issue through a multi-modal and critical viewpoint to exemplify how material can be processed and adapted for teaching.

2. The Link Between the Fundamental Values and Critical Pedagogy

The background section is dedicated to clarify what is insinuated in the Education Act; the fundamental values, and where to find these indications in the curriculum. Thereafter, a section with a purpose to illustrate today's situation with implementing a democratic framework in the schools of Sweden as democracy is the fundament from where the

pedagogical methods and planning should descend. The last section of the background will present a brief introduction to the theory of critical pedagogy which method serves as the plaster that connects the fundamental values, the syllabus and the English language classroom.

2.1. The Fundamental Values

The educational belief system in Sweden is stated on the first pages of the Swedish curriculum for upper secondary school, with the title 'Fundamental values and tasks of the school' ('Skolans Värdegrund och Uppgifter' in Swedish) (Skolverket, 2013, p. 4). As Sweden has a democratic constitution, this policy is the core of the document and saturates the whole curriculum. The fundamental values advocates equality between sexes, every human's equal worth, every human's dignity, solidarity between humans, individual freedom and integrity (Skolverket, 2011, p. 5). The importance of these values increases as the Swedish society is facing a growing cultural diversity which requires citizens that tolerate divergence. Our schools are prototypes of the society, melting pots for diverse ideas and values, different cultural and social backgrounds etc. (Basu, 2011, p. 1328). The schools' mission becomes to make this heterogenic group try to understand each other through "cultural responsive education" (Porto, 2009, p. 45) and learn to appreciate the diverse and unknown (Skolverket, 2011, p. 5). The curriculum points to the importance of actively practice democracy in the classroom where all the students are involved in the working methods and where the students learn to think critically and reflect on what possible outcomes a choice might possess (p. 7). To further develop democratic skills, the students need opportunities to evolve as persons and entrepreneurs that want to take responsibility and who feels involved in their learning progress (p. 6-7). Avoiding students to become passive

participants requires a balance between output and input in the classroom (Freire, 2005, p. 73; Skolverket, 2011, p. 7; Skolinspektionen, 2012, p. 44).

2.2. Research About Fundamental Values in Swedish Schools

Since the launching of the new curriculum 2011, the School Inspection (Skolinspektionen in Swedish) and Skolverket have performed several surveys cross-country to get an overview of how successful the execution with the fundamental values are in practice. In 2012 (Skolinspektionen), seventeen random secondary schools from all over Sweden, Malmö to Haparanda, were investigated and the study presents results pointing at that the fundamental values are not incorporated satisfactorily in the everyday teaching but instead, often separated from for the students' development knowledge wise in the subjects (Skolinspektionen, 2012, p. 7). Instead of saturating the education as a whole, many teachers deal with democracy and discrimination outside the normal teaching, for instance, on a theme-day. Some even invite extern lecturers to take the discussions for them because of their own insecurity or incapability towards these issues (p.20). The consequence of this sporadic approach is that the students never experience a consistent work with democracy (Skolinspektionen, 2012, p. 19-21). In the light of a research made by Skolverket (2009), the importance of a long-term agenda towards non-discrimination becomes clearer. A great deal of the discrimination in a school can be connected to the dominant social norms; what is seen as normal and abnormal, from what sexuality you have, religion, disabilities, ethnicity, appearance, to social class etc. To change social norms in a school, these issues need to be dealt with continuously through nutritious discussions where both teachers' and students' voices are heard. Both Skolinspektionen (2012) and Skolverket's (2009, p. 101) reports point to the fact; for schools to meet the requirements of the curriculum, the faculties need more time for norm-critical discussions and reflect on how to jointly work for a democratic milieu and to incorporate the

pupils/students in that discussion. Teachers need more knowledge in fundamental values and tools for how to incorporate the values in the every-day teaching. Skolverket (2009) suggests that the government institute a goal in the syllabus for the teachers' education which involves the perspective of a norm-critical pedagogy. As students need more opportunities for their voices to be heard in the classroom (Skolinspektionen, 2012, p. 26-28) and to be challenged to think critically (Freire, 2005; Akbari, 2008), a strategy used by many teachers is to let the students work individually to encourage their sense of responsibility and be self-going but in most cases, this method receives the opposite effect of anti-participating students who lack the motivation to study. Skolverket (2009) emphasise the importance of involving these students in the lessons and one way to hinder disengagement is to incorporate themes that matters to them (Klein, 2008; Choi, 2013).

The National Agency for Education (Skolverket, 2011) clearly states, discrimination and humiliating behaviour cannot be ignored but the school must take to action and meet intolerance with open discussions and knowledge (p. 5). As Sweden has a population where 16% of its inhabitants are born in another country (SCB, 2015), the education need to mirror this in the classroom through involving these new learners so that the lesson content is relevant for them and their current situation and not solely display a western and ethnic Swede perspective (Klein, 2008; Choi, 2013; Porto, 2009; Verdugo & Flores, 2007), "The oppressed must be their own example in the struggle for their redemption" (Freire, 2005, p. 54).

Critical pedagogy (CP) is the approach used in this study which is suitable for a classroom that aims to empower its students. It is willing to acknowledge people whose existence is unidentified in our often anglophile hegemonic education (Akbari, 2008; Freire, 2005). To connect with previous paragraph, critical pedagogy analyses and challenges social norms that creates minorities, with highlighting the issues and discussing them in order to

illuminate intolerance, ignorance and social inequalities (Akbari, 2008; Freire, 2005; Jeyaraj & Harland, 2014; Kubota & Lin, 2006).

2.3. Critical Pedagogy (CP) in the English Classroom

Critical pedagogy (CP) addresses controversial issues and situations where the aim is to raise the students' awareness and their ability to reflect about inequalities to change their social situation (Akbari, 2008; Jeyaraj & Harland, 2014). Kress (1996) argues that teachers have the power to change their students' approach to life as schools suggests "forms of social relations which they are encouraged to adopt, adapt, modify and treat as models" (p. 16). CP is a teaching approach with its roots in Critical Theory (CT) which deals with social injustice; politically, culturally and economically (Kubota & Lin, 2006). More specifically, this concerns issues inter alia: gender, race, class, status, vocation, religion etc. Through analysing texts, films, images it aims to reveal hidden or ignored injustices for a social change (Kress, 1996, p.15). An important figure for the development of the theory is the researcher Freire who preaches; every human has to take the step for their own liberation out of their oppression. This liberation cannot be done in the classroom with someone explaining how to be free. It needs to start in a dialogue (Freire, 2005).

True reflection-leads to action (Freire, 2005, p.66)

CP directs our attention to issues which helps us to reach the required content in the syllabus, constituted by Skolverket. It meets the requirements where written and oral production will be set in a situation which obligate the students, among other things to "give reasons for their opinions, discuss and argue" (Skolverket, 2011, p. 4). The learning platform, created by these conditions, has several positive effects on the learners' language development and

development as individuals, according to Akburi (2008), the author of *Transforming Lives: Introducing Critical Pedagogy into ELT Classrooms*. He explains the gains of a critical teaching approach when learning a language and give suggestions of how it can be implemented practically. Using CP as method for English language teaching, situate the students in contexts where they learn the second language through discussing themes that really matters to them rather than neutral subjects (Akburi, 2008). Bringing controversial situations into the classroom will demand a teacher prepared for the consequences, according to the qualitative study performed by Jeyaraj and Harland (2014), who gathered thirteen teachers from different parts of the world to discuss CP. The teachers claimed, a critical approach changed them personally and professionally as it requires tolerance and unexpectedness. As CP questions the totalitarian authority of a teacher, this position has to be revised for the learners to evolve and the discussions to engineer successfully (Freire, 2005, p. 67). Students need a mutual trust in order to discuss and argue for themselves, otherwise it will end up with a teacher's monologue (Freire, 2005, p. 66). In line with the mentality of student-involvement in CP, the curriculum emphasizes that the fundamental values require a classroom environment which uses "democratic working methods" (Skolverket, 2013, p. 5) where the students are to practice democracy, in other words, a platform that helps the students to "develop their ability to take initiatives and responsibility" (p. 5) and the "students' ability and willingness to take personal responsibility and participate actively in societal life" (p. 4). When teachers allow this to happen, it opens up for them to learn from their students and to reconsider values and thoughts (Jeyaraj & Harland, 2014). The method might not be appreciated by all students in the beginning, as some teachers in Jeyaraj and Harland (2014) study confesses, since CP deals with controversial issues and demands equally self-evaluation as reflection.

3. Method

The lack of discussion between social groups on a school promotes alienation, prejudicial opinions and xenophobia. CP operates to even these cracks out, to develop awareness of inequalities despite milieu and genre. When critically investigating, for instance, a news article, the text in itself might be harmless but when accompanied with a picture, a head-line, colours, where the article is situated, the gathered ensemble might display another message to the reader. For this reason, a social semiotic approach to multimodality will be the lens for the analysis as this method considers every medium of expression to be of importance for the holistic product.

3.1. Democratic Values Considered in the Term-Planning

The purpose of this essay is to explore how the syllabus for English as a second language can be incorporated with the curriculum policy of the fundamental values in the term-planning. The main goal is to provide tools for English language teachers of how a project in the term-planning can be executed where the goals of the syllabus and the fundamental values are intertwined but most of all, to inspire ideas in how students can be reached to empower themselves and create an equal society.

Xenophobia is a current issue in our schools (Skolverket, 2009), in the Swedish society and outside its borders. With the aim of challenging xenophobic values in the classroom with knowledge and open discussions (Skolverket, 2011, p. 5), the ‘Stockholm riots’ in 2013 has been chosen due to the debate it sparked nationally and internationally where the main-debate concerned Sweden’s immigrant policy, whether or not it has been successful. The over-all focus is the representation of ‘Stockholm riots’ in English multi-media where the main-focus of the analysis is the depiction of immigrants in these mediums. This international perspective is grounded in the English syllabus. It instructs English teachers

to “make use of the surrounding world as a resource” (Skolverket, 2011, p. 1) and introduce materials where the students will “meet written and spoken English of different kinds” (p. 1). Further, the instruction “to develop knowledge of living conditions, social issues and cultural features in different contexts and parts of the world where English is used” (p. 1) is interwoven through enrobing the international eyes and see Sweden from an international Anglo-perspective.

3.2. The Study

The immense amount of material connected to the Stockholm riots in forms of news articles, broadcasts, blogs etc. are too extended and vast to collect and analyse in the scope of this study, therefore, nine items were selected which represent a time when the riots start to subdue and the reports give both an overview of previous events but also tries to summarize and give an answer or blame someone for sparking the riots. The criteria for inclusion of data examples, which will be discussed further in section 3.4, was shaped according to an inductive selection which means that a detailed analysis of the raw data was the benchmark for selecting categories and themes (Thomas, 2006). The seven items are in English which reveal this study’s interest for the international perspective and therefore, represent news agents that most Swedes have heard of as it will be evidence in itself how widely the news about Stockholm riots were spread. To illustrate this spread even further, the study uses more than one type of medium as we access news through our morning newspaper, listening to the radio, when watching TV etc. The choice of multimodal data is also supported by and connects to the English syllabus which states “students should meet written and spoken English of different kinds” (Skolverket, 2011, p. 1). When adding the perspective of critically examine moving imagery and pictures, we add an extra dimension or rather a holistic perspective which gives the students the opportunity to develop their ability to “reflect on

living conditions, social issues and cultural features in different contexts and parts of the world where English is used” (Skolverket, 2011, p.2). For all these reasons, a social semiotic approach to multimodality is the framework that has been utilized when analysing the data in this study.

3.3. Social Semiotic Approach to Multimodality

Due to the data consisting of news-articles and broadcasts from news channels and therefore, uses different mediums of expression, multimodality as method is suitable as it involves the interaction between different mediums and their gathered meaning without any predetermined hierarchy. If we separate the two stems we find *Multi* and *Mode*. *Mode* is the medium that is used to convey something which can be expressed through a text, a photograph, a moving image, gestures, through symbols, music etc. (Iedema, 2003). *Multi* is there to explain that one mode is never alone but accompanied by one or several modes that will together make a joint meaning (Kress et al., 2005, p.2). A social semiotic approach to multimodality assumes that discourse is always multimodal (Bezemer, J. & C. Jewitt, 2010, p. 4) as the meaning of it is shaped by which context it is put in and its accessibility; to whom and where (Scollon & LeVine, 2004). For instance, a text displayed in a magazine contra in a scholarly journal will not only shape how we interpret the message but also tell us who this text is aimed to be read by (Scollon & LeVine, 2004, p.2). Social semiotics also believe that every mode has been shaped for a social, historical and cultural use (Bezemer, J. & C. Jewitt, 2010, p. 5). When analysing with a multimodal approach one needs to consider “how the modes of image and writing appear together, how they are designed to appear together and how they are to be read together” (Kress, 2003, p.68).

Multimodal analysis has increased in popularity as it reflects the present interdisciplinary approach with mediums where language discourse is no longer the “favoured

meaning making” (Iedema, 2003, p. 33). Learners need tools to critically reflect on how these mediums create a wholeness and what these different components represent when combined and also be able to register and dissect these different messages to question their reliability and the reason for their presence (Skolverket, 2011).

3.4. The Selection of News Media

All data examples were chosen due to the dates of their publication; one week after the unrest started (25-26 May). With the consistency of the multimodal items sharing the same two dates, we can assume; the journalists and reporters in the data have had access to the same facts or rumours. In this perspective, the reporters’ professional and aesthetic choices of words, photos, video footage, interviewees etc. plays a significant part in the process of critically analysing the data (Ekström, 1996) as these often unnoticed choices pass us by but becomes more obvious when comparing the items. Some of the questions that were considered in the process of analysing were; what is presented as facts? What has been left out? What is ‘silently’ indicated in-between the lines? Thereafter, categories were shaped inductively and the raw data was chopped up to be placed according to the scheme of the categories, in order to decipher the mediums (Thomas, 2006). These categories later transformed into themes where the question of “How are immigrants portrayed” was chosen to be the over-all theme in this study.

News articles:	Date of publication:	Title of the article:
BBC	25 May 2013	“Sweden riots spread beyond Stockholm despite extra police”
New York Times	26 May 2013	“In Sweden, Riots Put an Identity in Question”

The Guardian	25 May 2013	“Swedish riots spark surprise and anger”
The Local	25 May 2013	“Stockholm riots spread west on sixth night”

Videos:

Broadcast:	Date of publication:	Title of clip:
BBC News	25 May 2013	“BBC News Stockholm riots_ cars and schools targeted in fifth night of violence original”
CTV	25 May 2013	“Swedish riots Fifth night of rioting in suburbs of Swedish capital CTV May 25 2013”
RT	26 May 2013	“Paradise Lost? Immigrants fuel violent scuffles in Sweden”

In the next section, excerpts of the analysis will be presented, looking specifically on how immigrants are portrayed in the data. The aim is to exemplify how to incorporate fundamental values and the syllabus with research-based knowledge and exercises, contributing to the bank of tools that inspires and suggests how teachers can reach the aims of the curriculum.

4. A Critical Analysis: the Depiction of Immigrants in Multimodal News Media

Stockholm riots derives from much of the news we are exposed to in our daily lives as it has no obvious scapegoat nor innocent lamb. However, a hidden agenda or call it embedded opinion that supports a certain perspective, is to be found in all the data in this study. Whether this has been intentionally or unintentionally done by the journalists, is beside the point. More importantly is to distinguish the choice of wording and imagery in descriptions that without a critical eye or ear, pass us by and subconsciously form our perception of the involved parties and the passage of events, without our knowledge.

4.1. How Are Immigrants Portrayed?

Within the category of how immigrants are depicted in the data, two different viewpoints are considered which are significantly related to the reasons given for what sparked the riots but present the political conflict that aroused; motivating parties to make the riots work in their advantage to gain votes. These categories have been titled; *the ungrateful immigrant* and *the deprived immigrant*.

4.1.1. The ungrateful immigrant. Fig. 1 is taken from a broadcast made by the news channel RT (Russia Today) on their own YouTube-channel. RT has given the clip the dramatic title; “Paradise Lost? Immigrants fuel violent scuffles in Sweden” (2015). Our preconceptions of the multimodal clip have been set even before we have pressed play.

Figure 1. Ungrateful immigrants



In Sweden, you get welfare, you get access to the education system up to University level. You get access to public transfer, to libraries, to healthcare, to everything and still they feel that

they need to riot, throw stones.....it's ridiculous. It's an bad excuse. (RT, 2013, 00.42-00.46)

Sweden receives a most honourable referring as 'paradise', however, due to the violent rioting, caused by immigrants, this 'reality' is probably gone. Immigrants in Sweden are accused to have destroyed the pleasant Sweden. With this mind set, we watch the clip where Kent Ekeroth, spokesman for the anti-immigrant party; the Swedish Democrats, is interviewed and confirms our now established picture of the ungrateful immigrant. The mode of Kent Ekeroth words of concern are supported by the moving imagery; executed in a grey suit, a socially "symbolic resource" (Van Dijk, 2006, p. 362), projecting respect and power as he states that the rioters who clearly "get access...to everything" are ungrateful. Ekeroth manipulate the facts to suit his politics but his choice of discourse is effective to make his point come across. He constructs a scenario where Sweden and its welfare-system is put on a pedestal and finish up with diminishing these rioters without mentioning the increased segregation that has hit the Stockholm area the last twenty years (Engquist & Moberg, 2014). He pronounces a silent 'we' and 'them' and displays the segregation he refuses to announce as a probable cause for the rioting. "A well-known example is governmental and/or media discourse about immigration and immigrants, so that ordinary citizens blame the bad state of the economy, such as unemployment, on immigrants and not on government policies" (Van Dijk, 1993 in Van Dijk, 2006, p. 361). When analysing the instance with a semiotic perspective, Ekeroth dominates the situation as he possesses an institutional position as a member of the parliament (Van Dijk, 2006). No other party of the parliament with the majority of seats is interviewed in the reportage.

As critical analysis highlights what is present, it nevertheless aims to reveal what is hidden. With this critical lens, the simplification in Ekeroth's commentary of a most

complex situation becomes obvious. Husby, where the riots started, is part of Sweden's welfare program; the 'million home' project in the sixties but has now become a destination for lodging newly arrived to Sweden. In an interview by 'the Guardian' a woman explains; "For a lot of people who live in segregated areas, the only Swedes they meet are social workers or police officers. It's amazing how many have never had a Swedish friend." (Orange, 2013, para. 20). Along with this, Husby's residents suffer from a social segregation when public service is nearly non-existent and renovations of the homes in the million project resulting in a raise in rents and affect the population with socio-economic disadvantage as the rate of unemployment is high in the area (Rydhagen, 2013, para. 17).

Ekeroth's statement in black and white correlates with the party Swedish Democrat's propaganda when they take advantage of a situation as Stockholm riots to promote their anti-immigrant politics. Kent Ekeroth with his party indicates that the gathered amount of several hundred rioters which participated, represents the 16% of Sweden's population not born in the country. When looking at the facts, most of these youths had immigrant background but a good amount of criminals and activists took the opportunity to take part in a few days of violence in disguise (Holmström & Eidevall, 2013). What the Swedish Democrats party-leader suggests as a reasonable arrangement, is to deport immigrants who commits unlawful actions, according to the 'New York Times' (Higgins, 2013, para. 9). This racist and irresponsible suggestion does not consider the segregation that often has created the discontent in which the violent actions has their rooting. Research has shown a pattern in unrests during the last decade in Sweden where they are often set in million home suburbs which have attracted people with social economic difficulties with youths in the front of the rioting (Nilsson & Ivarsson Westerberg, 2006). Often, ethnicity is a factor where youths' "experiences and conflicts from their homeland are reproduced in the new milieu" (translated from Swedish, p. 41).

Continuing on to figure 2, the broadcast displays what is presumed to be young immigrants from Husby as the reporter describes Husby, “known for its high unemployment. Predominantly, immigrant population” (RT, 2013, 01.18-1.22). When the moving imagery is decontextualized from the multimodal broadcast; these young adults confirm our conception of the ungrateful immigrant as the video first displays a group of girls in their teens with a discontent look on their faces and in the second scene, two male young adults walking through a town square, looking as if they are arguing as they are pointing intensively with their hands (see fig 2.). The holistic multimodal portrayal fuels the already established picture of immigrants as displeased and seekers of conflicts as they are portrayed according to the media-stereotype where smiles are rarely seen but contracts immigrants into a homogenous group with negative characteristics (Sjöberg & Rydin, 2008).

Figure 2. RT broadcast

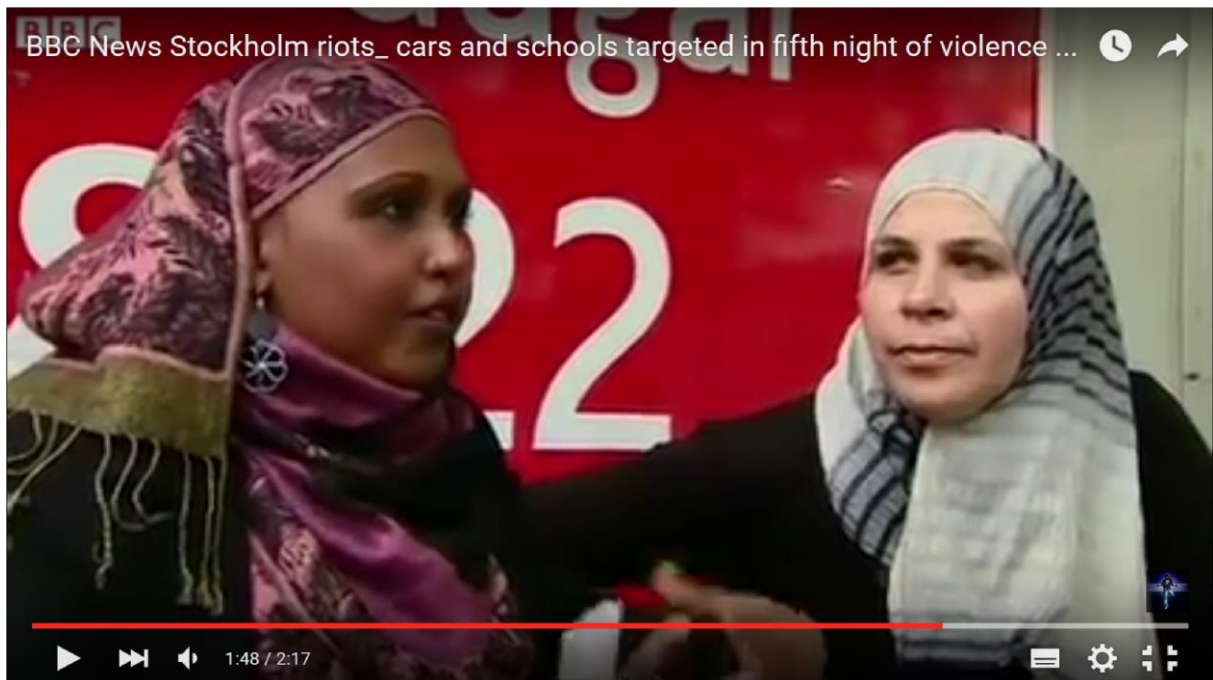


What should be noted is that none of these youths are interviewed to either confirm or disconfirm the depiction of themselves in the report.

4.1.2. The deprived immigrant. In contradiction to the report by RT-channel (2015), BBC news (2015) depicts another story where the question is rather; “are these rioters bored boys making trouble or is it something deeper going on?” (01.28-01.34). The reporter interviews residents of Husby, in contrast to the RT-broadcast (2015) and with that, increases the news reports’ reliability (Ekström, 1996), in other words; raising the truthiness of the semiotic context. BBC news challenges the shallow stereotype depiction of immigrants in multimedia (Lirola, 2006; Sjöberg & Rydin, 2008) and instead of falling into a ‘we’ and ‘them’ (Freire, 2005), rather considers the rioters to derive from the rest of the immigrant population in Husby/Sweden. This is supported by the Integration Minister who is interviewed in the broadcast and challenges the Swedish Democrats opinion with stating the small portion of young boys are not to be confused as to represent the totality of the population born abroad. The problem when minorities are stereotyped is that it causes a “reduction and simplification of the main characteristics” (Lirola, 2006, p.379) of the group with the result that the minority group’s behaviour appears abnormal in comparison to the majority. The ordinary lives of minorities are seldom displayed in media (Lirola, 2006) but in a way, this norm is contradicted in the reportage by BBC news. Figure 3 represents two mothers where the woman to the left is interviewed in the reportage. She explains the frustration her son and other young boys in Husby feel and the neglect these boys experience by the society. The segregation these boys experience often goes in hand with a confusion of “their own personal worth” (Clark et al., 2004, p. 495). Further, research has shown that “as they observe the fact that they are almost always segregated and kept apart from others who are treated with more respect by the society as a whole — they often react with feelings of inferiority and a sense of personal humiliation.” (Clark et al., 2004, p. 495). In the light of this, the actions taken on by the rioters seem not as alien as in the reportage by the RT-channel (2015).

The multimodal combination: the mother's words of concern and the personal meeting, engage the viewer as the self-experienced testimony makes us sympathize with both the mothers and the young boys. This personal meeting supports a non-stereotyping of immigrants and has the possibility to affect Swedish people's opinions and attitudes towards immigrants (Sjöberg & Rydin, 2008).

Figure 3. Mothers in Husby



The reportage points at the failure among ethnic Swedes and politicians that have created a social segregation, in other words, served conditions for a group of displeased citizens. Despite Ekeröth's statement (see. figure 1) were the rioters get "everything" (RT, 2015, 00.42-00.46) the reality of social segregation cannot be dismissed in an area where the unemployment is high (Clark et al., 2004). Research shows that if your name is Fatima, which is not a name from Sweden, you will have 50% less chance than a Frida to get a job-interview even if your CV would look the same (Rydhagen, 2013, para. 19).

As the aim for this section has been to exemplify how an analysis of a controversial issue as ‘Stockholm riots’ could be confronted, the next section will contextualise this theoretical data by presenting practical guiding on how an analysis as the preceding one can be adapted for an actual classroom setting.

5. Practical Implications and Classroom Activities

‘Stockholm riots’ makes an interesting case to bring into a classroom setting for upper secondary students to critically analyse how media manipulate facts to suit the truths they want to provide but also, how to critically reflect on the world and society we live in. The students are given the opportunity to immerse into one situation for a longer period of time in order to view a content from different stand-points and perspectives to gain deeper understanding for the material. The reoccurring elements makes “natural repetition” (Coyle, et al., 2010, p. 137) and when the second language learning is “accompanied by a task” (p. 137) they “stimulate and strengthen a whole set of neural connections” (p.137). In this light, the repetition or call it practicing of both the language and the task happens unconsciously.

Depending on what seems relevant for the students’ current situation (Akbari, 2008), ‘Stockholm riots’ can be viewed from the perspective of class differences, segregation, race, immigration, politics, manipulation, unemployment etc. Despite the angle of perspective, the purpose of the project will be to make the students reflect on democracy and re-evaluate their own values with the aim that they will gain new understanding that results in tolerance towards people from a different social context that carries different experiences.

5.1. Reach the Aims of the Syllabus

Every goal in the English syllabus have the potential to be reached within this project. How this can be implicated will be exemplified further down. For extended tips on how to plan a

project in detail where learners' motivation, cognitive process and knowledge learning is considered, I suggest the book 'CLIL: Content and Language Integrated Learning' by Coyle, Marsh, Hood (2012).

5.2. How Are Immigrants Portrayed?

For this section, exercises have been designed in line with the theories of critical and multimodal analysis. The first category is inspired by the multimodal method of deconstructing/decontextualizing modes where a mode is singled out and analysed in itself, followed by a reconstruction and an analysis on its semiotic position and its importance in the combined complex (Iedema, 2003; Lirola, 2006). The second category exemplifies the critical analysis approach where the deconstructed mode is deciphered and reflected upon through being broken down into smaller particles/categories in order, for the students, to attain a deeper understanding (Freire, 2005, p. 111). In the third category, students will contrast and develop the articles/broadcasts with their own thoughts and values through the forum of discussion (Skolverket, 2011, Freire, 2005). This dynamic space will represent the crucial student involvement that is emphasised in both critical pedagogy (Freire, 2005; Akbari, 2008) and in the Education Act (Skolverket, 2011).

5.2.1. Decontextualizing. This exercise is about exemplifying for the students the role of a single mode in the multimodal complex through decontextualizing it, also, how our preconceptions affect how the rest of the multimodal information is perceived.

Remove, for example, a head-line from its context. "Paradise Lost? Immigrants fuel violent scuffles in Sweden" (RT, 2015).

- What do you think this broadcast is about?

- What preconceptions of immigrants are triggered by this sentence?

Thereafter, add a picture/show a soundless broadcast/the whole broadcast

- Did your preconceptions of the broadcast correlate with what the image/moving video/the audio reported?

This exercise aims for the students to pay attention to the small bricks that jointly creates a great wall, in other words; come to the conclusion that a broadcast is not solely one medium but built by multiple modes that jointly decides how the receiver will comprehend the information (Kress et al., 2005). With this realisation, the students' critical minds will be trained to distinguish the details (Freire, 2005), as will be done in the next exercise.

5.2.2. Decipher message. When dissecting for instance an article, we can convey hidden and “unspoken” messages. The purpose for this exercise is to practice the critical eye. Down below are categories (written in italics) which are suggestions of things to look for companioned with reflective questions. The student or the teacher chooses one or more categories to look for and highlight in the article. One can either underline or use a colour-pen to distinct what belongs to the chosen category/-ies. The sentences should be highlighted in an objective mind-set without involving any reading between the lines as the key to research is to be consistent. The critical analysis is the assignment of the reflective questions! Do not forget to include all the modes in the article such as photos, moving imagery, text, audio, gestures, symbols. For some of the categories, a comparison with a trustworthy source is recommended. One suggestion is the Wikipedia article, which is based on 43 Swedish and international news articles and broadcasts that reported the unrest in the last two weeks of May 2013: https://en.wikipedia.org/wiki/2013_Stockholm_riots (Retrieved 10/11, 2015).

- What *Facts* are represented? (Optional): Compare these facts with another article. Do you notice any differences?

Reflective questions: Use your critical eye! Does this seem right? Underline words or whole sentences that strikes your attention. Does some of these facts seem exaggerated? Are some facts missing or unmentioned?

- What *Operators* are involved in the events as well, interviewed and quoted?

Reflective questions: What sort of operators are involved? Politicians, the police, firefighters, Husby citizens, rioters etc. How are these operator presented? Any over-representation of any group? Does the report sympathize with a particular operator? Any scapegoats? If immigrants are described; does the multimodal report's depiction fit into one of the categories; the ungrateful immigrant or the deprived immigrant? How is this evident?

- What *Reasons* are given to explain the riots?

Reflective questions: Does the multimodal report seem to explain these reasons from an objective point of view where no particular political stand-point is taken? If not, how is this subjective viewpoint realised?

- What cause of *Action* is suggested to do about this?

Reflective questions: Does the suggestion/-s seem reasonable? What cause of action would you promote, if you had the power to do it?

- How is the *Image* of Sweden/Stockholm/Husby described?

Reflective questions: Does this image correlate with your own image of Sweden/Stockholm/Husby? Does the description indicate any particular views on immigrants?

- What *Sources* for the facts can be found?

Reflective questions: Does the report seem reliable? Are the sources reliable? Are the facts, provided by the sources, reliable?

Note: Part of the students' reflective development is to jointly discuss the reasons for analysing multimodal items in this thorough manner (Skolverket, 2011, p.7). Hopefully, the students will see the benefits of dissecting multimodal data through critical analysis, as this realisation will give them further motivation to complete the assignment (Freire, 2005).

5.2.3. Classroom discussion. Down below are three videos which all represent the heated debate in Sweden during the riots and in the aftermath of it. These videos are gathered with suggested questions which can be handled in their current condition or considered as a starting point for developing new questions. The reflective questions in 5.2.2 can also be used as the basis for a whole-class discussion.

Further reading on how to facilitate a discussion in a classroom can be found in 'Effective Classroom Discussions' (Cashin, 2011) through this link: http://ideaedu.org/wp-content/uploads/2014/11/IDEA_Paper_49.pdf.

Videos:

1. 2 invandrare säger sanning om Husby och bränder utan EXPO och antirasister avbryter (Debatt, 2015). <https://www.youtube.com/watch?v=3KYNq83sqeM>

2. Fredrik Reinfeldt om kravaller och kritik - Nyhetsmorgon (TV4) (Nyhetsmorgon, 2015). <https://www.youtube.com/watch?v=4GXzBEx7oc0>
3. Beatrice Ask (M) och Rami Al-Khamisi debatterar Husbykravallerna i maj 2013 (Gomorrön, 2015): <https://www.youtube.com/watch?v=ZJIXW8xkb5A>

Suggested questions for discussion:

- Why do you think something like the events in Husby happens?
- What do you think could be done to help these youths?
- Practical suggestions?
- Do you agree with what the people in the clips say about guys in group?
- What could be done about that?

5.3. Assessment

Assessment is an important concern which demands a reflective framework that is considering the goals of learning outcomes and how to get there. For guidance in developing well-structured term-plans which content correlates with what is to be assessed, once again, I suggest the book 'CLIL: Content and Language Integrated Learning' by Coyle, Marsh, Hood (2012). The book functions as a guide for lesson- and term-planning, using templates and reflective questions for helping teachers making thorough term-plans. The book puts emphasis on learning through assessment which means that the assignments in the test not only tries to map what the students have learned but furthermore, considers the occasion itself to be an opportunity for the students to learn. Reflective journals is an example of assessment-methods which has proven to raise students' academic achievement and their meta-cognitive awareness of learning (Strange, 2001).

- Reflective Journals: This form of assessment can be facilitated as feel suited but the concept is for the students to free-write with their own words about the content of the

lesson, 200 words or more. The benefits of the reflective journals are that the personal opinions of every student in the classroom reach the teacher (Strange, 2001). The students practice writing in English, without restrictions demanding anything other than personal opinions. The reflective journals can also be used as warm-up for a final written assignment to finish up the project, only assessed based on whether the journal/-s has been completed or not completed without evaluating the content.

- **Written assignment:** To sum up the project, a written assignment could function as the final assignment for examination. When the reflective journals have been focusing on practicing writing in English without restrictions of using formal language, for this assignment, the students could connect to the material with own views. Pick a theme to analyse, for instance; what is proposed in the multimodal report to be done about this situation? Does the imagery/video footage/text correlate with each other? What do you think should be done to prevent something as the ‘Stockholm riots’ from happening again? What should the government do/people do to improve the situation?

Developing a rubric is useful for an assignment like this as it clarifies both for the teacher and the students what are to be included in the assignment and what they are being assessed on (Coyle et al., 2012).

6. Conclusion

This study has presented how the goals of the Education Act can be reached and practically implemented in the English education for upper secondary students. The Act deals with the democratic fundamental values which strives for giving every student an adequate education and treating every student equally despite ethnicity, gender, sexuality etc. Research made by Skolverket (2009) and Skolinspektionen (2012) indicates that Swedish schools do not implement these values satisfactorily into the daily teaching but rather deal with them

separately, on single occasions. This lack of routine is the consequence of teachers not having the tools and knowledge on how the goals of the Education Act and the goals of the syllabus can be reached simultaneously. Therefore, the practicality and the transferability of the results for a classroom setting has been important for this essay. With the support of research, the analysis has been accompanied by a section that deals with practical implications in the classroom and through multimodal news reports, demonstrating the Stockholm riots in 2013, it has utilized critical pedagogy as the vehicle to raise the issue of xenophobia. The analysis displays the perspective of multidimensional truths in controversial issues such as xenophobia, racism and segregation when the same event holds as many truths as there are people. This consideration often hinders many teachers to tackle issues with ambiguous truths but just because something seems impossible and difficult to understand it is not to be avoided. Rather, it is indicated that allowing students to openly reflect on controversial issues are developing for both the students and the teachers and in the longer run will contribute to more tolerant and democratic citizens. For this reason, the present study has involved a section of hands-on practical implications in hope to reach the teachers who are afraid of tackling controversial issues so that the Education Act of fundamental values will be not be viewed as a limitation but an inspirational platform for bringing meaningful teaching and new learning possibilities into the classroom.

Critical pedagogy, which has been this study's theoretical framework, aims to raise its students' voices and encourage the oppressed to reflect and act, to help students help themselves or make students become aware of different social inequalities. The examples in the analysis has displayed boys who are displeased with the situation that segregation has placed them in. Raising issues like xenophobia, through the method of critical pedagogy has the possibility to reach boys as these to take non-violent actions in order to change their social situation/status and for the more socially privileged students; to allow them to.

The scope of this study has prevented an analysis of all the material in the data from more than one point of view. This multimodal case study only exemplifies how texts, images, video footage etc. can be critically analysed and what has been concluded cannot be generalized but hopefully the exemplification will contribute to inspire more research-based teaching in upper secondary schools and spark ideas and projects that contributes to the learners' development as democratic citizens. Future research need to contribute to the area of fundamental values intertwined in the classroom teaching which aims for classroom practice as this is an important tool-pool for teachers. What is needed are studies that informs about practical implications, as previously stated; why teachers fail to execute the fundamental values successfully in their teaching is due to the lack of know-how and practical tools.

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