FACULTY OF EDUCATION
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EMOTIONS IN ADULT LEARNING

(based on migrant Iranian students' interviews learning SFI)

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Master's thesis:	30 credits
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Level:	Second cycle
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Supervisor:	Dawn Sanders
Examiner:	Ernst Thoutenhoofd

Abstract

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Keywords:	Adult education, migrant learners, Swedish for Immigrants (SFI), host country language learning, emotional states

Aim: Of particular interest to this research are migrant students' emotional states in the courses Swedish for foreigners (in Swedish "Svenska för invandrare" or SFI-Swedish for immigrants) and their learning process, including types of emotions, reasons for the occurrence of these emotions, and the influence these emotions may have on learning. The study has an overarching research aim that incorporates identifying the main types of emotional states of SFI migrant students in Sweden, analysis of the dependency of emotional states of students on their studies, socialization, and integration.

Theory: The theoretical perspective of the study is a cognitive group of theories in Psychology. The specific theoretical framework selected for the study is based on the *theory of emotions* as put forward by several researchers. Five theories of emotion were commun for the study including the Lange (1900) Wundt (1920) Plutchik(2006) Izard(2017), and Ekman (still alive). The selected theory will guide the study for both formulating the research problem and research questions, as well as for analysing the results. These theories provide various types of emotions that the stud, will utilize throughout the thesis.

Method: The study is qualitative by nature with the type being Grounded Theory (GT). Semi-structured ethnographic interview design, among other things, was adopted to gain deeper insight into the cultural aspects of the problem. The duration of each interview was 45-60 minutes each. The sampling technique used for the study is

purposeful sampling method using several selection criteria such as migrant status, official engagement in SFI studies, age (only Iranian adult migrant student participate in the research).

Results: Emotions do play a significant role in the educational processes of adults, and in SFI specifically. While the SFI system appears to focus on teaching, it seems little attention is paid to the adult learners' biographies. Such inattention impacts adult students' learning process at SFI. Also, the results indicate that the results indicate that due to a lack of consideration by SFI of the students' emotion, prevents achieving the sustainability goals socialization and integration.
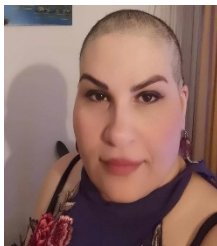
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ACKNOWLEDGEMENTS

I want to devote this research to Mahsa (Jina) Amini and Nika Shakami. These days Iran is experiencing a new stage characterized by the changing nature of human rights, specifically the rights that women and children should have.

Mahsa (Jina) Amini, by her horrible death on September 16, 2022, proved the necessity for these happenings and coming changes in Iran and throughout the world. Through her heroic act, she made us awake. Nika Shakarami was a 16-years girl who was missing on September 20, 2022, four days after Mahsa Aminis's death and the beginning of the protest. Her murdered body was found in the street with the effects of torture and rape. As a protest to support children and women's rights in Iran and worldwide, I wanted to express my protest. That is why I shaved my hair, and by this action, I urge all women to fight for their rights and freedom. Let all the world's women be free with the name of : WOMAN,LIFE,FREEDOM!

Me   Nika   Mahsa

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Chapter I: Introduction and problem statement

Emotional experiences are ubiquitous, and it is impossible to imagine one's life without emotions. They are essential in various spheres of people's lives, especially in the educational process since they accompany practically all aspects of cognition. Exams, tests, seminars and conferences, homework, and deadlines are associated with various emotional states, including anxiety, pleasure, disappointment, confusion, boredom, etc. Numerous researchers admit that emotions also influence human cognitive processes, including attention, thinking, memory, perception, reasoning, and learning *(Tyng,2017)*. It is no coincidence, then, that success in training and learning depends on the ability to recognize, understand, and manage emotions effectively and positively, as well as to understand other people's intentions, motivations, and desires *(Bar-On,1997)*. Moreover, Singer says cognitive dissonance means negative emotional states *(1962)*. Emotion improves cognitive abilities, enabling a person to cope effectively with various situations in the SFI (*Swedish for immigrants*) system without special attention.

SFI is a system designed for better integration and socialization *(www.skolverket.se)*. his adult education system teaches the Swedish language and expect migrant to learn it quickly because they are safe in Sweden. The problem is that learning motives are only formed with attention to their emotions. *(Pavelescu,2019)*

1.1   Theoretical framework

Numerous studies have been devoted to the role and meaning of emotions, especially in relation to children's education. For children, emotions have "enormous consequences over the course of a lifetime" and "provide an important foundation for a fulfilling life" (*Murray&Palaiologou,2018, pp.875*). In adolescent education, emotions play a prominent role because and this period is usually characterized by increased sensitivity and irritability among

students, as well as their restless and excitable states in their socialization process (*Lundahl , 2018*).

The role of emotions in adult learning processes is of no less importance nowadays. Numerous researchers have examined and analyzed the problem of emotions in adult learning from a variety of perspectives and with various approaches. Teachers' emotions and their impact on students' emotional states and academic performance is one such perspective (*Schutz, 2002*). Mendzeritskaya and Hansen in their recent work on emotions in education argue that emotions that are experienced by students while learning, influence their motivation, learning outcomes, and behavior *(2019)*. A prominent study on emotions in education was suggested by some researchers working in the field of Social-Emotional Learning (SEL) and developed five core competencies including self-awareness, self-management, responsible decision-making, social awareness, and relation skills. These competencies or domains are vital for learning and can help to both copes with everyday challenges as well as benefit academically, professionally, and socially.

Initially, SEL was examined only in the framework of school education. But recently, some works regarding SEL in higher education have appeared as well. In this regard, Conley expands SEL to higher education, and writes that emotions are relevant in education while emotional skills "can promote [students'] personal and interpersonal awareness and competence" (*Conley ,2015, p. 198*).

The research done in the field of the Theory of Emotions in education is also worth mentioning here. For example, in work on academic emotions, P. Pekrun calls emotions as prime drivers of students' and academics' engagement, interpersonal perceptions, and cognitive abilities (*2016*). The cognitive theory of emotions is one of the prominent ones. According to several researchers, emotions modulate every aspect of cognition (*Mayer & Weiner, 2006*). Tyng argues, "emotion has a substantial influence on the cognitive processes in humans, including perception, attention, learning, memory, reasoning, and problem-solving" *(2016)*. In the cognitive theory of emotions, it is assumed that emotion-relevant cognitions determine whether an event elicits an emotion as well as the kind of emotion it elicits and its intensity (*Reisenzein,2020*).

There has yet to be an agreement on the definition of emotion among professionals in pedagogy and psychology. In this study, cognitive emotion theory is adopted, which has been the focus of many researchers. For example, the theory of James Lange argues that Affective Experience is the outcome of how experiencing emotion even more than the physiological Response Patterns (*Prinz,2004, p.44-59*). Also, Schachter and Singer's Two-Factor Theory of Emotion says cognitive appraisal relates to the environment, and physiological arousal(*1962, p,55*). After 2010 Izard used the terms neural systems, response systems, emotions or an emotional state, expressive behavior, antecedent cognitive appraisal, and cognitive interpretation (*Mitterer John,2007,p.94*). Izard made a foundational agreement that emotion is multi-componential; each emotion includes several unordered components.

Meyer & Turner proved teacher emotions also have been inseparably associated with student emotions, and that student and teacher relationships act as a necessary "emotional filter" (*Meyer&Turner,2006*). Hargreaves also mentioned that emotions are the foundation of learning but studying them is still in its infancy (*1998*). Linnenbrink-Garcia & Pekrun claim that in the adult learning system, neglect of emotion is a big problem. Emotions are in interaction in any kind of social group(*Hareli and Rafaeli, 2008 ;2014,pp.259–282).*

Emotional support represents an essential aspect of functional solidarity because it is strongly correlated with close, reciprocal, intimate, and lasting ties, which are especially significant in the case of practical help daily (*Hlebec & Kogovšek,2004,2006*). SFI is a daily activity in that the student does not interact with society, whereas society is the first place to pursue the goal of socialization. Emotional support in SFI is not about family or friends it is about who makes contact with the individual only from time to time at school. Thus, a social network in SFI with teachers and classmates can encompass social interactions among all staff; this means an individual's peripheral social circles in SFI (*Hlebec ,2010*).

In the current study, the cognitive theories in general, and the theories by Lange, Wundt, Plutchik, Izard and Ekman are used to guide both data collection and data analysis of the study*(Wundt,1907;Matthews & Izard,2015; Barrett & Feldman Lisa ,2017,p.161-165;Wagner & Manstead ,1989 ,p.164-169; Plutchik & Robert ,2002,p.143-164).(TABLE II)*

1.2   Case Study Description

In SFI learning various aspects of educational activities and socializations of "freshmen" are usually paid attention to most of all. Much less attention does pay to the characteristics of students' psycho-emotional states, and it is the emotional sphere that reflects the relationship between the needs of students and the possibility of their satisfaction in the learning process (reflective-evaluative function of emotions). SFI courses are provided under the rules of the National Education Agency that name (skolverket) (https://www.skolverket.se/), and that is why they follow strict norms such as interim assessments, total attendance, and other aspects which all the migrant students do not sometimes fulfil because of their personal, family, psychological and other problems. This can lead to a higher dropout level, students' inability to combine classes with their work or family duties, etc.

However, to reduce the level of negative experiences, the analysis of emotional states helps to identify periods of increased stress levels (protective function of emotions); to show how the experience of the significance (or, on the contrary, meaninglessness) for the student of the learning situation prompts to take specific actions to continue or stop learning (incentive function)*(Izard ,2011;Hwang,2020*).

1.2.1.   Table I

A quick review of Swedish levels

Basically		SFI level	A	Non-educated- do not know the alphabet.
			B	Low-educated. Known alphabet but cannot read or write.
			C	Almost educated- can read and write in mother language.
			D	Highest educated- have a second language.
Advance		Swedish as the second language	SVA1	Practice speaking, reading, and writing in Swedish. Get skills in cultural knowledge, literary studies, and grammar.
			SVA2	Practice reading and writing in Swedish. Get skills in literary studies and grammar. Develop the abilities for writing and orally.
			SVA3	Bachelor's course. The course constitutes an independent degree project within the subject area of Swedish as a second language, focusing on multilingualism.

1.3   Study purpose and research questions (QR)

Of particular interest to this research is Iranian migrant students' emotional states in the SFI learning process – their types, reasons for their occurrence, and influence on learning outcomes. The study has several research aims such as to identify the main types of emotional states of SFI migrant students in Sweden; analyze the dependency of emotional states of migrant students on their studies and thus – their further socialization and integration. Regarding the aim of the study, the following research questions are relevant:

- What types of emotions adult migrant students experience in the process of their SFI*(Swedish for immigrants)* learning?
- What's reasons of these emotions?
- What are the underlying reasons of their occurrence?

  How do emotions influence migrant students' learning process and outcomes?

  For answer to the first and second RQ researched the types of emotions are explored through a collection of ethnographic semi-structured interview sessions with students. In this part of the study, the researcher's interpretations of the collected data plays major role in finding answers to the RQ1, and therefore developing a new theory explaining reasons for occurrences of these emotions, The reasons for the selection of ethnography interviews is that this method allows exploration of deeper cultural traits underlying the phenomenon, that is students' emotions, which is desirable for migrant students. The reason for semi-structuredness of the interviews is the use of an existing theoretical framework for developing another theory, as explained in the next RQ.

  How do emotions influence migrant students' learning process and outcomes?

  Answers to this RQ further reveals the main type of the current qualitative study, that is Grounded Theory research. The reason for the adoption of the Grounded Theory as the dominant research methodology of the study is that answer(s) to this RQ mainly comes from the data (in this case, from student interviews, rather than solely from the researcher's interpretations, as would be the case in other types of qualitative research methodologies. In short, the data and knowledge from students,

supplemented by the existing theories in the field are combined to gradually develop an answer to this RQ. Each interview was evaluated with the existing theories, and that led to the next interview. Although the interview questions were the same for all students, each interview provided the researcher the opportunity to analyze next answers more realistically; and this was the thrust of the GT. On that basis, the RQ3 is answered by the applying an analytical tool (the study theoretical framework) to each set of interview data, and gradually develop the desired theory.

This study claims an additional insight into the current theories of emotions, and this constitutes the study's theoretical contribution to the current literature.>

1.4   Ethical considerations

As the study deals with respondents, gathering and processing information from them ethical issues are of a crucial importance. The following ethical issues guide the study: respect for persons that requires a commitment to ensuring the autonomy of research participants, and, where autonomy may be diminished, to protect people from exploitation of their vulnerability. The dignity of all research participants must be respected. Adherence to this principle ensures that people will not be used simply as a means to achieve research objectives (informed consent here is included). Beneficence that requires a commitment to minimizing the risks associated with research, including psychological and social risks, and maximizing the benefits that accrue to research participants. Researchers must articulate specific ways this will be achieved. Justice that requires a commitment to ensuring a fair distribution of the risks and benefits resulting from research. Those who take on the burdens of research participation should share in the benefits of the knowledge gained. Or, to put it another way, the people who are expected to benefit from the knowledge should be the ones who are asked to participate. In addition to these established principles, some bioethicists have suggested that a fourth principle, respect for communities, should be added.

Following the ethical principle, I got permission from the rector SFI school, IRIS, to contact some of their Iranian students. The rector got permission from a student before mine. So, I called them and explained the benefit of the study. They repeat their permission while they answer questionary. They were free to answer or not. Their name changed in the study, and the data was translated into their own words.

1.5 Educational significance

The research into the emotional dimension of learning processes lets us establish the dependence of SFI studies' success and their result on socialization and integration.
Moreover, students' emotions reveal the types of emotional states Iranian migrant students can experience in the education process (SFI studies) such as joy, surprise, excitement, sadness, disgust, shame, and anxiety. The peculiarities of an adult migrants' life in a new social context are determined with the leading types and role of emotions. Being in a new country within a new social context, migrant-students express their emotions in accordance with their sociocultural background. The research also identifies and analyzes the types of functions that emotions can produce in learning. Some teachers and instructors still believe that emotions do not directly influence the effectiveness of learning, that they always arise spontaneously, and, therefore, it is impossible to control them. It is often believed that the teacher should pay more attention to the direct transmission of knowledge rather than to emotional states of students.

Chapter II: Literature Review

The aims of this review are the following two inter-related aims: (i) to explore thecurrent body of knowledge and identify current studies in relation to the links between emotions and the learning process of adult students in general, and in SFC, and (ii) to synthesize a theoretical framework for guiding the research in data collection and analysis.

To achieve the above goals, the chapter is organized as follows: 2.1 is a review of different approach about emotion which is help to data analysis ,Section 2.2 provides a review on the types of emotions, which is directly related to the first research question of the study. Section 2.3 provides a review of the functions of emotion. These functions are closely related to the perception of adult migrant students. This topic is extended to Section 2.4 where the effects of emotions in education are explored. Section 2.5 extends 2.6 by reviewing various studies on approaches adopted by previous researchers for investigating emotional issues in learning. Section 2.6 deals with emotions and culture. This part is significant for the current research that deals with the Iranian process of migrant adults in Sweden.

The method of review in this Chapter is a *critical review of the literature* (*Rowe, 2014*). This type of review mainly analyzes the works of others and compares their ideas and thoughts with the researcher's own ideas. More specifically, it is a written and well-organized review that involves researching source materials and synthesizing what you learn from those source materials with your own ideas (Ibid).

2.1   Background to Emotions

Emotions are essential components of human life and therefore are studied in psychology, pedagogy, politics, sociology, philosophy, cognitive science, and other spheres. The study of emotions is complicated by terminological differences. Depending on various theoretical positions, emotion can be defined differently:

a) within the framework of the philosophical approach, emotions can act as "the modifications of the body, whereby the active power of the said body is increased or diminished, aided or constrained, and also the ideas of such modifications" (*Spinoza,2001, pp.89*). Thus, emotion could be defined as a change in the state of a physical organism, a state regulating bodily actions.

b) within the biological approach an emotion is seen as an *"arousal" or "activation" (Duffy, 1957)*;

c) within the physiological approach emotions can be considered as unique physiological processes. For example, according to the peripheral theory of (*James-Lange,1900*) emotions are such sensations that are caused the result of brain, muscle, organic changes, and awareness. An alternative point of view is held by (*Cannon and Bard[1],1927*) the developers of the thalamic theory, according to which various autonomic changes and organic reactions occurring in the thalamus and hypothalamus cause emotional experiences. In this case, emotion is defined *as a physiological determinant and an activating mechanism characterized by emotional arousal*.

d) within the framework of cognitive theories, emotions result from the interaction of a need and the possibility of its satisfaction. For example, Festingerin the theory of cognitive dissonance characterizes dissonance as a negative emotional state *(1957)*. Trying to eliminate the discomfort, any person strives to consonance, with positive emotions. In its turn, in the two-factor theory of sentiments by Schachter and Singer attention is paid to both physiological arousal and cognitive interpretation of this arousal *(1962)*. One should also note the study of Lazarus according to which any emotion is necessarily preceded by thought, the process of understanding[2](1982). Therefore, emotion is a *factor in adaptation to individual values*.

e) in the activity approach, emotions are defined as a reflection of the relationship between the result of an activity and its motive or simply as a motive *(Leeper,1948, motivational*

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[1] More about it see Cannon, W. (1927). The James-Lange Theory of Emotions: A Critical Examination and an Alternative Theory. The American Journal of Psychology, 39(1/4), 106-124; Dror, O.E. (2013). The Cannon-Bard Thalamic Theory of Emotions: A Brief Genealogy and Reappraisal. Emotion Review, 6(1), 13-20.

[2] See Festinger, L. (1957). A theory of cognitive dissonance. Stanford, Calif.: Stanford UP; Schachter, S., Singer, J. (1962). Cognitive, Social, and Physiological Determinants of Emotional State. Psychological Review, 69(5): 379–399; Lazarus, R.S. (1982). Thoughts on the relations between emotion and cognition. American Psychologist, 37, 1019-1024.

approach,p.55). When the action is successful positive emotions are born, if not – negative ones. In this regard, emotions are an essential indicator of human motives.

f) the theory of primary and differential emotions. The theory of differential emotions by Izard is centered on individual emotions, reflecting "experiential-motivational" processes (*1977*). According to the researcher, emotion is a complex process with neurophysiological, neuromuscular, and phenomenological aspects. Similarly in the theory of *Plutchik and Kellerman* emotions act as communication and survival mechanisms based on evolutionary adaptation (1989). In this case, emotion *is a complex phenomenon with a nervous, expressive component*; g) in the framework of the psychoanalytic approach emotions act as *adaptive reactions of the organism*, assimilated during evolution, associations, reactions, and mechanisms that contribute to adapting to new conditions and situations. Subsequently, in *McDowell's* psychoanalytic theory of instincts, emotions as forms of human expression and behavior are reduced to innate instincts, and in this case, are seen as *emotional reactions (1999*).

In view of the above, although emotions are intensively studied, there is no unified definition of the term "emotion," and instead, emotion should be seen in a particular context to reveal its true meaning within the context. In general, researchers believe that feeling includes the following three components: (i) experienced sensation, (ii) processes in the nervous, respiratory, and other body systems; and (iii) expressive, mimic manifestation – phenomenological, neurophysiological, and neuromuscular emotional aspects.

In turn, (Izard,2011) states that a person has ten fundamental emotions: joy, surprise, grief, anger, disgust, fear, interest, contempt, shame, and guilt, as shown in Diagram a below:
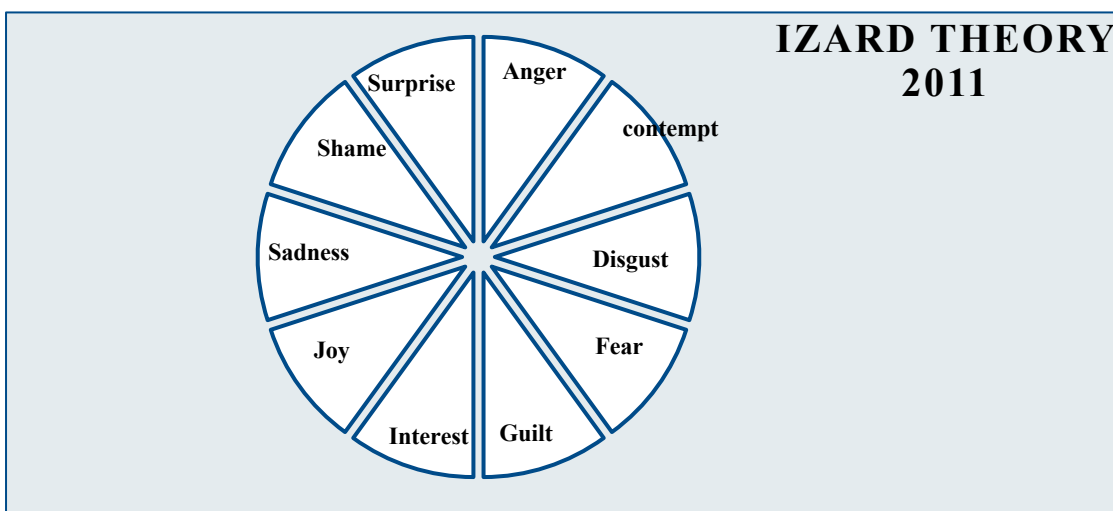
2.1.1 Table II

The basic theory about emotion with most experiences make negative emotional statements.

1.1.1 Anger	1.1.4 Shame
1.1.2 Fear	1.1.5 Arousing
1.1.3 Sadness	1.1.6 Discuss

The experienced sensation. processes in the nervous, respiratory, and other body systems ;expressive, mimic manifestation – phenomenological, neurophysiological, neuromuscular emotional aspects.

Emotions can also be classified and divided by origin (biological, social); by nature of actions (contact and distant – defensive, for example); or by relation to activity (*sthenic – incited, and asthenic, inhibiting action*). Among less usual feelings and emotions that researchers mention one can identify *grief*, a negative emotional state, which is associated with the received reliable information about the impossibility of satisfying essential vital needs, grief most often takes the form of emotional stress, experiencing which a person feels loneliness and self-pity: *anxiety.* Experiencing anxiety, a person is impatient, very excited, can't sit still for a minute, and lacks interest in anyone and anything, indifferent and detached.

In the next Section, various types of emotion are discussed related to the study's first research question.

2.2   Types of emotions

Emotions are essential components of human life and therefore are studied in psychology, pedagogy, politics, sociology, philosophy, cognitive science, and other spheres. The study of

emotions is complicated by terminological differences. Within the framework of cognitive theories, emotions result from the interaction of a need and the possibility of its satisfaction. For example Festinger in the theory of cognitive dissonance characterizes dissonance as a negative emotional state. Trying to get rid of the discomfort, any person strives to consonance, to positive emotions*(1957)*. In its turn, in the two-factor theory of emotions by Schachter and Singer attention is paid to both physiological arousal and cognitive interpretation of this arousal *(1962)*. One should also note the study of Lazarus according to which any emotion is necessarily preceded by thought, the process of understanding*(1982)*. Therefore, emotion as a factor in adaptation to individual values.

Though researchers often identify different types of emotions, some are more spread and more common. They are joy, a state of great pleasure and happiness; happiness, a form of genuine elation, often accompanied by self-confidence, calmness, and love. Surprise is also one of the common emotions. It does not have a clearly expressed positive or negative meaning, but it appears as a reaction to suddenly arising circumstances. As a rule, surprise slows down all previous emotional states, directing all the attention to the object, and can turn into interest.

The *theoretical framework* of the study consists of five major types of emotions that were identified from the literature, and shown in TABLE IV and discussed in the following sections:

2.2.1. *Anger:* is a negative emotional state. In a state of anger, energies are quickly mobilized, muscles tense, a feeling of strength appears, and a sense of courage and self-confidence is evoked. According to OED (old English dictionary), it is a negative reaction to something you think is wrong or unfair. It can lead to other emotions such as fear, as an example..

2.2.2. *Fear:* is another common emotion of also experienced by every individual in different phases of life and manifests itself when a person receives it. Information or a sign about a possible threat, a real or imagined danger, while, for example, the state of *fright* is always connected with a sudden feeling of fear and is a response to an unfamiliar impact.

2.2.3. *Sadness:* is another familiar feeling. A sad person is often easily recognized by his appearance: he ambles, staggers, has his hands down, his voice is weak and silent means of activity in the respiratory andlaryngeal muscles, and he most willingly sits, relaxed, silent.

2.2.4. *Shame* is an emotional state which appears as the result of a discrepancy between one's thoughts, actions, and appearance, connected not only with the expectations of others but also with one's ideas about the appropriate behavior. Shame shows itself in the course of evolution as a person's need for social connections. It can hinder the development of a person's integrity, and this emotion often contributes to maintaining self-respect.

2.2.5. *Arousing*, appearing as a result of a particular motivational activity, is associated with satisfying human needs such as food, protection, and sexual ones. In turn, *voltage* is the level of overexcitation that is even stronger than arousing. This emotion is associated with creating a new and breakingthe old way of life. Its completion is experienced as an emotion of resolution, calmness, peace, and quiet.

2.2.6. *Disgust*, a negative emotional state, is caused by such objects, the contact that comes into sharp conflict with the person's ideological, moral, and aesthetic principles and attitudes. If combined with anger, it can provoke aggressive behavior in interpersonal relationships.

The above findings inform the current study to identify various categories of emotions. Such distinct types will assist the current study in categorizing the collected interview data. These findings also provide an answer to the first research question of the study. In the next Section various functions of emotion are discussed as a precursor to the effects that emotions may have on SSC students' learning process. Table III shows a summary of results from the literature in relation to the types of emotions. In this Table each column represents a typical review of the types of emotions.

Theoretical framework: common types of emotions According to different researchers

№	Lange(1900)	Wundt(1920)	Plutchik(2006)	Izard(2017)	Ekman-Age 88
1	*joy*	*joy*	*joy*	*joy*	*joy*
2	*anger*	*anger*	*anger*	*anger*	*anger*
3	*fear*	*fear*	*fear*	*fear*	*fear*
4	*sadness*	*sorrow*	*sadness*	*sadness*	*sadness*
5	*impatience*	*strain*	*surprise*	*surprise*	*surprise*
6	*confusion*	*displeasure*	*disgust*	*disgust*	*disgust*
7	*disappointment*	*hope*	*trust*	*contempt*	
8		arousing	anticipation	interest	
9		*pleasure*		*shame*	
10		*pity*		*guilt*	
11		*pride*			
12		*relaxation*			
13		*subduing*			

2.3   Functions of emotions

Talking about the functions of emotions, researchers have no united and single opinion about the functions of emotions. All this suggests that emotions have many different functions. There is no single and united answer to the question of how many functions emotions have. Here I will limit myself to themost common and important ones distinguished by most authors. Various types of functions of emotions are extracted from the literature and are provided in sections 2.3.1 to 2.3.10 below, followed by the connections that these emotions have with the current study:

2.3.1. Incentive function. According to the etymology of the word "emotion" in OED it comes from the word "movement" (a (social) moving, stirring, agitation, from French emotion, 'move, stir up'). The word itself dates to the XVI-th century and refers to descriptions of feelings, as opposed to thoughts. Many researchers focused on this function (Wundt,1920; Freud,1939; Ekman,2003; Izard,2017). Emotional states encourage us to act in the same direction or change the tactics of behavior to achieve the goal. Within this function's framework, associativity's aspect plays an important role. Sensations and emotional states that arise simultaneously one after another tend to connect and enter a specific connection when one entails another. For example, in his book ("*Ueber Gemüthsbewegungen: Eine pszchoßphzsiologische Studied",1887*), Lange also pointed out that emotions have associations and mental functions. The researcher believed that in every emotion there is actual and apparent factors – cause, a sense impression which acts through the recollection or association of ideas, and result*(1900).*

2.3.2. Reflective-evaluative function. The emotion here acts as a particular internal state and subjective experienceIt assesses . the situation's circumstances based on the arisen need and an intuitive idea of the possibilities to satisfy it. Emotional evaluation is different from the conscious cognitive evaluation operations of the mind because it is performed on a sensory level. For example, Lazarus believed that an assessment always includes rational elements – the part of the past situations reproduced at present*(1982).* The researcher examined the reaction to a threat with the process of defense against it and argued that any such behavior tendency depends on additional assessments.

2.3.3. Communicative function. The expression of the face and the movements of the body, or facial expressions and pantomime, allow conveying experiences to other people to inform them about a person's attitude to the surrounding reality. Facial expressions, gestures, expressive sighs, and intonation changes are the language of human psychological feelings, a means of communicating through thoughts and emotions. Thus, emotions have their own language and therefore perform a communicative function.

2.3.4. Expressive (adaptive) function. Emotions matter in the process of social interaction. Emotions and their manifestations demonstrate to others and even to us what emotions we are experiencing. Darwin's work "The Expression of the Emotions in Man and Animal" explains that special changes in facial expressions and emotions are fixed in evolution to communicate the state of the body in interaction with others*(1872)*. The higher the level of an individual's evolutionary development, the more specific the means of his emotional expression become. So, at the natural level, the emotion acts as a signal, on the social one, it manifests itself as a sign while at the level of personality, it is a symbol.

2.3.5. Signal function. It consists in notifying the body (nervous system) and other people about the state of the person's needs (satisfaction or dissatisfaction). The emotions signal what is more important and significant in all the variety of surrounding objects, phenomena, and people.

2.3.6. Reinforcing (supporting) function. Positive emotions are usually supportive. Emotions of success-failure could instill a love to study or extinguish it forever. The reinforcing function is especially pronounced in the learning process. Interesting material, essential facts, and events that cause a strong emotional reaction are quickly and firmly imprinted in memory.

2.3.7. Regulatory function. The French psychologist Janet discovered that emotional phenomena perform a regulatory function. Emotions and feelings perform the function of regulating the state of the body and human behavior: "Feelings are, above all, regulations of an action that restrict it, diminish it, or stop it if it is exaggerated; or intensify it if it is in some way deficient" *(1932,p.79)*.

2.3.8. Switching function. Assessments through emotional states have a motivating power and can determine the choice of behavior. Essentially, emotions of success-failure have the ability to induce a person to switch from one activity to another.

 2.3.9. The protective function: It consists in warning about real or imaginary danger (emotions of fear, disgust, etc.). These emotions, like all others, are stored in memory and, in a particular situation, are extracted from it in order to perform a protective function.

2.3.10. The compensatory function: This type of emotion allows compensating for the shortcomings of other mental phenomena (when raising children, verbal information is poorly understood, and in such a situation emotional information can be used; emotional elements of speech are useful in the teacher's monologue).

The current study believes that each of the above functions of emotion provide a distinct perspective of learning process within the student. This is further elaborated in the next Section.

2.4   Emotions in education

Emotions cause affective experiences of emotional valence (pleasure-displeasure) and emotional arousal (high-low activation); generate cognitive processes such as perception, evaluation, and recognition; activate psychological and physiological changes; motivate behavior that is often, but not always, expressive, purposeful, and adaptive. Due to the fact that in any activity there is an element of emotionality, emotions can either contribute or have a negative impact on it. That is one of the reasons why they acquire such importance in relation to education and the process of learning. Generally, students and teachers experience different shades of emotions, both positive (such as joy, interest, calmness) and negative (such as despair, neglect, anger). Even though some researchers have noted the importance of emotions (see, for example, the abovementioned approaches to the study of emotions), in education, as was well pointed out by Linnenbrink-Garcia and Pekrun the research in regard to emotions and emotional states "is still in its early infancy" *(2011, p. 3)*. Thus, emotions in education need to be examined better and profoundly, because they are "the foundation of learning" (*Zull, 2006, p. 7*).

In education, emotions can motivate and stimulate students. When a student is in a good mood and experiences positive emotions, then everything goes well for one, new thoughts and ideas arise, and the person is ready for a productive discussion with fellow students, who are also positively influenced, and in the result of this interaction also respond with positive emotions. Emotions and various mental states, if they are constantly experienced, have a direct impact on the formation of a stable attitude to learning, and on the formation of learning motivation. On the contrary, if the team is fragmented, there are outcasts, scapegoats, or isolated individuals in the group, then various problems arise in the work of the student group – first of

all, appears an emotional imbalance. Feelings, emotions, and emotional states experienced by one person can be considered contagious experiences involuntarily perceived by others and can lead other individuals to a more vital emotional state. Here one can talk about the 'chain reaction' model. Students sometimes come to such a state when the laughter of one "infects everyone". The "Chain reaction" model explains such mass phenomena as psychoses, panic, and applause. Regarding the above-mentioned fact, the same can be applied to lazy and unreliable students who do not complete assignments or do them incompletely, forcing others to do their work for them. This also contributes to forming a hostile emotional atmosphere in the group. Even those students who skip classes or even get sick and miss classes also negatively impact the overall emotional background of the group. Emotion in this context is not only a subjective experience but also the general atmosphere that reigns in the group for the period of study.

It is also well known that the education process is more successful if a teacher makes it emotional and creative. That's why regarding education, emotions also play an essential role in the relationships built between a teacher and students in the learning process. The emotional state of one is the heartache or joy of the other. Nothing has such a substantial impact on the student as the teacher's emotional state. Let's imagine different life situations: for example, if the teacher is outraged, the student starts to resent; if one is oppressed, or crying, then the other comes to the same state; if one laughs, the other does the same. Pedagogical work is a particular sphere of social life with relative independence, it performs important specific functions (next subchapter is among other things devoted to this issue). When communicating with students, a personal example of a teacher plays a huge role. So, if the teacher enters the class with a smile, then a pleasant, calm atmosphere is established in the class. And vice versa, if the teacher comes in an excited state, then a corresponding emotional reaction arises among the students in the group. Thus, affects can be considered as a reaction arising as a result of a committed action. One of the most common types of affects is stress. Stress is an intense psychological state, when the nervous system receives an emotional overload. In this regard, the teacher cannot be neutral to the social assessments of his behavior. Recognition, praise or condemnation of actions by others affect the well-being and self-esteem of the individual. It is they who force the individual to be especially sensitive to the attitude of others, to conform to their opinion. Understanding

the importance of emotions and feelings helps the teacher to correctly determine the line of his own behavior, as well as to influence the emotional and sensual sphere of students.

It seems like emotions have a paramount importance in early childhood education. Children at an early age often do not know how to hide their momentary and often very fleeting emotions. For them, emotions are a kind of communication based on imitation. If, for example, you smile, looking at the child, then he will react the same. Even if, let's say, to say or do something unpleasant, and then to smile, the child is very likely not even to remember the previous offense. For children at an early age, and then for elementary school pupils, a mirror reflection of emotions is very characteristic. In this regard, some researchers examined the development of basic emotions in early ontogenesis[3]. The problem of innate emotions, emotions that arise in the course of a particular situation and how they differ depending on age – all these issues were carefully investigated. In this way, numerous researchers admit that by the sixth year of life, the child can distinguish all the primary negative and positive emotions. The development of the emotional sphere confirms the central role of the socialization process. Depending on a given social situation, the primary and leading emotions arise. However, the role of general biological mechanisms and the individual genotype should also not be underestimated. Further, adolescence is characterized by increased sensitivity and irritability, a restless and excitable state among youngsters (*Buhler, 2014*). A teenager begins to feel like an adult, striving to be and be considered an adult, but he still does not feel genuine, full-fledged adulthood. Thus, even if studies show that by the age of ten children from a wide range of emotional experiences based on primary, biological emotions, their socialization goes on even at senior years this suggests that the differentiation of emotions may continue in connection with the specific life situations, including schooling.

Educational theorists and practitioners also acknowledged the importance of emotional states in adult learning contexts. However, some researchers are prone to consider the emotions of adults as already-formed reactions, and they are primarily seen as either a hindrance or a motivator for learning. Probably that is why modern education governed by special practices

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[3] More about it see Wolff, S. (1974). Children under Stress: Understanding the Emotionally Disturbed Child. Penguin Books; Izard, C.E., Read, P.B. (Eds.) (1986). Measuring emotions in infants and children. Vol 2. Cambridge UP; Ekman, P. (1976). Pictures of facial affect. Palo Alto, CA: Consulting Psychologist's Press.

often offers little room to such aspects of human lives as emotions and personal concerns *(Deem,2001)*. Neglecting emotions often results in educational processes that fail to treat adult learners holistically (*Yorks&Kasl,2002*). Drawing on a Jungian depth-psychology perspective, (*Dirkx,2006, p.16*) admits that 'relatively few scholars and practitioners in adult and higher education regard emotion as integral to the meaning-making process and as demonstrative of underlying and largely unconscious forms of meaning associated with learning' . In a series of thoughtful papers Dirkx the authors explore the ways that adult educators can use to encourage students to explore the underlying meanings of emotions they experience in education contexts (*2006; Clark and Dirkx, 2008)*.

In modern pedagogy and psychology, the understanding of emotions is ambiguous. Of course, emotions serve as an organizing and motivating factor in behavior, a factor that contributes to personal development and relationships with the surrounding reality. In short, it may be pointed out that in regard to education, emotions are skills, organized patterns of thoughts and responses, that we actively construct throughout our lives so that we can use them flexibly in different life situations, including learning (*Fischer & Bidell, 2006*).

This section reviewed various theories that explain emotional rules in educational processes in the context of adult learning. This will lead the review to the next Section where various research approaches for emotions in learning in general, and in adult learners.

2.5   Approaches to emotional problems in learning

The educational activity is one of the leading activities for the migrant students in Sweden. The main task of scholarly activity is to form and instill necessary knowledge and skills among students. Motivation is the first required step in the gradual formation of mental actions. Almost all factors in the formation of learning motivation are closely related to emotions. Motivation and emotions are necessary elements of learning activity, without

emotions there is no formation of learning motives Pavelescu which arise within educational activities (*activity approach, 2019,p.22*).

Every teacher knows that if a student does not want to learn, then one cannot be taught. This means that each student must have a motive that encourages him to take the intended actions and knowledge. The motive induces a person to set and achieve various goals, to perform actions. Cognitive motivation is always an effective way to encourage a person to learn (*Hart & Mueller, 2014).* In its turn, motivation can be external and internal in relation to activity, but always remains an internal characteristic of the individual as a subject of activity. External motives are not related to the acquired knowledge and the activities performed; learning serves the student as a means to achieve other goals. With internal motivation, the motive is the cognitive interest associated with this subject, and the desire to gain knowledge. Many people think that internal motivation is more effective than an external one but this is not true. For example, a student doesn't like the subject, but it is necessary for him. If interest to the subject is rather strong, the student will learn it and will be positive about it. In other words, we should not mix the motive's contents and the strength of motivation.

That is why teaching methods are important. Teaching methods are ways of joint activity of a teacher and students aimed to achieve learning goals. The use of various methods leads to a change in the personality of the student, including their emotional states. Special studies show that interest in all its forms and at all stages of development is characterized by the following obligatory moments: the presence of positive emotions in relation to the activity, the presence of the cognitive side of this emotion, the presence of a direct motive coming from the activity.

The emotional state is always associated with the experience of emotional unrest, response, sympathy, joy, etc. That is why deep personal experiences are connected to the process of attention, memorization, comprehension, which make cognitive processes intense and more effective. It has been shown that the method of creating situations of entertainment, the method of discussion, encouragement, competition and the method of learning based on cooperation arouses a positive attitude towards learning activities. At the same time, it is

important not only to arouse emotionality, but also the presence of a cognitive side, which manifests itself in the joy of knowledge.

Thus, emotions are included during the process of forming the motives of the learning. However, only positive emotions help students shift the motive to the goal. In real activity, in the course of activity, new motives and needs are formed. In the activity approach, this problem is solved as a mechanism for turning a goal into a motive or a mechanism for shifting a motive to a goal. The transformation of a goal into a motive can only occur if positive emotions are accumulated. It is impossible to instill interest by punishment and coercion. In the learning process, it is important to ensure the emergence of positive emotions in relation to learning activities, its content, forms and methods of implementation.

Theory of emotional intelligence and social-emotional learning. At present, some psychologists examine the problems of emotions in order to develop the emotional capacity of students. In their opinion, the cultivation of emotional intelligence is more important than the expansion of knowledge and the increase of IQ.

In the 90s, Salovey and Mayer began to use the term "emotional intelligence". Then *Goleman* drew attention to the concept of emotional intelligence, he wrote the book "Emotional Intelligence" (*1995*). There are also other psychologists who have shown their interest in this phenomenon (*Bar-On, 1997; Cooper 1996-7*). In their works a new view to EI is presented.

Salovey and Mayer suggested that emotional intelligence is associated with four abilities: the accuracy of assessment and the expression of emotions both by the individual and others; cognitive assimilation of emotional experience; recognition, understanding, comprehension of emotions; adaptive regulation of emotions of the individual and surrounding people. The researchers determined that the EI scheme consists of four block components: the perception and expression of emotions; strengthening of thinking with the help of emotions (assimilation); understanding emotions; emotion management.

Goleman suggested that success, including learning activities, depends on self-motivation and resistance to disappointments, control over emotional outbursts, the ability to refuse pleasures, regulate mood, and the ability not to give emotions and experiences the ability to drown out the ability to think *(1998)*. Bar-On proposed a more thorough method for

measuring EI *(1997)*. He defined EI as all those cognitive abilities, knowledge and competence that enable a person to successfully cope with various life situations. The researcher believes that a person has knowledge and skills as mental abilities, which have become leading factors in achieving success in life. These include self-awareness, interpersonal skills, adaptability, stress management and overall mood.

Different researchers offer slightly different interpretations of EI, but still come to the same conclusion that EI is the ability to emotions, the intersection of emotions and cognition, a combination of mental and personal traits inherent in every person. The main goal of pedagogical research is the question of how to give students a better chance to develop their abilities in learning activities. Teachers and psychologists pay great attention to the development of their intellectual abilities and often ignore the role of emotions. The study of the problem of EI allows to determine the ability of people to emotional development. There is a need for theoretical and practical research of EI for the education of students, for the development of their EI. Emotions are one of the important aspects of learning and learning activities. They are central to the study of learning effectiveness.

The activity in the study of emotional intelligence is also caused by the processes that are currently taking place in the field of education, which no longer satisfies society with teaching methods based on convergent thinking with its main indicator IQ[4]. In the modern educational process, such concepts as emotional intellectual educational environment, emotionally inclusive school, social emotional learning, emotional competence, emotional creativity, emotional giftedness is at the forefront. Special programs to train emotional intelligence skills are being developed and implemented. In *2002, UNESCO* launched a worldwide initiative to promote social-emotional learning and sent a statement on the 10 basic principles to implement this learning to 140 countries. The theoretical basis of the program is positive psychology. The program is based on the idea of the unity of thinking, feelings, behavior, ensuring the positive development of the child. SEL is usually called as the acquisition of skills to recognize and manage emotions, develop empathy and care for others,

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4 intelligence quotient

make responsible decisions, establish positive relationships and effectively solve problems emerging in difficult life situations.

Researchers identify five interrelated sets of cognitive, effective, behavioral competencies that combine five key areas of social and emotional skills: social competence, awareness (understanding one's emotions), relationship skills, and responsible decision-making. Therefore, educational technology is more productive in the context of a safe, comfortable learning environment, since a key factor in such an environment is a trusting positive relationship between the teacher and the student that contributes to the quality of learning, social emotional development and behavioral competence.

As Goleman points out, the right use of emotion is the poison of wisdom itself. They are able to guide our thinking, determine our values, help us survive in difficult situations. However, at the same time, they cannot lead astray, which happens quite often. It is important to bring our mind into our emotions, to combine it with courtesy and attention, care. In the pedagogical environment, there is a search for ways to develop eco by transforming the traditional pedagogical system into an emotionally indirect one. According to the theory of emotional intelligence, this includes four skills: awareness of one's emotions, awareness of others' emotions, and managing emotions, both one's own and others.

Numerous research proved that SEL contribute to stress reduction and the promotion of positive learning environment Slaski & Cartwright improve school connectedness and establish friendly atmosphere in the group Jagers and increase the capacity of students to learn. *(2002;2007)*

A plethora of research focuses on the need to promote more and impellent SEL based programs. *Triliva and Poulou's* review shows an evident lack of research in regard to teachers' perceptions about SEL implementation within school setting*(2006)*. However, teachers' implicit beliefs and views influence their approaches to teaching and their choice of teaching methods (*Alvirez & Weinstein, 1999*). The literature focuses more on 'what' to teach, rather than 'how' to do it. That means that teachers pay more attention to targets, instruction, and program delivery. Less attention is paid to, among other things, if to use the words by Zins and Elias address "emotional and social dimensions of learning by engaging and interactive

methods." In this regard, some research was introduced in regard to conflict resolution – one of the key factors of SEL(*2007*). Some researchers suggest the model of cooperative learning when scooperative learning modeltudents engage, they apply communicative and cooperative skills and gain a better understanding of existing problem issues. Later through reflection, "social transformations become possible" (*Fetherston and Kelly,2007, p.264*). Other research proposed the methods of work combined with music, art, and literature which are able to inspire, ignite new ideas and thoughts, and learn to contemplate. For example, a student can read a story and mentally take the place of any character in the story to feel what can this or that hero feel or look at some piece of art and try to explain his/her feelings – all these methods contribute to emotional understanding development (*Norris, 2003*).

Cognitive theory. According to Bruno cognitive theories are collections of developmental and transformative factors. As regards to developmental theories, the most influential theory has been Piaget who postulated a number of stages in the process of cognitive development which he related to the process of biological development during childhood *(1929)* . Piaget proposed five steps, arguing that at the age of 7-11 years, children are already able to perform concrete operations, and subsequently learn to perform formal operational thinking (abstract conceptual thought) that is reached before adulthood. His theory, however, is more applicable to child development while, for example, Allman pointed to a number of psychological research which suggests that adult thought processes continue to change and develop through the lifespan because throughout lifespan people tend to tolerate contradictions what enables to generate new ideas *(1984)*. Other researchers such as Kohlberg's and Fowler also followed the Piagetian approach, focusing on ethical issues and religious faith matters*(1981)*. For example, Kohlberg argued that each stage is not discreet: the basic premise is that learning is constructivist and that the knowledge gained through the learning process can be analyzed thereafter, only at different stages in human development the meaning of the moral concepts can be grasped. Younger children have a simple concept of understanding moral knowledge than do those who have developed through several previous stages. The above arguments relate to the learning, which constitutes the core of the current study.

One of the most famous cognitive theorists is Vygotsky, Like Piaget focuses on children's development but his concerns are slightly different(*Mind and Society,1978,p.28*). He mostly considered the learning potential although he is clear that developmental processes do not coincide with learning processes, for developmental process legs behind the learning process. Vygotsky considered and examined factual development and a zone of proximal development – the level of development of a child's mental functions that has been established as a result of already *completed developmental* cycles (*Vygotsky,1978, p. 85-86*). The distance between the actual developmental level is determined by independent problem-solving and the level of potential development is determined by problem-solving and the adult guidance or in collaboration with more capable peers. He didn't isolate the individual but recognized that development is dependent upon relationship and collaboration. Thus, he worked both with cognitive abilities and social learning. He clearly recognized the social nature of learning, and we are all well aware of learning through imitation. Social learning theory emphasizes behavioral learning, and clearly relies on certain forms of reinforcement but it is necessary to focus briefly on those researchers who have seen a learning from a social perspective. For example, Bandura who has shown through numerous experiments that many of the behavioral patterns that we exhibit are acquires through observing others. Indeed, we watch and imitate behavior in order to feel safe in a strange environment.

In the framework of cognitive theories, one can also mention the theory of meaningful learning by Ausubel for whom learning is a process of constructing new meanings. *Dahlgren* defines learning in this way "to learn is to strive for meaning and to have learned something is to have grasped its meaning *(Ausubel .1984, p.23-24)*. We can also pay attention here to the theory of Bruner who argues that learning theory is dead although he doesn't consider the learning process itself as insignificant*(1990,p.104)*. He has argued for the significance of meaning and meaning making in his late books though his earlier work was almost exclusively about the education of children. Here he focused on the ideas of curiosity (*1979*). He suggested that "the degree that one is able to approach learning as a task of discovering something rather than learning about it, to that degree there will be a tendency for the child to work with the autonomy of self-reward or, more properly, be rewarded by discover itself" (88). Naturally at

this point self-directed learning theorists in the direction of a cognitive strategy that underlines the motivation of some self-directed learners.

For many years emotion didn't constitute a major element in learning series but in more recent years especially as a result of Goleman works it has come to the fore. In many ways it is also a precursor of neuroscience and we will return to this point*(1998)*. Let me give you one simple example from my own experience. Emotions have been divided into primary and secondary ones as the primary ones are those that have been built into us because of our evolutionary past that is they are hardwired. Those are immediate reactions are emotional before they are rational.

This Section provided main theoretical approaches on emotion. The researcher's approach in the current study is a combination of social emotional learning theory Slaski & Cartwright and cognitive theories of learning Mayer & Weiner & Tyng One major strand of reviews for the current study is the cultural aspects of emotions(2002; 2006; 2017) . The reason is that such cultural aspects play major role in perception and understanding by students. These cultural aspects are discussed in the next Section.

2.6   Emotions and culture

Culture is defined as a category of stereotypical variables. The concept of culture has been defined in different ways and terms (*Northoff, 2013*). Taking into account the fact that culture is always context-dependent, the definition given by Causadias is worth citing here:

> "Culture is defined as a system of people, places, and practices, for a purpose such as enacting, justifying, or challenging power. *People* refers to population dynamics, social relations, and culture in groups. *Places* refers to ecological dynamics, institutional influences, and culture in contexts. *Practices* refers to participatory dynamics, community engagement, and culture in action. Power refers to forcing others into

compliance *(power-over people)*, controlling access to spaces *(power in places)*, and behaving as desired *(power-to practice, 2020, p. 310)*.

Most of the research conducted in this field of knowledge suggests that if a person lives in a certain country, then he represents the dominant culture in it. Representatives of different cultures learn a certain approach to perception, which is imprinted by cultural norms. Sociocultural parameters influence differences in people's perceptions. This forces us to take into account significant psychological parameters (such as individualism-collectivism) to explain cultural and individual differences in the expression and perception of emotions. Understanding the parameters of emotions can serve as a key to explaining ethnic differences in the perception of emotions.

In early and school years children learn to imitate. Children go into relationships with others to know how to behave and how to act to adapt to social living. Imitation is not only important for a successful socialization, but it is also fundamental for learning processes. As Jarvis argues, "in a classroom setting one of the first jobs of teachers is to make explicit some of the patterns of behavior that they want learners to adapt" *(Jarvis,2009,p.13-14)*. Regarding school students, it means that when students aware and accept these patterns they "can relax a little and not have to look over the shoulders all the time to see what their fellow learners are doing" *(Jarvis,2009,p.14)*

Traditionally, every society has produced its own culture, which is carried by human beings and transmitted both through social interaction and through the educational system. Culture, in this context, refers to the sum totality of knowledge, values, beliefs, etc. of a social group. It is in the process of socialization that individuals learn their local culture. There is a sense in which some facets of education may be regarded as part of the process of socialization. Consequently, it is possible to understand precisely how Lawton could regard the curriculum as "a selection from culture' *(Lawton,1973,p.21)*. The process of acquiring the local culture is very significant during childhood, both through socialization and education. However, sociologists regard socialization as a lifetime process having primary socialization as "the first socialization an individual undergoes… through which he becomes a member of society,

secondary socialization is any subsequent process that inducts an already socialized individual into new sectors of the objective world of society' *(Berger and Luckmann,1966, p. 150).*

From the onset of the Industrial revolution, with the intro of more sophisticated technology, the rate of social change increased. Indeed, difference is endemic to tech societies. That means that secondary socialization becomes more and more critical. As we grow and develop, we join other groups having their own subcultures, and in each of them, we undergo this process again. We learn specific behavior associated with our position, new knowledge, new ideas, new values, and new practices. However, as Turner admits, the process of secondary socialization is not merely a process of imitating the behavior of other role players, we are also agents in this learning process. It is interactive rather than merely imitative and therefore we learn in more complex ways. This becomes a lifetime process and is part of the informal learning of lifelong learning. In this sense, secondary socialization continues throughout life since we frequently change jobs, our status and lifestyle *(Turner ,1962).*

Culture is really a problematic concept and merely describing it as all-encompassing does not obviate the problem, since it is not even the same phenomenon for all people in the same area. For instance, young people in the UK still grow up with their ethnic cultures even though they also acquire a sense of 'Britishness'. The same is true for the US and for any other country. We all have our own cultures and out own life-worlds, and it is perhaps better now to recognize that we all have our own life-worlds, and they all reflect out individuality. Consequently, in this global society, individuals are exposed to many more local cultures, it is as if each was a subculture of a more global one, and so it is easier to talk about our lifeworld. O'Neill *(2003)* has studied the way in which young males acquire their identities in a residential school and he has shown quite clearly that their self-identity is often not acquired through the culture of the school, but rather the social identity is formed by is a wider social and family environment, although both combined to form their life worlds. Consequently, we can see the process whereby people acquire multiple identities.

Education has many purposes and functions but clearly it is an important agency in assisting individuals to respond to the rapid social change. The provision of education for people of all ages is essential because it cost to facilitate the quest to understand our world

which is at the heart of humanity itself. The need to learn is more basic than the need to know it is fundamental to our humanity. Life means growth, a living creature lives as truly end positively at one stage as another, is the same intrinsic fullness and the same absolute claims. Hence education means the enterprise of supplying the conditions which ensure growth, or adequacy of life irrespective of age.

(*Meyer & Turner, 2006*) proved that teacher emotions also have been inseparably associated with student emotions. Student and teacher relationships act as a necessary "emotional filter" (*Hargreaves, 1998*), so emotions are the foundation of learning, but studying them is still in its infancy. *(Zull,2006; Linnenbrink-Garcia and Pekrun,2011)* Moreover, neglect of emotion is a big problem in the adult learning system. Emotions are interactions between two or more people in any social group (*hareli and rafaeli,2008*) Emotional support represents an essential aspect of functional solidarity because it is strongly correlated with close, reciprocal, intimate, and lasting ties, which are especially significant in the case of practical help daily *(Hlebec & Kogovšek,2006)*. SfI is a daily activity in that the student does not interact with society, which is the first place with the goal of socialization. Emotional and social support in SFI is not same as family or friends. It is about who contacts the individual only from time to time at school. Thus, a social network in education (SFI) with teachers and classmates can encompass social interactions between all the staff, which means individual's peripheral social circles in a system of education SFI*(Hlebec,2010)*.

Chapter III: Methodology

The study is primarily a Grounded Theory (GT) research relying on the data collected through various ethnographic semi-structured interviews to get a deeper insight in a studied problem. As a data collection method semi-structured interviews are used with duration about

45-60 min. each. Semi-structured interviews employing "a blend of closed- and open-ended questions often accompanied by follow-up *why* and *how* questions" provide "a rich and indispensable source of knowledge about personal and social aspects of our lives" *(Adams,2015, p.493; Brinkmann,2014,p.278).* In this regard semi-structured interviewing is an effective method to collect open-ended data and delve into participants feelings and their personal issues.

The sampling technique used for the study is convenience one with several selection criteria such as migrant status, official engagement in SFI studies, age (only adult migrant students participate in the research) included. I limit myself to 10 participants.

The sample size recommended for such kind of research is minimum 5 and maximum 30 respondents *(Ritchie, Lewis, and Elam,2003).* As Ritchie, Lewis, and Elam argue, qualitative research does not necessarily generate additional information when more data is used: it is because processed qualitative data or codes enter the analysis base and frequencies are rarely important in qualitative research *(Crouch M., McKenzie H.,2006).* Finally, analysis of a large sample can take a long time and is often simply inappropriate (if not to connect software packages for processing high-quality data such as INVIVO[5], ATLAS-TI[6], etc.) The purpose of the study is the main factor for the design of the sample and, therefore, its size, and small studies with "modest requirements" Charmaz can reach saturation faster than a study that aims to describe the process at the interface several disciplines (*2006, p. 114).*

Furthermore, Ritchie, Lewis, and Elam outline seven factors that can potentially influence sample size: "Population heterogeneity; different selection criteria; the degree of validity of the criteria, groups of special interest and requiring intensive research; multiple samples within a single study, different ways of collecting data, and available budget and resources". Morse adds what he calls "shadow data" – *(Ritchie, Lewis, and Elam,2003, p. 84)& (Morse, 2000, p. 4).*

The research is based on the case of IRIS school *(https://www.iris.se/)*, providing adult training *(komvux),* SFI, labor market training, support, and company training among other

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[5] *In vivo is Latin for "**within the living**." So, it refers to work performed in a whole, living organism.*
[6] *ATLAS. Ti is a qualitative research tool that can be used for coding and analyzing transcripts & field notes, building literature reviews, creating network diagrams, and data visualization.(Christina,2007)*

things for people with foreign background. There are many IRIS schools around Sweden, but their primary office is located in Stockholm.

As the first step, I received ethics approval from the rector of the IRIS school in Gothenburg to conduct my research with Iranian adult students who studied in IRIS school in Gothenburg. In the next step, I contacted Iranian students by email, explaining the purpose of research, ethical considerations, and benefits of participating in the study, and gained their personal permission to take part in interviews.

The selection of participants was based on a convenience sampling method The inclusion criteria were: (i) both male and female adults above 18 years of age, (ii) Iranian nationality who live in Gutenberg, and (iii) officially enrolled in SFI. The exclusion criteria were that student should not be on student visa.

The choice of Iranian migrant students was based on the fact that I am also Iranian origin and share similar culture with the students. This will further facilitate data analysis and interpretation of the results, that will result in more trustworthy outcome. Furthermore, I speak Persian language, and this has been very helpful in clarifying some complex concepts.

The remaining parts of this Chapter are organized as follow: 3.1 describes the methods used for the study. 3.2 describes ethical considerations and procedures followed in the research. 3.3 highlights sustainability issues observed by the study in relation to a sustainable learning environment in SLI. 3.4 explains trustworthiness issues of the study. This part is significant for the current research that deals with the Iranian process of migrant adults in Sweden.

3.1. The choice of methods

Bearing these facts in mind, I was guided by several principles in the choice of research methods. A survey with fixed answers has not been applied for this study which might somehow limit participants or impose ideas on them. Instead, I decided to turn my attention to personal semi-structured interviews in which the participants could answer the questions as they like in

a comfortable and agreeable setting. They allow "much more leeway for following up on whatever angles are deemed important by the interviewee" *(Brinkmann, S., 2013, p.1)*.

All the interviews were carried out personally by me face to face with participants and lasted from 45 to 60 minutes each. Brinkmann states that "in face-to-face interviews, people are present not only as conversing minds, but as flesh-and-blood creatures who may laugh, cry, smile, tremble, and otherwise give away information in terms of gestures, body language, and facial expressions" *(Brinkmann,2014, p.290).* These reactions let me pay more attention to some sensitive issues when participants expressed their feelings and emotions about such factors as inequality, unfair attitude and lack of interest discussing education and learning Swedish in a foreign context, SFI.

Of no less importance for me was the fact that I could guide the interview in some way and ask probing questions if I needed to get more detailed answers. The fact that we could switch in between Swedish and Persian helped me build trust with respondents which I find very important when we deal with personal things. As *(Vishkovski,2020, p.94*) states, "self-awareness as a research instrument requires listening not only to the "substance" and delivery of the interviewee's responses but also remaining cognizant of the overall "process" of the interaction as well".

Thus, my first step was to prepare the interview questions concerning emotions in education and especially when learning a foreign language (Swedish in this case). In combination with theory of *Wundt,* Izard, Lange, Ekman *and* Pletcher and emotion significance in education I also utilized my former experience in psychology and psychological trainings which helped me in designing interview questions.(*Wundt,1907,p.69;Matthews & Izard,2015,pp.190-224 ;Barrett ,2017,p.161-165; Wagner&Manstead,1989,p.164-169 ;Plutchik & Robert ,2002,p.143-164).(TABLE II)*

3.2   Ethical principles

Before conducting interviews, I asked permission of all participants to record all of them. The next step was to translate and transcribe their words. My further action was to summarize and analyze their answers to present a general picture to answer my research questions.

During the whole process of working with the participants I relied on ethical principles. At the very beginning of my study by e-mail I turned to the rector of IRIS to get permission to contact and further interview the participants. The rector of the studies suggested some students of Iranian background to take part in the research and in their turn, they spread this information around their co-students. I told them about my project and asked them to participate. The work with them was based on an informed consent which consisted of some basic information about intended research such as an aim and tasks of it. Each of the participants gave me the consent, giving confirmation to my questions before interviews. The sample of informed consent and questions for the interviews are given in Appendix A.

Among the most important ethical norms for me were respect for participants and their views. Knowing that they reveal their personal opinions I refrained from any judgements and tried to make them feel as comfortable as possible. It was important not to subject them to any harm and for this purpose throughout the whole process of work with the participants I maintained their anonymity and confidentiality. All the names were changed, and some personal information was omitted and not given in the transcriptions of recordings. The research was fully carried out in line with Good Data Protection Practice (GDPP) norms, as shown in Table 4.

3.2.1 Table IV

a quick review of general information about participants
More details on table I / 1.2.1 a quick review of Swedish levels in adult education in Sweden

	Name Gender Age	Moved to Sweden	Started SFI (year)	Second languages Not Swedish	Final level In SFI or Swedish	Mother tongue
1	**Sh/M / 55**	2016	2018	English, Turkish	**D – SvA 02**	Pe

2	J/F / 46	2018	2019	English, Armenian		
3	P/F / 40	2014	2018	English, Arabic		
4	E/ F / 35	2019	2020	English		
5	A/M / 37	2019	2019		Dropped C	
6	Z/ F / 30	2013	2014		Dropped D	
7	F/ M / 52	1998	2001		D	
8	S/ F / 32	2015	2016			
9	M/F / 32	2018	2019		D – SvA 01	
10	H/ M / 40	2016	2018			

3.3 Rigor of study

The results' credibility is guaranteed through an accurate statement of aim, research tasks, and questions. It is also provided by a thorough analysis of the obtained data, what helped identify any existing research gaps and issues. Data processing was conducted in line with qualitative analysis and interpretation. In total ten participants took part in the research of whom four people are men and six – are women. Average age of all the respondents is 40 years old, the youngest participant at the time of research is of 30 years old and the oldest one is of 55 years old. I also found it necessary to indicate the years when they moved to Sweden and studied SFI. There are two people in the table that actually dropped SFI, levels C and D. I contacted these people through their friends and relatives. In fact, **A** is the husband of **E** whom I contacted personally. She gave me the contacts of her husband as well. In the second case, **Z** was contacted through the help of her friend **S** whom I also turned to personally. There is one person in the table – **F** who studied SFI in 2001. **H**, the friend of **F**, recommended me to contact his friend and I thought it would give me a chance to trace how people of older age can perceive and explain the role of emotions in their educational activities. All these various factors

contributed to a better understanding of the phenomenon of emotions, their role and changing nature in the process of learning a foreign language (SFI).

Chapter IV: Data Analysis

To start with, it is necessary to mention that all the respondents didn't study Swedish before moving to Sweden and didn't learn it before being admitted to SFI *(Swedish for immigrants)*. Most of them studied English and Arabic at school but noted that the knowledge of English didn't help them much because their mother tongue is Persian which hasn't got any common association with Swedish that they could follow or perceive. The time lapse that they had in between moving to Swedish and am official admission to SFI took from 1 to 2 years respectively.

1. Which emotions did you experience while learning Swedish for immigrants (SFI)? Did it seem to be easy or difficult?

All the ten respondents answering the question about their impressions on learning Swedish on SFI courses indicated that the language itself (Swedish) seemed to be difficult to connect to and the process of learning the new language was difficult for all of them as well, even if it was also interesting, as some particularly noticed.

5 out of ten respondents indicated the leading feeling while learning Swedish in terms of SFI as *confusion* and *surprise* bordering with fear "not to tune in". Confusion relates to inability to think clearly, feeling disoriented and unable to pay attention, remember, and make decisions. According to OED, it is "a state of not being certain about what is happening, what you should do, what something means. A situation in which you feel embarrassed because you do not understand something and are not sure what to do". In its turn, surprise is a "feeling caused by something happening suddenly or unexpectedly" and not necessarily associated with something that brings satisfaction and delight. These two feelings can on the contrary lead to such negative emotions as frustration, fear, stress, failure which are mentioned and repeated by the majority of the participants during interviews and especially commenting about their perception of SFI and learning Swedish in terms of these courses.

Thus, the majority of participants mentioned SFI courses to be a challenge. 5 people out of 10 paid a special attention to the fact that the courses of SFI are not strictly organized and that's why they find them difficult. According to **Sh**, for example, it is conditioned by the fact that in SFI classes people face too "much information" that one can't assimilate effectively, **P** said that there was not an organized curriculum or program to follow and that they had copies instead of an ordinary book. Other students such as **H** mentioned that SFI courses are not serious ones to master the language and **S** also stated that they are unorganized.

According to all participants SFI courses are also challenging because they are directed to integration and socialization. To develop this thought further it is necessary to say that without them it is impossible to socialize and communicate with people and what is more important – to continue education or validate one's diploma to find a decent job according to a foreign degree. Other mentioned pitfalls which potential students face during SFI courses are time (learning a language is a time-consuming process and SFI courses take a lot of time and effort); schedule of classes (one cannot skip the classes not to lag behind others and gain admission to a further examination); inability to stay connected (different factors are mentioned).

At last, only 2 out of 10 people argued that SFI inspired and made them more *interested*. No matter that they found SFI challenging they enjoyed the process of learning and got only positive emotions.

Turning to theory, one can say that students primarily mentioned such emotions that many researchers identify as "basic" ones Wilhelm Wundt, Izard, Lange, Ekman and Pletcher .*(Wundt, 1907; Matthews & Izard,2015,p.190-224 ;Barrett & Feldman, 2017,p.161-165 ;Wagner & Manstead, 1989, p.164-169 ;Plutchik,2002 ,p.143-164).(TABLE II)*

However, the respondents describe their emotions in regard to learning process – to learning a new language in a new cultural setting that is why they call their experience to be a challenge. Depending on how they perceive it they name such emotions as confusion, surprise and interest. While interest and surprise can be considered as positive shades of emotions,

confusion is a more negative emotion appearing when a person is not able among other things to cope with too much information what can cause disorientation as well.

2. *Did you have a feeling that you would master Swedish quickly or that you would not be able to learn it?*

Many migrants moving to Sweden, face the urgent need to learn the language. In fact, they have no choice and have to master the language to get a job in the future and thus to integrate successfully. The process of mastering a foreign language and Swedish in particular is that it is step-by-step progress in which one cannot wait for swift results. Considering SFI *(Swedish for immigrants)* as a ticket to a successful future life in Sweden, many people perceived this step as a "must" and duty they have to perform that is why feeling that they are unable to gain fast results the students could plunge into negative states. Many people indicated moral *pressure*, *fear* and *anxiety* leading to stress as the emotions they felt often while studying. In general, fear and anxiety have both a negative effect on daily life and relate to "the state of feeling nervous or worried that something bad is going to happen" (OED)(Old English Dictionary).

Even though all of the respondents studied English at school and could speak in it, it doesn't contribute much to a better language acquisition. Moreover, as some participants mention, the difficulty of it is in a variety of dialects the studying of which are not the purpose of SFI– courses that give an initial basic ability to ask and answer, that is courses for "survival", which help to build some basis but are not still much effective much in real-life situations. Another pitfall of learning the Swedish language is that one can learn many words but cannot connect them in cohesive speech. All of the respondents state thus that to learn the language is a hard work that requires a lot of efforts and time.

The pace of learning process and the way it goes – difficult or smoothly – depends on cognitive abilities and primarily on cognitive motivation. In the theoretical part of this thesis, it was mentioned that cognitive motivation is the fuel for an advanced and more successful academic performance because it encourages students and nourish their interest in learning *(Hart & Mueller, 2014)*.

3. *What is the difference between the culture of learning a foreign language in Iran and in Sweden? Are there any differences in education? Are there any associations between your native language and Swedish?*

The opinions of students about these questions are that there is a difference between the culture of learning a foreign language in Iran and in Sweden. To the advantages of SFI the participants attribute wide use of technologies, contributing to a better language acquisition, and mixed culture atmosphere. In Iran students of different genders study separately but in Sweden gender equality takes a prominent place in society and is welcomed and encouraged. Another mentioned advantage concerns the focus on a learning process rather than grades which contributes to a more relaxed class setting. By this reason some respondents describe the attitude of their teachers as helpful and interested, providing explanations and encouraging students to master the language while others note that they seem rather indifferent to personal problems. On the other hand, some respondents mentioned evident drawbacks of SFI system compared to schooling in Iran. **Sh** said that Swedish schooling system seems to be more serious and complicated because he had to pay a lot of attention to Swedish classes – 10 hours per week; **A** stated that Swedish system and teachers of SFI *(Swedish for immigrants)* are not flexible as it could seem at first sight what makes students more vulnerable and sensitive, and **E** mentioned that they didn't have any book with a strict program to follow that is why by the time of the exams they didn't know what exactly they should have known to prepare for the exam. As many participants indicated, passing an exam – is the most important and necessary step in SFI courses that is why a lot of attention is put to attendance, interim assessments and the necessity to complete assignments until deadlines.

Culture and cultural peculiarities do play a significant role in learning and emotion expression and assimilation. As Jarvis points out "in a classroom setting one of the first jobs of teachers is to make explicit some of the patterns of behavior that they want leaners to adapt" *(2009, p.13-14)*. That is why emotions should not be neglected in the process of learning. By expressing their emotions, students integrate and socialize much quicker and more effectively.

4. *What do / did you feel when you fail at something in learning Swedish (for example, can't submit the task in time)? What emotions do / did you feel when did you do something wrong in learning a language?*

All the students who studied at SFI courses indicated the main reasons of their studies as the possibility to successfully socialize and integrate, to get a decent job or to continue studies at a higher level. The process of studying at SFI courses involves deadlines, examinations and interim assessments what most often leads to stress. All the respondents describing their emotional states when facing some failure at learning indicate that they feel nervous and anxious. 2 out of ten respondents describe their attitude towards their failures as normal: **H** considered her failures to be triggers to try more, and **S** tried to cope with her rising anxiety. All other respondents felt shameful to lag other students, stressful, dissatisfied, worthless, and silly. Some students noted as well that studied under deadlines influenced their relationships in the family in a bad way and that the material, they studied one can hardly ever apply in real life situations, for example, in employment office.

When something goes wrong almost all the respondents feel some kind of frustration, but it is an important feeling providing an increased feeling of responsibility as well. Other students consider their failure as a sign of being disgruntled because they have to delay their plans. Still others become more unmotivated to proceed. All others think that it only pushes them to try more.

It is important to mention here that stress resistance and failure resistance and the ability to overcome, distribute time and make responsible decisions are connected with Social-Emotional Learning and the theory of emotional intelligence *(Salovey,1999;Mayer,1987;Goleman,1998)*. Students should be able to identify and manage their emotions to deal with their emotional states, their motivation and disappointments. However, as the research show the majority of students-migrants do not possess this special self-awareness. That is why it is relevant and necessary to promote SEL, so that students are able to achieve better academic performance.

5. *Did you easily turn to the teacher to get help (if you needed it)? Were you afraid to turn to the teacher to get help and what emotions did you feel doing it? Was it easier to turn to groupmates or teacher if you needed some help with Swedish?*

8 Out of 10 respondents noted that they would prefer to turn to a teacher in case of any misunderstanding or problems. Mostly it is conditioned by the fact that teachers can

explain everything in a right and more understandable way and furthermore they speak correctly while other students in the group experience some difficulties with language and most often unable to provide any necessary answers. Two students answered they would appreciate better to turn to groupmates because of mostly some psychological factors such as modesty and shyness. However, the majority of respondents, primarily six people out of ten, stated as well that they feel uncomfortable when asking the questions. The first indicated reason was that sometimes they cannot understand everything from the first and even from the second time and asking one and the same questions many times can be considered as strange and silly - to this matter two out of 10 respondents paid attention. Still 4 students noted as well that to turn to a teacher for help was not easy, they felt shame by the reason that they could not formulate the question correctly because of either restricted and small vocabulary or because they felt too shy to do it and in case of asking something could be judged. Two students expressed also an idea that SFI doesn't presuppose any individual approach to students. It means that if one likes to get some questions answered one should book a time with a teacher and one student said that he didn't know when the best time to ask was because the teacher didn't like to be interrupted in the middle of the learning process.

In line with these questions students also mentioned that they followed their groupmates' progress and feel glad if they succeed.

The attitude of teachers is, thus, an important component of a better academic performance. However, it is necessary to accompany learning process with positive emotions – then cognitive abilities of students are facilitated.

6. *What emotions do you feel when a teacher corrects you in public?*

Half of the respondents felt ok when being corrected in public because they identify this as a necessary step, as an indicator of progress, one cannot learn anything when doesn't make any mistakes and doesn't follow you progress. Still some participants noted they felt a bit worried because putting a lot of efforts in their studies they understood that they could not achieve the results they hoped to get till that moment already. Also, the cultural phenomenon is that in Iran teachers don't evaluate students in front of the whole audience of people and usually don't correct them in public, that is why plunging into a new culture with

new norms of ethical and day-to-day behavior could rise the feelings of shame, worry and feeling uncomfortable at times.

> 7. *Does/ did the teacher's intonation affect your emotions? Do the facial expressions and mood of the teacher affect your emotional state while learning SFI? Does the teacher's clothing affect your emotional state while learning?*

Nine out of ten students noted that intonation is important in learning the language. Primarily, the way how a teacher pronounces the words and speaks – either slowly or fluently influence the emotional states of respondents and their perception of teacher's speech. Intonation also influences the perception of students of the teachers' attitude towards them. One student mentioned that by the intonation of the teacher could feel a rather prejudiced attitude. Another student noted that intonation play a role together with body language which transmit information by means of subconscious signs. Intonation is also important when we talk about dialects – to this fact two of the students paid a special attention. Regarding, facial expressions, 9 students noted that they are also important. Sometimes students can catch the mood of the teacher and take some facial reactions personally. When a teacher is in a good mood and smiles then it creates a more relaxed and encouraging setting in a class, while when one is angry or doesn't feel at ease – then students tend to feel it as well what can reduce the quality of education and learning process. Positive facial expressions as the majority of participants noticed can also motivate and help students reveal, that is why it also contributes to a more cohesive relationships built in the group. As for clothing style, 5 students out of ten think that clothing style of their teacher are not important or not that much important, while the other half of the students do pay attention to a more the style of clothing. They prefer and feel more comfortable when teachers are dressed in a more informal style of clothing because in such circumstances, they feel equal and more at ease, while one student though mentioned that a teacher could come to the lectures in pajamas, what produced a rather odd impression.

The gained results confirm theoretical assumptions that teacher's attitude expressed by facial and voice expressions, as well as teacher's mood are directly interrelated with students' emotions (*Dirkx,2006; Clarkand Dirkx, 2008).*

9   *Do you prefer learning Swedish in groups or individually? What emotions do you experience studying it in groups? Do the successes or failures of your groupmates affect your emotions? Do you prefer studying SFI online or at place? What emotions do you feel then?*

4.1.1   Table V.

Participants preferences regarding study setting

Study setting and mode	For	Against
Study at place vs online lectures	10 / 10 students for "study at place"	0 / 10 students for "online lectures"
Study in groups vs study individually	6 / 10 students for "study in groups"	4 / 10 students for "study individually"

Ten out of ten students admitted that they prefer to study at place rather than online by the reason that at place they feel more involved with the learning process, and it is funnier. Another reason of such preference is that during online studies some students can stay concentrated only fifteen minutes and after 20 minutes they are already tired and distracted. At place as the majority of students notice they feel feedback and see the reactions of their groupmates and the teacher. Students also mention that it contributes to their curiosity.

6 out of 10 students prefer to study in groups as well, or in other words they prefer team work during studies. It helps to assimilate the necessary material faster and more effectively. It also suits better for people who search for social connection and want to improve their communication skills and provides them with an increased and improved motivation to study. However, one student mentioned that sometimes in groups can happen some misunderstandings, students can be teased for different reasons and it mostly depends on the teacher to lead the process so that it never happens. Those who prefer to study individually explain this in the way that in team work students work mostly without the leading role of a teacher and that's why make a lot of mistakes which are not controlled and memorized.

Another mentioned problem of group work is that group consist of people with different backgrounds and from different countries, they are all the bearers of various dialects and their speech doesn't sound correctly most of the time that's why the greater emphasis should be placed at listening and after that to speaking in groups. Talking about groups, 8 out of 10 mentioned that they pay attention to the successes and failures of their groupmates because it can improve their motivation and in groups, they can try themselves in different roles – as a helper and sometimes as a leader what is important to communication and further socialization.

10. What is the best way to learn Swedish? What would you like to add to learning SFI? What needs to be included/ excluded? What emotions do / did you feel when you don't understand something in learning SFI?

4.1.2   Table VI

Participants need some new way to learn

The best way to learn	Needs to change- included or excluded in SFI	Problems with SFI
Watching movies	Table meetings / talking clubs	Greater attention to writing
Listening and talking	Theatre / drama lessons	Students are labeled as numbers
Children's books and grammar	Grammar should be explained in a native language	Doesn't take students' problems into account
	Work with dictionaries	Emphasis on repetition compared to understanding
	Interviews	

Students mention that the best way to learn the language is watching movies with subtitles (3 persons) provides a better understanding of daily speech patterns and dialects. Some students think that reading with further listening and talking is the best way (3), others state that grammar is more important. Still other students note that children's books and grammar in everyday speech contexts can be rather effective.

Some students mention that SFI education pays greater attention to writing; label students as numbers and provide them with opportunities that are not effective in real life but without SFI courses for many students there is no green light to continue to develop themselves – to study further or find a job that is why some participants consider SFI system as a system aimed to make money. In other words, as some students put it SFI system doesn't take any students' personal problems into account. Students also mention that repetition takes a greater part in SFI educational process even without at times necessary emphasis to understanding and on preparing to exams though the basic need of students is in effective speaking practice.

Discussing some possible recommendations for SFI studies students pay attention to such a method as table meeting or talking clubs where people of different occupations can gather and discuss some daily topics of interests, because SFI should place the biggest emphasis on speaking practice. Informal way of speaking development through theatre and drama lessons which can help students to develop their and express their emotions as well. Grammar is also considered to be a great way to learn the language. Students mention that grammar should be explained with comparisons from their native language and should be given in daily speaking contexts, that is in rather authentic discourse. Companionship learning is also one of the offered ways to make SFI education more effective – that is joint but not a team education. There are students that express the opinion that the work with the dictionaries and the memorizing of the forms of the words should be more popularized. Interviews are another way to evaluate the knowledge and improve speaking and listening skills according to some of the students.

Cognitive motivation *Hart & Mueller* is deeply connected with teaching methods. They acquire a greater importance here because they can contribute to the presence of positive emotions, the birth of a direct motive from activities, and cognitive side of learning as theory shows (2014). Thus, the methods mentioned by students are considered to be more effective and can provide better emotional learning and academic performance.

11. *What emotions do / did you feel when you need to take the exam? What emotions do / did you feel when you do the time test? Have you ever had the feeling that you were treated unfairly and what did you feel then? Have you ever had aversion or lack of interest to learning Swedish? If yes, why? How do / did you feel when a teacher encourages you? What do / did you feel when you learn something new?*

When taking an exam all of the respondents without an exception admit that they feel nervous. Still, 7 out of them are able to either encourage themselves to proceed and concentrate. Three people admitted that they stay unfocused when they do the time test and are not able to concentrate because of being anxious. As for the aversion or lack of interest in studying the language all 8 people noted they never had this because they were motivated and coped with their problems if anything happened, while 2 mentioned they were at times unmotivated because of lack of interest in studies and not friendly relationships in the group. Talking about unfair attitude and if they experienced this during their studies, 4 people paid attention to the fact that they felt that they were treated unfairly from the side of their teachers or groupmates. One participant noted that he needed access to take the exam. However, he was ready as everyone else in the group, and another one mentioned that his motivation was burned because of the unfair behavior of the teacher. The teacher's encouragement plays a significant role in learning the language, and 9 out of ten students mentioned that being encouraged by the teacher, they felt inspired, more motivated, excited, and optimistic. Only one student said he was never encouraged and could not remember experiencing this.

Negative emotions are by no means also important and inevitable in learning. However, here it is worth mentioning that it is highly recommended to combine learning activities with the development of emotional intelligence among students. EI includes the abilities to perceive and express emotions, understand, manage and assimilate them in a right way *(Salovey , 1999).* Knowing the basics of EI students can cope with their frustrations, stress, confusion and other negative feelings better. In a way they can sublimate them into something positive.

➢ Sustainability Matters:

Sustainable development goals determined by the UN Refugee Agency among other tasks are aimed to deliver "inclusive and quality education for all and to promote lifelong learning" and Sweden has become a rather successful model of migrants' and refugees' integration to other European countries *(Denkelaar,2018)*. In Sweden migrants and refugees are offered a lot of opportunities in regard to education where the initial step or stage of their integration and socialization start with the free and open course "Swedish for Immigrants", abbreviated and more known in Sweden as SFI. Primary SFI *(Swedish for immigrants)* courses consist of four levels: these are A, B, C, and D ones. After these courses a student has a right to continue education on a more advanced gymnasium level which includes SVA 01, SVA 02, SVA 03 (Swedish as a second language). All the information regarding the levels, requirement for admission, and evaluation is provided by the organization of the National Education Agency *(https://www.skolverket.se/)*.

The primary aim of SFI course is to foster integration of migrants in the society *(Fejes,2019)*. For such people this learning process is a necessary stage of integration, inclusion and socialization within a new social context *(Minnis,1990 ;Klingenberg,2016&Morrice,2018)*. Considering SFI as an initial and one of the most important steps in refugee education and further integration, this research is focused on this learning process.

The current study argues that the main focus of SFI has been socialization and integration of adult students. Results of the current study however indicate that the lack of consideration by SFI of the students' emotions, prevents achieving the goals of socialization and integration.

Chapter V: Results and conclusions

One of the main aims of this research was to get more information about emotions and their role in the learning process of adults. Primarily, in the course of learning process of migrants who move to Sweden from Iran and face the necessity to learn Swedish and attend SFI*(Swedish for immigrants)* courses to integrate and socialize in a new society successfully. It is evident that emotion do play a role in children' and adolescents' education but much less attention is paid to the problem of emotion in the learning process of adults, especially those sensitive and vulnerable groups of people who migrate in a new country in a mature age to start their lives over. It is an accepted truism that adult people can easily control themselves and understand their feelings and emotions. However, plunging into a new culture and living in new social conditions, they face the necessity to imbibe new values and norms which can cause different reactions including emotional and psychological ones.

One of the interview questions particularly concerned the issue if there are any differences regarding educational systems both in Iran and in Sweden and their perception by the respondents who answered this question positively. This means that with studying a new and rather different educational system like SFI people are subjected to the need to assimilate new behavioral models and reactions as well. Their emotions serve as their internal and external reactions to the events and environment they are surrounded with.

In this regard it is especially relevant and important to know what types of emotions adult refugee students experience in the process of their learning. The provided answers help determine the role of emotions in adult education on the example of Iranian migrants as well as contribute to a better understanding of potential for change required to make the educational system of migrant learning SFI more effective, that is it can meet the needs of people better.

As mentioned before, the first research question of the study was about the type of emotions that students experienced. To achieve this goal, the review of the literature identified preparator related research tried to identify such emotions that together constitute the theoretical framework of the study *(see TABLE II for the theoretical framework of the study)*.

5.1   Finding RQ1.

Research question 1: What types of emotions adult migrant students experience in the process of their SFI learning?

Based on Table 3, the first emotions identified from the literature, that were common among all the five models of Table 3 are: Joy, Anger, Fear, and Sadness. The first factor is a positive emotion and the remaining three are negative emotions.

To find traces of these emotions in the interviewees and also to identify additional emotions that are relevant to our sample data, semi-structured interviews were analyzed, and appropriate codes were identified. The code identification was based on the closeness of the meaning of the words provided by students to any one of the above four emotions. In addition, several other emotions, such as confusion, pressure, passiveness, etc., were also identified that I could not fit them in any of the above four emotions, so I simply reported in Table 6 along with the four main emotions. Of the most interesting finding at this stage was the factor 'Shyness' that represent a negative emotion that corresponds to the cultural issue. I may call these findings the theoretical contribution of my thesis. More details on the interview process follow.

In this work, the participants differentiated and indicated a rainbow of positive and negative emotions characteristic of their learning process in terms of SFI. Among positive ones they named such emotions as interest, happiness, optimism, hope, enjoyment, confidence, surprise, satisfaction, pride, serenity, joy, inspiration, and pleasure or joy. It can be concluded that the process of learning influences the way people feel and can indeed serve as a trigger to further development of motivational sphere. More importantly, when students feel positive emotions, they become more motivated and encouraged to perform their duties, their academic performance increases and their educational activities become more determined. Positive emotions correlate also with the person's sense of self and in positive states and emotions contribute to the increase of the person's confidence and determination.

Still, the participants do not always describe their experience of SFI learning in positive shades. Among negative emotions they identify such emotions as confusion, surprise, anxiety, pressure, passiveness, boredom, sadness, devaluation, vulnerability, fear, shyness. The majority of respondents indicate that feeling negative can influence significantly the daily routine life and family relations of the person, as well as facilitate the states of stress,

depression, loss of interest, motivation, and discouragement. The dependance or correlation between a learning process and emotional states is direct. The ability of students to identify and understand emotions during studies proves that a learning process can greatly influence students' emotional states like vice versa.

Such emotions as surprise, sadness, anger, happiness, pleasure, joy, fear – are the most often and the most identifiable emotions as many researchers indicate *(Wundt, 1907; Izard, 2011; Lange, 1887; Ekman, 1955; Plutchik & Kellerman, 1989)*. However, in the course this work I paid attention to the emotions which can primarily arise during learning process and specifically during adult migrant-students studying SFI. Facing the necessity to learn a new language (Swedish) to socialize and integrate they identify new forms of emotions which are not so often mentioned by the researchers and theorists of emotions. These are hope, inspiration, confidence which in its turn relates to the emotions of serenity, comfort and relaxation. Among the negative emotions one can mention passiveness, vulnerability, devaluation as often stated. Thus, this research identifies the range of emotions which adult migrant-student can experience in the course of their learning processes.

Having the luxury of using two languages helped me a lot to develop accurate and meaningful codes. Obviously, the words that students used did not always correspond with the above four, and at this stage I had to use my own interpretations (hence, the interpretivist research paradigm) to either match the results with the theoretical framework or decide to call them additional emotions.

In the first instance, I separated the interview codes in two major categories of positive and negative emotions (see Table 7 below). The positive emotions expressed by students correspond with the 'joy' factor.

5.1.1 Table VII

types of emotions interviewees had experience in SFI .

Positive emotions	Negative emotions
Interest	Confusion
Happiness	Pressure
Optimism	Passiveness

Hope	Boredom
Enjoyment	Sadness
Pleasure / joy	Devaluation
Confidence	Vulnerability
Surprise	Surprise
Satisfaction	Anxiety
Pride	Anger
Serenity	Fear
Inspiration	Shyness

5.2   Finding RQ2 & RQ3

Research question 2: What are the reasons of their occurrence?

Research question 3: How do emotions influence migrant students' learning process and outcomes?

The second research question concerned the reasons of emotions' occurrence. In general, the interrelationships between a learning process and students' emotions among other things can depend on many various factors – first of all, these are psychological and cultural peculiarities of students themselves. In Iran males and females study separately and in Sweden they study in mixed classes which can contribute to socialization but also can pose some problems such as misunderstandings and non-acceptance.

Emotions also play a role because they influence the cognitive abilities of students – the ability of students to understand the material quickly and assimilate necessary knowledge. In line with previous research done in this area *Pekrun,Mayer, Weiner, Tyng* cognitive abilities are, thus, directly connected with emotions and academic performance. One should mention that emotions are closely connected with motivation as well(*2016;1987*; *1990;2017)*. A higher level of dropout from studies is often conditioned by the absence of motivation among main problems. As the majority of students mention, their emotional states and situations influence their educational motives. And in this way I agree with Pavelescu about the strong correlation

between emotions and learning motives(*2019)*. Thus, it is important that in learning activities positive emotions are born leading to the development and reinforcement of motivation.

Among evidently negative factors are the fear of students not to tune in and in the result of this not to integrate as well as inability to follow and catch up with much information they face during studies. In its turn, among the factors that lead to positive emotions students mentioned mixed cultural atmosphere in groups and gender equality. Even if it can provide a better socialization, some participants still mention to feel in these conditions such culturally and psychologically conditioned feelings as shyness and modesty which are difficult to overcome and which prevent them from being able to express their opinions or even ask a question if necessary. For such a group of students support and teachers' encouragement can be especially important to come through old cultural biases and prejudices.

Another pitfall concerning mixed classes relates to the necessity to build gender relationships anew. The perception of students of their new roles and status in the society where the gender differences are more and more blurred demand the assimilation of new behavioral models what definitely takes a lot of time for it is a restructuring. That is why it is especially impossible to pay attention to such phenomena as class cohesion and incongruity, understanding and misunderstanding, acceptance and non-acceptance. By the reason that students-migrants are rather sensible and vulnerable such factors can lead to an increased level of dropout from studies and a loss of motivation. In this case as it is seen even the positive factors can pose a potential threat for students who are not confident enough and are rather vulnerable to lose their interpersonal or personal problems rather than to proceed their studies.

One more factor of SFI education that leads to a wide range of emotions, both positive and negatives ones, is that SFI is devoted to the learning process itself and does not depend so much on grades which students get during studies. At the same time this focus on the learning process has got such drawbacks as the absence of a strict program to follow. Some students experience psychological discomfort and stress because they don't know exact topics and things to pay attention to before an exam. Probably this is one of the main reasons apart from pure psychological ones why during exams all the respondents tend to feel nervous and anxious, not able to concentrate and cope with their stressful state.

Besides, SFI studies take a lot of time and effort. Leaving the classroom, the majority of students face the necessity to sit with home assignments and deadlines what can

influence both their states and their personal relationships. As the study shows, women are more concerned with this issue what is evident even by the interviews primarily because an Iranian woman should first of all be a good mother and care for her family while she needs to put additional efforts to be able to prepare properly and fulfill tasks on time. Apart from inability of some respondents to distribute time between their studies and family.

Age peculiarities are somehow connected with the previous remarks. They should also be considered. With age learning activities (taking much time and effort) can be given with difficulties. In addition, while the respondents admit that learning process itself can be rather flexible what means if to give an example, that one can decide oneself how to distribute time in classes, the system and the teachers themselves are not flexible: there are always some strict rules to follow such as obligatory attendance. Besides, a lot of official SFI rules such as strictly fixed deadlines and interim assessments put an additional pressure on students.

An interesting result relates to the understanding and the perception of the respondents of their failures. The minority of students considered their failures in studies as a trigger to put more effort and catch up with studies that's why they tend to cope with them easily. However, almost all of students experience such emotional states as shame, dissatisfaction, stress, worthlessness, silliness. The same concerns to the perceptions of the situations when students do something wrong or don't understand something. In these circumstances, they can feel disgruntled, dissatisfied and disappointed. Still some students mention that they tend to feel aggression for themselves because failures act as a "stop" factor, or braking factor to their progress and need for results what can also reduce their motivation to study further. Practically, while having exams all of the students feel anxious and nervous and some state that they feel so unconcentrated that they forget all they have learnt before what can devaluate their studies primarily for themselves. Bearing these facts in mind, one can now pay a bit more attention to Social-Emotional Learning theory (SEL) which include self-awareness (or understanding the emotions), emotion management, responsible decision-making, relationships skills. Not all of the adult students are able to identify what emotions they feel exactly tending to call them either negative or positive. But what is more important is that the majority of students are not able to manage their emotions and overcome easily their frustrations. As Conley argues, it is important to pay additional attention to students' emotions

and teach them how to identify and manage them. This factor is not included in SFI curriculum*(2015)*.

Emotions influence the ability of respondents to turn for help, express their opinion in public or even to ask a question in a class. The majority of participants identify the problem of being not able to put what they want to ask into words; the need to ask one and the same question for several times feeling stupid and shameful; or the unknowing when the best time to ask is what is connected with another official rule of SFI – the need to book a time to get necessary answers. Still, almost all the respondents prefer to turn to a teacher instead of their groupmates motivating their answers by the fact that they don't know answers themselves or are unable to explain everything correctly while others tend to turn exclusively to fellow mates out of the fear to be judged by a teacher. Being corrected or criticized in public the half of the respondent perceive as a normal and even a necessary step to develop further while another half feel uncomfortable and shame preferring not to be corrected in front of other people what is explained by students as a cultural phenomenon.

Such factors as intonation, facial expressions and clothing influence the perception of emotions by students as well. All respondents state, that intonation is important to identify the relationship between people, the attitude of a teacher toward students and vice versa. Intonation is connected with body language as well being able to transfer emotions and signs. Swedish is a language with a lot of dialects and that is why a right intonation is important so that students can understand a teacher. Facial expressions also take a prominent role in regard to emotions. Students tend to feel the mood of a teacher and if a teacher is in a good mood, it facilitates positive emotions while negative reactions can be taken personally and influence student motivation negatively. Clothing is a factor that is not so important for students as all of them admit that it is not about emotions but about a free choice of any person. Still, some respondents note that they feel more at ease when their teacher is dressed in a more informal style, because they believe it can relieve any existing tension. Teachers' emotions are directly connected with students' perception. They are able to reflect the motions of their teachers and it can influence students' academic performance and mood. In this regard, my data affirms previous studies by *(Schutz ,2002), (Mendzeritskaya & Hansen,2019).*

As the study shows, emotions influence the students' wish or lack of interest towards studies, their perception of teachers' attitude towards them, and their acceptance or

non-acceptance of their mistakes, or some failures. The participants mention that in general they acknowledge of importance of studies for themselves and that's why they perceive and treat them with responsibility. Still some students, primarily women, mention as well that they used to feel some lack of interest because of some misunderstandings or disrespect in the group that some students perceived as an unfair treatment both from the group members and the teachers. In the cases of group misunderstandings and tensions a constant control of a teacher needed and should be provided. Sometimes students perceive the attitude of teacher as unfair in the cases when they for example don't give students the access to take an exam what also can lead to the reduction of the interest to learn the language.

Having all above-mentioned in mind, one can affirm that emotions also perform various functions. Positive emotions combined with motivation and teacher's encouragement can perform incentive, communicative, reinforcing functions facilitation thus learning process and giving better study outcomes. In its turn, negative emotions can also lead to a range of functions such as compensatory, expressive, reflective-evaluative. Being able to manage emotions, students can achieve a better academic performance, become more confident and responsible in their decision-making.

Findings related to the research question are summarized in Table 8 below:

5.2.2   Table VIII

The different factors affecting students Emotional state in SFI.

General factors	Positive factors	Negative factors
Class setting	Mixed cultural atmosphere	**Class incongruity, misunderstanding, non-acceptance**
The ability of students to understand the studied material	The focus on learning process rather than outcomes	**Inability to follow, concentrate, stay focused**
Cultural peculiarities	Gender equality	**The fear not to tune in, integrate, socialize**

Age and psychological peculiarities	Learning gives new hopes, challenges, and interest	**Learning give with much effort**
Cognitive abilities	Positive emotions, success in studies	**Inability to catch up with a lot of added information; failures**
General remarks	Attitude of teachers, their mood and emotional states	**Time consumption and a lot of effort – inability to distribute time correctly; attitude of teachers, their mood and emotional states**

Emotions are closely connected to the learning process. This becomes obvious through the interview questions concerning if students prefer to study at place or online, in groups or individually. To the question if participants prefer to study at place or online all of them argue that studies should be conducted at place primarily because they tend to feel more involved, concentrated, attentive, interested and encouraged while at online classes they distract more often, stay concentrated only a short period of time and can't perceive true reactions of the group and the teacher. Thus, at place being with other people and truing to work as a team students experience emotions which facilitate their learning process, lead them to better learning outcomes.

In relation to the third research question, one major fact is that Iranian culture is traditionally considered to be a collectivist culture, and naturally, this will affect the way emotions influence learning process. However, the changes touching almost all the spheres of human lives pose other important questions before people. Migration, travelling, rapid economic and political changes contribute to the development of human worldview, people become more independent and striving for the better conditions of life they migrate and travel much more than before. That is confirmed by the fact that the half of respondents state, that they prefer independent work rather than in groups. Another half of the respondents argue that group work is more valuable itself because team work allows people to identify themselves as a group part, while those group members who succeed in their studies serve often as a positive example for other group members. Besides, studying in a group contributes to the development of such people's traits and qualities as gregariousness, sociability, and confidence. While

studying students can try themselves in different social roles such as a leader or a follower, a helper or a supporter what also lead to the development and improvement of social skills – an important factor of a better socialization and integration of migrants in a new culture.

The students discussed the best methods of learning Swedish in terms of SFI courses suggesting what would be better to add to classes or exclude. Speaking practice takes the leading part in the view of the majority of the respondents. They mention that watching movies, reading and talking about the read texts constitute the best ways of learning a foreign language. Watching movies and listening are considered by the majority of students as an essential part to assimilate various Swedish dialects. Among the things that students suggest to add to SFI education are table meetings, or round-table discussion during which students with various occupations can share their experience and practice speaking in real situational discourse. Theatre and drama lessons also contributes to a better language acquisition and by the opinion of some students should be included in the SFI curriculum.

To conclude, the above arguments can be summarized by the selected exerts from students who explain the way emotions have affected their learning in SFI:

1 - They move to Sweden to start a new life and not to start studying from the very beginning. Swedish system provides people with opportunities and different offers that often don't work in reality. They don't pay attention to our feelings, needs, or suggestions. Teachers repeat all the time: our system… our school… our rules.

2 - The system doesn't pay attention to age, problems, and wishes but think – when you are hungry, you need to work and when you don't know the language you cannot find anything decent and have to catch any job. Many people take very low-level job but what if maybe I am educated? Nobody cares actually,

3 - If you are not ready to study SFI, or you can't learn SFI easily, you have to start working without any satisfaction so I consider SFI as just the way to make more money for system".

Some students in particular pay attention to the above fact by saying that a lot of people perceive SFI system as a necessary step to achieve something in their lives, but that the system itself doesn't contribute to the growth of interest among students.

If we take a closer look and think over this statement, we will easily see and understand that emotion do play a big role in the educational processes of adults, and SFI

specifically. SFI system is all about teaching, but it hardly pays attention to people's biographies. Thus, it is important that any learning process and in our research this is a learning process in the framework of SFI for migrant-students include SEL and emotional intelligence developmental courses.

Chapter VI: Conclusion and Limitations of Study

SFI is the first environment where an adult migrant student finds him/her-self as part of Sweden society. Currently, this issue is addressed under traditional education's influence and as a result, some problems were identified on this matter. Culturally, Iranian students named 'shame' as the most major (negative) emotion that they have experienced, which can come from the Iranian cultural context where negative emotions are considered as *shame*. This thesis argues that such shameful negative emotions are not being dealt with in SFI. Although this analysis focused on Iranian students in SFI, results can also be extended to other ethnicities or nationalities that were not subject of this study.

Another major finding was that day to day problems that are specific to migrant students lead to harmful emotions and can negatively affect their learning process. This in turn will reduce students' motivation.

The feeling of being important, the feeling of being a member, and the feeling of belonging to the group are essential parts of the integration, and are good strategies to combat negative effects of emotion and the SFI does have explicit strategies to address the above issues.

The first limitations of the study is that is a qualitative study. It can be extended to a quantitative research with many respondents. Such future work can be used to the findings of the current study with a large sample of SFI students.

The second limitation is that the current study focuses on Iranian migrant students only. Future qualitative, quantitative, and mixed method studies can be designed to include studies from other nationalities, and perhaps develop a comparative study among them.

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Appendices

> ## ➢ Appendix A / Informed consent

Informed consent

- Do you agree to take part in this interview and subsequently in the study "Emotions in Adult Learning (on the basis of Iranian students learning SFI)?
- Do you agree to be recorded for data collection?
- Do you remember that at any time you can choose to end the interview and withdraw from the study?

- Basic Information
- Gender
- Age
- When you came to Sweden?
- When you started learning SFI?
- Which languages did you learn before?
- Did you finish SFI courses? Or, what level did you finish at?
- Your level of Swedish now

Specific Information

- How long have you studied SFI?
- Which emotions do / did you experience while learning Swedish as a foreign language (SFI)? Does / did it seem to be easy or difficult?
- Did you have a feeling that you will quickly master Swedish or fear that you would not be able to learn it?
- What is the difference between the culture of learning a foreign language in Iran and in Sweden? Are there any differences in education? Are there any associations between your native language and Swedish?
- What do / did you feel when you fail at something in learning Swedish (for example, can't submit the task in time)? Do / did you easily turn to the teacher to get help? Are /

were you afraid to turn to teacher to get help and what emotions do /did you feel doing it? Is it easier to turn to groupmates or teacher if you need some help with Swedish? What emotions do / did you feel when a teacher corrects/ ed you in public?

- Does / did the teacher's intonation affect your emotions - when one speaks slowly, quickly, sternly or cheerfully while learning SFI ?

- Do the facial expressions of the teacher and mood affect your emotional state while learning SFI?

- Does the teacher's clothing affect your emotional state while learning?

- Do you prefer learning Swedish in groups or individually? What emotions do you experience studying it in groups / individually? Do the successes or failures of your groupmates affect your emotions? Do you prefer studying SFI online or at place? What emotions do you feel then? Do the behavior and reactions to you of your peers affect your academic performance?

- What is the best way to learn Swedish – by means of pictures (visual method), reading, listening or speaking? Which emotions do you feel while (a person choose one) …, and what emotions do you feel with other methods - …?

- What methods do you think are more effective in learning the Swedish language? Can you provide your own ones?

- How do you best learn Swedish – by repetition, watching movies, reading or learning it in a natural environment through a visual method - by reading signs for example? What makes you more content?

- What would you like to add to learning SFI? What needs to be included/ excluded?

- What emotions do / did you feel when you don't understand something in learning SFI? What emotions do / did you feel when did you do something wrong? What emotions do / did you feel when you need to take the exam? What emotions do / did you feel when you do the time test? Have you ever had the feeling that you were treated unfairly / that you were unfairly judged and what did you feel then? Have you ever had an aversion or lack of interest to learning Swedish? Why? How do / did you feel when a teacher encourages you? What do / did you feel when will you learn something new?

- Do you want to add something?

- Thank you for your participation!

➢ Appendix B –interviews

SH

Informed consent

- Do you agree to take part in this interview and in the study "Emotions in Adult Learning"?
  Yes, sure.
- Do you agree to be recorded for data collection?
  Yes, I do.
- Do you remember that at any time you can end the interview and withdraw from the study?
  Yes, I do.

Specific information

- Which emotions did you experience while learning SFI? Did it seem to be easy or difficult?
  It's very difficult. I haven't been at school for a long time, so I felt a little bit confused and surprised by the amount of information I suddenly faced and needed to cope with.
- Did you have a feeling that you would master Swedish quickly or that you would not be able to learn it?
  Actually, I had no choice to learn it. When you move to Sweden you need to think about a job and without learning and mastering Swedish it is impossible.
- What is the difference between the culture of learning a foreign language in Iran and in Sweden? Are there any differences in education? Are there any associations between your native language and Swedish?
  As I have already mentioned, I haven't been at school for a long time, but still Swedish schooling seemed to be more serious and complicated for me. In Iran school and further university studies took only a part of my time, while SFI took ten hours a week and sometimes even more and after all these years of studying I still feel that I cannot speak it in a decent way. When you know English, you can learn Swedish, it seems to be a bit easier because there are some similar words and associations, but there are no such with Persian.
- What did you feel when you failed at learning Swedish (for example, when you couldn't submit the task in time)?
  To tell the truth, I felt shame. When I felt that I lagged behind my groupmates, I thought that I was not as good as they were. Probably it was because of my age, or because I got "rusty", could not get used to the idea that I turned into a student again.
- Did you easily turn to the teacher to get help (if you needed it)?
  Yes, my teachers were always helpful and responsive.

- Were you afraid to turn to the teacher to get help and what emotions did you feel doing it?

  Sometimes I felt rather uncomfortable to do it. You know when you ask something silly, something that everybody else seems to understand and it happens before the whole audience of people, teachers can compare you with other students and when you ask something many times, they can think that you are stupid and hopeless.

- Was it easier to turn to groupmates or teacher if you needed some help with Swedish?

  In case of problems when I couldn't solve them by myself, I only turned to a teacher. Other groupmates can also make mistakes so I preferred to ask a teacher instead, but only in some instances.

- What emotions do you feel when a teacher corrects you in public?

  It happened all the time and I felt totally ok with that. We all come to SFI to study and it's a matter of fact that we all make mistakes, so I suppose that it is an indicator of progress.

- Does/ did the teacher's intonation affect your emotions?

  Yes, in fact sometimes I didn't get what they said, they talked and explained everything fluently and quickly and at times I felt pity for myself because I could not understand the meaning of what was told and that was after so much time spent in the classroom as an exemplary student.

- Do the facial expressions and mood of the teacher affect your emotional state while learning SFI?

  I haven't thought about it. I don't pay attention to it.

- Does the teacher's clothing affect your emotional state while learning?

  It doesn't matter to me, it's up to everybody what to wear.

- Do you prefer learning Swedish in groups or individually?

  In groups. I felt positive emotions cause all students in the groups were of my level so I knew I was not worse.

- Do the successes or failures of your groupmates affect your emotions?

  Yes, their positive results made me think and hope that I could succeed as well.

- Do you prefer studying SFI online or at place? What emotions do you feel then?

  At place because of better interaction with other people.

- What is the best way to learn Swedish? What would you like to add to learning SFI? What needs to be included/ excluded?

  I think the best way to learn the language is through watching movies. Through movies we can listen to different dialects and perceive them; we can memorize new words and master our speaking skills plus in movies we face daily language.

- What emotions do / did you feel when you don't understand something in learning SFI?

  Frustration, when you invest so much of your time and energy, it costs a lot. I mean that without completed SFI courses you can't count on recognition of your educational certificates from Iran, or even from any other country, I think.

- What emotions do / did you feel when did you do something wrong in learning a language?

  It didn't happen to me so much, I tried to do my best and to submit everything on time, I am responsible.

- What emotions do / did you feel when you need to take the exam? What emotions do / did you feel when you do the time test?

    I feel nervous because I am not sure if I succeed, but during exam I can control my stress. I try to write what I know and I encourage myself, like "yes, you can do it" and all that sort of thing.
- Have you ever had the feeling that you were treated unfairly and what did you feel then?

    No, that didn't happen.
- Have you ever had aversion or lack of interest to learning Swedish? If yes, why?

    I tried my best so I knew my duties and what I needed to do, so I did not have it.
- How do / did you feel when a teacher encourages you? What do / did you feel when you learn something new?

    I felt happy and positive, that encouraged me.
- Do you want to add something?

    No
- Thank you for your participation!

J

Informed consent

- Do you agree to take part in this interview and in the study "Emotions in Adult Learning"?

  Yes
- Do you agree to be recorded for data collection?

  Yes, I do.
- Do you remember that at any time you can choose to end the interview and withdraw from the study?

  Yes, I do.

Specific information

- Which emotions do / did you experience while learning Swedish for immigrants (SFI)? Does / did it seem to be easy or difficult?

    It's very difficult but I like to learn new languages, because I find it challenging and motivating.
- Did you have a feeling that you will master Swedish quickly or fear that you would not be able to learn it?

    Actually, I didn't think I would master it quickly. Trying hard I got worse results. And sometimes I thought what if I don't learn it? But little by little I mastered it.
- What is the difference between the culture of learning a foreign language in Iran and in Sweden? Are there any differences in education? Are there any associations between your native language and Swedish?

    In general, my main problem with Swedish was my restricted vocabulary. We have many words and sounds in Persian and Armenian just to express our emotions, but I didn't have enough words in Swedish to share my emotional states or to

show what I felt. The other matter was dialect, I felt that some Swedish words and sounds were especially difficult to pronounce and understand.

- What do / did you feel when you fail at something in learning Swedish (for example, couldn't submit the task in time)?

    My attitude to studies was like to a duty, my "must-do" and I felt rather stressful when I needed to do the stuff faster or when I was near the deadline.

- Did you easily turn to the teacher to get help?

    Yes, I did.

- Are / were you afraid to turn to teacher to get help and what emotions do /did you feel doing it?

    Not at all, why should I?

- Is it easier to turn to groupmates or teacher if you need some help with Swedish?

    I tried to address a teacher because I often saw that groupmates were confused like me.

- What emotions do / did you feel when a teacher corrects/ ed you in public?

    It was usual for me, and I knew I was not perfect.

- Does / did the teacher's intonation affect your emotions?

    Yes, for example, I had an experienced and good old teacher, but I could not understand her because she talked not clearly, though I need to indicate that she talked slowly, probably she had some problem with speaking. She was not our permanent teacher.

- Do the facial expressions of the teacher and mood affect your emotional state while learning SFI?

    It happened when teacher came without any mood, was irritated or indifferent, it influenced my state as well. I couldn't focus in the class and even at times got it personally.

- Does the teacher's clothing affect your emotional state while learning?

    I feel more comfortable when a teacher is in informal clothes.

- Do you prefer learning Swedish in groups or individually?

    In groups. Actually, I think in groups people learn the language faster while being alone I always distract to something. However, I faced many strange experiences studying in groups too. For example, once when I was reading a text, a guy teased me by repeating my dialect, and I didn't like it. He showed disrespect and teachers don't pay attention to this as if nothing happens.

- Do the successes or failures of your groupmates affect your emotions?

    In general, yes. I feel positive about other people's success in SFI, they put a lot of efforts to do this and I am glad they have success.

- Do you prefer studying SFI online or at place? What emotions do you feel then?

    At place I feel more involved, I learn more things while online courses are more like fun.

- What is the best way to learn Swedish?

    I think the best way to learn the language is through reading and then talking. One more thing… Learning a language through table meeting when people having different occupations meet and talk, like talking clubs, you know is also very effective.

- What would you like to add to learning SFI? What needs to be included/ excluded?

> *As a student I personally needed more speaking practice, while we did more writing.*

- What emotions do / did you feel when you don't understand something in learning SFI?

> *I practiced and was active during lectures. I like that we are graded in regard to whole activity in the classroom, for example, class activity, home tasks, questions and answers, reading stories and so on.*

- What emotions do / did you feel when you did something wrong?

> *I feel disgruntled because it's a sign of my disability to have what I need – to find a better job, to integrate and socialize. My plans are delayed because of my failures.*

- What emotions do / did you feel when you need to take the exam?

> *I feel nervous but not out of control.*

- What emotions do / did you feel when you do the time test?

> *Focused and concentrated.*

- Have you ever had the feeling that you were treated unfairly / that you were unfairly judged and what did you feel then?

> *It happened once, that a teacher did not let me write the exam of C. I was ready and she didn't agree with me and said that I needed to learn more. Other people were not better than me, but they wrote it.*

- Have you ever had an aversion or lack of interest to learning Swedish SFI? Why?

> *I was teased in the group and the teacher did not pay attention to it, and that group consisted of 20 people and I often worked in the same group with that person. He didn't let me focus because of his sexist perspective.*

- How do / did you feel when a teacher encourages you? What do / did you feel when you learn something new?

> *I liked that, it inspired me and helped me to become more confident.*

- Do you want to add something?

> *Once again, I want to notice that speaking is the most important part in learning Swedish.*

- Thank you for your participation!

P

Informed consent

- Do you agree to take part in this interview and in the study "Emotions in Adult Learning (on the basis of Iranian students learning SFI)?
Yes
- Do you agree to be recorded for data collection?
Yes, I do.
- Do you remember that at any time you can choose to end the interview and withdraw from the study?
Yes, I do.

Specific information

- Which emotions do / did you experience while learning Swedish as a foreign language (SFI)? Does / did it seem to be easy or difficult?

    It's fifty-fifty. From the one side, it is easy, I saw positive moments in learning SFI – it's a new language, it is a part of social life and you need it and the program of SFI, I mean teaching is effective. But on the other hand, it is also difficult. For example, in Iran our teacher made us study everything according to curriculum, but in Sweden a teacher motivates you but you are free to do what you want. They do not push you to improve but, you know, I think SVA course is different and have higher standards. I call SFI courses as courses for survival, it's basic language to speak, understand, to be able to work at last.

- Did you have a feeling that you will quickly master Swedish or fear that you would not be able to learn it?

    It is a difficult language, as I learned English and Arabic at school, I feel it really challenging with Swedish.

- Are there any associations between your native language and Swedish?

    I don't see any associations actually.

- What do / did you feel when you fail at something in learning Swedish (for example, can't submit the task in time)?

    I faced that often and I felt dissatisfied with myself.

- Do / did you easily turn to the teacher to get help?

    Not always, sometimes I could not formulate my question clearly.

- Are / were you afraid to turn to teacher to get help and what emotions do /did you feel doing it?

    I felt shame because I am shy as a person. And sometimes I was afraid to be judged.

- Is it easier to turn to groupmates or teacher if you need some help with Swedish?

    To groupmates, they were open to answer in their own words, while teacher tried to explain this all in an official grammar way what was not necessary to my view.

- What emotions do / did you feel when a teacher corrects/ ed you in public?

    I felt a bit discouraging, because I thought when I would learn it already?

- Does / did the teacher's intonation affect your emotions?

    You know, a personality matters to me. During studying SFI I had three teachers, and one of them seemed to be racist. I became indignant, could not focus and was worried that I was treated like "all the other guys of my nationality". I felt like I was an image of everybody of my culture, but we all should remember that people are different, yes? You yourself know that people don't usually travel to Iran and get their impressions only by news, religious prejudices, movies, books and so on, they don't face real culture so they get a wrong impression at times, that's why Iranians can be treated biased. One of my teachers treated me in a negative way, she judged me. I answered ten questions in a wrong way and she accused me of having learning disability. I was shocked. That was because she did not want me to pass the level easily. She disappointed me and that affected negatively my writing. She helped more the weaker students and pushed down those who succeeded more.

- Do the facial expressions of the teacher and mood affect your emotional state while learning SFI?

    Yes, you feel the mood of your teacher and it is somehow reflected in your academic performance as well.
- Does the teacher's clothing affect your emotional state while learning?

    My first teacher was strict and serious, she didn't wear glamourous clothes and she was very good in Swedish. But still, I felt insecure with her, it was not easy to get her attention and confirmation and for me some connection is important. The other teacher was social, funny and used easy words for us. I improved level and became better in Swedish, probably because I felt more relaxed as well.
- Do you prefer learning Swedish in groups or individually?

    In groups. I feel we are like team. People are friendly, it is more interesting for me because I am myself a rather sociable person.
- Do the successes or failures of your groupmates affect your emotions? Do the behavior and reactions to you of your peers affect your academic performance?

    Not that much because I paid more attention to my progress.
- Do you prefer studying SFI online or at place? What emotions do you feel then?

    At place. When we have 45 min. online lecture, we benefit only from 15 min. I mean in online classes I can stay only 15 min concentrated and then I lose energy, and after 20 minutes I am already tired and distract.
- What is the best way to learn Swedish – by means of pictures (visual method), reading, listening or speaking? Can you provide your own ones? How do you best learn Swedish – by repetition, watching movies, reading or learning it in a natural environment through a visual method - by reading signs for example? What makes you more content?

    I think the best way to learn the language is through reading and listening it at the same time.
- What would you like to add to learning SFI? What needs to be included/ excluded?

    The problem with SFI is that people are labeled as numbers. They move to Sweden to start a new life and not to start studying from the very beginning. Swedish system provides people with opportunities and different offers that often don't work in reality. They don't pay attention to our feelings, needs, or suggestions. Teachers repeat all the time: our system… our school… our rules. The system doesn't pay attention to age, problems, and wishes but think – when you are hungry, you need to work and when you don't know the language you cannot find anything decent and have to catch any job. Many people take very low-level job but what if maybe I am educated? Nobody cares actually, without SFI there is no green light. But if you are not ready to study SFI, or you can't learn SFI easily, you have to start working without any satisfaction so I consider SFI as just the way to make more money for system.
- What methods do you think are more effective in learning the Swedish language?

    Watching movies. Swedes have so many dialects so I wonder if anybody ever is able to understand it as a mother tongue but watching movies is kind of helpful in this way.
- What methods do you think are more effective in learning the Swedish language?

    I think the best way to learn the language is through reading and listening at the same time. Movies works well too.

- What emotions do / did you feel when you don't understand something in learning SFI?
  I felt more discouraged, unmotivated.
- What emotions do / did you feel when did you do something wrong?
  I feel passive aggression for myself. I feel I am not in the right place I don't belong here.
- What emotions do / did you feel when you need to take the exam?
  I feel anxious.
- What emotions do / did you feel when you do the time test?
  It's one of the reasons why I really hate school system. It is unfair in my view, because on the exam day it may happen something and I won't be able to concentrate, can't write, can't think but there is no way!
- Have you ever had the feeling that you were treated unfairly / that you were unfairly judged and what did you feel then?
  Yes, it happened, and it made me disappointed and confused. I can say it just burned my motivation.
- Have you ever had an aversion or lack of interest to learning Swedish? Why?
  No, I had motivation to learn Swedish.
- How do / did you feel when a teacher encourages you? What do / did you feel when you learn something new?
  I felt excited, I felt like "Oh my God, I am better than that".
- Do you want to add something?
  At some point I became pregnant and then lost my baby and felt crashed. That is why I could not concentrate and made a lot of mistakes while writing tasks, for example.
- Thank you for your participation!

A

Informed consent

- Do you agree to take part in this interview and in the study "Emotions in Adult Learning"?
  Yes
- Do you agree to be recorded for data collection?
  Yes, I do.
- Do you remember that at any time you can choose to end the interview and withdraw from the study?
  Yes, I do.

Specific information

- Which emotions do / did you experience while learning Swedish as a foreign language (SFI)? Does / did it seem to be easy or difficult?
  I didn't finish SFI... I dropped in C level.

- Did you have a feeling that you will quickly master Swedish or fear that you would not be able to learn it?

    I learned it much more outside school and out of all dialects were the most difficult for me to perceive, and teachers all came with their own style of speaking so it was even more difficult. But as a whole SFI didn't give me anything.

- What is the difference between the culture of learning a foreign language in Iran and in Sweden? Are there any differences in education? Are there any associations between your native language and Swedish?

    Teachers in Sweden are rather frank and straightforward, not so flexible, so to say. Immigrants are vulnerable because they face other culture and become sensitive. And I think that it should be taken into consideration in regard to SFI teaching.

- What do / did you feel when you fail at something in learning Swedish (for example, can't submit the task in time)?

    I am reserved and rather shy so I feel uncomfortable. Maybe it is because my school experiences, when I studied at school I was bullied and even now when I feel that I say something wrong people can laugh at me.

- Do / did you easily turn to the teacher to get help? Are / were you afraid to turn to teacher to get help and what emotions do /did you feel doing it?

    I often turned to teacher during her explanation and asked a lot of questions, but she stopped me and told me that it was not the right time to ask it. I think a teacher should have answered instead of indicating that I have chosen a bad time to ask so I never asked again because I didn't know when the right time actually was.

- Is it easier to turn to groupmates or teacher if you need some help with Swedish?

    It was better to turn to a teacher still because students were not better than me in speaking.

- What emotions do / did you feel when a teacher corrects/ ed you in public?

    We are not used to say something negative to each other in our culture, we usually say something neutral or positive among people but others understand that it is not something you should believe or trust. It's just a cultural way of behavior. That's why sometimes I thought that probably a teacher didn't like me because she corrected me in public.

- Does / did the teacher's intonation affect your emotions?

    I think, yes. Besides, one of our teachers used more body language and it helped better to understand speech.

- Do the facial expressions of the teacher and mood affect your emotional state while learning SFI?

    Yes, I feel relaxed when teacher is not so strict, calm, and funny. Sometimes they think they work in a factory and that they must make us from the first level but it doesn't work out.

- Does the teacher's clothing affect your emotional state while learning?

    With informal style of clothing, I feel more relaxed.

- Do you prefer learning Swedish in groups or individually?

    Individually. In groups the level of people is the same. People don't understand, make mistakes and repeat these mistakes and learn them, so it works much better when the teacher is engaged.

- Do the successes or failures of your groupmates affect your emotions? Do the behavior and reactions to you of your peers affect your academic performance?

  Yes, of course, I feel glad about it.
- Do you prefer studying SFI online or at place? What emotions do you feel then?

  At place. With online courses I feel distracted and disconnected.
- What is the best way to learn Swedish – by means of pictures (visual method), reading, listening or speaking? Which emotions do you feel while (a person choose one) …, and what emotions do you feel with other methods - …? Can you provide your own ones? How do you best learn Swedish – by repetition, watching movies, reading or learning it in a natural environment through a visual method - by reading signs for example? What makes you more content?

  I think the focus on grammar is important, and teachers did not focus on that much at the level of beginner. Teachers just repeat, and repeat, and repeat. They said we will have exam where we will need to write more, but how could one write something if one doesn't know grammar?
- What would you like to add to learning SFI? What needs to be included/ excluded?

  I think we need to focus on everyday speaking – the sentences that we need when going to the shop or to the hospital.
- What methods do you think are more effective in learning the Swedish language?

  Informal way of speaking, joking, funny stories can help a lot.
- What methods do you think are more effective in learning the Swedish language?

  Theatre. Drama lessons. Learning a language is all about emotions and ways to express oneself.
- What emotions do / did you feel when you don't understand something in learning SFI? What emotions do / did you feel when did you do something wrong?

  Sometimes I need to fail many times at something and then I catch the meaning, when I feel I don't understand something it means that I fail, and there is nothing bad in it.
- What emotions do / did you feel when you need to take the exam?

  I feel worried as everybody else I think.
- What emotions do / did you feel when you do the time test?

  Unconcentrated, it seems that I forget everything because I think about time.
- Have you ever had the feeling that you were treated unfairly / that you were unfairly judged and what did you feel then?

  No, as it seems to me.
- Have you ever had an aversion or lack of interest to learning Swedish? Why?

  No, but I don't care about SFI anymore. I learn it by myself now, through reading books and speaking as much as I can.
- How do / did you feel when a teacher encourages you? What do / did you feel when you learn something new?

  I felt more motivated
- Do you want to add something?

  I think that many people learn SFI without any interest, they just consider that as a step to earn money as soon as possible.
- Thank you for your participation!

E

Informed consent

- Do you agree to take part in this interview and subsequently in the study "Emotions in Adult Learning (on the basis of Iranian students learning SFI)?
  Yes
- Do you agree to be recorded for data collection?
  Yes, I do.
- Do you remember that at any time you can choose to end the interview and withdraw from the study?
  Yes, I do.

Specific information

- Which emotions do / did you experience while learning Swedish as a foreign language (SFI)? Does / did it seem to be easy or difficult?
  I felt I need it to talk, to integrate, but learning Swedish was a challenge and it still is.
- Did you have a feeling that you will quickly master Swedish or fear that you would not be able to learn it?
  Difficult, I have many words in mind but still I cannot talk.
- What is the difference between the culture of learning a foreign language in Iran and in Sweden? Are there any differences in education? Are there any associations between your native language and Swedish?
  The educational system in Iran is step by step, you study by books, you follow your steps and in SFI we don't follow any particular book, all we need to do is to pass exam (no matter what) according to "skolverket" rules that change all the time. Besides when exam time comes it's like a roulette game, nobody knows exactly what one should know, talk and write about.
- What do / did you feel when you fail at something in learning Swedish (for example, can't submit the task in time)?
  I felt silly and it even affected my relationships with family. Imagine that you need to submit something immediately or you have a deadline, you bail on your family and sit in hours to make some tasks. To pass an exam is also a big investment of time and efforts – you study, study, and study and when you get nothing you feel stupid, it influences the relations – you become angry with kids and with you husband and you feel nothing. And these eternal tasks and exams still don't contribute to a better communication in the places where you really need Swedish, for example, in kindergartens, in "arbetsförmedlingen" or in some other places.
- Do / did you easily turn to the teacher to get help?
  Not always, only when it is something difficult. In other cases, I can ask somebody else – my friends, or colleagues. Once again, if you want to take a consultation and ask something your teacher in SFI you need to book a time because they have no time for you, there is no individual approach here, and when this time doesn't suit you – it is your problem.

- Are / were you afraid to turn to teacher to get help and what emotions do /did you feel doing it?

   No, but I tried to do everything by myself most often.
- Is it easier to turn to groupmates or teacher if you need some help with Swedish?

   In general, it is better to try to solve problems by yourself first and then to turn to somebody else. In case when I could not solve anything, I could turn to teacher.
- What emotions do / did you feel when a teacher corrects/ ed you in public?

   I was a bit worried, because I thought about my image and how people could evaluate me or something like this. It is our cultural phenomenon, you know.
- Does / did the teacher's intonation affect your emotions - when one speaks slowly, quickly, sternly or cheerfully while learning SFI?

   Yes because of dialects.
- Do the facial expressions of the teacher and mood affect your emotional state while learning SFI?

   Yes, if a teacher was in a good mood, it motivated me more and if not – then I experienced the lack of energy, I was less energetic. Sometimes we also talked about problems, personal or in relations. It helped to share, to reveal.
- Does the teacher's clothing affect your emotional state while learning?

   No, it doesn't.
- Do you prefer learning Swedish in groups or individually? What emotions do you experience studying it in groups / individually?

   Individually. Mostly SFI is studied by people with Arabic, Indian, Persian, Somalian background. None of their dialects are easy to understand and all of us need to practice the right way of speaking.
- Do the successes or failures of your groupmates affect your emotions? Do the behavior and reactions to you of your peers affect your academic performance?

   Yes, of course, when I see other people's successes, it motivates me to improve.
- Do you prefer studying SFI online or at place? What emotions do you feel then?

   At place. With online courses teacher cannot control everything as it is necessary. Besides, you don't feel feedback and don't see reactions.
- What is the best way to learn Swedish – by means of pictures (visual method), reading, listening or speaking? Which emotions do you feel while (a person choose one) …, and what emotions do you feel with other methods - …? Can you provide your own ones? How do you best learn Swedish – by repetition, watching movies, reading or learning it in a natural environment through a visual method - by reading signs for example? What makes you more content?

   Grammar helps but not to integrate! And our SFI teachers paid more attention to grammar and writing practice. And I think it doesn't contribute so much to speaking practice.
- What would you like to add to learning SFI? What needs to be included/ excluded*?*

   I think in SFI teacher should concentrate better on two parts – to explain grammar with direct examples from the mother tongue of students and speaking and writing based on studied grammar.
- What methods do you think are more effective in learning the Swedish language?

   I think grammar is the key to a better understanding. So, it would be better if teachers could focus more on explaining grammar in a more understandable way.

- What methods do you think are more effective in learning the Swedish language?

  Radio does not help me at all but children's books for example are very effective.
- What emotions do / did you feel when you don't understand something in learning SFI?

  I felt angry for myself because then I know that I should put more efforts and time to Swedish and sometimes I have lack of time and abilities to do it because of family issues.
- What emotions do / did you feel when did you do something wrong?

  I feel passive.
- What emotions do / did you feel when you need to take the exam?

  Well, I am nervous at first but then I change to be more concentrated.
- What emotions do / did you feel when you do the time test?

  I think about time and miss some issues, I can't hand in my work in time because I feel nervous.
- Have you ever had the feeling that you were treated unfairly / that you were unfairly judged and what did you feel then?

  No, I haven't.
- Have you ever had an aversion or lack of interest to learning Swedish? Why?

  You know, I didn't feel so interested from the beginning, but I persuaded myself that I need it.
- How do / did you feel when a teacher encourages you? What do / did you feel when you learn something new?

  I never had it.
- Do you want to add something?

  No, thanks
- Thank you for your participation!

M

Informed consent

- Do you agree to take part in this interview and subsequently in the study "Emotions in Adult Learning (on the basis of Iranian students learning SFI)?

  Yes
- Do you agree to be recorded for data collection?

  Yes, I do.
- Do you remember that at any time you can choose to end the interview and withdraw from the study?

  Yes, I do.

Specific information

- Which emotions do / did you experience while learning Swedish as a foreign language (SFI)? Does / did it seem to be easy or difficult?

>*Often, I felt confused, silly, and unable to learn something. I learned German and Swedish and with Swedish it seemed to be easier at first, and it seemed that I understood much but could not connect to it. Swedish is still hard for me.*

- Did you have a feeling that you will quickly master Swedish or fear that you would not be able to learn it?

    >*It is difficult, so I never thought that I would master it quickly.*

- What is the difference between the culture of learning a foreign language in Iran and in Sweden? Are there any differences in education? Are there any associations between your native language and Swedish?

    >*We have strict rules and norms at school in Iran, here the atmosphere is more relaxed and you don't feel controlled. and one more thing, in Iran we have separated school and university studies for women and men. In SFI we face mixed classes and it is kind of unusual. And one more thing comes to my mind now is that in Iran it is also important what grade you get, and here in Sweden in SFI understanding is more important.*

- What do / did you feel when you fail at something in learning Swedish (for example, can't submit the task in time)?

    >*I felt nervous.*

- Do / did you easily turn to the teacher to get help?

    >*No, because I could not formulate my question so easily. I preferred to write if it was possible.*

- Are / were you afraid to turn to teacher to get help and what emotions do /did you feel doing it?

    >*I felt shame.*

- Is it easier to turn to groupmates or teacher if you need some help with Swedish?

    >*To groupmates, they were ready to help.*

- What emotions do / did you feel when a teacher corrects/ ed you in public?

    >*I felt shame, you know I studied not well at school and I am weak and I know it, I am not perfect but here in SFI I feel stupid and not confident at all.*

- Does / did the teacher's intonation affect your emotions - when one speaks slowly, quickly, sternly or cheerfully while learning SFI ?

    >*Yes, teachers talked too fast sometimes so it was like a mix of words without any meaning. And it was difficult because of dialects as well. I had a teacher with "skåne" dialect and I didn't hang on, could not understand her at all.*

- Do the facial expressions of the teacher and mood affect your emotional state while learning SFI?

    >*Yes, sometimes teacher can seem uninterested, indifferent, and not so understanding. I remember we had a teacher whom I presented flowers, she looked like my mom. It led to some kind of misunderstanding, she reacted strangely to me and I changed the class.*

- Does the teacher's clothing affect your emotional state while learning?

    >*Some teacher came in pyjamas, I felt it was rather strange.*

- Do you prefer learning Swedish in groups or individually?

    >*In groups. In groups I feel more motivated. I can do less and learn more. It reminds me of childhood games.*

- Do the successes or failures of your groupmates affect your emotions? Do the behavior and reactions to you of your peers affect your academic performance?

  Yes, of course. SFI is the initial step for me like for other people who want to continue their studies. But know I estimate that SFI and other necessary courses before entering the university will take around six years in total and it's a long way to go so every successful step make me closer to my dream.

- Do you prefer studying SFI online or at place? What emotions do you feel then?

  At place. In online courses I feel that I won't be able to learn anything.

- What is the best way to learn Swedish – by means of pictures (visual method), reading, listening or speaking? Which emotions do you feel while (a person choose one) …, and what emotions do you feel with other methods - …? Can you provide your own ones? How do you best learn Swedish – by repetition, watching movies, reading or learning it in a natural environment through a visual method - by reading signs for example? What makes you more content?

  Listening and speaking is the best to learn the language. I don't understand why writing is so important when many immigrants are not going to study further or don't have an access to university from the beginning because they need to learn Swedish first or pass English at least.

- What would you like to add to learning SFI? What needs to be included/ excluded?

  We only had copies of various texts, and no books and I think that we need a book. We need to know where we are going and follow our progress. Plus, the problem is in environment – various dialects and various backgrounds with which people come to study SFI. The planning in SFI does not match the immigrants. We have our own problems, but school does not care. When you have problems, you just cannot learn the language in a relaxed way. You don't care about the Swedish language.

- What methods do you think are more effective in learning the Swedish language?

  I think reading a text and then talking about it is the most effective.

- What emotions do / did you feel when you don't understand something in learning SFI? What emotions do / did you feel when did you do something wrong?

  I just give up on the issue. I avoid to be around the subject, so to say.

- What emotions do / did you feel when you need to take the exam?

  I feel nervous.

- What emotions do / did you feel when you do the time test?

  I feel that I need to pull myself together and just do it.

- Have you ever had the feeling that you were treated unfairly / that you were unfairly judged and what did you feel then?

  Yes, I have already told you about my misunderstanding because of my attraction to my teacher. After I did it, I felt she somehow changed her attitude to me.

- Have you ever had an aversion or lack of interest to learning Swedish? Why?

  Many times, but I coped with it.

- How do / did you feel when a teacher encourages you? What do / did you feel when you learn something new?

  It makes me happy.

- Do you want to add something?

  No

- Thank you for your participation!

F

Informed consent

- Do you agree to take part in this interview and subsequently in the study "Emotions in Adult Learning (on the basis of Iranian students learning SFI)?
Yes
- Do you agree to be recorded for data collection?
Yes, I do.
- Do you remember that at any time you can choose to end the interview and withdraw from the study?
Yes, I do.

Specific information

- Which emotions do / did you experience while learning Swedish as a foreign language (SFI)? Does / did it seem to be easy or difficult?
  I felt interested. Learning a language is always combined with interest and motivation and I like to learn because it is a way to plunge into another culture, to feel it from the inside.
- Did you have a feeling that you will quickly master Swedish or fear that you would not be able to learn it?
  I believed in myself and hoped I would master it not soon but with time, because it is like work actually.
- What is the difference between the culture of learning a foreign language in Iran and in Sweden? Are there any differences in education? Are there any associations between your native language and Swedish?
  Well, Iranian system is most focused on training to pass an exam but Swedish seems focus on learning where exam is only a necessary step in this process of learning, I would say it like this.
- What do / did you feel when you fail at something in learning Swedish (for example, can't submit the task in time)?
  It was a part of learning language. I had to fail to understand my weakness in language and overcome this.
- Do / did you easily turn to the teacher to get help? Are / were you afraid to turn to teacher to get help and what emotions do /did you feel doing it?
  Yes, it was ok but at the same time it was not easy because I had a limited vocabulary that time.
- Is it easier to turn to groupmates or teacher if you need some help with Swedish?
  To a teacher, because the teacher can explain everything in a more understandable way.
- What emotions do / did you feel when a teacher corrects/ ed you in public?
  It's not a bad feeling, I don't enjoy it but it is not a big point as well.

- Does / did the teacher's intonation affect your emotions - when one speaks slowly, quickly, sternly or cheerfully while learning SFI ?

    Not that much, actually but still I think that a teacher should talk clearly and slowly.
- Do the facial expressions of the teacher and mood affect your emotional state while learning SFI?

    No, I really not so good to catch the mood of teachers but for sure angry people can make me angry as well.
- Does the teacher's clothing affect your emotional state while learning?

    No, I don't care.
- Do you prefer learning Swedish in groups or individually?

    Individually. I try to pay more attention to self-studies so individual learning is better for me. It's all because I want to be better and better.
- Do the successes or failures of your groupmates affect your emotions? Do the behavior and reactions to you of your peers affect your academic performance?

    Their successes made me happy but at the same time made me sad because they moved from our group.
- Do you prefer studying SFI online or at place? What emotions do you feel then?

    I've no experience of online learning but I don't think that I would like it if I try.
- What is the best way to learn Swedish – by means of pictures (visual method), reading, listening or speaking? Which emotions do you feel while (a person choose one) …, and what emotions do you feel with other methods - …? Can you provide your own ones? How do you best learn Swedish – by repetition, watching movies, reading or learning it in a natural environment through a visual method - by reading signs for example? What makes you more content?

    I prefer speaking as much as possible. I think we need to focus on everyday speaking more. Regarding methods I think that watching movies with subtitles is rather effective, or it could be speaking about a film or series.
- What methods do you think are more effective in learning the Swedish language?

    Friendship is not easy to find and acquire in Sweden so I think that companionship could provide a big change in SFI learning process.
- What emotions do / did you feel when you don't understand something in learning SFI?

    I feel confused and interested in the same.
- What emotions do / did you feel when did you do something wrong?

    I feel that I need to learn more and put more efforts.
- What emotions do / did you feel when you need to take the exam?

    I feel stressful, can it be another way?
- What emotions do / did you feel when you do the time test?

    Stress, that I need to finish everything on time and I understand that I have lack of it.
- Have you ever had the feeling that you were treated unfairly / that you were unfairly judged and what did you feel then?

    No, I don't remember if I ever had it.
- Have you ever had an aversion or lack of interest to learning Swedish?

    No, as I have already said at the beginning, interest was always my fuel to learn.

- How do / did you feel when a teacher encourages you? What do / did you feel when you learn something new?
    I felt positive and motivated.
- Do you want to add something?
    No, I don't.
- Thank you for your participation!

S

Informed consent

- Do you agree to take part in this interview and subsequently in the study "Emotions in Adult Learning"?
    Yes
- Do you agree to be recorded for data collection?
    Yes, I do.
- Do you remember that at any time you can choose to end the interview and withdraw from the study?
    Yes, I do.

Specific information

- Which emotions do / did you experience while learning Swedish as a foreign language (SFI)? Does / did it seem to be easy or difficult?
    Generally, I like to study but SFI seems to be an unorganized system. Online classes and pandemic affected me much.
- Did you have a feeling that you will quickly master Swedish or fear that you would not be able to learn it?
    Yes, I am confident and I am sure I will succeed.
- What is the difference between the culture of learning a foreign language in Iran and in Sweden? Are there any differences in education? Are there any associations between your native language and Swedish?
    We have separate gender classes in Iran, but I really like this mixed culture atmosphere in Sweden, it was really great, I was interested to know about all of them. Maybe it's about my social nature. Swedish is not my favorite but I like the process of learning it.
- What do / did you feel when you fail at something in learning Swedish (for example, can't submit the task in time)?
    I coped with my anxiety.
- Do / did you easily turn to the teacher to get help?
    Without any problem.
- Are / were you afraid to turn to teacher to get help and what emotions do /did you feel doing it?
    No, it was ok for me.
- Is it easier to turn to groupmates or teacher if you need some help with Swedish?
    Just to teachers, I trust them more than students.

- What emotions do / did you feel when a teacher corrects/ ed you in public?

    I felt completely ok with that, how will I learn something If I am not corrected?
- Does / did the teacher's intonation affect your emotions - when one speaks slowly, quickly, sternly or cheerfully while learning SFI?

    I had a teacher she talked very loudly and she seemed to be angry but it turned out that it was her specific way of talking.
- Do the facial expressions of the teacher and mood affect your emotional state while learning SFI?

    Yes, I believe they do.
- Does the teacher's clothing affect your emotional state while learning?

    No, it's up to a person what to wear.
- Do you prefer learning Swedish in groups or individually?

    Both. In groups I often became a leader, I mean it was me who started talking first or answered for the whole group while other students were silent.
- Do the successes or failures of your groupmates affect your emotions? Do the behavior and reactions to you of your peers affect your academic performance?

    I passed all SFI in 4 months, so I didn't notice so much other people's progress but I know that some people are not able to learn SFI in years.
- Do you prefer studying SFI online or at place? What emotions do you feel then?

    At place because I am curious to know more.
- What is the best way to learn Swedish – by means of pictures (visual method), reading, listening or speaking? Which emotions do you feel while (a person choose one) …, and what emotions do you feel with other methods - …? Can you provide your own ones? How do you best learn Swedish – by repetition, watching movies, reading or learning it in a natural environment through a visual method - by reading signs for example? What makes you more content?

    After I finished SFI, I went to a further level when I faced more sophisticated language and I knew how it is important to use dictionary. When I learn some word, I look up all the forms of the word in the dictionary and I think it is the right way to learn something.
- What would you like to add to learning SFI? What needs to be included/ excluded?

    More practice of daily and routine speaking.
- What methods do you think are more effective in learning the Swedish language? What methods do you think are more effective in learning the Swedish language?

    Reading is the best in my view.
- What emotions do / did you feel when you don't understand something in learning SFI?

    I feel frustration and I understand that I probably won't be able to become so fluent as real swedes.
- What emotions do / did you feel when did you do something wrong?

    I feel that I need to try more and I do it. I have no problem with it.
- What emotions do / did you feel when you need to take the exam?

    It is always stressful for me but still I try to cope with this state.
- What emotions do / did you feel when you do the time test?

    I feel totally concentrated and I am able to distribute time correctly.
- Have you ever had the feeling that you were treated unfairly / that you were unfairly judged and what did you feel then?

No as it seems to me.

- Have you ever had an aversion or lack of interest to learning Swedish? Why?
    No, I don't think so.
- How do / did you feel when a teacher encourages you? What do / did you feel when you learn something new?
    I felt delighted, you know when you understand that you can, that you are able than it is like a reward for you. Any success is a step to a successful future, you know.
- Do you want to add something?
    No, I don't think so.
- Thank you for your participation!

Z

Informed consent

- Do you agree to take part in this interview and subsequently in the study "Emotions in Adult Learning"?
    Yes
- Do you agree to be recorded for data collection?
    Yes, I do.
- Do you remember that at any time you can choose to end the interview and withdraw from the study?
    Yes, I do.

Specific information

- Which emotions do / did you experience while learning Swedish as a foreign language (SFI)? Does / did it seem to be easy or difficult?
    I was afraid that I would not be able to integrate, my voice and dialect was funny to others and they laughed at me. I was worried if I couldn't contact to others, to become alone and…
- Did you have a feeling that you will quickly master Swedish or fear that you would not be able to learn it?
    The first years I thought it's impossible but later on my feeling changed, I could manage my fear and I could regulate it.
- What is the difference between the culture of learning a foreign language in Iran and in Sweden? Are there any differences in education? Are there any associations between your native language and Swedish?
    For students, self-confidence is very important. If I can trust my ability and don't give up, I can learn better and in this point in Sweden it is much better. Teachers here are more helpful than in my country. For example, when I didn't understand something and could not find it in dictionary, my teacher explained me and I felt more at ease.
- What do / did you feel when you fail at something in learning Swedish (for example, can't submit the task in time)?

I felt worthless.

- Do / did you easily turn to the teacher to get help? Are / were you afraid to turn to teacher to get help and what emotions do /did you feel doing it?
    It was easy for me. Some students asked me to ask as well.
- Is it easier to turn to groupmates or teacher if you need some help with Swedish?
    Just to a teacher because a teacher can explain and give examples plus, I could communicate with a teacher in a pure Swedish while my other groupmates were from Iraq, China, Somalia, Brazil. Conversation with them didn't help my Swedish or my goals.
- What emotions do / did you feel when a teacher corrects/ ed you in public?
    I felt stress and then I was not ready to answer something at the same day.
- Does / did the teacher's intonation affect your emotions - when one speaks slowly, quickly, sternly or cheerfully while learning SFI ?
    I had an old teacher she didn't talk clearly and it was rather stressful experience for me, she was not so patient as well and didn't give time to think something over. During lecture I just thought why such an old teacher work more than eight hours at SFI and it doesn't give us any result.
- Do the facial expressions of the teacher and mood affect your emotional state while learning SFI?
    I think SfI teacher must be more attractive. Well, yes, teacher's bad mood is your bad mood as well.
- Does the teacher's clothing affect your emotional state while learning?
    I like chic clothes, when I see a well-dressed person, I feel more attracted to learning and to teacher.
- Do you prefer learning Swedish in groups or individually?
    Group work I appreciate more. In a group I worked little but the result was better.
- Do the successes or failures of your groupmates affect your emotions? Do the behavior and reactions to you of your peers affect your academic performance?
    I paid little attention to others' success or failures.
- Do you prefer studying SFI online or at place? What emotions do you feel then?
    At place. With online courses I feel disconnected.
- What is the best way to learn Swedish – by means of pictures (visual method), reading, listening or speaking? Which emotions do you feel while (a person choose one) …, and what emotions do you feel with other methods - …? Can you provide your own ones? How do you best learn Swedish – by repetition, watching movies, reading or learning it in a natural environment through a visual method - by reading signs for example? What makes you more content?
    We need to focus more on building vocabulary and the forms of words. I think instead of exam form SFI could provide interviews for grading.
- What methods do you think are more effective in learning the Swedish language?
    I think stories and joking can help a lot. And coworking with someone is also effective.
- What methods do you think are more effective in learning the Swedish language?
    Movement stories. I mean through them we can easily apply and use verbs which are the basis of speaking.
- What emotions do / did you feel when you don't understand something in learning SFI?

> *Sometimes I feel stupid.*

What emotions do / did you feel when did you do something wrong?
> *I feel sad but I try to accept it as it is.*

- What emotions do / did you feel when you need to take the exam?
  > *I feel not at ease.*

- What emotions do / did you feel when you do the time test?
  > *I concentrate on time.*

- Have you ever had the feeling that you were treated unfairly / that you were unfairly judged and what did you feel then?
  > *A teacher said that if you fail in SFI course, you should start over. One of my teachers considered me rather weak and she didn't want me to take an exam so I had to talk to a manager to solve this issue. That was the period when I lost my hope and motivation.*

  Have you ever had an aversion or lack of interest to learning Swedish? Why?
  > *No, I haven't.*

- How do / did you feel when a teacher encourages you? What do / did you feel when you learn something new?
  > *Positive but there was not so much connected with SFI.*

- Do you want to add something?
  > *No.*

- Thank you for your participation!

H

Informed consent

- Do you agree to take part in this interview and subsequently in the study "Emotions in Adult Learning"?
  Yes

- Do you agree to be recorded for data collection?
  Yes, I do.

- Do you remember that at any time you can choose to end the interview and withdraw from the study?
  Yes, I do.

Specific information

- Which emotions do / did you experience while learning Swedish as a foreign language (SFI)? Does / did it seem to be easy or difficult?
  > *I was studying Swedish at some communities before going to SFI courses so I could speak a little but frankly speaking SFI can't be considered as a serious course which build a solid basis for practical skills.*

- Did you have a feeling that you will quickly master Swedish or fear that you would not be able to learn it?
  > *No, it is not an easy language and you should try hard to get results.*

- What is the difference between the culture of learning a foreign language in Iran and in Sweden? Are there any differences in education? Are there any associations between your native language and Swedish?

    I was interested to know that in Sweden they use more technologies which are very helpful for studies.
- What do / did you feel when you fail at something in learning Swedish (for example, can't submit the task in time)?

    I felt that I need to try more, but I think that everybody goes through this step in learning.
- Do / did you easily turn to the teacher to get help? Are / were you afraid to turn to teacher to get help and what emotions do /did you feel doing it?

    It was ok but it depends on how you ask and when.
- Is it easier to turn to groupmates or teacher if you need some help with Swedish?

    Sometimes it was easier to turn to groupmates, rather than to a teacher. Sometimes I missed the right time to ask and then I tried to find an answer in the internet.
- What emotions do / did you feel when a teacher corrects/ ed you in public?

    I felt uncomfortable and then I was not ready to answer something at the same day.
- Does / did the teacher's intonation affect your emotions - when one speaks slowly, quickly, sternly or cheerfully while learning SFI?

    I think… intonation play a role. Sometimes teachers don't pay much attention to the way they speak. They can talk fluently and use difficult words and I think that it is important to stop and pay attention to these words because I concentrate on them and then I lose the whole meaning.
- Do the facial expressions of the teacher and mood affect your emotional state while learning SFI?

    Yes, facial expressions can help to understand a teacher better, I mean the speech. When you have some emotional connection with a teacher it is always easier to understand and follow what you are said.
- Does the teacher's clothing affect your emotional state while learning?

    I think it doesn't matter so much.
- Do you prefer learning Swedish in groups or individually?

    Group work I think is better because you can practice the language and foster your communication skills as well.
- Do the successes or failures of your groupmates affect your emotions? Do the behavior and reactions to you of your peers affect your academic performance?

    Yes, working in a group you become a part of it and that's why you also follow your groupmates' progress.
- Do you prefer studying SFI online or at place? What emotions do you feel then?

    At place. I have already mentioned that I prefer group work because of interaction and communication, I like to see the reactions of people and integrate with them.
- What is the best way to learn Swedish – by means of pictures (visual method), reading, listening or speaking? Which emotions do you feel while (a person choose one) …, and what emotions do you feel with other methods - …? Can you provide your own ones? How do you best learn Swedish – by repetition, watching movies, reading or learning it

in a natural environment through a visual method - by reading signs for example? What makes you more content?

> *I think that retelling and reading are effective and valuable in the language.*

- What methods do you think are more effective in learning the Swedish language?

    > *There are different apps to follow your progress in the language and I think they could change exams for this interaction activities, because they don't subject people to stress so much.*

- What emotions do / did you feel when you don't understand something in learning SFI?

    > *Sometimes I feel that I am not at the level I should be.*

    What emotions do / did you feel when did you do something wrong?

    > *I feel uncomfortable and nervous but I try to overcome these feelings and be more tuned.*

- What emotions do / did you feel when you need to take the exam?

    > *I feel uncomfortable that is why I tell that maybe interaction activities could replace the exams. But still when I am at the exam, I persuade myself that I just need to do it!*

- Have you ever had the feeling that you were treated unfairly / that you were unfairly judged and what did you feel then?

    > *Sometimes it happens. You know I had such situations when I felt that a teacher did not pay necessary attention to me when I needed it.*

    Have you ever had an aversion or lack of interest to learning Swedish? Why?

    > *No, I haven't, I think I am always interested to know something new.*

- How do / did you feel when a teacher encourages you? What do / did you feel when you learn something new?

    > *I felt happy, any positive progress is a sign of success.*

- Do you want to add something?

    > *No, I don't.*

- Thank you for your participation!

> ➢ Specific Information

RQ 1: What emotions do adult migrant students experience in their SFI learning?

- Q2. Which emotions did/did you experience while learning Swedish as a foreign language (SFI)? Does/did it seem to be easy or difficult?

- Q3. Did you have a feeling that you would quickly master Swedish or fear that you would not be able to learn it?

- Q5. What do/did you feel when you fail at something in learning Swedish (for example, can't submit the task in time)? Do/did you easily turn to the teacher to get help? Are/were you afraid to turn to the teacher to get help and what emotions /did you feel doing it? Is it easier to turn to groupmates or a teacher if you need some help with Swedish? What emotions do/did you feel when a teacher corrects/ ed you in public?
- Q6. Does/did the teacher's intonation affect your emotions - when one speaks slowly, quickly, sternly, or cheerfully while learning SFI?
- Q8. Does the teacher's clothing affect your emotional state while learning?
- Q14.What emotions do/did you feel when you don't understand something in learning SFI? What emotions do/did you feel when did you do something wrong? What emotions do/did you feel when you needed to take the exam? What emotions did/did you feel when you did the time test? Have you ever had the feeling that you were mistreated / that you were unfairly judged and what did you feel then? Have you ever had an aversion or lack of interest in learning Swedish? Why? How do/did you feel when a teacher encourages you? What do/did you feel when you will learn something new?
- **RQ 2: What are the underlying reasons for their occurrence?**
- Q1. How long have you studied SFI?
- Q4. What is the difference between the culture of learning a foreign language in Iran and in Sweden? Are there any differences in education? Are there any associations between your native language and Swedish?
- Q7. Do the facial expressions of the teacher and mood affect your emotional state while learning SFI?
- Q9. Do you prefer learning Swedish in groups or individually? What emotions do you experience studying it in groups / individually? Do the successes or failures of your groupmates affect your emotions? Do you prefer studying SFI online or at place? What emotions do you feel then? Do the behavior and reactions to you of your peers affect your academic performance?
- Q11.What methods are more effective in learning the Swedish language? Can you provide your own?

- Q12.How do you best learn Swedish – by repetition, watching movies, reading, or learning it in a natural environment through a visual method - by reading signs for example? What makes you more content?

RQ 3: How do emotions influence migrant students' learning processes and outcomes?

- Q10.What is the best way to learn Swedish – by means of pictures (visual method), reading, listening, or speaking? Which emotions do you feel while (a person chooses one) …, and what emotions do you feel with other methods - …?
- Q15.Do you want to add something?
- Q13.What would you like to add to learning SFI? What needs to be included/ excluded?