



DEPARTMENT OF EDUCATION,
COMMUNICATION & LEARNING

SOCIAL MEDIA AND ARAB IMMIGRANTS LEARNING THE SWEDISH LANGUAGE

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Abstract

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Keywords: Mobile learning, Social media, Swedish language, Arab immigrants, Communities of practice (COP).

Purpose: The study aims to investigate the role of social media platforms in learning Swedish language for Arab immigrants and to identify the most effective platform for that purpose.

Theory: Communities of Practice (Lave & Wenger, 1991).

Method: Mixed methods: online questionnaire, and semi-structured interview.

Results: Findings of this research show that social media helps Arab immigrants in Sweden to acquire the Swedish language skills. As a result, they can have more friends, communicate with others, and find a job. In addition, the researcher finds that YouTube is the most effective social media platform to help Arab immigrants learn Swedish language.

Foreword

All Gratitude and thanks to Allah (SWT) who led me to the right path and helped me tackle all challenges I faced while preparing this thesis. Thanks to my supervisor Susanne Garvis for her help and great support while writing this thesis.

To my professor Mr. Markus Nivala, Deputy Head of Department of Education, Communication and Learning at University of Gothenburg for his support and instructions during the program.

To my role model, my beloved father, Mr. Saeed Ahmed Dawaba for his great support he provided from my childhood till now.

To my first teacher, my dear beautiful mother, Mrs. Nihad Salah Al Mubayad for her love and empathy till this moment.

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To my siblings, to my secret of happiness, strength, and presence in this life, my sons, Magd and Mohammad.

Last but not least, to all participants who contributed to finish this thesis.

Abbreviation

COP: Community of Practice

SFI: Swedish for immigrants

MALL: Mobile assisted language learning

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1. Introduction

Social media have been significant and meaningful tools of communication among people, and lately they have also become more used by Arabic speaking immigrants as tools of integration. According to Richter, Emmer, & Kunst, (2019) and Van Liempt & Zijlstra (2017), migrants face many challenges in their life, and they utilize social media to help keep up with the changes of life in the 21st century.

The Swedish language is not an international language, and very few people use it. So, this is an important reason why some migrants in Sweden find it difficult to learn Swedish and adapt with the life there (Bradley, Berbyuk Lindström, & Sofkova Hashemi, 2017). Therefore, one can get into any society by learning its language and culture, so migrants have to get enrolled in Swedish language courses and get engaged in many cultural activities to integrate into the Swedish society (Kukulka-Hulme et al., 2015). In fact, immigrants do not get their official papers (residence paper and ID number) in Sweden immediately, so they use social media applications as alternative tools of learning the Swedish language even before SFI starts as language is very crucial for new migrants (Elmeroth, 2003). Dolan (2013) emphasizes that social media platforms are Social networking sites. They are defined as "web-based services that enable the construction of profiles, connection with others and the opportunity to view and connect with those who are part of those networks as well." (p. 16).

In addition, when Arab migrants in Sweden communicate with Swedish people easily, this helps them to more easily integrate into the Swedish society (Bradley et al., 2017). Therefore, this study discusses the role of social media platforms in helping Arab immigrants to learn the Swedish language, and the researcher investigates the study in light of Community of Practice theory.

1.1 Problem of the study

The problem of the study is that immigrants, including Arabic speaking immigrants, in Sweden, do not obtain their official papers (residence papers and ID number) immediately that allow them to learn the Swedish language in official Swedish schools. To illustrate, immigrants' official papers help immigrants to live their life and obtain their rights as any Swedish citizen, and one of these rights is education. If immigrants do not have official papers, they will not be able to learn the Swedish language at the Swedish official authorities. In the mean while before they have their official papers in place so that they can start SFI, they need to use social media apps such as Facebook, WhatsApp, Instagram, and YouTube to learn the Swedish language and communicate easily with the Swedish society. SFI is an educational course that teaches immigrants the Swedish language and provides them with the appropriate social skills to be able to live in Sweden (Carlson, 2016).

The researcher focuses on social media platforms. She seeks to find some solutions which will help Arab immigrants in Sweden to learn the Swedish language. Furthermore, she aims to find the most effective social media platform to learn Swedish, and discusses how social media can assist Arab

immigrants to integrate into the Swedish society. As a result, she sheds light on social media and its role in helping Arab immigrants learn the Swedish language.

1.2 Aim of the study

The study aims to investigate the role of social media platforms in learning the Swedish language for Arab immigrants and to identify effective platforms for that purpose.

1.3 Research questions

The researcher seeks to answer the following questions:

- 1- What is the role of social media in enhancing Arab immigrants in learning Swedish language?
- 2- What do Arab immigrants perceive as the most effective social media platform in learning Swedish language?

To summarize, the researcher focuses on social media platforms and their role in supporting Arab immigrants to learn the Swedish language. To achieve this goal, she has divided the thesis into many chapters below, which are literature review, theoretical framework, methodology, analysis, findings, discussion, and conclusion.

2.0 Literature Review

This study points out the role of social media in learning the Swedish language for Arab immigrants in Sweden. It includes different aspects: mobile learning, social media use in language learning, the elementary Swedish language program for adult immigrants (SFI), and formal and informal learning. In this chapter, the researcher will discuss these aspects in the previous studies and investigate if the findings of these studies are similar to or different from the results of the current study.

2.1 Mobile Learning

Mobile learning is "education that involves the use of mobile devices to enable learning anytime and anywhere, with a particular focus on mobility and its unique affordances rather than on technology per se" (UNESCO Education Sector, 2018, p. 13). According to Fran & Education (2021), using smartphones or computers in learning, through social media, makes learners always in touch together, and keeps them active and sharing. Learners can also share their resources with each other easier. Sofkova Hashemi et al. (2017) points out that 'mobile assisted language learning (MALL)' is considered as a specialty included in mobile learning. It mainly focuses on the use of mobile phones to improve language learning. Lindstrom & Sofkova Hashemi (2019) illustrate that MALL helps users to acquire new vocabs, develop their language skills: speaking and listening, and create their learning content. As cited in Stockwell (2008), there are some key reasons for using mobile learning, and other reasons for not using it. On the one hand, some users like mobile learning because they can have access to it anytime anywhere, and in their spare time. On the other hand, the cost is high because they have to use mobile devices, whose screen is small, so they cannot see well, and the keypads are not easy to use, so some users have problem with using it (Viberg & Grönlund, 2013). In particular, mobile learning is used to face the educational obstacles in crisis times, and with the increasing presence of mobile media, the need for more organized mobile learning has appeared (UNESCO Education Sector, 2018). It is used to deal with the personal challenges of the immigrants, especially the lingual barrier; immigrants find it difficult to learn the language of the host country. For instance, immigrants face a personal difficulty with communication through Swedish with the Swedish community. Mobile learning gives the chance for those immigrants to use different mobile apps, such as social media apps. These apps facilitate learning the Swedish language, and accordingly, ease communication and integration into the Swedish society.

Nevertheless, lack of linguistic skills prevents the immigrants from conveying their needs, whether social, medical or educational needs (UNESCO Education Sector, 2018). Mobile phones can be used to help immigrants acquire the required skills, obtain the needed information, recognize their rights as asylum seekers, communicate with the natives, and find a job (Muñoz et al., 2018). Muñoz et al. (2018) add that mobile learning platforms have easy flexible content, provide integration tips for

refugees, and give them training. Thus, mobile learning changes the traditional concept of learning; it gets wider and more developed. In other words, it displays modern learning contexts, and engage users into an interactive environment (Bradley et al., 2017).

2.2 Social media use in language learning

Social media is defined as "web-based service that allows individuals, communities and organizations to collaborate, connect, interact and build community by enabling them to create, co-create, and share such contents through one-to one, or one-to many communications" (Alozie Nwala & Tamunobelega, 2019, p. 10). Alozie Nwala & Tamunobelega (2019) show that social media are interactive internet-based applications that depend only on the internet with the use of computer. Indeed, the user can use the computer services to guarantee the in-effect communication with other people. Social media are online applications based on the fundamentals of Web 2.0 related to technology and ideology, and they help to create and interchange a content created by users (Zgheib & Dabbagh, 2020). In her study, Isaksson (2020) states that learning tools can include social media platforms. For instance, they provide various learning styles, which makes them customizable. However, he emphasizes that social media platforms lack a grading system for learners and have no official supervision from teachers or education authorities, so their content is neither official nor trusted. In addition, Aloraini & Cardoso (2018) point out that beginners and advanced students perceive social media differently as a learning tool. Their favourites for social media applications differ in relation to the language skill the student seeks to acquire; for example, students use Twitter to acquire reading skill, and Snapchat to acquire listening and speaking skills. Aloraini & Cardoso (2018) add that Twitter is more used than other social media apps for language learning. In addition, the uses of social media differ between beginner and advanced students. Some beginners tend to use it for academic purposes while some advanced students use it as a part of their individual space, but they do not prefer to use it because it may affect their personal life.

Albantani & Madkur (2017) point out that using YouTube to learn a foreign language enables learners to have access to different learning materials from vlogs or videos. It is also self-learning because the learner him/herself searches for and analyses information he/she obtains from YouTube. In addition, YouTube provides visual and audio-visual content which makes the learning materials clearer and more understood.

According to Zgheib & Dabbagh (2020), as cited in Kitsantas and Dabbagh (2010) and Dabbagh and Reo (2011), social media includes various technologies which share related features: "networking, communicating, and sharing while other tools have additional distinguishing features" (p. 2).

Moreover, social media technologies are classified into four categories:

- Experience- and resource-sharing tools: they support online bookmarking, wiki-ing, blogging, and microblogging, like, Twitter, Pb Works, WordPress, and Delicious.
- Media sharing tools: they support social tagging, like YouTube and Flickr.
- Social networking tools: they support socio-semantic networking, like LinkedIn and Facebook.
- Communication tools: they support email and web-conferencing tools such as Skype.

Zgheib & Dabbagh (2020), as cited in Smith (2017) state that learners use social media technologies for cooperation via "online file sharing tools, online sharing of information through websites, tracking and managing their academic schedule, and communicating with peers" (p.2).

2.3 The elementary Swedish language program for adult immigrants (SFI)

After the World War 2, immigration to Sweden had increased (Lindberg & Sandwall, 2007). During mid-1950s, and due to the economic growth in Sweden, Sweden moved to the immigration of labour, and indeed, Sweden received immigrants from more than 200 countries around the world (Lindberg & Sandwall, 2007). In Sweden, there was no official policy related to immigrants, but in 1975, the parliament validated a new integration policy of immigrants to ensure their rights are given equally to them, including education; SFI in particular. Wiesbrock (2011) states that SFI is a part of the integration policy "that ensures all immigrants have the right to free language provision and financial support while studying, with no legal limitation on hours of provision" (p.3). According to Lindberg & Sandwall (2007), in the beginning, SFI was study circles where neither was the curriculum nor was the teachers' training official. However, in 1986, Parliamentary SFI Committee decided to consider SFI as a "permanent education program with a formal curriculum and some modest teacher qualification requirements" (Lindberg & Sandwall, 2007, p. 4). The SFI education program is 700 hours of education, and they were divided into: an 'elementary' and a 'supplementary' course (Lindberg & Sandwall, 2007). According to Lindberg & Sandwall (2007), the SFI program mainly aims to:

- Help immigrants to speak and write Swedish language to be able to communicate with others in everyday life.
- Socialize with different people in practical life.

To achieve these goals, a new syllabus of SFI was issued in 2003. To illustrate, learners needed to receive learner- centered education, and to get a suitable education for different individuals and backgrounds (Burns, 2006; Cooke, 2006). The new syllabus concentrated on "language competence, language awareness, cultural comparisons and civics" (Lindberg & Sandwall, 2007, p. 5). In addition, it focused on the practical life, and how SFI is integrated with it.

2.4 Formal and Informal online learning platforms

Manuti et al. (2015) as cited in Marsick & Watkins (1990, 2001) state that an informal online learning platform is an internet environment outside learning institutions such as schools, colleges, universities, and training centres where people learn (Hager, 2012). According to Livingstone (2001), informal learning is "any activity involving the pursuit of understanding, knowledge, or skill which occurs without the presence of externally imposed curriculum criteria" (p.4). Manuti et al. (2015) defines informal learning as being done in situations that do not require basic learning but are done in some problems that require a solution. In addition, informal learning occurs in situations where learning is not intended which means by accident (2015). Consequently, informal learning is described as done outside the classroom, unplanned, self- directed learning by the learner, and with

no specific goals. A formal learning platform is a structured learning environment that usually occurs away from educational institutions like schools, colleges and universities, but the learning environment is similar to the formal learning conducted in the classroom within the traditional educational frameworks. In addition, it is often funded by a specific organization and certified programs, at which this organization offers its programs. In short, formal learning is deliberate, planned, teacher-guided, and certificate-awarded. Holland (2019) states informal online learning is learner-oriented learning towards self-tasking, where knowledge is built by solving problems. He emphasizes that learners are more independent in online informal learning. In other words, informal learning focuses on the learner and how he/she self-learns. Therefore, learners do not need a mentoring from teachers.

Blaschke (2012) suggests that online web pages support learners in self-guiding to choose the right path which gives them a great opportunity for positive interaction in individual learning and information building. In the informal learning, the learners learn things by themselves. So, the learner builds information without anyone's guidance, but it is self-inflicted (Livingstone, 2001). Muñoz et al. (2018) mentions that formal and informal online learning activities are conducted through technological advances such as: smartphones, computers, and mobile devices as well as applications related to the Internet or without it.

2.5 Conclusion of literature review

The previous studies emphasize the following main points:

- In the first section of the literature review, the previous research shows that mobile learning is the use of mobile phones to learn a language. Mobile assisted language learning (MALL) is a part of mobile learning that aims to develop language skills and learn new vocabulary. It is also essential in the time of crises when face-to-face learning is not possible. Most importantly, it helps immigrants to overcome the linguistic barrier, acquire the required skills, obtain the needed information, recognize their rights as asylum seekers, communicate with the natives, and find a job. In the current paper, the researcher focuses on mobile learning use to learn Swedish language for Arab immigrants.

In the second section, the previous research emphasizes that social media are interactive apps that are mainly for communication. They aim to create contents and exchange it with others. It is also a learning tool. In this research, the researcher focuses on the role of four social media platforms: YouTube, Facebook, WhatsApp, and Instagram to learn Swedish for Arab immigrants.

- In the third section, the previous research emphasizes that SFI is an educational program to learn Swedish with a formal curriculum. It aims to teach immigrants the Swedish language skills: speaking and writing to help them socialize with others in daily and practical life. In the current research, the

researcher sheds light on Arab immigrants and how they use social media platforms before they take SFI course and investigate if social media platforms can do the role of SFI.

- In the fourth section, the previous studies show that social media is an informal learning environment because it is outside education institutions, and it is learner- centred. It helps immigrants to communicate with each other and integrate into the host society. This study sheds light on how Arab immigrants in Sweden choose the suitable social media platform to learn Swedish and what challenges they face.

2.6 The gap of the research

There are no studies specifically targeting social media use of Arabic speaking immigrants to learn Swedish, so this research focuses on Arab immigrants in particular, and the researcher will investigate if social media has a great role in learning the Swedish language for Arab immigrants in Sweden.

3.0 Theoretical framework

In this section, the researcher has viewed the research from the theoretical framework of Communities of Practice theory. First the theory, its features, and its dimensions will be discussed. Then the features and dimensions will be applied to the research.

3.1 Communities of Practice

The Community of Practice theory was established by Etienne Wenger in 1998, and it implies "a group of people informally bound together by shared expertise and passion for a joint enterprise" (Drummond et al., 2010, p. 1). Another definition is "a set of relations among persons, activity, and world over time and in relation with other tangential and overlapping communities of practice." (Lave & Wenger, 1991, p. 98) When a group of individuals are involved in a collective learning enterprise, they form communities of practice. They may have shared interests to develop, shared problems to solve, or a shared learning need to acquire. Indeed, these communities of practice aim to help individuals to find similar people and help each other to achieve their needs (Drummond et al., 2010).

According to Drummond et al. (2010), to define the communities of practice, one needs to focus on three features: domain, community, and practice.



Figure 1 Characteristics of community of practice

Domain: Each community of practice has its identity, which is a domain in common. Members should be committed to this shared domain of interest, and they should have a skill in common that differentiates them from others.

Community: In order to follow their interests, they get involved in discussions and activities within the community. The community helps to strengthen relationships among members and to learn from each other. Without interaction and communication, this cannot be called a community of practice.

Practice: To be a perfect community of practice, it must involve the third element, practice. Members are practitioners; they collect shared experiences, tools, resources, and so on to end up with the concept of shared practice.

In this research, participants who are Arabic speaking migrants with a shared interest in using social media have a shared domain of interests, which is learning Swedish language. According to this specific domain, they got involved in various activities that are related to learning Swedish. They held discussions and debates about the Swedish language skills, which helped them raise questions about all aspects related to Swedish, whether grammar rules, vocabulary, speaking, or writing. Arab immigrants, in this study, learned Swedish better because they collaborated together to learn it; so they could know their common mistakes, and how to correct them. These mistakes were wrong pronunciation, incorrect grammar, or bad writing. When Arab immigrants, in this study, learned the language together, they could point out these mistakes and instruct each other to overcome them easily. They could do these activities through social media platforms; they use Facebook, YouTube, WhatsApp, and Instagram to communicate and exchange experiences that are linked to the specific domain: learning the Swedish language. For instance, Arab immigrants, in this study, created Swedish learning groups on these platforms as a channel to discuss and learn new skills at the Swedish language whether through videos (recorded or live), audio files or written texts. Through these groups on different social media platforms (Facebook, YouTube, WhatsApp, and Instagram), Arabic speaking immigrants, involved in this study could learn new vocabs (formal or slang), communicate, and share experiences, find a job, and integrate into the Swedish society in everyday life. Thus, Arabic speaking immigrants could acquire required experience and information from these groups to practice what they learnt in their daily life. They have used the slang words they learnt at streets. Furthermore, they have used the writing skills they acquired to write formal emails at their words, or write to their friends, and they have used their speaking skills to communicate with other individuals whether at work or at their daily life. The three features (domain, community, and practice) are applied to the research participants, so they are called a community of practice.

According to Wenger (1998), one cannot call any community as a community of practice. To illustrate, He emphasizes that the communities of practice need to have three dimensions to be called

so as shown below:

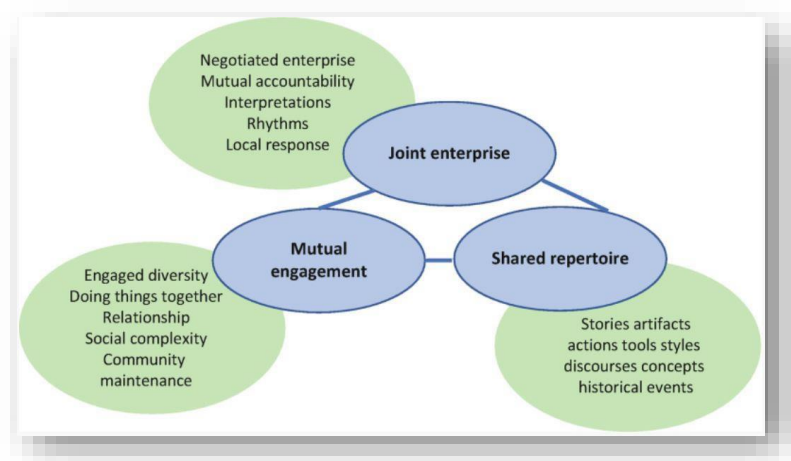


Figure 2 Dimensions of practice as the property of a community (Wenger 1988, p. 73)

In figure 2, Wenger (1998) shows that communities of practice should have three dimensions:

- **Mutual engagement:** members of the community should work together and support each other.
- **Joint enterprise:** participants should understand their mutual purposes and activities.
- **Shared repertoire:** participants behave and communicate with certain ways, words, or tools.

Arabic immigrants, in this research, supported each other by sharing knowledge, which comes in different forms: learning resources, experiences, and skills, with other members in the community of practice. They shared knowledge when they interacted with each other through a set of activities. Arabic speaking immigrants enrolled in this study, got involved in various activities like discussions, debates, sharing resources, and exchange of knowledge and experiences. Some participants of this study shared videos (recorded and live) on Facebook and YouTube (realistic or animated).

They also shared dialogues for speaking training on Facebook pages and WhatsApp, or writing texts on Instagram Swedish news pages, learning Swedish pages and chat. Through these activities, Arabic speaking immigrants (of this study) could interact and communicate together, so that they could identify their purposes better. This way, Arabic speakers supported each other by learning together, so that they could practice Swedish language together. Their mutual purpose is to learn the Swedish language in order to facilitate their life, integrate with the Swedish society, and find a job.

Through developed technologies, interaction among members of community of practice gets easier. Facebook, YouTube, WhatsApp, and Instagram are some of these technologies that facilitated interaction among Arab immigrants, of this study. These platforms paved the way for more means for communication and interaction. For example, they provided chat, calls, and video calls to make communication easier among Arab immigrants, in this study. They also enabled participants to create learning Swedish groups or chat groups that gathered big numbers of Arab immigrants, who

participated in this study. These groups are the main tool for community members to communicate with each other, exchange knowledge, share Swedish learning resources, have debates, and find answers for their questions. As seen, the three dimensions are applied to the research participants, so they are considered as a community of practice. To conclude, the researcher adopts the communities of practice theory and applied it to the research, and the participants are called a community of practice, as shown above.

4.0 Methods

The researcher adopts mixed methods: quantitative and qualitative, which consists of survey, and interviews. Mixed methods approach is "a design in mixed methods that appeals to individuals with a strong quantitative background or from fields relatively new to qualitative approaches" (Creswell, 2014, p. 274). The research is conducted in 2 stages. First, the researcher collects quantitative data, then she analyses the data derived from the first stage. Based on the results, the researcher finds the appropriate plan for the second qualitative stage (Creswell, 2014).

4.1 Research Setting

The researcher was going to conduct the research at Arabiska Bokstavs centre (in English: Arabic Alphabet centre) in Hjällbo region. Unfortunately, Due to Covid- 19 pandemic, educational institutions are locked down. Therefore, it was not possible to conduct the research in schools, colleges, or universities, and the research will be conducted online. In the beginning, the researcher posted the survey on eight Facebook groups, related to Arab immigrants who are learning Swedish through social media platforms in Sweden. First, the researcher provided information about herself and her paper. She illustrated the topic and the aims of the research, then sent a consent form for participants to be signed. In this form, the participants showed their agreement on using the data they provide in the research. At the end of the survey, the researcher asked the respondents to write their emails if they were willing to have an interview for more details. 86 Arab immigrants have responded to the survey, and 20 of them wrote their emails to be interviewed. When the researcher emailed them, 10 of them set a date to have the interview, 6 of them apologized and 4 did not reply to the researcher's email.

4.2 Validity and Reliability

Validity refers to the degree to which an instrument measures what it is supposed to be measuring, and validity of an instrument is the extent to which the instrument reflects the abstract construct being examined. High validity is the absence of systematic errors in the measuring instrument. When an instrument is valid; it truly represents the concept, it is supposed to measure. An extensive care is required in the sample selection and research design to achieve good validity. The survey was reviewed by the supervisor to evaluate the questions and the method of analysing the results. In addition, the researcher asked 10 participants about the questions of the survey, its clarity, and the results, and all participants all approved the survey, its clarity, and the results, and all participants all approved the survey. This is called trustworthiness rather than static reliability. Trustworthiness is

defined as " the degree of confidence in data, interpretation, and methods used to ensure the quality of a study" (Connelly, 2016, p. 1).

4.3 Validity of the interview questions

The interview questions were validated by the supervisor in the field of qualitative research to ensure that the questions of the interview were relevant to the objectives that they were designed for.

4.4 Ethics

This paper investigates the social media role in learning Swedish for Arab immigrants, and to achieve this, the researcher has taken some ethics into consideration. The participants were informed about the research topic and its aims, and they must agree to take part in the research. In addition, their personal information was anonymous and not shared with any party. For example, in the interviews, their names were not mentioned. Indeed, their names would be A, B, C coding. A consent form to be signed was sent for the participants before interviews; by this form, the respondents allowed the information they provided to be used in the research paper. At the end of the research, these data will be destroyed. Moreover, the participants agreed that their phone interviews will be recorded. After the end of the research, the records will be deleted. Accordingly, the researcher has committed to the ethics of the research.

4.5 Recruitment

Recruitment is about how the researcher finds the participants. In the beginning, the researcher posted the survey on eight Facebook groups, related to Arab immigrants who are learning Swedish through social media platforms in Sweden. First, the researcher illustrated who she is and what her study aims at for participants then she asked them to sign consent form to confirm that they agree to be part of the study and to allow the researcher to use the data they provide in the paper. It is worth mentioning that 86 Arab immigrants participated in the survey. They were asked to write their emails at the end of the survey if they would like to be interviewed. 10 of them responded and agreed to take part of the interviews.

4.6 Data collection

According to Creswell (2014), the researcher collects data in two stages: the first stage is mainly quantitative, while the second stage is qualitative. The researcher depends on the results of the

quantitative data, so that he/ she can determine the participants in the second stage. In addition, he/ she can determine the answers (from stage one) that need to be elaborated. As a result, he/ she can set the questions to be asked to the participants in the second stage. In the first stage, the participants are different at different level: economic, educational, social... etc. The researcher may find that the participants respond in a different way to different factors in the quantitative stage (Creswell, 2014). But in the qualitative stage, the researcher may divide participants into different groups. Then he/ she can collect qualitative data from respondents at each category. Also, the participants in the quantitative stage continue to be part in the qualitative stage. In other words, the qualitative stage gives more detailed information about the results in the first stage (Creswell, 2014).

In this paper, the researcher adopted two data collection techniques: the survey and interviews. The survey was published online for two weeks in Arabic language, and 86 participants responded to it. Then the researcher translated the results of survey into Arabic. According to the participants' age, 9.3% of respondents are 18- 28 years old, 39.5% of them are 29- 39 years old, 33.7% of them are 40- 50 years old, and 16.3% of them are 51- 60 years old. According to their gender, 60.9% of them are female, while 39.1% of them are male. According to the duration of their residence in Sweden, 24.1% of them have lived in Sweden for 3-4 years, and 8% of them have lived in Sweden for 1-2 years. According to the educational level, 31% of them are graduates, 23% of them are undergraduates, 19.5% of them are higher studies, and 26.4% of them have other educational levels. According to their level at Swedish, 18.4% of them are at SFI, 12.6% of them are at Swedish level 1, and 14.9% of them are at level 3(See Appendix 4).

The researcher asked the 10 participants about the suitable way to be interviewed, and they all selected phone. She conducted a semi-structured phone interviews with 10 participants who were a part of the survey. She recorded the interviews using a call recorder on her personal phone, then transcribed them to do a thematic analysis and find the results. The interviewer used Arabic language with interviewees, and later translated them into English where she analysed the data in English. The period of the interviews took 10 to 15 minutes. Telephone interviewing is very essential to collect data in research ("Interviews," 2021). One may find many great characteristics of telephone interviewing. It is quicker as it takes 10 to 15 minutes, and it can reach to wider places and even marginalized places as there is no need to travel. It is also cheaper because it saves travel costs. It suits all kinds of interviewees as the latter choose the time that suits them. Moreover, this provides privacy and confidentiality for interviewees ("Interviews," 2021). On the other hand, the researcher may face some problems with telephone interviewing. It misses the visual non-verbal communication, so this may lead to a misunderstanding. Data from telephone interviewing may not be enough, either, due to the limited period of time. The interviewer needs to concentrate and listen well to everything the interviewee says, and this is hard to do. Some respondents may have a phobia from phones, so they will not provide

reliable information. (“Interviews,” 2021).

5.0 Analysis

In this section, the researcher will analyse the survey by SPSS v26 and the interviews by thematic analysis

5.1 Analysis of the survey

The researcher has adopted SPSS version 26 to analyse the survey. For quantitative data, the researcher will discuss the highest and lowest rates.

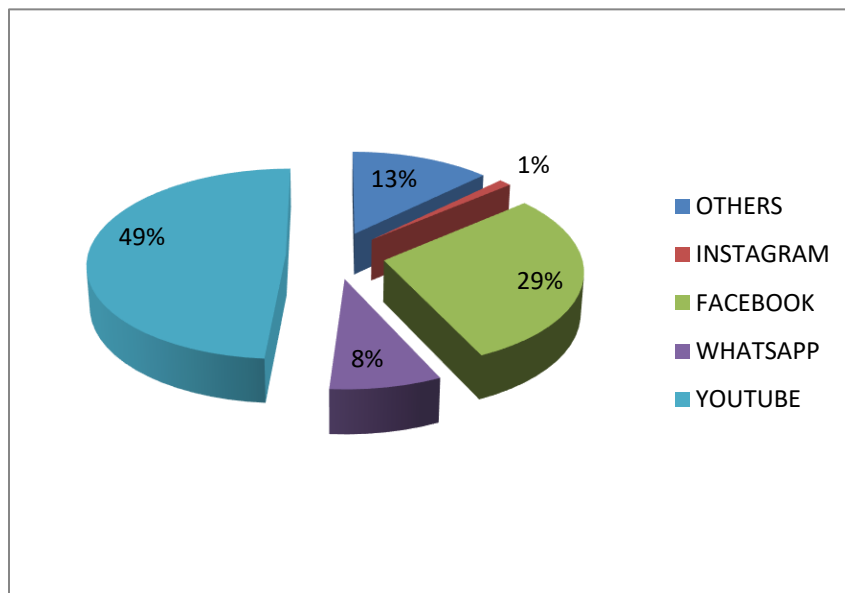


Figure3: which social media platform (Facebook, YouTube, Instagram, ...etc.) you use the "most used" to support your Swedish language learning?

In the figure3, the pie chart represents the percentage of the most popular platforms used for Swedish language learning among Arabic speaking immigrants.

Generally, the pie chart describes that about 49% of participants considered YouTube is the most popular platform used for learning the Swedish language among Arabic speaking immigrants, while 1% of participants considered the Instagram platform for the Swedish language learning.

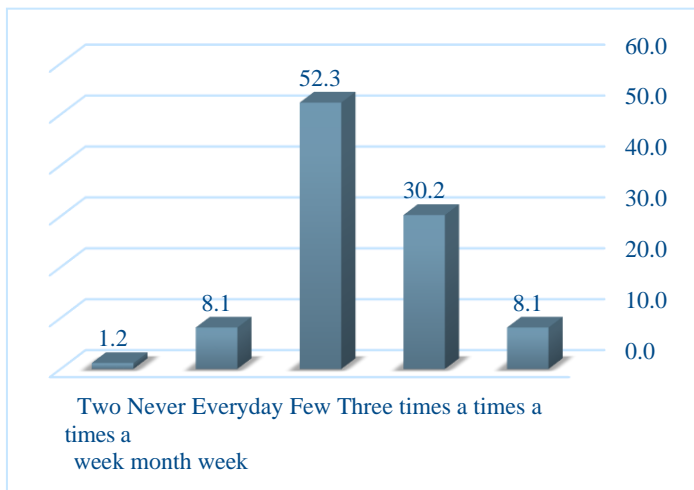


Figure4: How much/ often do you use the social media sites (Facebook, YouTube, Instagram, ...etc.) for the Swedish language learning?

In the figure 4, the pie chart represents the percentage of the time spent on social media platforms for the Swedish language learning.

All in all, the pie chart describes that about 52.3% of participants use social media for Swedish language learning every day, while 1.2% of participants use social media for Swedish language learning twice a week.

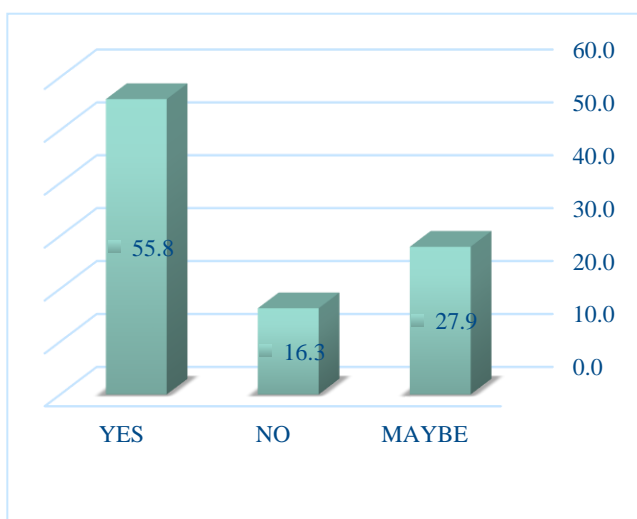


Figure5: Have you noticed an improvement in your language skills in the Swedish language in learning the Swedish language on social media platforms?

In the figure5, the pie chart represents the percentage of participants who noticed improvement in their Swedish language by using social media platforms.

The pie chart describes that about 55.8% of participants noticed improvement in their Swedish language by using social media platforms, while 16.3% of participants did not noticed improvement in their Swedish language by using social media platforms.

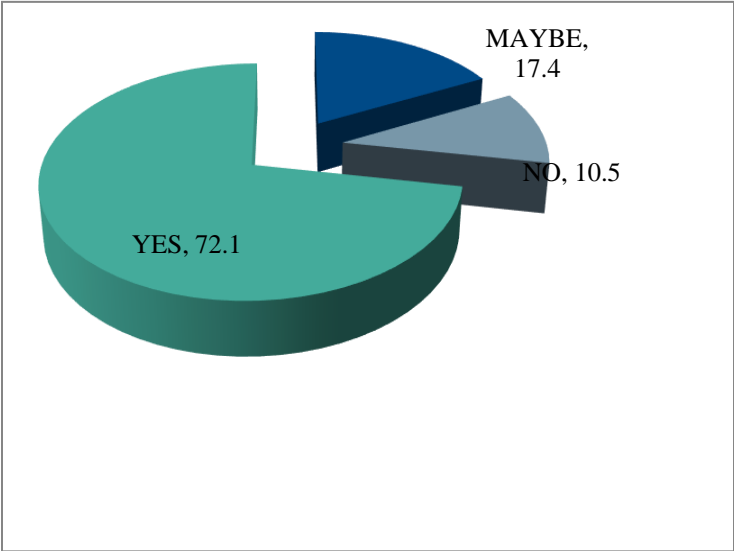


Figure 6: Do you recommend using social media in assisting Arab immigrants to learn Swedish language?

In the figure 6, the pie chart represents the percentage of participants who recommended other Arabic speaking immigrants to use social media platforms in learning Swedish language.

Generally, the pie chart describes that about 72.1% of participants

Recommended other Arabic speaking immigrants to use social media platforms in learning Swedish language, while 16.3% of participants did not recommend Arabic speaking immigrants to use social media platforms in learning the Swedish language.

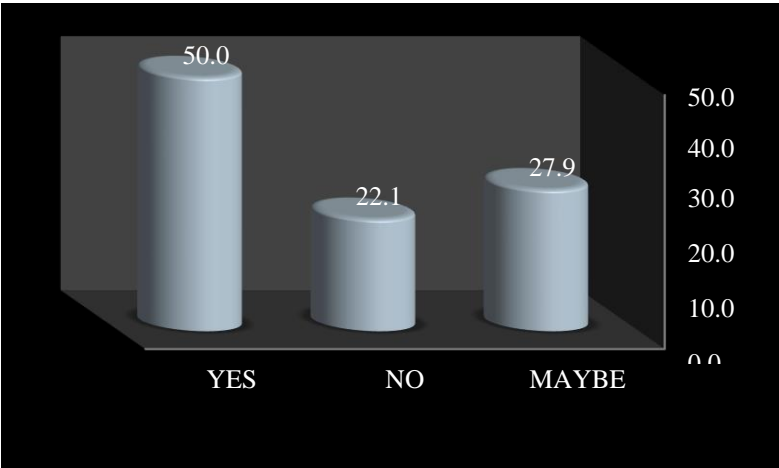


Figure7: Does social media have a significant role in learning the basics of conversation of daily life in Sweden?

In the figure7, the pie chart represents the percentage of participants who believed that social media had a significant role in learning the basics of conversation of daily life in Sweden.

Overall, the pie chart describes that about 50% of participants believed that social media had a significant role in learning the basics of conversation of daily life in Sweden, while 22.1% of participants did not think social media have a significant role in learning the basics of conversation of daily life in Sweden. The common denominators are the age group of 40-50, and the education level of undergraduates.

5.2 Analysis of interviews

The researcher has adopted thematic analysis to analyse the data derived from interviews. Thematic analysis is "an apt qualitative method that can be used when working in research teams and analysing large qualitative data sets" (Nowell, Norris, White, & Moules, 2017, p. 1). It aims to find the themes of data from interviews (Mortensen, 2020).

Thematic analysis consists of six stages:

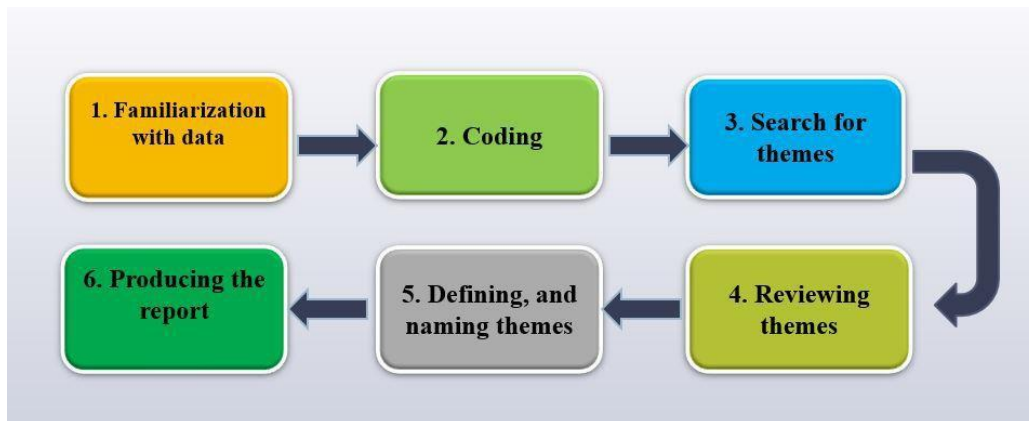


Figure 8: Six stages of thematic analysis

5.2.1 Familiarization with the data

According to the first phase of thematic analysis, the researcher created a file for each interview and each file was named according to each participant's code. The researcher saved the raw data in a folder in her laptop to be easily accessed. To familiarize herself with the data, the researcher transcribed the 10 telephone interviews into 10-word files: a file for each interview. In this phase, she started taking notes and recognizing the content of the interviews. As she was looking for specific points, advantages, and challenges of social media use in learning the Swedish language by Arabic speaking immigrants, she transcribed the relevant parts only. The main points discussed in the interviews were YouTube, WhatsApp, Facebook, and Instagram, and their advantages. In addition, the researcher familiarized herself with the participants' data as shown in the table 1 below:

No	Participant's code	Current Job	Gender	Age	Educational background	Country	Years in Sweden	Swedish language level
1	A	Housewife	Woman	51	High school alumni	Syrian	5,5	Basic
2	B	Housewife	Woman	37	B.A at business management	Palestine	11	Basic
3	C	Nursing student	Man	27	Economy and accounting	Syrian	6	Fluent
4	D	Teacher assistant	Woman	41	B.A at psychology	Syrian	8	Fluent
5	E	University student	Woman	33	B.A	Sudan	5	Fluent
6	F	Student	Woman	25	High school alumni	Syrian	6	Fluent
7	G	Worker at Macdonald's	Man	28	graduate	Palestine	2	Beginner
8	H	A writer	Man	30	graduate	Syrian	3,5	Intermediary
9	I	unemployed	Man	45	graduate	Palestine Syrian	4,5	Beginner
10	J	Teacher	Woman	42	B.A at social studies	Syrian	4,5	Fluent

Table 1: Participants' data

5.2.2 Coding

Through a familiarization stage, the researcher started to choose the initial codes by recognizing the major topics of the interviews: which are YouTube, WhatsApp, Facebook, and Instagram. (See figure 9).

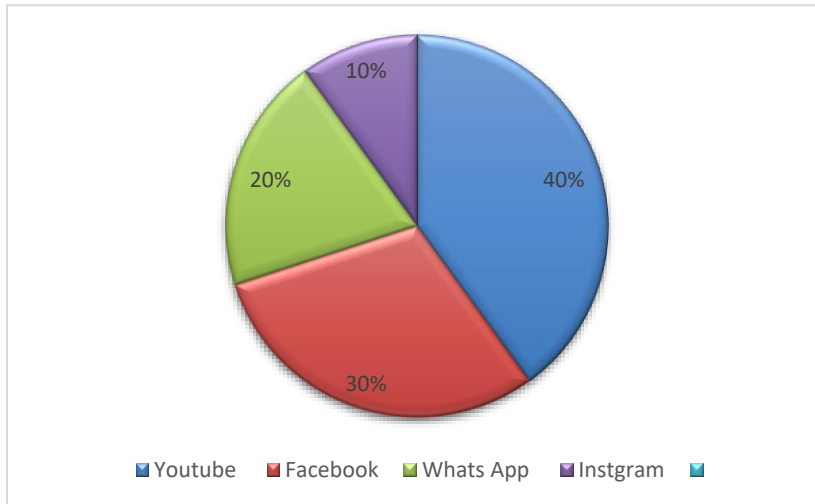


Figure 9: Ratio of participants, who used each social media platform, in interviews

Figure 9 shows that 40% of the 10 respondents in interviews used YouTube, while 30% of them used Facebook. In addition, 20% of them used WhatsApp, while 10% of them used Instagram.

Under each code, one can find the advantages and challenges of each platform (See Appendix 2).

Social media platform code	YouTube
Most viewed channels	خالد / ريمان / راتب / / نكتمل بالمعرفة for Swedish with beginners Maria
Content type	visual, videos, motion
Extracts of YouTube advantages	<p><i>"When the person starts practicing, it will be different."</i></p> <p><i>" At first, immigrants don't have official papers, so they better use social media to learn Swedish language."</i></p> <p><i>" The person should ask for others advice before following any channel."</i></p> <p><i>" It made me express my needs"</i></p> <p><i>" I found a job, they accepted me as I am."</i></p> <p><i>"Socially, I had more friends and connections."</i></p> <p><i>" I could communicate with them through language."</i></p> <p><i>" If there is no internal motive, no social media platform will help "</i></p> <p><i>"I pronounce words correctly, so I can arcuate well."</i></p> <p><i>"I could contact my children's teachers, and I consider this as an accomplishment." " the</i></p>

	<p><i>communication was easy. The new language is understood well."</i></p> <p><i>" I could communicate with my children; they are learning a new language and when they see me get along with them, they get stronger."</i></p> <p><i>" With YouTube, I am happy I am improving my language."</i></p>
Extracts of YouTube challenges	<p><i>"The mixing of information and variety of accents: formal and spoken."</i></p> <p><i>" I may find information from a specific channel and find the opposite on another channel, or the information may be delivered differently."</i></p> <p><i>" I was living in a far region and there was no internet available."</i></p> <p><i>".. on YouTube, they speak fast."</i></p> <p><i>"When they speak, they omit letters, words, or mingle words together."</i></p> <p><i>"..according to grammar and writing, it is normal to improve, but pronunciation is the difficulty."</i></p> <p><i>" I can't find the answers I am looking for."</i></p>

Table 2: Code of YouTube

Table 2 shows the code of YouTube. It clarifies that YouTube basically depends on visual videos and motion. These extracts were stated by different participants, and they show that some respondents were in favour of YouTube while others were not. On one hand, YouTube enabled some participants to communicate through Swedish, to improve the Swedish language, and to find a job. On the other hand, some participants believed that YouTube does not provide accurate information about Swedish. In addition, some YouTubers who were teaching Swedish spoke fast and with mixed accents (formal and spoken). This may lead to distraction and misunderstanding.

Social media platform code	WhatsApp
Most visited groups	Study WhatsApp groups
Content type	Writing
Extracts of WhatsApp advantages	<p><i>" ..to communicate and ask each other."</i></p> <p><i>" I use more words at my writing, work, and practical life, and gain more knowledge about vocabulary."</i></p> <p><i>" To ease communication, find a job, communicate with children's teachers and understand everything around me"</i></p> <p><i>" It has specific goals, and it is faster and limited to a number of people."</i></p> <p><i>" It extends the vocabulary for one word."</i></p>
Extracts of WhatsApp challenges	<p><i>"Writing is not like speaking, speaking is easier and faster."</i></p> <p><i>" The pronunciation is different from writing."</i></p>

Table 3: code of WhatsApp

Table 3 shows the code of WhatsApp. It illustrates that the main content of WhatsApp is writing. Some participants supported using WhatsApp for learning Swedish because it helped them to

communicate with others, increase their vocabulary, and improve their writing skill. By contrast, some respondents did not prefer WhatsApp because some Swedish words' writing is different from pronunciation, so they may get confused.

Social media platform code	Facebook
Most visited groups	to learn Swedish/ homework help
Content type	Live videos/ recorded videos, written posts
Extracts of WhatsApp advantages	<p><i>" I recommend every new immigrant to share in these groups because social media is available everywhere."</i></p> <p><i>" I noticed improvement in my lingual skills, but I need courage to employ information into reality."</i></p> <p><i>" When you talk with the person through his/her language, you will be closer and more friendly to him/her."</i></p> <p><i>" It saved my time."</i></p> <p><i>" My self- confidence increased, and I had more dreams to find a job."</i></p> <p><i>" I learn words and practice them at streets."</i></p> <p><i>" Communication is easier while shopping."</i></p>
Extracts of WhatsApp challenges	<p><i>" When there is a live video, it may not suit my time schedule."</i></p> <p><i>" Facebook distracts my attention by recommending other unrelated videos."</i></p> <p><i>" Some mispronunciation and misunderstanding of meaning may occur."</i></p>

Table 4: code of Facebook

Table 4 shows the code of Facebook, and its main content: live or recorded video, and written posts. Some participants, who used Facebook to learn Swedish, noticed great improvement in their lingual skills, built up new relations, increased their vocabulary, and had the ability to communicate with others. On the other hand, other participants believed that Facebook distracts their attention by recommending unrelated videos. In addition, live videos, that seek to teach Swedish for Arabic speaking immigrants in Sweden, may not suit those participants' free time.

Social media platform code	Instagram
Most visited pages	Chat rooms, news pages
Content type	writing
Extracts of WhatsApp advantages	<p><i>"I learnt how to write the sentences grammatically correct and use appropriate words while writing."</i></p> <p><i>" At work, I have to send emails, and Instagram helps me to write more formally."</i></p> <p><i>" The more you learn the language, the more you integrate."</i></p>
Extracts of WhatsApp challenges	<p><i>" Sure, because Swedish words' pronunciation is different from writing."</i></p>

Table 5: code of Instagram

Table 5 shows the code of Instagram, and focuses on its main content, chat rooms and news pages that depend only on the written content. Some participants, who used Instagram to learn Swedish, improved their grammar and writing skills and employed their writing skills at their work by writing formal emails to their managers or colleagues. Other participants believed that Instagram did not teach them correct pronunciation as some words writing is different from their pronunciation.

5.2.3 Searching for themes

In this stage (See figure 8), the researcher divided codes into themes; themes interpret codes (Mortensen, 2020). Through looking deeper into codes: the researcher could find meeting points between YouTube, WhatsApp, Facebook, and Instagram. These meeting points are the themes: learning Swedish language, communication, and finding a job.

5.2.4 Reviewing themes

The researcher has read all extracts of codes to check if they are relevant to themes, and she has found great agreement between extracts and themes. Then she has identified which extracts fit to each theme, and one extract may relate to more than one theme as shown in the table 6 below:

Theme	Extracts related to codes
Learning Swedish language	<p><i>" at first, immigrants do not have official papers, so they better use social media to learn Swedish language."</i></p> <p><i>"I learnt how to write the sentences grammatically correct and use appropriate words while writing."</i></p> <p><i>"I pronounce words correctly, so I can articulate well."</i></p> <p><i>" I use more words at my writing, work, and practical life, and gain more knowledge about vocabulary."</i></p> <p><i>" It extends the vocabulary for one word."</i></p> <p><i>" I noticed improvement in my language skills, but I need courage to employ information into reality."</i></p> <p><i>" I learn words and practice them at streets."</i></p>
Communication	<p><i>" At work, I have to send emails, and Instagram helps me to write more formally." "it made me express my needs."</i></p> <p><i>"Socially, I had more friends and connections."</i></p> <p><i>" I could communicate with them through language."</i></p> <p><i>"I could contact my children's teachers, and I consider this as an accomplishment."</i></p> <p><i>"the communication was easy. The new language is understood well."</i></p> <p><i>"I could communicate with my children; they are learning a new language and when they see me get along with them, they get stronger."</i></p> <p><i>" with YouTube, I am happy I am improving my language."</i></p> <p><i>" To ease communication, find a job, communicate with children's teachers and understand everything around me"</i></p> <p><i>" When you talk with the person through his/her language, you will be closer and more friendly to him/her."</i></p> <p><i>"Communication is easier while shopping."</i></p>
Finding a job	<p><i>" I found a job, they accepted me as I am."</i></p> <p><i>" I use more words at my writing, work, and practical life, and gain more knowledge about vocabulary."</i></p> <p><i>" To ease communication, find a job, communicate with children's teachers and understand everything around me"</i></p> <p><i>" My self- confidence increased, and I had more dreams to find a job."</i></p>

Table 6: Themes of interview

Table 6 shows the three main themes: learning Swedish, communication and finding a job. First, some participants emphasized that Social media platforms helped them to learn the Swedish language; they could use correct grammar and words while writing, learn new vocabulary and practice it in their daily life.

Second, some participants could communicate with their Swedish friends, with their managers at

work through formal emails, and with their children's teachers and doctors. Even while shopping, they could express what they need from the market. Finally, language is a basic requirement for any job, so some participants could find a job after they learned Swedish.

5.2.5 Defining and naming themes

Through interviews, the researcher has covered a variety of themes. Defining and naming themes is about creating sub-themes out of the main themes. The researcher has listed many sub-themes as shown below:

For learning the Swedish language theme, the sub-themes are writing skill, practice and learning new vocabulary. For communication theme, the sub-themes are communication with others and communication in everyday situations. For finding a job theme, the sub-theme is use of social media to find a job.

Themes	Sub-themes		
Learning the Swedish language	Writing skill	Practice	Learning new vocabulary
	<p><i>"I learnt how to write the sentences grammatically correct and use appropriate words while writing."</i></p> <p><i>" I use more words at my writing, work, and practical life, and gain more knowledge about vocabulary."</i></p> <p><i>" At work, I have to send emails, and Instagram helpsme to write more formally."</i></p>	<p><i>" I learn words and practice them at streets."</i></p> <p><i>" I noticed improvement in my language skills, but I need courage to employ informationinto reality."</i></p>	<p><i>" I learn words and practice them at streets."</i></p> <p><i>" I use more words atmy writing, work, and practical life, and gain more knowledge about vocabulary."</i></p> <p><i>" It extends the vocabulary for one word."</i></p>
Communication	Communication with others		Communication in everyday situations
	<p><i>"I could communicate with my children; they are learning a new language and when they see me get along with them, they get stronger."</i></p> <p><i>"it made me express my needs."</i></p> <p><i>"Socially, I had more friendsand connections."</i></p>		<p><i>"Communication is easier while shopping."</i></p> <p><i>" To ease communication, find a job, communicate with children's teachers andunderstand everything around me"</i></p> <p><i>"I could contact my children's teachers, and I consider this as an accomplishment."</i></p>
Finding a job	Use of social media to find a job		
	<p><i>" I found a job, they accepted me as I am."</i></p> <p><i>" I use more words at my writing, work, and practical life, and gain moreknowledge about vocabulary."</i></p> <p><i>" To ease communication, find a job, communicate with children's teachersand understand everything around me"</i></p> <p><i>" My self- confidence increased, and I had more dreams to find a job."</i></p>		

Table 7: Sub-themes of the main themes

Table 7 shows the sub-themes of the main themes: learning the Swedish language, communication, and finding a job (See table 7). The first theme (learning the Swedish language) has three sub-themes: writing skill, practice, and learning new vocabulary. Regarding writing skill, some interview participants could write well with correct grammar and proper words. They could also write formal texts (e.g. emails) and informal texts (e.g. chats). Regarding practice, some participants could practice the new words they learnt in their daily life. Regarding learning new vocabulary, some participants acquired new words, and increased their vocabulary.

The second theme (communication) has two sub-themes: communication with others and communication in everyday situations. Regarding the first sub-theme, using social media platforms to learn Swedish helped some participants to easily communicate with Swedish people, and thus have more friends and connections. Regarding the second sub-theme, some participants could express their needs when they go shopping or call their children's teachers or doctors.

The third theme (finding a job) has one sub- theme: use of social media to find a job. After some participants learned Swedish, they could find a job as learning the Swedish language is a key requirement to work.

6.0 Findings

Investigating use of social media with 86 Arabic speaking migrants, it turned out that 49% of Arabic speaking immigrants, in this study, considered YouTube the most effective social media platform to learn the Swedish language. Some of them illustrated that they prefer YouTube because it provides full series of the Swedish language lessons that are ordered correctly. For instance, YouTube videos give well-explained detailed content to learn the Swedish language and its grammatical rules. In addition, it basically contains visual videos that help users to learn language better and understand it well. In fact, videos display content by vision and hearing. Generally, when someone uses more senses to learn, he/she learns better. In other words, videos link words with pictures. Not only formal language, but many channels also use slang and spoken Swedish language. This helped Arabic speaking immigrants, of this study, to know what to say and how to behave in everyday situations. With the variety of channels, Arab immigrants are exposed to different styles and illustrations. As a result, they dealt with aspect of the Swedish language learning, and thus get a wider knowledge about it.

On the other hand, some participants faced many problems while using YouTube to learn Swedish. They complained about the many ads that appear while watching the videos. This distracted them, and they could not understand the provided information well. Furthermore, some YouTube channels are not authorized by official authorities like the ministry of education. To illustrate, some content creators on YouTube are Arabic speakers, who are unspecialized in Swedish, so this may lead to inaccurate information provided to YouTube users. In addition, lack of direct interaction on YouTube (except by live videos) led to limited feedback. Therefore, some participants could not directly ask the YouTuber, who was teaching them Swedish, about any information.

29% of the Arabic speaking immigrants, from the study respondents, prefer Facebook. This group considered Facebook as the most used social media platforms, so it can get to the learning content easier. Some Arab immigrants use Facebook to meet new friends and communicate with their families, but others use it as a way of the Swedish language learning. From their point of view, Facebook is easy to use and easy to get what one wants. It involves many groups that form a Community of Practice where Arabic speaking immigrants join to learn and practice the Swedish language together. These groups also publish daily life language, so Arabic speaking immigrants could integrate into the Swedish everyday life. Facebook also provides the ability to watch live videos where teachers taught Arabic speaking immigrants the Swedish language. Live videos helped Arabic speaking immigrants to be in direct on-time contact with teachers, so they could ask and be answered at the same time. Also, there are many Swedish pages that publish reports, articles, and studies, so that Arabic speaking immigrants can be benefited. Some of them work, so they do not have much time. Therefore, they used Facebook as it provides simple info within a short period of time.

By contrast, some respondents believed that Facebook restricted their need to comment on Swedish lessons freely as others may not respect their opinions. Also, Facebook videos are neither organized nor ordered. This made some respondents confused where to start learning Swedish from. They also detected some mistakes related to Swedish in the videos. For instance, some Facebook videos provide inaccurate or wrong information about Swedish and its grammar.

WhatsApp and Instagram are the least used technologies by this study respondents. 8% of the survey participants used WhatsApp, while 1% of them used Instagram. As they both provide written content, some participants thought that these platforms increased their vocabulary, corrected their grammar, and taught them how to write formal emails and chat informally with their friends. Nevertheless, some respondents complained that they could not learn the correct pronunciation as some words' writing is different from their pronunciation.

Findings also indicate that 55.8% of the survey participants believed their Swedish improved by using social media platforms. Social media plays an effective role in helping Arabic speaking immigrants to learn the Swedish language; social media helps Arabic speaking immigrants to improve their Swedish language skills. For instance, it improves speaking skill whether slang or formal. To illustrate, many YouTube videos explain with the spoken or slang language, so learners acquire new vocabulary and use it in their daily life. In addition, social media improves the writing skill; chat apps like WhatsApp and Instagram help Arabic speaking immigrants to chat with the Swedish people. Therefore, they learn from them how to write better and grammatically correct. This helps some Arabic speaking immigrants at work; they learn how to write formal emails, and this helps them to develop at their work. Language is the key to integrate into any society, so with the great language skills, Arabic speaking immigrants can:

Have more connections and friends

When someone speaks the language of others, he/she gets closer to them. In other words, both have a shared means of communication: a shared language; and therefore, they can be friends easier. New friends give Arabic speaking immigrants more self- confidence to better integrate into the Swedish society.

Communicate with other whether at work or daily life

Social media helps Arabic speaking immigrants in Sweden acquire new vocabs, speak well, and write grammatically correct. This helps them communicate with their managers and co-workers at work more formally and with the proper language vocabs. Furthermore, Arabic speaking immigrants can express their needs in their daily life. Indeed, parents can communicate with their children's teachers

and ask about their children's level, problems, or needs. They can also deal with doctors at hospitals to check their medical conditions and get the proper treatment. Some learnt how to buy from shops, make orders, or make a phone call. This helps Arab immigrants to behave naturally in their daily life.

Find a job

When someone applies for a job, a set of requirements are needed; one of the most important requirements is language. The official language in Sweden is Swedish, so one should learn the Swedish language to be able to work. Some Arabic speaking immigrants (of this study) have learnt it, and many of them could find jobs.

To shed light on the findings through the community of practice theory (Lave and Wenger, 1991), social media platforms like Facebook, YouTube, WhatsApp, Instagram, include many pages, groups, or chats related to Arabic speaking immigrants in Sweden who learn the Swedish language. These give the opportunity for users to get involved in different activities like listening, speaking, reading, and writing activities. This social interaction leads to the development of the Swedish language skills.

Users (through social media platforms) create a community where they learn and share knowledge with each other. Through this community, Arabic speaking immigrants can easily integrate into the Swedish community, know how to deal in their daily life, and communicate with others better. So basically, community of practice theory affect the findings of the research.

To sum up, social media helps Arabic speaking immigrants in Sweden to acquire the Swedish language skills. As a result, they can have more friends, communicate with others, and find a job. In addition, YouTube is considered to be the most effective social media platform to help Arabic speaking immigrants learn Swedish language. However, social media platforms have some disadvantages. First, the many ads on videos (whether on Facebook or YouTube) distract users and decrease benefit from the content of learning Swedish. Also, these videos are not presented by individuals specialized in teaching Swedish resulting in inaccurate provided information. Regarding pronunciation, users of WhatsApp and Instagram cannot learn the right pronunciation because the writing of some Swedish words do not indicate their pronunciation. Last, but not least, the four social media platforms: YouTube, Facebook, WhatsApp, and Instagram all depend on Internet connection. If there is a problem with the internet, one cannot learn Swedish well.

7.0 Discussion

In this section, the researcher will compare the findings of similar researcher to the findings of this study and illustrate the results.

Much research has studied the role of social media in learning a foreign language. The researcher of this have examined some papers. In her research, in addition, Isaksson (2020) studies the role of social media in learning English language. Her findings show that most participants like to use social media as a learning tool, but few of them think social media should be used to learn a second language with a more structured style. They use social media to practice writing and speaking skills, conduct their research, and discuss different issues in society. She illustrates that employing social media in second language learning helps learners to communicate easily, share their experiences, and find various resources. Furthermore, it develops the skills of writing CVs and essays", reading articles and books, listening to music and shows, and speaking through dialogues, performing speech or debates.

However, Isaksson (2020) clarifies that learning a second language by using social media violates the privacy of learners, distracts their attention by the many ads, and exposes them to safety concerns. These findings show good agreement with the findings of the current study, which strengthens its credibility.

As shown above, both Isaksson (2020) and the researcher of this paper confirm that social media platforms help learners to acquire speaking and writing skills through conversation and dialogues that help learners to recognize how to speak in some situations. Therefore, the learner can deal in his/her everyday situations. In addition, both researchers emphasize that social media enhances communication and experience sharing among learners through language learning groups, chat rooms ,and pages created on different social media apps. On the other hand, they state that social media distracts the attention of learners due to ads that appear while learning.

Albantani & Madkur (2017), in their study, focus on YouTube platform and how it helps to learn Arabic as a foreign language. They have found that many learners believe YouTube is a useful platform to learn Arabic as a foreign language; it includes various videos that can be a great learning resource. With YouTube, one can learn anytime anywhere because it is always available, can learn the right pronunciation and writing because videos combine between the sound and the picture, finds language learning materials easily, and gets more interested in learning because YouTube videos employ different tools: songs, pictures, words, or videos. On the other hand, some information on YouTube is not always right because videos creators are not specialized in language teaching. In addition, the learner cannot find all the learning materials available on YouTube, so it is a limited source of information. YouTube's videos are also confusing because videos are not ordered well. Therefore, the learner may find difficulty in finding the suitable video he/she wants. The findings of this study also confirm the findings of this study (see section 6.0).

Albantani (2017) and the author of this paper consider YouTube as an effective learning tool that

displays learning content by combining audio with visual images. Therefore, the learner can perceive the language with a better understanding. Yet, both believe that YouTubers who teach languages are not specialized. So, the information they provide is inaccurate.

Furthermore, Fran & Education (2021) discusses how social media platforms help to learn French as a foreign language. They illustrate that Facebook eases the process of learning French as a foreign language through sharing knowledge between the teacher and students in the group. They publish posts and write comments, so this increases interaction and communication among them. Although students' responses to using Facebook as a learning tool are positive, they need to know the reason for choosing this social media platform before any activity.

Fran and Education (2021) emphasize what the researcher of this thesis found about Facebook. To elaborate, Facebook is an effective tool to directly exchange knowledge between the teacher and the learner through Facebook groups. Indeed, it offers direct interaction among learners and between them and their instructor. So, this increases communication among them.

Aloraini & Cardoso (2018) explore the responses of Saudi students towards learning English as a foreign language by using Instagram, Snapchat, Twitter, and WhatsApp. They found that beginners are different from advanced students in the way they consider social media as a learning tool. Twitter was the most used by advanced participants, while WhatsApp was the least preferred. It is worth mentioning that Twitter was perceived positively by both beginners and advanced students as a learning tool. For both groups, WhatsApp was preferred for communication purposes, while Twitter was used for enhancing the reading skill, and Snapchat was used for acquiring listening and speaking skills. Regarding writing, grammar and vocabulary, beginner students preferred Twitter while advanced students preferred WhatsApp. Regarding the positive aspects of using social media in learning a foreign language, students reported that social media applications are always available and affordable, and they enabled Saudi students to practice the English language. Social media also helped students to improve their grammar and increase their vocabulary because they have to review their posts' grammar and spelling before posting on social media. On the other hand, using social media to learn a foreign language raised many concerns: lack of privacy, the accuracy of the information published on social media, lack of feedback, much distraction by other features of social media, and incorrect grammar and spelling.

The writer of this paper agrees with what Aloraini & Cardoso (2018) state about WhatsApp that it improves writing skills, grammar, and vocabulary. For instance, WhatsApp is considered to be a communication tool and the main method is writing in chats. Chats give the chance for language learners to focus on acquiring enough vocabulary and correcting their grammar while writing to be better understood. By contrast, both researchers agree that social media does not provide feedback for learners, who cannot make sure if their level at the language is good or not. In addition, it also does not

give accurate information due to the inexperienced language teachers who teach languages online. This always keeps learners unsure about what they learn.

(Blaschke, 2012) discusses the perceptions of heutagogy and defines how Web 2.0 supports self-learning. She illustrates that using social media, as an informal learning environment, in the learning process enhances self-learning. To illustrate, learners are not monitored by an instructor or a teacher, so they depend on themselves when searching for information and learning sources. In addition, learners collaborate together while learning; they share their experiences, resources, and materials with each other.

Both Blaschke (2012) and the writer of this research, confirm that social media is an informal learning environment because social media apps are not monitored by official education authorities, but they focused on the learners' effort to search for information and exchange experiences together.

The findings of this research can make change for future learning. For instance, they emphasize that socialmedia has great impact on Arabic speaking immigrants; it supports them with language and communication skill. Thus, related education authorities may employ social media platforms in the process of learning.

Definitely, it is highly recommended to set well- planned learning programs on these platforms to get the best outcomes. According to the community of practice theory, online learners should consider applying it while learning. Etienne Wenger created the theory of communities of practice theory in 1998. This theory is a group of individuals who have shared interests and do similar activities (Lave & Wenger, 1991). To be called a community of practice, the community should have three features: domain community, and practice (see figure 1, section 3). It should also include three dimensions: mutual engagement, joint enterprise, and shared repertoire (see figure 2, Section 3).

With that sense of collaboration and exchange of knowledge among each other through a group of activities, they can develop themselves more, and learn better. It is worth mentioning that the findings of this research are not limited to age, language, or social media platform. Learners can be at any age, learning any language, using any social media platform that is different from the mentioned in this research. More investigation should be done to studydifferent social media platforms and programs related to learning a foreign language. It is also neededto conduct wider research on learning languages.

To sum up, the previously mentioned studies all agree with this paper that social media helps learners to learn a foreign language. To illustrate, social media platforms enhance the lingual skills, facilitates communication among learners and teachers, and provides various learning contents.

8.0 Conclusion

In this section, the researcher will answer the research questions, explain how people can learn from this topic and offer her recommendations for future research.

The research questions are:

- 1-What is the role of social media in enhancing Arab immigrants in learning Swedish language?
- 2- What do Arab immigrants perceive as the most effective social media platform?

To answer the first question, the researcher has collected data by surveys and interviews. Thus, she has concluded that social media platforms enhance Arabic speaking immigrants in learning the Swedish language in different ways. First, social media helps to improve their Swedish language skills (formal and slang speaking and formal and informal writing). In addition, learning the Swedish language helps to integrate Arabic speaking immigrants into the Swedish society. To illustrate, when they know how to use Swedish in their daily life, they will have more connections and friends, communicate with others whether at work or daily life, and find a job.

Regarding the second question, the researcher has found that most participants of the study considered YouTube as the most effective social media platform among Arab immigrants to learn Swedish language for many reasons. First of all, it displays full language lessons that helps Arab immigrants to learn step by step. It also uses different contents (songs, words, pictures), so it helps learners to perceive information differently. Not only formal language, but many channels also use slang and spoken Swedish language. Some channels speak slang language, too. Therefore, Arabic speaking immigrants can deal with different situations in their daily life. On the other hand, YouTube has some cons, and they are the many ads while watching learning Swedish videos, unauthorized channels by official authorities, unspecialized content creators, lack of direct interaction between users and YouTubers, and limited feedback for learners.

In Sweden, Arabic speaking immigrants do not get their official papers (residence papers and ID number) immediately. Without these papers, the immigrants cannot register at any school to study SFI. As a result, they need an alternative way to learn the Swedish language before SFI. The current study sheds light on the challenges faced by those immigrants and helps them learn the language by social media applications. For instance, it shows the advantages and disadvantages of each platform, and the Arabic speaking immigrants in Sweden have the choice to pick which platform suits him/her better. In addition, this research turns the eyes to other aspects of social media other than communication. This supports many individuals to spend more useful time on social media.

The researcher recommends conducting more research on this topic. Furthermore, she suggests

studying other sites that help Arabic speaking immigrants to learn Swedish language and integrate into the Swedish society.

To conclude, this study investigates how necessary social media platforms are to support Arabic speaking immigrants learning the Swedish language. In fact, it proves that these platforms help immigrants to learn the Swedish language , communicate with others, and find a job. More research on this topic is recommended to explore this area further.

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10 Appendix 1

INVITATION FOR PARTICIPATION IN A SURVEY FOR “SOCIAL MEDIA AND ARAB IMMIGRANTS LEARNING THE SWEDISH LANGUAGE”

Dear Sir/Madam,

I would like to invite you to participate in my study. I am conducting a research focusing on Arab immigrants in overall Sweden. My study aims to investigate the role of social media platforms in learning Swedish language for Arab immigrants and to identify the most effective platform for that purpose. I prepared this survey as part of my master thesis at the University of Gothenburg, IT and Learning program. I request your consent for participation in this thesis about Social media and Arab Immigrants Learning the Swedish Language”. Your responses will remain anonymous and your participation in this study is completely voluntary, private, and confidential, and with no bearing on your work with your organization. There will be no negative consequences if you choose not to participate. Please keep in mind that if you want to participate, you can stop at any time and choose not to answer any specific question. By clicking the next button below, you acknowledge that you have read the research summary and that you agree to the terms of the study. If you have any questions, please contact me at

Thank you in advance for your participation!

Participants’ research questions:

1. What is your age?

- 18-28
- 29-39
- 40-50
- 51-60
- 60>

2. What is your gender?

- Male
- Female

3. What is your educational background?

- Graduate
- Postgraduate
- Undergraduate
- others

4. Which level in the Swedish language currently?

- SFI (Swedish For Immigrant)
- GRUNDLÄGANDDE (Elementary or basic adult education)
- SVENSKA 1 (Intermediary)
- SVENSKA 2(advanced)
- SVENSKA 3 (fluent)

5- How much /often do you use the social media sites (Facebook, YouTube, Instagram, What's app, Instagram ...etc) for Swedish language learning?

- Everyday
- Three times a week
- Two times a week
- Few times a month
- Never

6- Which social media platform you use the” most used” to support your Swedish language learning?

- Facebook
- YouTube
- What's app
- Twitter
- Instagram

7- Have you noticed an improvement in your language skills in the Swedish language in learning the Swedish language on social media platforms?

- Yes
- No
- Maybe

8- Do you recommend using social media in assisting Arab immigrants to learn Swedish language?

- Yes
- No
- Maybe

9-Does social media have a significant role in learning the basics of conversation of daily life in Sweden?

- Yes
- No
- Maybe

10-Are you ready to have an interview with me?

- Yes
- No

If yes, leave your email down in the box

Your email

11 Appendix 2

Semi-structured interview

for participants who speak Arabic language and living in Sweden

1. What is your favourite social media platform to learn Swedish?
2. If YouTube, what are the channels you followed to learn Swedish?
3. If Instagram or Facebook, what are the groups/ pages you followed to learn Swedish?
4. What are the challenges you faced while using this platform?
5. How much time did you consume to learn Swedish using this platform?
6. Did you notice an improvement in your language skills in the Swedish language in learning the Swedish language on social media platforms?
7. Tell me about the challenges that you faced when learning Swedish language using social media?
8. Would you like to tell us anything else about your experience?

12 Appendix 3

Consent form

My name is Majeda Shehada, and I am currently enrolled in the Master of International IT and learning program at Gothenburg University. I am conducting a research about Social media and Arab Immigrants Learning the Swedish Language. This study aims to investigate the role of social media platforms in learning Swedish language for Arab immigrants and to identify the most effective platform for that purpose. These participants should be Arabic speaking and living in Sweden. The period of the interviews took 10 to 15 minutes, and it is confidential. Both participants will be anonymous, and instead of names, codes will be used. All data will be kept in a safe place and destroyed after a period of time. The data will also be used for my master thesis. All participants before beginning the interview, they will also sign a participation consent form and hold a copy. Please contact me at. if you meet the requirements and would like to participate in the study. Please contact me if you have any additional questions about this study.

I confirm that I have been given, have read and understood the information sheet for the above study and received answers to any questions raised about the research study.

- I acknowledge that my participation in the study is entirely voluntary, and that I am free to leave at any time, for any cause, and without penalty. .
- I understand that the researchers will hold all information and data collected securely and in confidence and that all efforts will be made to ensure that I cannot be identified as a participant in the study (except as might be required by law) and I give permission for the researchers to hold relevant personal data.
- I confirm that I am aware that participation in this research involves my being interviewed and that this interview will be recorded, that this recording will be used by the researcher for research purposes and then destroyed upon completion of the research project.

I agree to take part in the above study.

Participant Name

Participant Signature

Date

Majeda Shehada

13 Appendix 4

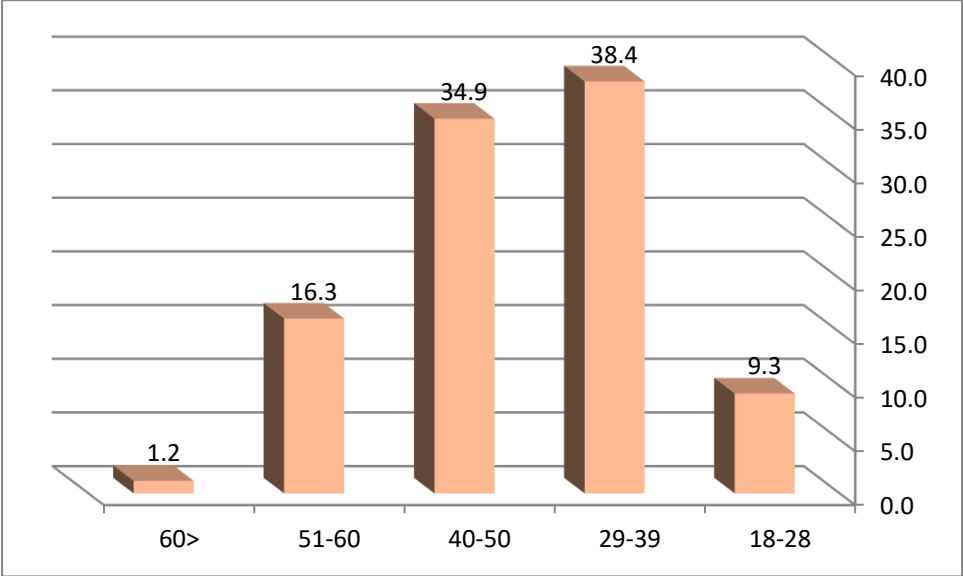


Figure 10: What is your age?

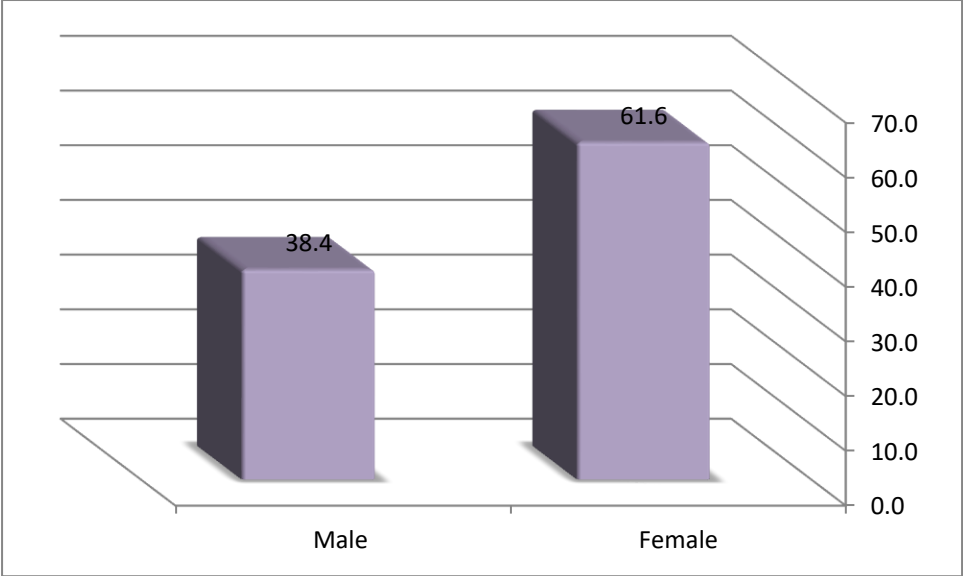


Figure 11: What is your gender?

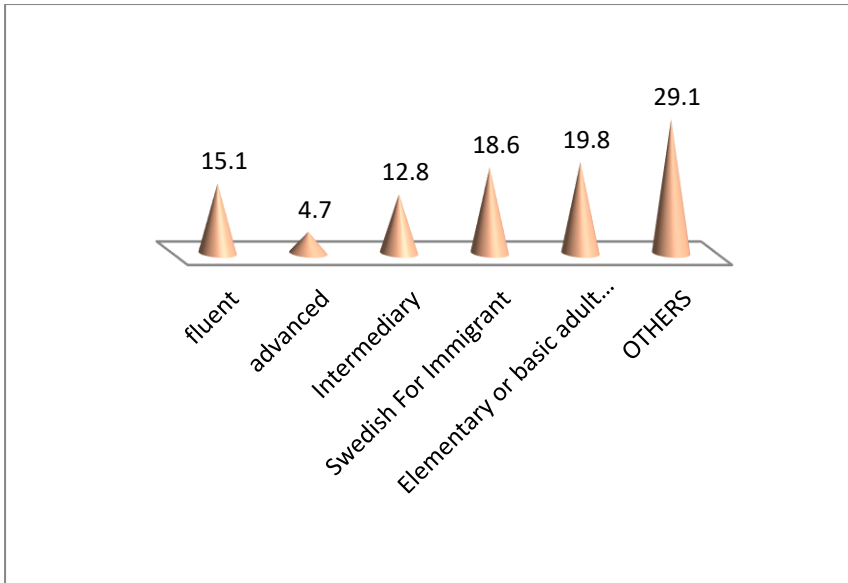


Figure 12: Which level in the Swedish language currently?

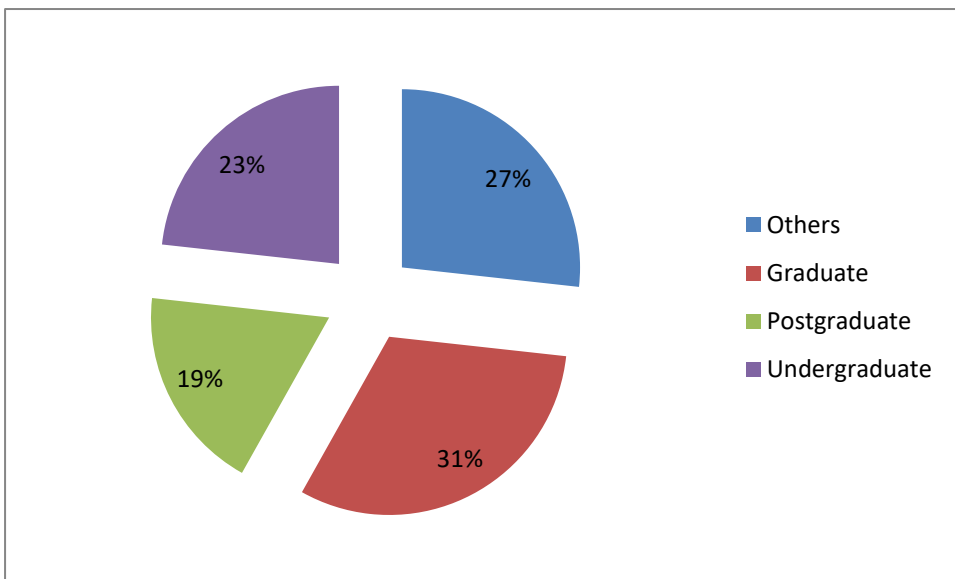


Figure 13: What is your educational background?