Appendices

Welcoming and othering- civic immigrant education in Germany and the United Kingdom

Kristine Gorgen, Department of Education, University of Oxford

Table of Contents

Appendices *1*

Appendix A- Data collection methods **2**

A1. Passages from textbooks and test items (in German and English) 2

A2. Observation tool (adapted from LeCompte et al. (1993)) 11

A3. Immigrant interview schedule (in English) 15

A4. Teacher interview schedule (in English) 15

A5. CUREC application, information sheet, consent form (in English) 17

Appendix B- Data analysis **36**

B1. Sample interview transcript (in English) 36

Appendix C- Ethical issues **41**

C1. Reflective journal observations (in German) 41

C2. Reflections on observation conduct 42

C3. Reflective journal interviews (in English) 43

Appendix A- Data collection methods

A1. Passages from textbooks and test items (in German and English)

Orientation Course books

Zur Orientierung- Gaidosch & Müller (2017)



Kulturelle Orientierung – Verhalten und Regeln 3

1 Begrüßungen

a Sehen Sie sich die Illustrationen an. Wie begrüßt man sich in Ihrem Heimatland?

A ☐ B ☐ C ☐ D ☐

E ☐ F ☐ G ☐ H ☐

I ☐ J ☐ K ☐ L ☐

oder ...

b Wie begrüßt man sich in Deutschland? Schreiben Sie.

A

2 Lesen Sie den Text. Gelten diese Regeln auch in Ihrem Heimatland? Erzählen Sie.

1 „Begrüßen" ist immer der Ausdruck von Respekt gegenüber dem anderen und eine Bekundung der friedlichen Absicht, mit der man sich dem anderen nähert. In verschiedenen Kulturen haben sich diese Rituale unterschiedlich ausgeprägt. Im interkulturellen Kontext muss man sich auf sein Gegenüber einstellen.

2 In Deutschland gibt es mehrere unterschiedliche Formen des Begrüßens. Diese Konventionen erleichtern den Umgang mit den Mitmenschen. Neben allgemein gültigen Formen haben auch bestimmte Gruppen ihre eigenen Konventionen.

3 Wie heißt das in Ihrer Sprache? Schreiben Sie.

Grüß Gott! _____

Guten Morgen! _____

Guten Tag! _____

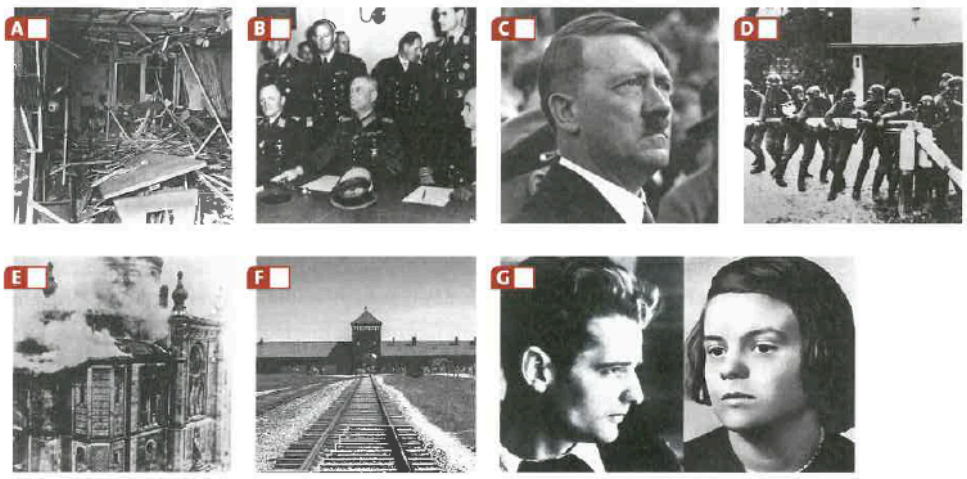
4 Im Kurs: Begrüßen Sie die anderen mit den Begrüßungen A–L aus 1a.

73

Orientierungskurs- J. Schote (2017)

Der Nationalsozialismus und seine Folgen

1 Ordnen Sie die Sätze den Fotos zu.



1. 1933: Adolf Hitler wird Reichskanzler. Alle Parteien werden verboten, nur noch die NSDAP ist erlaubt. Es gibt keine freien Wahlen mehr, Deutschland wird Diktatur.
2. 1938: Reichspogromnacht am 9. November. Die Nationalsozialisten zerstören jüdische Synagogen und Geschäfte.
3. 1. September 1939: Mit dem Überfall auf Polen beginnt der Zweite Weltkrieg.
4. Der Holocaust. Die Nationalsozialisten verfolgen und vernichten Juden in Konzentrationslagern wie z. B. in Auschwitz. Opfer des staatlichen Rassismus in der NS-Zeit werden u. a. auch Sinti und Roma.
5. Widerstand im Dritten Reich. Die Studentengruppe *Die Weiße Rose* um die Geschwister Scholl verteilt 1942 und 1943 an der Münchener Universität Flugblätter gegen die Nationalsozialisten.
6. Am 20. Juli 1944 scheitert ein Attentat auf Hitler durch Claus Schenk Graf von Stauffenberg.
7. 1945: Der Zweite Weltkrieg geht in Europa mit der bedingungslosen Kapitulation Deutschlands am 8. Mai zu Ende. Damit endet auch die Herrschaft der Nationalsozialisten.

2 Ergänzen Sie die Lücken.

Diktatur – Widerstand – Holocaust – NSDAP – Rassismus – Auschwitz

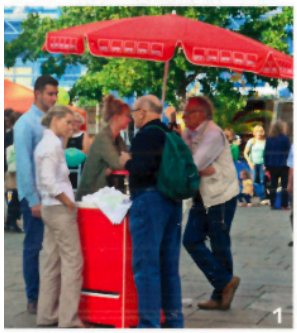
1. Damit meint man, dass nur eine Partei oder eine Person herrscht: _____.
2. Diese Partei ist die einzige Partei, die in Deutschland von 1933 bis 1945 erlaubt war: _____.
3. Damit meint man die Verfolgung und Ermordung der Juden in den Konzentrationslagern: _____.
4. Dieses Konzentrationslager war das größte und ist heute das bekannteste: _____.
5. Hass gegenüber Minderheiten nennt man auch: _____.
6. Damit meint man einzelne Personen oder Gruppen, die gegen Hitler gekämpft haben: _____.

100 Stunden Deutschland- Butler et al. (2017)

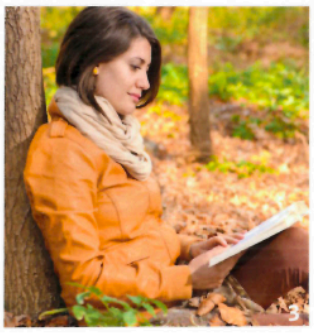
Modul 1

Politik in der Demokratie

Interessieren Sie sich für Politik?


1


2


3



4

1 Was ist Politik?

Ich verbinde dieses Bild mit Politik, weil …
Dieses Bild passt zu …, denn …
Ich finde, Bild … zeigt gut, dass …
Politik ist für mich …
Und genau das sehe ich in Bild …

a **Betrachten Sie zuerst die Fotos oben. Welches Bild verbinden Sie mit Politik? Warum?**

b **Lesen Sie jetzt die Aussagen von verschiedenen Bürgerinnen und Bürgern. Welcher Text passt zu welchem Foto?**

Leon: „In Europa haben wir über 70 Jahre Frieden, wir leben sicher und ohne Angst vor Krieg. Aber viele Menschen sind unzufrieden und deshalb gegen die EU. Das macht mir Angst. Ich gehe zu Demonstrationen für die EU. Wir brauchen Frieden."

Simone: „Ich bin Krankenschwester und ärgere mich über unsere schlechten Löhne. Wir machen so eine wichtige Arbeit und bekommen so wenig Geld. Darum gehe ich auf die Straße und bin aktiv in der Gewerkschaft."

Cem: „Ich interessiere mich für Politik. Ich gehe wählen, und ich bin aktiv in einer Partei. In meiner Freizeit informiere ich oft die Bürgerinnen und Bürger über unser Programm. So kann ich etwas bewirken."

Politik ist für mich …
Das bedeutet (auch), dass …
Auf der einen Seite …, auf der anderen Seite …
Ich finde, dass …
… halte ich für …

Lisa: „Politik? Das ist nichts für mich. Die Politiker machen doch sowieso nur, was sie wollen. Für mich interessiert sich doch kein Politiker. Da mache ich lieber nur Dinge für mich."

Marlene: „Ich finde es wichtig, etwas für die Gesellschaft zu tun und nicht nur für eine bestimmte Partei. So kann jeder helfen, dass unsere Gesellschaft besser wird. Jeder kann tun, was er kann. Ich bin zum Beispiel Lehrerin an einer Grundschule. Samstags und in den Ferien kümmere ich mich um Kinder, die aus Krisengebieten nach Deutschland geflüchtet sind."

c **Was bedeutet Politik für Sie? Schreiben Sie ein Statement.**

miteinander leben- Feil & Hesse (2017)

Der Islam kommt in Deutschland an ...

Dafür engagieren sich viele Muslime und Christen überall in Deutschland. Sie möchten, dass sich die Menschen beider Religionen näher kommen und verstehen lernen. Einige ihrer Aktivitäten zeigen Ihnen die Fotos auf dieser Seite.

Was tun die Menschen auf den Fotos dafür, dass der Islam in Deutschland ankommt?
Welche Aktivitäten von Muslimen und Christen gibt es in Ihrer Stadt?



Muslime und Christen in Delmenhorst brechen gemeinsam das Fasten.



Beim Tag der offenen Moschee in Essen informieren sich Besucherinnen und Besucher.



Das Zentrum für Islamische Theologie in Tübingen bildet Imame aus.



Anstoß zum Dialog: Imame und Pfarrer aus Dortmund spielen Fußball.



Junge Islam-Konferenz in Berlin



Freundinnen mit unterschiedlichen Religionen in Berlin-Neukölln

Life in Germany test questions
Question 181- History Module

Was wollte Willy Brandt mit seinem Kniefall 1970 im ehemaligen jüdischen Ghetto in Warschau ausdrücken? (F.181)



☐ Er hat sich den ehemaligen Alliierten unterworfen.

☐ Er bat Polen und die polnischen Juden um Vergebung.

☐ Er zeigte seine Demut vor dem Warschauer Pakt.

☐ Er sprach ein Gebet am Grab des Unbekannten Soldaten.

Einbürgerungstest Online

Question 272- Culture and Society Module

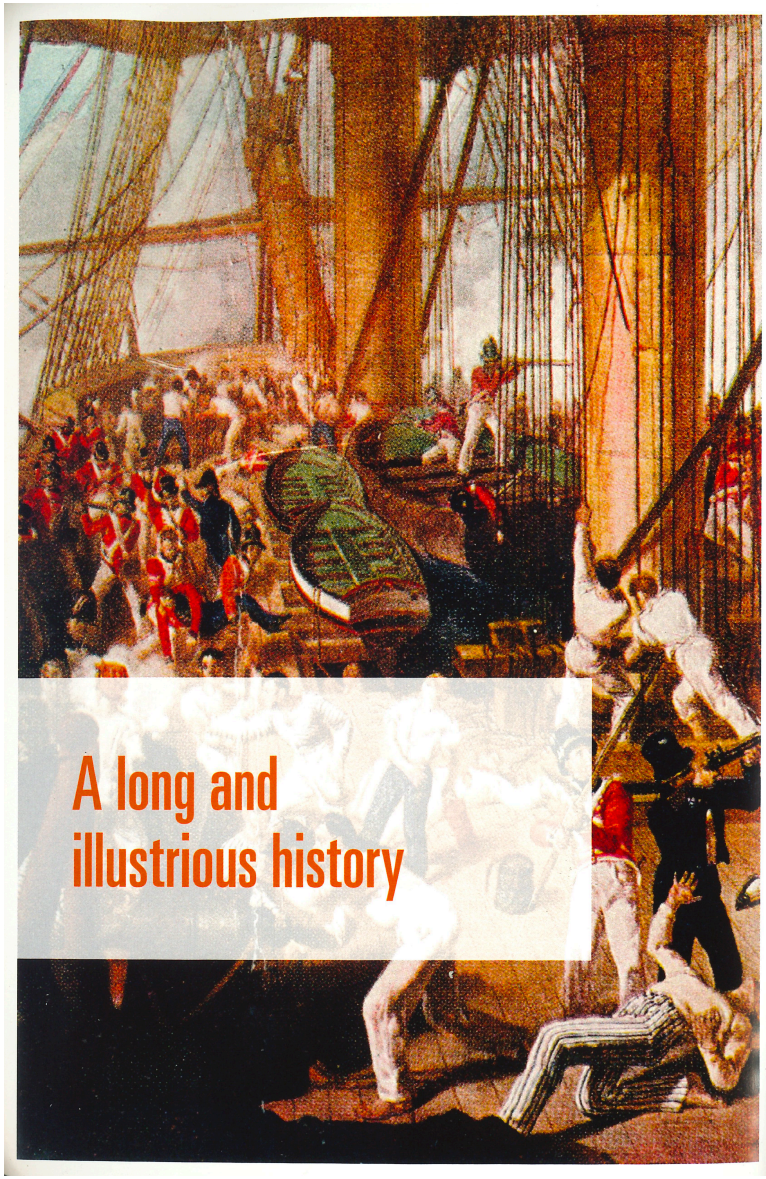
Welche Lebensform ist in Deutschland nicht erlaubt? (F.272)

☐ Mann und Frau sind geschieden und leben mit neuen Partnern zusammen.

☐ Zwei Frauen leben zusammen.

☐ Ein allein erziehender Vater lebt mit seinen zwei Kindern zusammen.

☐ Ein Mann ist mit zwei Frauen zur selben Zeit verheiratet.



A long and illustrious history

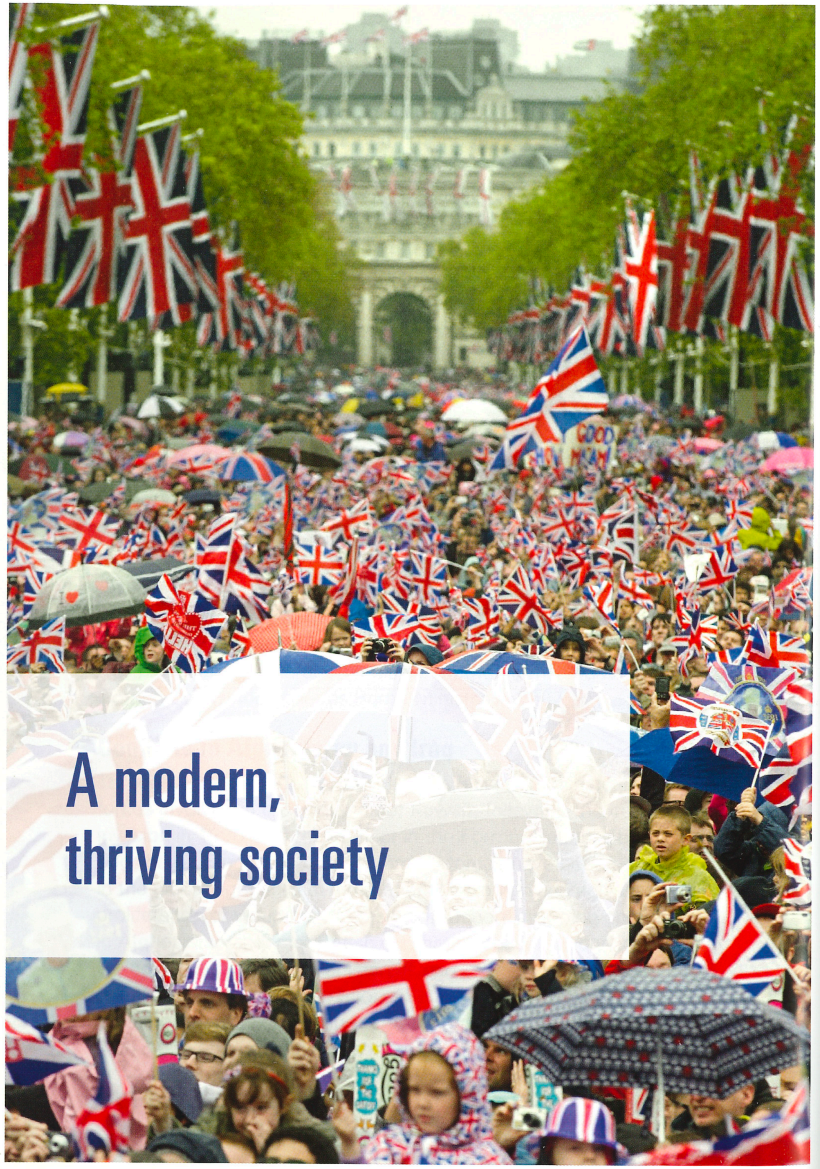
Chapter contents

- Early Britain
- The Middle Ages
- The Tudors and Stuarts
- A global power
- The 20th century
- Britain since 1945

Early Britain

The first people to live in Britain were hunter-gatherers, in what we call the Stone Age. For much of the Stone Age, Britain was connected to the continent by a land bridge. People came and went, following the herds of deer and horses which they hunted. Britain only became permanently separated from the continent by the Channel about 10,000 years ago.

The first farmers arrived in Britain 6,000 years ago. The ancestors of these first farmers probably came from south-east Europe. These people built houses, tombs and monuments on the land. One of these monuments, Stonehenge, still stands in what is now the English county of Wiltshire. Stonehenge was probably a special gathering place for seasonal ceremonies. Other Stone Age sites have also survived. Skara Brae on Orkney, off the north coast of Scotland, is the best preserved prehistoric village in northern Europe, and has helped archaeologists to understand more about how people lived near the end of the Stone Age.



A modern, thriving society

Chapter contents

- The UK today
- Religion
- Customs and traditions
- Sport
- Arts and culture
- Leisure
- Places of interest

The UK today

The UK today is a more diverse society than it was 100 years ago, in both ethnic and religious terms. Post-war immigration means that nearly 10% of the population has a parent or grandparent born outside the UK. The UK continues to be a multinational and multiracial society with a rich and varied culture. This section will tell you about the different parts of the UK and some of the important places. It will also explain some of the UK's traditions and customs and some of the popular activities that take place.

The nations of the UK

The UK is located in the north west of Europe. The longest distance on the mainland is from John O'Groats on the north coast of Scotland to Land's End in the south-west corner of England. It is about 870 miles (approximately 1,400 kilometres).

Most people live in towns and cities but much of Britain is still countryside. Many people continue to visit the countryside for holidays and for leisure activities such as walking, camping and fishing.

Question 6 Which TWO chambers form the UK Parliament?

- ☐ **A** House of Fraser
- ☐ **B** House of Lords
- ☐ **C** House of Commons
- ☐ **D** House of Representatives

Question 7 Which of the following statements is correct?

- ☐ **A** There is a yearly sailing race on the River Thames between Oxford and Cambridge Universities.
- ☐ **B** There is a yearly rowing race on the River Thames between Oxford and Cambridge Universities.

Question 8 Which TWO are plays by William Shakespeare?

- ☐ **A** *A Midsummer Night's Dream*
- ☐ **B** *Pride and Prejudice*
- ☐ **C** *Romeo and Juliet*
- ☐ **D** *Oliver Twist*

Question 9 Is the statement below ☐ TRUE or ☐ FALSE?

In 1805 at the Battle of Trafalgar, Admiral Nelson defeated the German fleet.

Question 10 Which TWO issues can the devolved administrations pass laws on?

- ☐ **A** Health
- ☐ **B** Education
- ☐ **C** Foreign affairs
- ☐ **D** Immigration

Question 11 Which of the following statements is correct?

- ☐ **A** UK laws ensure people are not treated unfairly in any area of work or life.
- ☐ **B** In the UK, employers can discriminate against different groups of people.

Question 12 Is the statement below ☐ TRUE or ☐ FALSE?

Wales united with England during the reign of Henry VIII.

Question 13 Which TWO are Christian groups?

- ☐ **A** Roman Catholics
- ☐ **B** Buddhists
- ☐ **C** Sikhs
- ☐ **D** Baptists

Question 14 What TWO freedoms are offered by the UK to citizens and permanent residents?

- ☐ **A** Long lunch breaks on Friday
- ☐ **B** Freedom of speech
- ☐ **C** Free groceries for everyone
- ☐ **D** A right to a fair trial

Question 15 When is a by-election for a parliamentary seat held?

- ☐ **A** Half-way through a parliamentary term
- ☐ **B** Every two years
- ☐ **C** When a member of Parliament (MP) dies or resigns
- ☐ **D** When the Prime Minister decides to call one

Question 14 Who has to pay National Insurance Contributions?

- ☐ **A** Everybody in the UK who is in paid work
- ☐ **B** People who work full-time
- ☐ **C** All those aged 50 and below
- ☐ **D** Single people with no dependents

Question 15 Which of the following statements is correct?

- ☐ **A** Civil servants are politically neutral.
- ☐ **B** Civil servants have to be politically aligned to the elected government.

Question 16 Is the statement below ☐ TRUE or ☐ FALSE?

Mo Farah and Jessica Ennis are well-known athletes who won gold medals at the 2012 London Olympics.

Question 17 How old must you be to ride a moped in the UK?

- ☐ **A** 18
- ☐ **B** 25
- ☐ **C** 16
- ☐ **D** 21

Question 18 Is the statement below ☐ TRUE or ☐ FALSE?

Getting to know your neighbours can help you to become part of the community.

Question 19 Which of the following statements is correct?

- ☐ **A** Sir Steve Redgrave is a famous rower who won gold medals in five consecutive Olympic Games.
- ☐ **B** Sir Steve Redgrave is a famous film actor who has won several BAFTAs.

Question 20 When was the last successful invasion of England?

- ☐ **A** 1066
- ☐ **B** 1415
- ☐ **C** 1642
- ☐ **D** 1940

Question 21 Which TWO patron saints' days occur in March?

- ☐ **A** St David
- ☐ **B** St Patrick
- ☐ **C** St George
- ☐ **D** St Andrew

Question 22 Is the statement below ☐ TRUE or ☐ FALSE?

John Constable (1776–1837) founded the modern police force in England.

Question 23 Which TWO are 20th-century British discoveries or inventions?

- ☐ **A** Hovercraft
- ☐ **B** Radium
- ☐ **C** Penicillin
- ☐ **D** Printing press

Question 24 Which of the following statements is correct?

- ☐ **A** The UK offers its citizens and permanent residents freedom of speech.
- ☐ **B** The UK does not allow citizens or permanent residents to voice opinions publicly.

A2. Observation tool (adapted from LeCompte et al. (1993))

Orientierungskursbeobachtungen

Date	
Time	
Location	
Setting (describe place)	
Materials	
VHS *Participants*	
Participants (course size, gender, age)	
Prior information, stating of goals and key concepts	
Is there an explanation for why the course exists? If so, what is it?	
Are students informed about what it is they will be doing? If so, what are they told?	

Are students told about the learning aims, objectives and expected outcomes of the course or any particular activity?
Are there any statements about the relevance of the activities/course (beyond meeting the assessment requirements)
How is the test at the end treated?
What is said about citizenship, belonging, identity?
What is said about integration, participation?
What is said about culture?
Kinds and implementation of activities
What is the nature of the activity?

Who is taking part?
What are the roles of/tasks for participants? Do they interact with each other?
What help and resources available to the students (for individual activities and in general)?
Is the teaching approach student- or teacher-centered? Give examples
Participant and teacher behavior
Are students encouraged to ask questions? If so, what do they ask?

How are students going about the task? Do they appear motivated, engaged, interested?
What do the students seems motivated by, engaged with, interested in?
What kind of support does the teacher provide?
What references to/ advise for daily life is given?
Relationship to curriculum and student learning
Which module(s) (curriculum) was covered in today's course?
Is there evidence that students have learned something since the beginning of the course?

A3. Immigrant interview schedule (in English)

1. Where are you from?

2. Since when are you in the UK?

3. Why did you come to the UK?

4. When did you take the Life in the UK test?

5. Why did you take the Life in the UK test?

6. How did you prepare for the Life in the UK test?
    a. [If not taken a course] Did you consider taking a course and why didn't you?

7. What content was new to you and what did you already know?
    a. Where you surprised by anything in the course book?

8. Was there any information about life in the UK that you thought was missing from the book or test?

9. Did the test or what you learned for it change your attitude about the UK?

10. Do you think it is a good idea that the test exists?

11. Would you have preferred the test to have a different format, for example an interview?

12. Do you think all immigrants should have to take the test?

13. Is there anything else that you would like to share?

A4. Teacher interview schedule (in English)

1. Since when have you been teaching Life in the UK test preparation courses?

2. Why are/were you teaching a Life in the UK test preparation course?

3. Why do you believe that Life in the UK test preparation courses exist?

4. Do you think that more immigrants should enroll in Life in the UK test preparation courses?

5. What have you found most useful in trying to prepare your course participants for the Life in the UK test (which approaches/ didactical instruments)?

6. In your experience, what role does the Life in the UK test play in student motivation when enrolling in this course (e.g. are they worried, excited, apprehensive, annoyed, etc.)?

7. How do you see your role as teacher in the course?

8. How is the interaction between students in your course?
    a. Do they form groups?
    b. If so, is there a pattern in what kind of groups are formed?

9. In your opinion, are there problems with the *structure* of the Life in the UK test?
    a. If so, what are they?

10. In your opinion, are there problems with the content of the Life in the UK test?
    a. If so, what are they?

11. What do you think is missing in the Life in the UK test?

12. What is your opinion of the state-approved learning materials (like the Practice Questions)?
    a. What/ which do you think is good?
    b. What/ which do you think is not good?

13. How do you deal with your own political opinions and values when teaching in the course?

14. Do you think the course helps immigrants to integrate in UK society?

15. Is there anything else you would like to share?

A5. CUREC application, information sheet, consent form (in English)

WHAT THIS APPLICATION FORM IS DESIGNED FOR
This **CUREC 2 application form** can be used for applications **either** to the Social Sciences and Humanities **or** to the Medical Sciences Interdivisional Research Ethics Committees (SSH IDREC and MS IDREC respectively). The form is designed for research where certain project characteristics (e.g. type of participants, or procedures) result in a set of *complex ethical issues*. It is expected that only in a limited number of cases will it be necessary for researchers to complete a CUREC 2 application. Therefore, if unsure whether your project is complex, please check (i) on our website: http://www.admin.ox.ac.uk/curec/ (see Glossary and our Contacts); (ii) with your department; or (iii) with your departmental research ethics committee (if you have one). The use of an ***asterisked word*** in this application form indicates a phrase defined in CUREC's Glossary. The glossary and further information on the University's research ethics procedures are available on our website.

WHAT THIS APPLICATION FORM WILL NOT ASSESS
The application form should not be used for research with *straightforward ethical issues* (see Glossary). For such research, please use the CUREC 1A checklist (for applications to SSH IDREC), the CUREC 1 checklist (for MS IDREC) or the minimal risk application form (for OXTREC). To access these documents please go to our How to Apply pages at https://www.admin.ox.ac.uk/curec/apply/. This form does not cover research governance, satisfactory methodology, or compliance with the requirements of publishers when administering their tests or questionnaires. As principal researcher, it is your responsibility to ensure that requirements in these areas are met. CUREC does not review studies classed as *audit* (see Glossary and the Decision Flowchart for CUREC on our website). If your study involves **NHS patients, NHS staff / data / facilities, or human tissue**, please check the Decision Flowchart for NHS approval and contact the Clinical Trials and Research Governance (CTRG) team in the first instance.

Please complete the sections that follow and follow prompts to stop completion and/or submit other documents. **Please indicate your answer to all the Yes / No questions by typing 'X' in the appropriate box.**		
Example:		
1. ***Involvement of other ethics committees. Will you submit or have you submitted this project to another ethics committee?***	*Yes*	*No X*

SECTION A: principal researcher contact details, other researcher(s) contact details, and project description (NB must be typed not handwritten)	
Principal researcher / supervisor (if student research) contact details:	
1. Title of person and name:	Kristine Gorgen
2. Title and name of student (if student research):	Kristine Gorgen
3. Degree programme, e.g. DPhil, BA, MPhil, BSc, MSc (if student research):	DPhil
4. Department or Institute name:	Education
5. Address for correspondence (if different from 4 above):	University of Oxford Department of Education 15 Norham Gardens Oxford OX2 6PY
6. University E-mail address:	Kristine.gorgen@education.ox.ac.uk
University telephone number:	01865 274018
7. Training in research ethics: please indicate what training you have received with title and date completed (online training available)	MSc and DPhil Training
Other researcher(s) contact details (these 6 questions may be duplicated below for each individual):	
8. Title of person (or people) and name(s):	
9. Department or Institute name:	
10. Address for correspondence (if different from 5 above):	
11. University e-mail and telephone contact:	
12. Role(s) in project: please give role(s), qualifications and relevant experience and degree course (if relevant):	
13. Training in research ethics: please indicate what training other researcher(s) received with title and date completed (online training available)	

Project description				
14. Title of research project:	Who are the good immigrants? Teaching and testing citizenship for naturalisation in Germany, the United Kingdom and the United States of America			
15. List all *sites* where project will be conducted:				
Germany, UK				
16. If your research involves overseas travel or fieldwork, by the time the research starts, will you have completed and returned a travel risk assessment form? (This may be necessary to ensure that the activity is covered by the University's travel insurance – see http://www.admin.ox.ac.uk/finance/insurance/travel/)		Yes	No X	N/A
If no or N/A, please give further details: I will complete the travel risk assessment for the USA later this year, when preparing my US fieldwork, which is likely to take place in spring 2018.				

17. Anticipated duration of project:	22 months or 1 year and 10 months	
18. Anticipated start and end dates of the project:	From: 01/09/2017 To: 31/06/2019	
19. External organisation funding the research (if applicable):	PESGB	
20. Involvement of other ethics committees.		
Will you submit or have you submitted this project to another ethics committee?	Yes	No X
If other relevant approvals for this research are required (e.g. from other universities' ethics committees) please attach them and give more details below:		

SECTION A (continued): principal researcher contact details, other researcher(s) contact details, and project description (NB must be typed not handwritten)

21. Have you used any of the following to develop your application:	Yes	No

- CUREC approved procedures (see https://www.admin.ox.ac.uk/curec/resources/protocols/)
- Professional guidelines (see our website for a selection of professional guidelines)
- CUREC best practice guidelines

If yes, list relevant documents and give details.

If no, please explain why not below:

British Educational Research Association: Ethical Guidelines for Educational Research

Political Studies Association, Guidelines for Good Professional Conduct

CUREC BPG 03 Elite and Expert Interviewing
CUREC BPG 09 Data collection and management

I consulted the above guidelines and best practice guidance, in which I learned about informed consent and data handling (BERA, PSA, CUREC BPG 09) and power issues in elite interviewing (CUREC BPG 03, Political Studies Association Guidelines). I consulted the Political Studies Association Guidelines in addition to BERA guidelines, which did however not cover any additional information.

22. Description of the project (200 words max).

Please say why your project is important and valuable. Describe briefly your methodology. Although it's important to describe any aspect of your project which is beyond already established and accepted techniques, **we do not require a detailed scientific background unless directly relevant to ethical issues**.

My project looks at naturalisation tests from an educational research perspective. Despite the wide use of naturalisation tests, and even though educational assessment literature has long been discussing issues of test design and validity, the two have not yet been brought together. I use a mixed-method, multiple case study design to investigate how citizenship is taught to immigrants, who want to become citizens, and how constructs of citizenship are translated into test items on naturalisation tests. My research design includes quantitative and qualitative content analyses and interviews with test developers and newly naturalised citizens. Germany, the UK and the USA are my case studies. I will use course materials for courses in which immigrants can prepare for the naturalisation tests, official text books/guide books, and question catalogues as data for my content analyses.

SECTION B: research involving contact with human participants

If the project involves **contact** with ***human participants*** (in person or virtual), or **observation** of them, ***please complete this section (Section B).***

If the project involves **no contact** with ***human participants*** (in person or virtual) and **no observation** of them, but only use of data about them, ***please do NOT complete this section, but go to Section C.***

23. Description of participants (300 words max).

Please describe (for each different participant subgroup):

- number of participants to be recruited;
- ***defining criteria*** for participation including what type of people are sought (e.g. students, children, politicians, gang members), age range. Please state if the participants' ability to consent may be compromised in any way (i.e. 'at risk' participants). Researchers need to be sensitive to safeguarding issues for at risk adults and children, and follow the guidance set out in the University's 'Safeguarding Code of Practice'. This includes ensuring that a safeguarding risk assessment of the proposed research has been completed when planning the research and appropriate training has been undertaken.
- How, where and by whom participants will be identified and approached to take part in the project. If co-researchers are conducting any part of the consent process, give their qualifications and experience.

5 test developers and 5 newly naturalised citizens from each country (a total of 30 participants).

Test developers will be recruited through gatekeepers, as access to such elite individuals might require a personal introduction. The Principle of my college has for example made me aware of contacts she has to Mary Coussey CBE, Chairperson of the Advisory Board on Naturalisation and Immigration. Participants will be approached based on their involvement in the design or decision making process during the development of naturalisation tests.

Newly naturalised citizens will be recruited through NGOs or immigrant organisations. I plan to use purposive sampling (see attachment 2) to select research participants from different demographic (cultural and linguistic) groups. I will only interview immigrants, who have already successfully naturalised. To naturalise applicants have to be at least 18 years of age in the UK and the US and at least 16 years of age in Germany. I will only interview adults.

For detailed information about sampling see Attachment 2 (Document sources and interview partners).

24. Will any of your participants be ***children***?	Yes	No
		X

If yes, please describe:

- How they are defined as children based on cultural context. I.e. the age of adolescence and adulthood varies by country.
- Any CUREC approved procedures or CUREC guidelines relating to children that you feel apply (if not stated at question 15). In particular see CUREC guidance on Competent Youths, (BPG 04 at https://www.admin.ox.ac.uk/curec/resources/bestpractice/) and our FAQ C11-C12 at https://www.admin.ox.ac.uk/curec/faqs-glossary/faqs/.
- In particular please state why CUREC Approved Procedure 25 (research on children) cannot apply wholly to your project.

/Section B (continued)

SECTION B (continued): research involving contact with human participants		
25. Will *unequal relationships* exist between participants and those obtaining informed consent? **If yes,** describe nature of unequal relationship and how arising ethical issues will be resolved.	Yes X	No
Unequal power relationships will exist with test developers as they are elite individuals, who have access to information that is hard to obtain. My research is thus, to a certain extent, dependent on their willingness to speak to me. This is an issue of access, for which I will rely on gatekeepers and personal introductions, as well as an issue of the extent to which elite individuals are willing and able to disclose relevant information. Unequal power relationships will also exist between newly naturalised citizens and myself as the researcher. I hope to reduce the researcher effect on interview partners by interviewing individuals, who have already succeeded in naturalising. However, I am aware that coming from Oxford is likely to have an effect on the interview dynamic. I would try to create a research environment in which the interview partners feel as comfortable as possible, by for example conducting the interview in a place of their choosing.		
26. Will the research involve deliberate *deception* of participants? **If yes**, justify why deception is used, describe deception and debriefing process, and include debriefing documents in the application	Yes	No X
27. By taking part in the research, will participants be at risk of prosecution? **If yes,** justify why incriminating data are sought in the research, and how risks to participants are minimised.	Yes	No X
28. Does your research raise issues relevant to the Counter-Terrorism and Security Act (the Prevent Duty), which seeks to prevent people from being drawn into terrorism? **If yes,** please say how you plan to address any related risks. Please see advice on this on our Best Practice Guidance Web Page.	Yes	No X
29. Will you obtain *informed consent* from participants according to CUREC guidelines and good practice in your discipline before participation?	Yes X	No
If yes, please describe the process including whether it is oral (available as an option for applicants to		

SSH IDREC only) or written; and why, and how long people will have to decide about participation. You should include examples of oral scripts or written forms with your application. See https://www.admin.ox.ac.uk/curec/resources/informed-consent/.

If recruiting children

Note that children have emerging mental capacity and so cannot generally consent to research (except in the case of "Competent Youths"). In this case, you should describe the ways in which parents/guardians will give consent, and supply parental information and consent forms.

Please also supply age-appropriate information for child participants and assent forms as appropriate to their age and ability to understand the "research contract".

If no, please give a justification for why not.

I will use written informed consent (see Attachment 1- Item 2A). The consent form will be sent to interview partners when arranging interview times with them. I will talk to the participant about all issues covered on the consent form at the beginning of each interview.

Participants have the ability to drop out of the research project at any time, which they are infomred about in the initial interview request (Attachment 1- Item 1A and 1B), the consent form (Attachment 1- Item 2A), and in the the participant information sheet (Attachment 1- Item 2B).

I have followed CUREC guidance in drafting my informed consent papers and the participant information sheet.

30. Participant pathway through the research (max 400 words)

Please describe the participant's experience of the research from the point of them having given consent until the end of their involvement with researchers. This would include:

- Number, duration, frequency and type of activities/interventions/investigations
- Any potential risks or actual ill effects of participation e.g. invasive procedures, distress and how these will be minimized
- Implications for disclosure of incidental findings (and see also Section D)
- Who these risks/ill effects may affect e.g. participants, researchers, third parties
- Any reputational risks e.g. to the University

Please also describe any proposed benefits (if applicable)

To support your description please attach documentation such as:

- recruitment and advertisement material e.g. a poster or invitation letter
- informed consent documents (participant information sheets, consent forms)
- any other forms participants will need to complete e.g. blank questionnaire
- any questions they are asked (e.g. guide to interview questions or a preliminary scope of questions)

Detailed guidance about documentation is found on the CUREC website

Participant experience (split into subgroups if necessary):

Test and curriculum developers, policy makers: one in-person interview of about 45 minutes, with the option of follow ups/additions via email or telephone.

New citizens: one in-person interview of 45 to 60 minutes, with the option of follow ups/additions via email or telephone.

Risks:

Test and curriculum developers, policy makers: Interview partners will have the opportunity to read the

interview schedule beforehand and will be provided with a transcript of the interview, giving them the opportunity to verify the accuracy of the transcript. Interview partners will also have the opportunity to add or clarify information via email or telephone after the interview. Interview partners will be able to withdraw from the research project at any point without giving an explanation. In the presentation of my research I will not use any names of individuals or the institutions that they are attached to in an effort to ensure anonymity.

New citizens: The interview might remind new citizens of less pleasant aspects of their naturalisation experience. As much as I hope to get detailed and rich accounts of their experience, I will not push them to discuss or share anything that they feel uncomfortable about. Giving them the chance to read the interview questions before-hand, to read through the interview transcript and to withdraw from the study at any point will hopefully give reassure them that they have complete control over the information they want to share. Additionally, allowing them to choose the time and place of the interview is aimed at making them as comfortable as possible.

Benefits:

Test and curriculum developers, policy makers: opportunity to speak about their work

New citizens: opportunity to speak about their experience

31. How will your project data be handled?

Your project must meet the principles laid down in the Data Protection Act (1998) with respect to the collection, use, and storage of *personal data* about *human participants*.

Describe the form of data handling and storage arrangements throughout the project: at collection stage; when used/disclosed; when stored; and when destroyed.

Up until destruction, be clear about describing whether data will be non-anonymised (openly linked to the individual(s) who provided them and so fully identifiable), pseudo-anonymised (potentially linkable/identifiable), or completely anonymised (cannot be linked back to an individual/individuals by researchers, non-identifiable).

For guidance, please also refer to the University policy on the management of research data and records at http://researchdata.ox.ac.uk/university-of-oxford-policy-on-the-management-of-research-data-and-records/

Collection: I will follow the advice of the UK Data Archive Managing and Sharing Data Guide and the University of Oxford Policy on the Management of Research Data and Record Guide.

Use/disclosure (including secure transfer arrangements of data: I will transfer my interview data from a voice recorder into written format by transcribing it. I will not share this data with anyone and will anonymise the data to the best of my ability at the stage of transcription.

Storage: I will store the data on my computer and external hard drive for three years after the submission of my DPhil. As I plan to submit by October 2019, the data would be destroyed by October 2022.

Destruction: I will delete audio files upon completing the research project and will delete transcripts after 5 years.

32. What are the major ethical issues connected with your research and what steps have you taken to address them?

Please do not answer 'none'. The committee needs to see evidence that you have identified potential ethical issues with respect to your research and have taken steps to address them. These issues could relate to:

- your own physical and psychological safety as a researcher;
- participant burdens and/or risks;
- data protection/confidentiality

For more guidance on ethical issues, please see www.admin.ox.ac.uk/curec/resources/
Risks for me (physical and psychological) are limited. New citizens might potentially remember unpleasant parts of their naturalisation experience. I hope to reduce their discomfort by interviewing them in an environment of their choosing. They will also be able to add information or retract any statements they have made during the interview and to withdraw from the research project at any point. Burdens for participation might be language, though all naturalisation processes included in this research also require a language test. Another burden might be uneasiness of talking about a state-administered, bureaucratic process. For elite interviews, participants might not be willing or able to fully disclose their information. Considering the limited number of people involved in the test design process guaranteeing complete anonymity might be difficult. I will avoid naming organisations, positions or details about the role of interview partners, safeguarding the identity of policy makers, test, and curriculum developers. I will also avoid mentioning specifics about the background of new citizens or their previous nationality.

SECTION C: research involving secondary use or disclosure of personal data[1]

NB this section of the form is not to be routinely completed by applicants. You should only complete this section if you meet the criteria below.
Please complete this section for research activity (as part or all of a project) where there is no contact with ***human participants*** (in person or virtual) and no observation of them, but only use of data about them.
Your project must meet the standards laid down in the Data Protection Act (1998) with respect to the collection, use, and storage of ***personal data*** about ***human participants***.

33. Will you seek data access agreements for these data?	Yes	No

If yes,
- list the individual(s) or organisation(s) from which information will be sourced.
- attach a copy of the agreement with the individual(s) or organisations in question.
- provide details of any conditions imposed by the organisation(s) concerning the release of the information.

If no, please explain how and when the agreement of the disclosing organisation(s) will be obtained.

Individuals / organisations from which data has been sourced:

Any conditions:

34. Could these data be linked back to an individual or individuals?	Yes	No

If yes, please explain and describe:
- why data cannot be collected in a way which prevents linkage with an individual/individuals
- say how individual consent was obtained for the collection, use or disclosure of linkable data

If no (i.e. you can't link these data back to individuals), continue to question 33.

Linkage:

Consent for linkable data:

35. How are project data handled?
For both the sourcing and use/disclosure of data, describe the form of storage arrangements throughout the project: at the sourcing stage; when used/disclosed; when stored; and when destroyed.
Up until destruction, be clear about describing whether data will be non-anonymised (openly linked to the individual(s) who provided them and so fully identifiable), pseudo-anonymised (potentially linkable/identifiable), or completely anonymised (cannot be linked back to an individual/individuals by researchers, non-identifiable).
For guidance, please also refer to the University policy on the management of research data and records at http://researchdata.ox.ac.uk/university-of-oxford-policy-on-the-management-of-research-data-and-records/

36. How will the privacy of individuals be respected in any publication arising from this project?

[1] From Glossary: "*In this context an individual discloses information when he/she releases information to organisations or individuals which / who are outside of the research project.*"

SECTION D: miscellaneous issues – conflicts of interest, peer review, adverse events and monitoring		
37. Do you or other researchers have a potential or actual *conflict of interest* in this project's conduct or outcomes?	Yes	No X
If yes, state nature of conflict (financial or otherwise), and any potential risks arising from this.		
38. Has the project been subject to ***peer review***?	Yes X	No
If yes, please explain by whom and give outcome. **If no**, explain why not.		
My supervisors have given me extensive feedback on my work and will continue to do so as I progress. I have also presented my work at conferences and seminars and will continue to do so. I have submitted my Transfer of Status documents on 20th June 2017 and had my Transfer of Status Interview on 5th July. I was given minor corrections to be completed within two weeks, part of which were the completion of this CUREC form.		
39. How will the project be **monitored / overseen** and by whom? Please describe monitoring / oversight and reporting arrangements with particular attention to: • student research e.g. supervisory process • ethical issues • adverse events e.g. incidental findings, injury to participants, leaks of data, study protocol breaches.		
I will be in weekly contact with my supervisors, who I keep informed about the progress of my work. I will consider ethic issues, such as informed consent, and will take the recommended measures (CUREC, BERA) to address all potentially arising issues. I will follow the advice given by my supervisors and department in case of any adverse events, which I will do my best to prevent in the first place.		
40. How will you disseminate and feedback project outcomes at the end of the research? Please describe your plans with respect to participants as well as public dissemination plans, e.g. in journals and conferences.		
I will try to disseminate my research through publications, presentations and conference participations. I will also offer my research participants to be sent a copy of my final thesis, if they would like one.		

Section E. Signatures and declarations

41. **Declaration by researchers**

Full project title:	Who are the good immigrants? Teaching and testing citizenship for naturalisation in Germany, the United Kingdom and the United States of America

I/We, the researcher(s) agree:

- To start this research project only after obtaining approval from IDREC/CUREC;
- To carry out this research project only if funding is adequate to enable it to be carried out according to good research practice and in an ethical manner;
- To provide additional information as requested by IDREC/CUREC before approval is secured and as research progresses;
- To maintain the confidentiality of all data collected from or about project participants;
- To notify IDREC in writing immediately of any proposed change which would increase the risks that any participant is exposed to and await approval before proceeding with the proposed change;
- To notify IDREC if the principal researcher on the project changes and supply the name of the successor;
- To notify IDREC in writing within seven days if any serious ***adverse event*** occurs in the course of research;
- To use data collected only for the study for which approval has been given;
- To grant access to data only to authorised persons; and
- To maintain security procedures for the protection of personal data, including (but not restricted to): removal of identifying information from data collection forms and computer files, storage of linkage codes in a locked cabinet and password control for access to identified data on computer files.

Signed by principal researcher/supervisor: Liam Gearon.

Print name (block capitals): LIAM FRANCIS GEARON **Date**: 14 July 2017

Signed by student (for student projects): K. Gör

Print name (block capitals): KRISTINE GORGEN **Date**: 15 JULY 2017

Signed by associate/other researcher:……

Print name (block capitals): …….. **Date**: …… ……...

/Section E (continued)

Section E (continued). Signatures and declarations

42. Certification by *principal researcher*/supervisor and head of department

Full project title:	Who are the good immigrants? Teaching and testing citizenship for naturalisation in Germany, the United Kingdom and the United States of America

Certification by *principal researcher*/supervisor

- I accept responsibility for the conduct of this research project.
- I certify that all researchers and other personnel involved in this project are appropriately qualified and experienced or will undergo appropriate training to fulfil their role in this project.

Signed by ***principal researcher*/supervisor**: ……..

Print name (block capitals): …….. **Date**: …… …….

43. Acceptance by head of department (or other senior member of the department if the principal researcher is the head of department)

- I have read the research project application named above.
- On the basis of the information available to me, I judge the ***principal researcher***/supervisor and ***student researcher*** (if applicable) to be aware of their ethical responsibilities in regard to this research.
- I am satisfied that the proposed project has been/will be subject to appropriate peer review and is likely to contribute to existing knowledge and/or to the education and training of the researcher(s) and that it is in the public interest.

Signed by head of department/faculty or nominee: ..……..

(example nominees include Chair of DREC, or, for student projects, Director of Graduate Studies / Undergraduate Studies)

Print name (block capitals): …….. **Date**: …… …….

SECTION F: Final check

Please use this section to check that you have completed the following tasks:	**Please type 'X'**
Have you completed Sections A-E?	X
Have you included copies of any documentation produced in support of your application? **If the appropriate supporting documentation is not included with your application, you will then be asked to provide this separately. This may well delay the ethical review process,**	X

and thus the start of your research.	
Have you included copies of data access agreements with third parties (see Section C, question 32) if appropriate?	n/a
Have you included debriefing documents for projects involving deliberate deception?	n/a
Have you checked that all documents for participants are clear and easy to read (pilot-testing with lay readers, or using reading-age checking software as appropriate)?	X
Have you signed as principal researcher and gathered signatures of the student (for student research) and department nominees as appropriate?	n/a
Have you declared conflicts of interest (if any)? (See Section D)	n/a
Are all pages (including supporting document attachments) numbered?	X
Have you defined all technical terms and abbreviations used?	X

Kristine Görgen
Dphil Candidiate
Oxford University Department of Education
15 Norham Gardens, OX2 6PY, Oxford
Kristine.gorgen@education.ox.ac.uk

Information sheet

1. **Study title**

   Welcoming & Othering- Civic immigrant education in Germany and the UK

2. **Background and aims of the study**

   This research forms the foundation of my DPhil (PhD) thesis on civic education and naturalisation tests. The research is carried out by Kristine Gorgen, currently a DPhil (PhD) student at the Oxford University Department of Education. The purpose of this study is to investigate how concepts of citizenship are taught to aspiring citizens and how citizenship is tested though naturalization tests. This research is carried out in the hope to better understand how naturalisation tests are used to teach immigrants about citizenship.

3. **Why have I been invited to take part?**

   You have been invited to take part in this research because of your personal experience with the Life in the UK test.

4. **Do I have to take part?**

   Before and throughout the study you have the right to ask questions and are free to decide whether to participate in this study or not. You may withdraw yourself and your data from the study at any time without penalty and without giving a reason, by advising the researcher of your decision.

5. **What will happen in the study?**

   If you choose to participate in this study you will be asked to sign a consent form. The study will consist of an interview of about 30 to 40 minutes. In this interview, the researcher will be asking questions your experience with the Life in the UK test.

6. **Are there any potential risks in taking part?**

   Participation in this research does neither require any preparation nor does it entail known risks. The researcher will do her best to ensure anonymity by not providing any names or positons of research participants.

7. **What happens to the research data provided?**

   All information provided in the interview will be used under strict confidentiality. After the interview, all recordings will be transcribed and your name will be removed from the transcription. You will have the opportunity to add or withdraw any information given in the interview. Only the researcher will have access to the transcribed data. After the completion of the research the data will be stored by the researcher on a separate hard drive protected with a password only known to the researcher. The data will be stored thus for three years after the publication

Kristine Görgen
Dphil Candidiate
Oxford University Department of Education
15 Norham Gardens, OX2 6PY, Oxford
Kristine.gorgen@education.ox.ac.uk

of the DPhil (PhD) thesis and will be destroyed by October 2022. You will be asked for permission should the research wish to use any direct quotes from the interview. This direct quote would not be stated with your name and you have the right to refuse being quoted directly.

8. **Will the research be published?**

The research will be published as a DPhil (PhD) thesis and will thus be available in print and online in University archives.

The University of Oxford is committed to the dissemination of its research for the benefit of society and the economy and, in support of this commitment, has established an online archive of research materials. This archive includes digital copies of student theses successfully submitted as part of a University of Oxford postgraduate degree programme. Holding the archive online gives easy access for researchers to the full text of freely available theses, thereby increasing the likely impact and use of that research.

If you agree to participate in this project, the research will be written up as a doctoral thesis. On successful submission of the thesis, it will be deposited both in print and online in the University archives, to facilitate its use in future research. The thesis will be published with restricted access available to all researchers affiliated with the University of Oxford.

The researcher might wish to develop the research into an article to be published in a peer-review journal in the future.

9. **Who has reviewed this project?**

This project has been reviewed by, and received ethics clearance through, the University of Oxford Central University Research Ethics Committee. It has further been reviewed by the research supervisors, Dr. Liam Gearon and Dr Therese N Hopfenbeck at the Oxford University Department of Education.

10. **Who do I contact if I have a concern about the study or I wish to complain?**

If you have a concern about any aspect of this project, please speak to the relevant researcher, Kristine Gorgen (Kristine.gorgen@education.ox.ac.uk) or her supervisors (liam.gearon@education.ox.ac.uk; therese.hopfenbeck@education.ox.ac.uk) who will do his/her best to answer your query. The researcher should acknowledge your concern within 10 working days and give you an indication of how she intends to deal with it.

If you remain unhappy or wish to make a formal complaint, please contact the chair of the Research Ethics Committee at the University of Oxford (using the contact details below) who will seek to resolve the matter in a reasonably expeditious manner:

Kristine Görgen
Dphil Candidiate
Oxford University Department of Education
15 Norham Gardens, OX2 6PY, Oxford
Kristine.gorgen@education.ox.ac.uk

Chair, **Social Sciences & Humanities Inter-Divisional Research Ethics Committee**; Email:

ethics@socsci.ox.ac.uk; Address: Research Services, University of Oxford, Wellington Square, Oxford OX1 2JD

Kristine Görgen
Dphil Candidiate
Oxford University Department of Education
15 Norham Gardens, OX2 6PY, Oxford
Kristine.gorgen@education.ox.ac.uk

Consent form

STUDY TITLE:	Welcoming & Othering- Civic immigrant education in Germany and the UK
RESEARCHER DETAILS:	Kristine Gorgen, DPhil Candidate
PURPOSE OF STUDY:	The purpose of this study is to investigate how concepts of citizenship are taught to aspiring citizens and how citizenship is tested though naturalization tests. This research will be the foundation of my DPhil (PhD) Dissertation.

1. I have read the information sheet and had the opportunity to ask questions.
2. I understand that this project has been reviewed by, and received ethics clearance through, the University of Oxford Central University Research Ethics Committee.
3. I understand that my participation is voluntary and that I am free to withdraw myself or my data at any time, without giving any reason, and without any adverse consequences.
4. I understand who will have access to personal data provided.
5. I understand how personal data will be stored (according to the Data Protection Act) and what will happen to the data at the end of the project.
6. I understand how research will be written up and published as the DPhil Dissertation of the researcher.
7. I understand how to raise concerns or make a complaint.
8. I consent to being audio recorded.
9. I understand that transcriptions of audio recordings will be used in research outputs eg project website, academic conferences, journal publications, research archives.
10. I agree to take part in this study.

Name of Participant: _____

Signature: _____ Date: _____

Name of researcher: _____

Signature: _____ Date: _____

Appendix B- Data analysis

B1. Sample interview transcript (in English)

Date: 07/02/2019
Time: 11:30
Teacher Code: UK-T1

Course

1. Since when have you been teaching Life in the UK test preparation courses?
We started teaching the Life in the UK test prep in 2016. So 3 years
2. Why are/were you teaching a Life in the UK test preparation course?
School already had some students doing Life in the UK when I started, so I don't know if students approached school or the other way around. Personally, I fell into (taught language and business), colleague left and took over. And I have a background in history anyways, my degree was in history. But I also got a degree in teaching English as well.
3. Why do you believe that Life in the UK test preparation courses exist?
Well I think it is because, and that is from the students' mouths, the material on the internet is nebulous in terms of finding a path. The Life in the UK material is dry, it's just a series of dates, a series of facts and people find that difficult to absorb and to process if it is not put in a memorable or contextualized format. So students sit down and they look at the material and they look at the book online and it is just not going in. And also, students don't just want to learn about the history and culture but they are also learning the language. Often they don't know the language and then they read a part and end up having to cross-reference it with a dictionary and that impedes the absorption of that information as well.
4. Do you think that more immigrants should enroll in Life in the UK test preparation courses?
It would be helpful because I think that we have certain communities here, certain women that can be fairly isolated and I think the Life in the UK is the first step to being part in a community potentially. So it is not that we exact a commitment from immigrants but it is more helpful for immigrants I think to be able to have a look at the culture in which they arrived. We also provide 4 courses in communities, like ESOL wives, we have some for refugee communities. It is mainly wives coming but also some men. It is almost treated like a coffee morning the ways in which we do the teaching, they can sit down and discuss some of the issues that they have with each other and with the teacher, who can listen and point them in the right direction. So it is also like a social help that they wouldn't normally be able to access or know how to ask for. (5min30)

5. What have you found most useful in trying to prepare your course participants for the Life in the UK test (which approaches/ didactical instruments)?
Love watching videos. History is 6.000 years. Use visual timelines (battles, kings, queens). Or there would be a time tree and they have to connect people. Then questions. Combining material with vocab. Or we do a roleplay or something, anything that helps them to contextualize and engage with the material also visually. Anything that helps them for it to go in.
6. In your experience, what role does the Life in the UK test play in student motivation when enrolling in this course (e.g. are they worried, excited, apprehensive, annoyed, etc.)?
Well that is a good question because in the Life in the UK course that we were running only about 1 or 2 of them were actually going to do the test. The others just wanted to learn about the culture and history and they just came along and decided to stay. I don't quite remember the circumstances. One was married to an Englishman and didn't have to do the test. A couple of spouses, who didn't have to do the test or weren't fussed about doing it anytime soon.
7. How do you see your role as teacher in the course?
I guess it would be opening up, I mean, hmm I guess, making the knowledge more accessible and easier to process. A facilitator to get the knowledge in there. At the moment it is too sticky, it won't go in. So to make it more accessible, make it more fluid. I guess that's it.
8. How is the interaction between students in your course? Do they form groups? If so, is there a pattern in what kind of groups are formed?
They don't form groups. Well if you look at Russians and Lithuanians and Latvians, and this is by no means a characterization, we observed it in class, they like to tell others "No, that's wrong, that is not what she said ". Which to them is okay because they think they are helping, and they don't understand that in the British culture they should turn it down. But other than that, no, not at all. We haven't really had many males that wanted to do the course. It tends to be women, it tends to be female spouses of British citizens that come along.

Test (11min35)

9. In your opinion, are there problems with the *structure* of the Life in the UK test? If so, what are they?
Ahhhh ok [laughs] hmm ahh well. I think the book itself hmm I just the modern society and values and principles should go together. I don't know why they separated them. And religion and costumes and traditions, I kind of teach them together. Don't have much of an opinion of the book. I mean there is not much structure to the book is there?

I understand why they have mcq because it is a question of cost effectiveness. Not sure how much it really shows about students learning because from what the students say a lot of it is guess work. Ideally there would be a couple of qualitative responses that would say more about what the students have learned.

10. In your opinion, are there problems with the content of the Life in the UK test? If so, what are they?

Some of it is utterly irrelevant, e.g. date of curry house opening in Manchester is not something that definitely reflects… I don't know. First PM Walpole, I don't mind knowing that he was the first Prime Minister, but how does that reflect our culture today? How does that help the immigrant? If my relatives don't know and they have managed to live in this country for decades, then why are we expecting immigrants to know who the first Prime Minister was?

I get the idea of talking about Jewish immigrants into West End or Muslim immigration, because it shows the mix of Britain today, but knowing when the first curry house, I think it is slightly … [sigh] hmm… puerile almost. It is almost like saying "Look, we value Indian immigration. Look, we have a section about Curry Houses." Yea, well, I don't think it is all that useful at all.

Some are just random facts, but look, the British Empire is very fluffed over. What we want to know if why people are here. And why? Because a hundred years ago this happened. That is why we have immigration today. That is where our diversity comes from. And that information would be more useful. I think explaining a little bit about the Troubles in Ireland or how do the Welsh feel about being part of the UK or how do the Scottish feel. They [immigrants] might go to Wales and would not understand what they are seeing and hearing. But I guess it [the book] is very English oriented, which is also where most immigrants come to I guess.

It is very dry. I just don't see the relevance for a lot of it. Rather than saying "when" and "how", the questions in the text should say "why". Because the history is all about why, why did the French and English fight? Why? And of course, I am talking about history, but I also mean the law and the other things.

Like when they are talking about the core English values it means nothing to students. When you start talking about the laws and politics and the legal aspects, they start becoming more interested. It doesn't register particularly.

Like maybe if you had more case studies, that's what I do in my class, I have a recording of two guys. One is saying "I've seen this happen [a hate crime]. Should I report it?" and the other guy is saying "I think you can't report it unless it happens to you" and such. So like case studies that they can relate to that would make it more obvious.
I mean what are we hoping for the immigrants to learn here? You can't be abusive to other people but you can't accept abuse either. And just saying "Abuse is not tolerated" is not enough. You have to put it into context and to, what you can do when you see abuse.

11. What do you think is missing in the Life in the UK test?

More pictures [laughs]. The information needs to be more contextualized. Like, how does war of the roses link to other things?

Most of us are visual learners, we like to see diagrams, spider graphs. Just like dry fact, fact, fact, is not enough. Glossaries after each section, so students don't have to go back to the dictionary after each section. Hmm just like everything. It is so dry. Exercises in the book, where they can interact with the material more.

If they had an online course, where students can look at the section, do some exercises, maybe watch a video and then can answer some questions. Like they do on the BBC skillswise. They have lesson, example or worksheet, and then a test.

What about the content?
More about how to life in this country, not in the past but today. Like what services are available to them. Even in terms of like there is a brief mention of pets. But more about why we do value pets in this country. What you should do when you see a pet being mistreated. Expectation about bringing up children. Something more specific about how they should be living in this country as opposed to what the different houses of parliament are.

In the course we fill in a lot of content and material around the edges. And we respond in the lessons when the students come up with the questions "What shall I do if…", we take some time to explain that.

12. What is your opinion of the state-approved learning materials (like the Practice Questions)?
a. What/ which do you think is good?
b. What/ which do you think is not good?

Pff I don't know. I mean what I do is. Practice tests are good, e.g. for homework and then discuss in lesson. As a rule, I don't necessarily think they learn a lot from tests. If they get it wrong, they don't remember right answer and when they get it right, they just think they are ready for the test when they are not. Like this one chap, he has taken it three times. Like the online course for the highway code, there they explain what you got wrong when you do the test and that is much better.

My students really liked the BBC children cartoon explanations of things .Like we watched this one lovely video about the NHS and that explained what the NHS is and what the problems are with it. And I find that the students absorb that much better. Its simplified and you might think its patronizing, but it is not, they really like it.

You know, we think with this book that this is fine for adults and that a different kind of book [shows a children's book about colours] it would be patronizing. But actually, I don't think it would. In my experience adults like colourful and visual things, with a little bit of information and arrows pointing that kind of thing. Something very visual and not this text-heavy approach. I have a number of students, who can just not learn this way.

If you were to make it into an online version, lots of things that you can click.

Other

13. How do you deal with your own political opinions and values when teaching in the course?

I encourage political discussion, I do. I don't really bring forth my own opinion. Only if someone has for example read something online about a politician being offensive and brings it up in class I might say "yes, that was offensive". But I don't tend to express my views.

Are you ever asked?
In this class I am not often asked. No, in other classes but not in the Life in the UK class.
When you say you encourage discussion, what kind of topics would that be?
I bring up questions and they discuss, or they bring it up themselves. Like one of our Russian students spend ages talking to us about Putin. We were talking about British opinions towards Russians and so I thought, yes this is relevant because she was talking about her experience here. And she was saying "Don't worry, I am not going to make anyone tea and I won't poison anyone."

We do talk about Brexit at all. But I tend not to talk about that at all because it is a minefield.

14. Do you think the course helps immigrants to integrate in UK society?

Not as it is no., I think the course we do in the community, ESOLs wives or we have three courses by now, I think they are way more helpful. Because we do everything from your kids at school and you get a letter from school to what is part of the school uniform, what to expect from their education. You sign up at a doctor's surgery, vocab for medical appointments. That is far more helpful with integrating with the community. We talk about and host events. We had a world food festival last year.

15. Is there anything else you would like to share?

I just really want to know what changes will be made and how they will deal with Brexit. I avoid talking about it in my lessons, but we are obviously all concerned, and people care about it and they are concerned and that should be addressed.

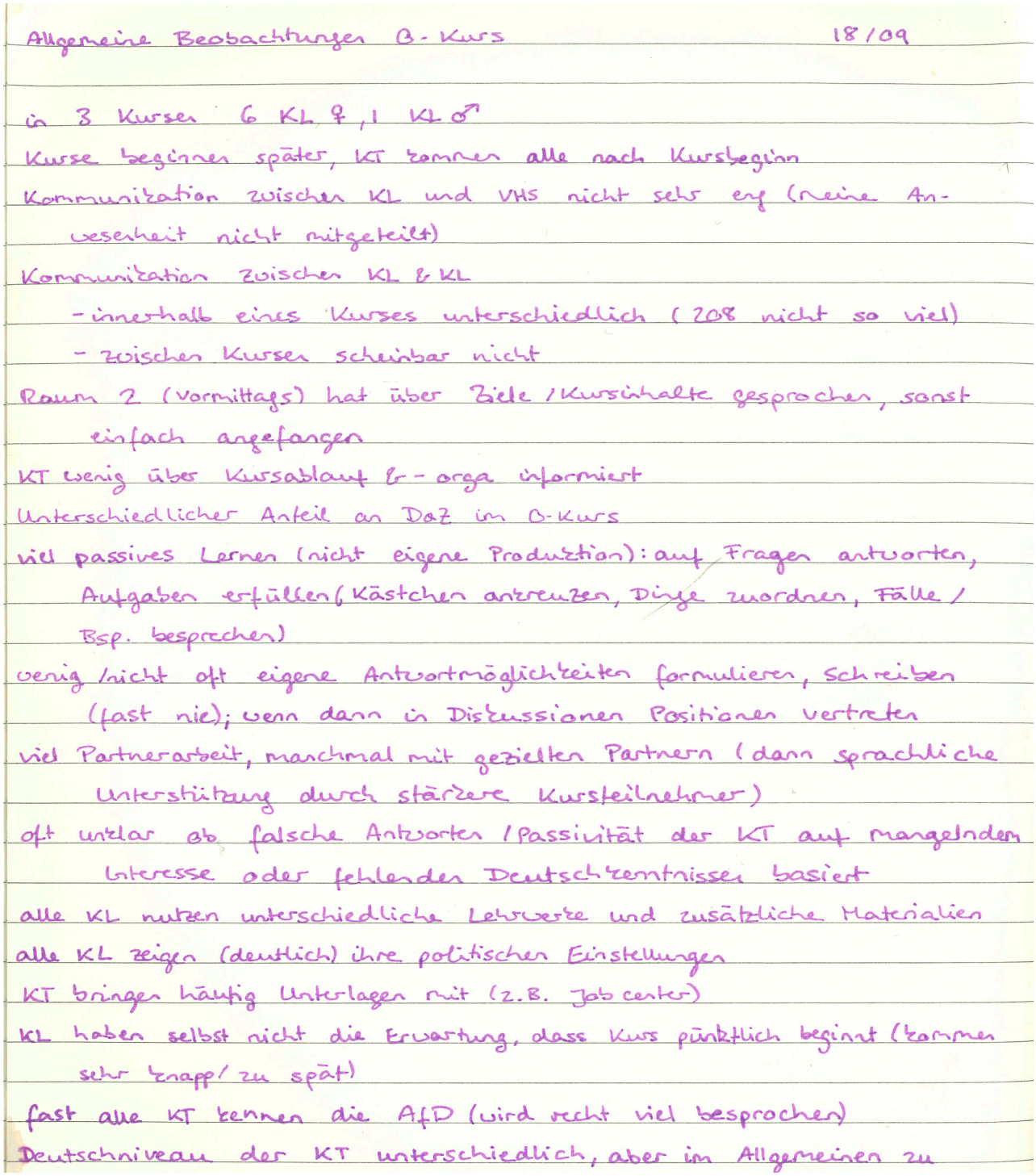
A lot of the learning happens from and with each other.

I think part of why the students enjoyed it so much was also because we combined it with English learning.
We did fieldtrip in the area and they were super interested and that sparked an interest in the history but also in our surroundings.

If you speak the language that is a gateway to the country and culture.

Appendix C- Ethical issues

C1. Reflective journal observations (in German)



Allgemeine Beobachtungen B-Kurs 18/09

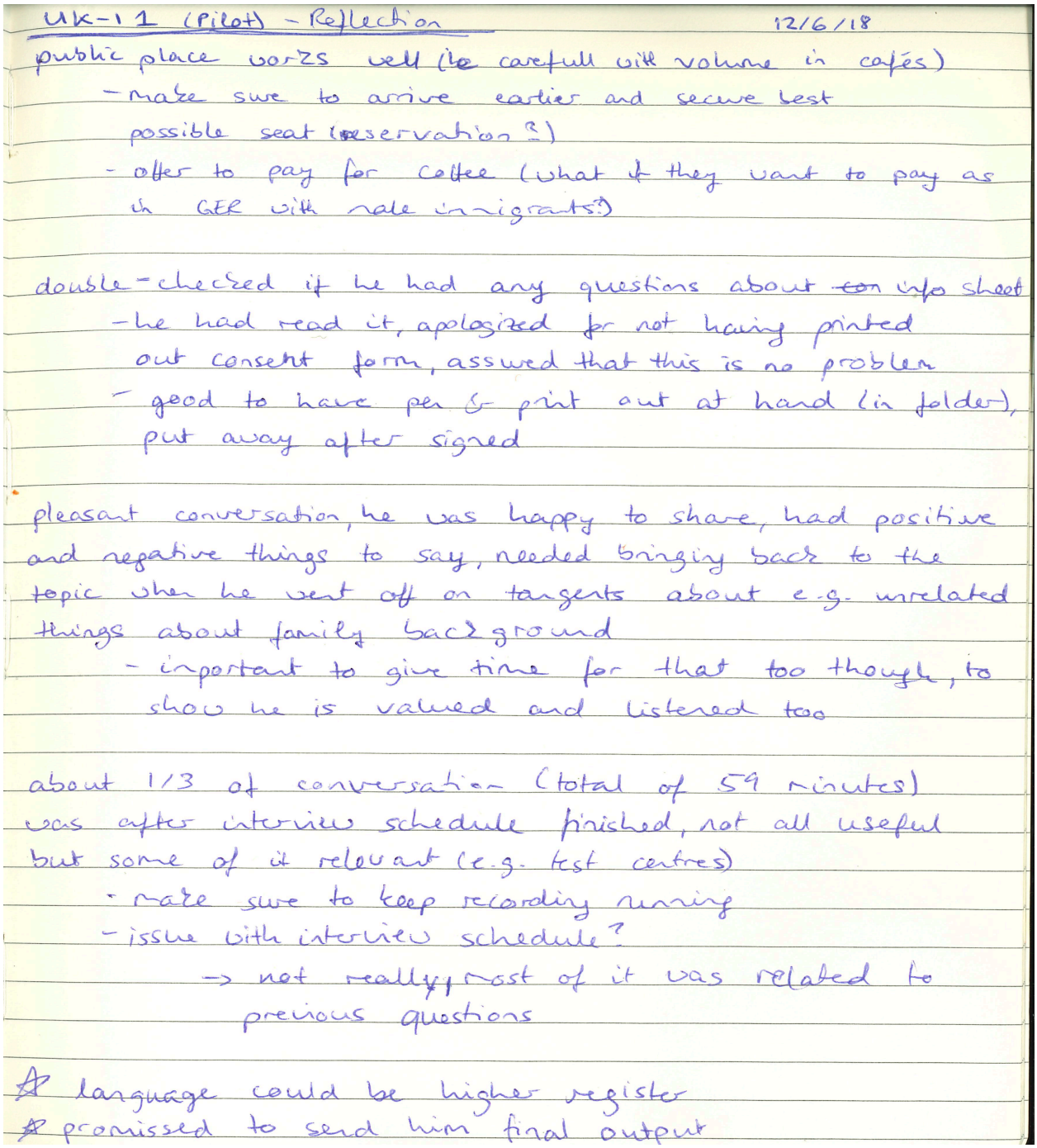
in 3 Kursen 6 KL ♀, 1 KL ♂
Kurse beginnen später, KT kommen alle nach Kursbeginn
Kommunikation zwischen KL und VHS nicht sehr eng (meine Anwesenheit nicht mitgeteilt)
Kommunikation zwischen KL & KL
- innerhalb eines Kurses unterschiedlich (208 nicht so viel)
- zwischen Kursen scheinbar nicht
Raum 2 (vormittags) hat über Ziele / Kursinhalte gesprochen, sonst einfach angefangen
KT wenig über Kursablauf & -orga informiert
Unterschiedlicher Anteil an DaZ im B-Kurs
viel passives Lernen (nicht eigene Produktion): auf Fragen antworten, Aufgaben erfüllen (Kästchen ankreuzen, Dinge zuordnen, Fälle / Bsp. besprechen)
wenig / nicht oft eigene Antwortmöglichkeiten formulieren, schreiben (fast nie); wenn dann in Diskussionen Positionen vertreten
viel Partnerarbeit, manchmal mit gezielten Partnern (dann sprachliche Unterstützung durch stärkere Kursteilnehmer)
oft unklar ob falsche Antworten / Passivität der KT auf mangelndem Interesse oder fehlenden Deutschkenntnissen basiert
alle KL nutzen unterschiedliche Lehrwerke und zusätzliche Materialien
alle KL zeigen (deutlich) ihre politischen Einstellungen
KT bringen häufig Unterlagen mit (z.B. Jobcenter)
KL haben selbst nicht die Erwartung, dass Kurs pünktlich beginnt (kommen sehr knapp / zu spät)
fast alle KT kennen die AfD (wird recht viel besprochen)
Deutschniveau der KT unterschiedlich, aber im Allgemeinen zu

C2. Reflections on observation conduct

Kinds of observations ◄——►						
Pre-specified		x				Responsive
Quantitative				x		Qualitative
Time-bound	x					Open-ended
Short term					x	Long term
Structured			x			Unstructured
Participant observer				x		Non-participant
Highly focused		x				Unfocused
Descriptive		x				Explanatory
Overt		x				Covert
Laboratory setting					x	Natural setting
Direct observation	x					Indirect observation
Observing others	x					Observing self and others

Continua of observations with x indicating how observations were carried out for this research adapted from Cohen & Manion (2017, p. 545).

C3. Reflective journal interviews (in English)



UK-1 1 (Pilot) - Reflection 12/6/18

public place works well (be carefull with volume in cafés)
- make sure to arrive earlier and secure best possible seat (reservation?)
- offer to pay for coffee (what if they want to pay as in GER with male immigrants?)

double-checked if he had any questions about ~~ton~~ info sheet
- he had read it, apologized for not having printed out consent form, asswed that this is no problem
- good to have pen & print out at hand (in folder), put away after signed

pleasant conversation, he was happy to share, had positive and negative things to say, needed bringing back to the topic when he went off on tangents about e.g. unrelated things about family background
- important to give time for that too though, to show he is valued and listened too

about 1/3 of conversation (total of 59 minutes) was after interview schedule finished, not all useful but some of it relevant (e.g. test centres)
- make sure to keep recording running
- issue with interview schedule?
  → not really, most of it was related to previous questions

☆ language could be higher register
☆ promissed to send him final output