Information Literacy of Older Newly Arrived People

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Date: VT-16
Subject: Library and information science
Level: G2E
Course code: 2BO01E
Abstract
The aim of this bachelor thesis is to explore the information literacy of newly arrived people and to obtain knowledge about how they are looking for important information. The research questions are as follows: How do newly arrived people access information in the new society? What strategies do they use to overcome the difficulties/obstacles? How do newly arrived people learn about being information literate? Previous research has examined the importance of information literacy of newly arrived people and discussed how they are looking for important information. In this work, in order to gain an empirical insight, semi-structured interviews were conducted with seven women from Syria. The timeframe for the collection of this empirical data was more than two months. The results conveyed that the ‘newly arrived people’ are looking for important information by friends, relatives and social network. Said individuals have a tendency to spend copious amounts of time to gain reliable and relevant information. Likewise, newly arrived people are in need of more support which would require further facilitation when entering into the labour market and integrating into society. The analysis also provided traits of newly arrived people needing more support and help learning about information literacy. What can be concluded, is that the newly arrived people did not have enough knowledge about library instructions when offering services. Among other issues, the results showed a great interest in culture, as well as an ambition to learn language and more about society, especially the new arrivals whom are looking for jobs despite the fact that they have been in the country for a short period.

Keywords
Information literacy, information, newly arrived people, information work, influence work, information sharing, information coupling.
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1 Introduction

Nowadays, we live in a democratic society where the library has become the backbone of the society. For thousands of years, the library has been the institution that has been most known to store and organise information. "The civilisation and libraries were born simultaneously in Mesopotamia and Egypt for the first time in the history of mankind. The libraries have always played an important role in helping human beings to meet his basic needs of survival and self realisation" (Khan, 2011, p. 1). In current times, the need for information literacy has definitely become a global issue which, may likely be influenced by societal demands for educational technology and by the library media education (Burke, 2010).

The libraries in general are not only for borrowing of books, but today the libraries are advancing particularly with information seeking. Information literacy is somewhat complex even for educated people. It has to be considered, how difficult would it be for newly arrived people, whom do not know the language, nor the culture of their new society? Although libraries currently use a lot of technology, which facilitates for the users discovering information, it is also very important to resolve this gap in the society between those who know about information literacy and those who do not. Technology is developing quickly and everyday there is a new modern technique discovered. A democratic society should be able to provide support to all people for them to participate competently in their new society and particularly to the newly arrived people to integrate into society. The development of information seeking could increase the culture of a community immeasurably.

This, in turn, leads to cumulative questions which are hereby important. How do newly arrived people learn about information literacy and what are their information literacy practices? What impact will it have in the future on the library services/tasks? What strategies do newcomers use to solve the obstacles? How can the public library help the newcomers to integrate into society? “Information literacy requires sustained development throughout all levels of formal education, primary, secondary and tertiary” (Bundy, 2004, p. 6).

1.1 Background

Public libraries prioritise particular attention to the national minorities and citizens that have a first language other than Swedish (Kulturdepartementet, 2013). In a democratic society, the public libraries should be accessible to all people and adaptable to it user’s needs. In ancient times, there were only a few people whom had knowledge about searching information (Säljö, 2009, p. 30-32). Whereas, today in the present, there are opportunities and abilities for all people to learn and to participate collaboratively in the democratic society. The democratic society is changing and developing with the purpose of improving all the needs of mankind. Not to forget, how accessible information is in the modern age due to the convenience of technologies available. Through inventions such as TV and phones, we can access information when and how we want it (Säljö, 2009, p. 13, 30-32). Nowadays, to search for information via search
engines and encyclopedias on the Internet has become everyday life for people in the
community and access to information has developed in a completely new and more
accessible way. This has meant that information literacy has evolved more towards
digital literacy and is seen as the fourth base knowledge together with knowledge of
basic reading, writing and arithmetic. Digital literacy is about being able to read and
understand information, having knowledge of how information is organised, have
knowledge of how to create meaning from information and be able to get around on the
internet and be able to manage all information digitally (Säljö, 2009, p. 29-32).

The library is a meeting place for all people with different cultures. There arises the
natural conversation and meetings between people. The libraries also have books in
several languages which assist with linguistic integration. The libraries also have access
to computers that can be of use for studies and which provide uses such as applications
for study or work and authority or banking, etc. Librarians can also as time permits,
help with searches, explain complex words terms and concepts as well as guide to find
the right pages online. Libraries often provide access to both copiers and printers,
sometimes even scanners and faxes. Due to the variety of options, newly arrived people
require more information about library’s services. As Caidi (2005, p. 319) covets
“discovery of the library and experience of its safe and accommodating
environment. Awareness of the resources available and acquisition of library
skills. Telling family and friends about how libraries can help them and learning to trust
library staff”.

1.2 Problem definition
It is widely known that there are a lot of newly arrived people whom desire to study,
work and integrate into society. Although, the high technologies in information science
and information poverty of newly arrived people is limiting their chances of gaining
opportunities to study and work in order to integrate in their new society. Due to this,
these target groups have become marginalised by the responsible institutions and as
such barriers have formed having an impact on the social cohesion of newcomers. At
present, there are various types of jobs in the labour market which are requiring
qualifications, but finding a suitable job offer also requires some knowledge and
experience in information literacy techniques and language skills on the behalf of the
seeker. As Lloyd denotes “prolonged social exclusion will leave refugees at greater risk
of remaining on the margins of society, excluded from participation in the democratic
process, lacking opportunity for advancement in education and employment, and feeling
a lack of inclusion in their new communities” (Lloyd et al., 2013, p. 124). Public
libraries can play an integral role in integrating newly arrived people into their new
found society. Such individuals can benefit from the diversity and wealth of information
that is available from public libraries. In turn, this can play an important role in the case
of intergration and teachings of newly arrived people. “The concept of information
literacy (IL) has been developed mainly by librarians” (O’Farrell, 2010, p.706). The
library possesses expertise in information literacy where there is a surfeit of literature
and technology in place to train people with. "Individuals who live in multicultural
societies should be provided with equal opportunities to access economic, political and public resources. Moreover, they should be provided with opportunities to fulfill their self-potential, mainly through access to information and public education” (Oguz, 2011, p. 2). What role should the public library and the responsible institutions play to support newly arrived people learning about information literacy?

1.3 Aim and research questions
The aim of this thesis is to explore how newly arrived people are looking for important information and to discuss how they access information after they have settled. This thesis shall try to understand how newly arrived people can learn about information literacy and how they see the need for information.

The research questions are:
- How do newly arrived people access information in the society?
- What strategies do they use to overcome the difficulties/obstacles?
- How do newly arrived people learn about being information literate?

1.4 Delimitations
I have chosen to focus my investigation on the target group of women from Syria that are aged from 30-50 years old. I have opted against observing younger newly arrived people, with the notion that younger population types of newly arrived people have a tendency to learn quickly about digital literacy and they are able to acclimatise and assimilate into society more easier.

Another focus which must be articulated, is that I have chosen not to interview librarians or teachers whom may be teaching Swedish language for newly arrived people. I came to this decision as this would be edging away from the objective of gaining the newly arrived people's perspective on the phenomenon. Thus, for the vitality of this research, I believe it can be deemed more captivating in how Syrian women aged 30-50 has access to information. I have chosen to limit my investigation to interviews that will be conducted with individuals that are learning Swedish at [Folkuniversitetet]. For this reason, I opted against the possibility of gaining librarian and teachers' views on the topic at hand.

Likewise, the scope of the investigation was limited geographically as it was only centric to one language school. In consideration of this, this does not give a full representation of newcomers arriving in Sweden as a whole nation only from a local point of view. Although, with Sweden being a country which has many locations with large newcomer communities and elderly Syrian women populations the insight of one location provided a credible basis for this study.
1.5 Disposition
I have divided my thesis into seven major chapters. Firstly, I have began with an introduction in which I describe the chosen problem area. This chapter also includes the background, problem definition, purpose and research questions, delimitations and disposition. In the second chapter, I shall discuss the relevance of previous research and also discuss the concepts of information literacy, newly arrived people, library instruction, social inclusion, information practice and immigrants' information seeking. This shall be followed by the third chapter, where I shall describe my theoretical points as the basis for my analysis. In addition, I shall explain the importance of information practice from Lloyd’s perspective. In the fourth chapter I will explain the choice of method, the selection process and the interview guide and ethical considerations. The fifth chapter, shall contain the results of my findings. In the beginning, I shall profile the newly arrived people, followed by the qualitative findings of the interviews which shall be analysed in regards to the Lloyd’s model. Then follows the sixth chapter, which shall provide an analysis of the findings in relation to the theoretical framework as well as previous literature founded. Lastly, in the final chapter, I shall discuss the results of my findings and provide suggestions for further research.
2 Previous research

The following chapter will present the previous research on information literacy, newly arrived immigrants, library instruction, social inclusion, information practice and immigrants’ information seeking. The previous research shall have a focus on information literacy of newly arrived people with social inclusion and social exclusion. Furthermore, this section shall focus on research concerning immigrants information practices, information seeking and information barriers that are known. Information practices is an umbrella term including inter important search and use of information. In the context of this research, this section shall provide a foundation for empirical findings and provide an insight into leading scholarly work that is associateable to the research task at hand.

2.1 Information literacy

As aforementioned, information literacy is an important part of library and information science. However, there is unfortunately no prevailing consensus when it comes to the actual definition of the term. In 1974, for the first time, renowned researcher Paul Zurkowski coined the concept, when he observed that many people were training in the application of information resources at their work which is widely known as information literacy (Kelly, 2013, and National Forum on Information Literacy, 2016). The development of information literacy was not library-centric, but it advanced and developed through the economy. Over a period of several years, information literacy has become institutionalised within library and information science and the academic library. Badke (2010) suggests that Paul Zurkowski also launched the concept of information literacy and made more space for the researchers for searching to improve and advance the concept in different fields, for example information science.

Information literacy became library-centric and during several years the concept of information literacy improved. According to the American Library Association ALA, (2000) an information literate person should "be able to recognise when information is needed and have the ability to locate and use information effectively" (Tuominen et al., 2005, p. 331). Information literacy is something that has always been important, but has become even more important in today's society with the constant flow of information. Information literacy could be described as an ability to realise when information is needed, how to identify different sources of information and how to shape appropriate strategies for searching, “an individual’s capacity to use information tools and primary sources to address problems” (Tuominen et al., 2005, p. 331).

The researchers have over the years tried to find different approaches to facilitate the information literacy in the social inclusion integration. According to several researches, immigrants have an inability to recognise the important sources and to access information in a different kind of information society. Lloyd et al. (2013) and Caidi (2005) consider it important to offer information which facilitates in social inclusion. “information literacy skills are of the utmost importance, mainly because they promote
social inclusion and increase the ability of newcomers to participate actively in civic affairs” (Oguz, 2011, p. 12).

The concept of information literacy has become a central concept which is mostly used in a library and information context. Of which, has its origins in the early instruction offered by libraries. Nowadays, the concept of information literacy has become a global issue, which is increasing in the society among different groups of people and particularly among newly arrived people which may be impacting on social inclusion and isolating them from society. Some basis of knowledge is required to keep up with developments in the concept of information literacy, therefore it is interesting to examine how the newly arrived people handle information in their everyday life. Moreover, it is necessary to learn about information literacy of newcomers which is influencing social inclusion and acclimatisation in their new society. "If one assumes that libraries should be proactive in addressing the information needs of newcomers as one means of facilitating social inclusion, the next question becomes, how is this accomplished?” (Caidi, 2005, p.319).

2.2 Newly arrived people

According to Martinez (2016), ‘What’s the difference between an immigrant and a refugee?’ the concept of newly arrived people includes both refugees and immigrants. The difference between immigrants and refugees is that immigrants left their native country voluntarily. "A refugee is someone who has been forced to flee his or her home country” (Martinez, 2016). Refugees leave their homes and their country because they have no other choice. They are forced out by factors such as war, persecution, natural disasters, environmental crises and poverty” (Simms, n.d.). Refugees are people who leave their countries to seek asylum because of war or persecution. Due to these extreme circumstances, it is unconceivable for a refugee to return to their homeland. Whereas contrastingly, “an immigrant is someone who chooses to resettle to another country” (Martinez, 2016). In Sweden, a newly arrived immigrant is defined as someone who’s been received in a municipality and obtained a residence permit. "Today, humanity faces new challenges that concern us all and should be solved by common efforts” (Lanevska, 2005, p. 137). There is an abundance of newly arrived people who are ambitious and with good education and they want to learn to gain more knowledge and to use it in vocational practice "the librarian says that there is a special group of the borrowers – educated and ambitious immigrants with high demands on themselves. Mostly, they are Arabians and people from the former Soviet Union. They want to receive acknowledgement of their education and to put their knowledge into practice” (Lanevska, 2005, p. 133). I have chosen to use the term newly arrived people as I consider that it may include both categories of so-called refugees and immigrants, and this thesis intends to explore both of these groups diligently.
2.3 Library instruction

The use of information, a basic part of everyday-life, is an extremely important resource for the social inclusion of newly arrived people. “The first step in providing social services to immigrants and other marginalised communities would be facilitating literacy of these services” (Caidi, 2005, p. 319). The instruction of the library is about how librarians challenge in developing and delivering effective information literacy instruction for people. Caidi argues that the library instruction can play an important role for immigrants to explore “the resources available and acquire library skills” (p. 319). Therefore, it is necessary to understand how to effectively search for and find information. Moreover, a person does not become information literate simply by being around information. “The ability to navigate various information institutions may indeed contribute to social inclusion of newcomers. This is a call for more dialogue so that the existing literacy practices of newcomers are incorporated into the development of new ones” (p. 319). The library can provide further information regarding courses like Swedish language for Immigrants [SFI], several libraries have language cafés, where newly arrived people are encouraged to come and meet with Swedish volunteers and to simply sit and chat, test and practice their language skills over a cup of coffee. The library is also a good place for newcomers to get information through forms, pamphlets, flyers, etc. “Individuals who live in multicultural societies should be provided with equal opportunities to access information and information services. Multicultural libraries must provide access to a broad range of materials in appropriate languages and services that reflect the community’s needs” (Oguz, 2011, p. 12)

The article ‘Settling in: The Relationship between Information and Social Inclusion’ (Kennan et al., 2011) considers the relationship between information and social exclusion, more specifically in terms of immigrants in Australia. One of the basic ideas, is that limited access to information leads to difficulty for individuals to participate in society and make informed decisions. This is commonly referred to as information poverty and declared to be something that immigrants often suffer when they come to a new unfamiliar society that is different from what they are accustomed with. This is where the various service providers, including library play a pivotal role in assimilation of newly arrived people. Service providers in research acknowledges that a major problem is the lack of awareness of the difficulties refugees face, which can make it even harder for them to get access to the information that they need. Therefore, the research emphasises the need for culturally appropriate options when it comes to access to and supply of information and education about it.

The libraries can always help with materials such as books and CD, but rarely have the opportunity to supervise the deeper issues. Apart from borrowing computers, libraries can help with tasks like job searches or studies.
2.4 Social inclusion
Although, the research in general such as Caidi (2005), Lloyd (2011), Lloyd (2010) and Oguz, (2011) did explain and highlight the importance of integration into the host society. Recent research by Kennan et al (2011) has found that the majority of this study speculates about information literacy of refugees and what role information is playing in social exclusion and inclusion for migrants. Not only that, the study also drew attention on the importance of the community and how important information literacy of refugees is for integrating this marginalised group better into society. Social inclusion is about the integration of all people into society. All people need a place in the community, integration requires a multicultural society and the offering of multicultural service, as well as mutual respect and understanding among the people with knowledge of culture, attitudes and society. Integration means equality between people. A society with good integration of production should be seen as an asset to the wealth of ideas, inspiration and growth in which all citizens should have equal opportunities to participate in community life. When newcomers and local people in general have more awareness that [integrate into a society does not mean that in order to be accepted to give up their cultural identity, their origin or their way of being] (Johansson, n.d.). Democratic society is characterised by everyone’s right to be different rather than the requirement that everyone should be equal. Integration emerges when all members of society regardless of social status, gender, age, ethnic background are as one (Johansson, n.d.). Similarly, Caidi describes information literacy of immigrants and provides information about how it is important for newcomers and how it plays an important role for social inclusion. "Information provision is a key component of social inclusion" (Caidi, 2005, p. 303).

2.5 Information practice
Most of the literature I shall bring to light in this section is in one way or another about information literacy of immigrants with social inclusion and social exclusion in the field of library and information science. Researchers have tried over the years to find different approaches to information literacy to facilitate it in social inclusion. Some focus is placed on immigrants´ information practice and information seeking. The issue that is constantly repeated in research is that the term integration is not used consistently in all research, but may instead be about related concepts such as social exclusion and social inclusion. The terms immigrants, refugees and newcomers are also frequently used in this research.

According to Aarnitaival (2010) writes in it detail about immigrants´ experiences of information literacy learning situations in Finland and about three cases of women who moved from Russia and Iran to Finland seeking asylum. Women who had been educators in their homelands were trying to enter the labour market to find employment in the same profession but found obstacles because of their lack of information literacy and language skills. It is required to have knowledge in information literacy and good language to “overestimate their client’s ability to understand spoken Finnish” (Aarnitaival, 2010, p. 312). The results conveyed that immigrants in this study, although
they have been living in Finland for several years, were still in need of knowledge and experience of information literacy. Moreover, they lacked information seeking in the context of working life.

Earlier research by Peisker (2007) specified about three refugee groups: ex-Yugoslavs, black Africans, and people from the Middle East. They discussed about different groups among the immigrants in the labour market whom have been living in the country for more than several years. They are immigrants whom have higher qualifications with good knowledge of required languages, which is an incentive for employers to hire them as professionals that are of desired profiles. The study also shows that there are immigrants who have difficulties with knowledge of language and information literacy. The result in general shows that the “participants own perception of settlement success using domains is of life satisfaction” (Peisker, 2007, p. 193).

Lloyd et al. (2010) investigated how refugees find and interact with information during the establishment process in a new host country. The study also examined how their information practices are shaped. For this purpose, authors have interviewed both refugees and aid workers. The research shows that newcomers had difficulty in evaluating information and information sources and they used the aid workers for clarification and guidance. The results also informed of information poverty which is impacting social inclusion and integration into society, “whereby poverty is underpinned by an inability to recognise viable sources of different kinds of informations, to access information that is circulated and distributed within an information framework support by culturally authorised organising practices” (Lloyd et al., 2013, p. 20).

The results in many studies show that social exclusion affects immigrants and that there is an information problem. Immigrants have an inability to recognise the important sources and to access information in a different kind of information society. Lloyd et al. (2013) considers that the social exclusion that often affects refugees may be an information problem.

2.6 Immigrants' information seeking
Several studies related to the information literacy of studies highlight the relationship between information literacy with information access and social inclusion (Lloyd & Sana, 2010, Lloyd et al., 2013, Peisker, 2007, Lloyd, 2015, Caidi, 2005, Lloyd et al., 2010). The article, Connecting with new information landscapes: information literacy practices of refugees examined how refugees learn to handle and become part of a new information landscape, and how their practice about information literacy can contribute to this, Lloyd considers that the social exclusion that often affects refugees may be an information problem. (Lloyd et al., 2013, p.122). Recent research by Lloyd, et al. (2010) has found that the majority of examines how newly arrived immigrants' participation in social economic, and social life can contribute to their social inclusion in the host country they come to. It is claimed that immigrants’ access to information about their new host society will be crucial for their inclusion or exclusion from this society (Lloyd
et al, 2010, p. 43-44). The authors also examine among other things refugees practical information literacy in order to understand how it can contribute to their social inclusion in the new host society (Lloyd et al., 2013, p.127-129).

According to Caidi (2005), access to information enables the social inclusion of newcomers and longer established "immigrants’ information-seeking behaviour and its relationships to social inclusion" (Caidi, 2005, p. 306).

The researchers Kennan, et al. (2011) presented a study of information which plays an important role in social exclusion and inclusion for immigrants. When the refugees arrived in Australia, a series of information related activities began. Information was shared between aid workers and the new arrivals. The professionals, who worked with newcomers and volunteers, were an important source of information about everyday life for instance like what social services were available. When the refugees moved into their own house and became associated with their new surroundings, their perception of their new society changed and expanded their information relationships. They were then forced to find and establish their own sources of information. Help workers had a mediating role and were seen by the refugees as an authoritative source of information. Many of the participants said they received conflicting information and information they did not understand. In this situation many of the refugees turned to help workers to get clarity and guidance. Most of the refugees hoped to live in the major cities where they could communicate with people who spoke the same language.

The result shows that the internet was not a major source of information for the participants except for those who were of school age. They used the internet, among other things for school assignments and to contact their families and friends. Young refugees also helped older refugees to understand the authorities' websites. The research also entails that almost all immigrants and aid workers were needing more time in the establishment process. Moreover, the lack of time was a major hurdle in getting the necessary information.

The researchers that are considering certain ways to support this claimed to be offering programs where immigrants can learn about information literacy and thereby obtain improved information practice and technological expertise, and to increase service providers knowledge about immigrants' actual needs (Lloyd et al., 2010, p. 43-45).

According to Lloyd (2015) the concept of information literacy of refugees, and information resilience by looking at the refugee experience of health information and their information about the internship. Information resilience is described in the study as a result of information literacy practice, and highlights the fact that information and work experience can play a crucial role in supporting the people that come to a new host country and do not have basic literacy/numeracy skills, social networks and are unfamiliar with the new information landscape (Lloyd, 2015, p. 1029-1032).

Whereas, Clara Chu (1999) argues that for many of the newcomers when they arrived to the host country, the parents, particularly the ones who does not speak English are dependent on their children or on their relatives when acquiring information. The
research shows that children helped their parents in a variety of activities associated with different informations that required one to two languages and the ability to understand the informations. Activities could be interpreted, where the children could translate for their parents orally or by filling in forms and writing letters.
3 Theoretical framework

In this chapter, the theoretical framework of this paper shall be explained which shall embrace a socio-cultural perspective. The framework shall maintain a key focus on situated learning and Annmaree Lloyd’s professional practice theory and its interplay with information literacy.

In the following section I shall explain the theory of Lloyds' model of information literacy with four concepts which are information work, influence work, information sharing and information coupling.

3.1 Theory information literacy as information practice

In this study, with the idea of information literacy as a sociocultural practice, Lloyd (2010) has provided an analytical framework by conceptualising Schatzkis’s view on site ontology and practice theory. While ontology is the study of the reality of our world, site ontology focuses on the kind of context in which “the nature and transformation of social life” is shaped (Schatzki, 2000, p. 22). As stated by Schatzki (2000), the site where human activities takes place is determined in relation of three dimensions; spatial, temporal and teleogical. The site is tied to its physical space (spatial), the time of events (temporal) together with the purpose of the act (teleogical). (ibid.). Regarding theory of practice, Lloyd (2010) considers that information literacy is context-dependent, where the surrounding environment is shaping the development of a socio-cultural practice. Therefore Lloyd has developed by various studies a model and theory which is based on Theodor Schatzkis practice theory. An important role where a developed knowledge of communication and activities in practice and the process from beginners to active participants which importance. Developing knowledge about communication and practical activities is playing an important role in the process of people becoming beginners to active participants (Lloyd, 2010).
Lloyds' model of information literacy (Lloyd, 2010a, p. 94).

Lloyd perspective model describes in more detail the process various knowledge modalities which are in turn divided into several forms of modalities where knowledge development towards the participants is done by particular modalities. The model describes the mediation of knowledge which takes place through various information modalities which embody the socio-cultural idea of mediation which values the importance of physical activity in practice when considering beginners (Lloyd, 2010a, p. 94).

3.2 Four concepts

As previously mentioned, this paper shall be following four concepts that are used for analysing the interview data in a multilayered approach to information literacy, by highlighting the "social setting in which a person enters and operates" which will be used in analyzing the interview data (Lloyd, 2010a, p. 171-174, & Lloyd, 2010b, p. 253).

Information work

Information work plays an important role in the process where newcomers learn about information literacy and practice information. Lloyd comments that through information work, this would "include observation of expert work practice by newcomers to engage with embodied knowledge and observation of new members by experts to identify information gaps" (Lloyd, 2010a, p. 171-172 & Lloyd, 2010b, p. 255). On the other hand, the organisation of information, and the practices of work plays an important role for individual components of information work. The development of information work may also be dependent on the ability of generating and nurturing a functioning which synergistically could be among the informations. Lloyd considers information work
probably can engage in collaborative participation, "Information work may be constituted through the epistemic modality as the development of activities and strategies that engage members with sources of codified knowledge" (Lloyd, 2010a, p.171-172).

**Influence work**

According to Lloyd (2010) “the community plays a critical role in facilitating the transition of new members towards co-participation and shared practice” (Lloyd, 2010a, p. 173). Lloyd considers that through Influence work, which is constituted by mediating activities of the members of community, as they are able to interact with newcomers and with each other. Furthermore, the co-participation and shared practices can play an important role in facilitating the transition of newcomers into the community. The knowledge and experience of the members of the the community can play an important role for newcomers, because community actively shapes individuals by “community’s history, culture, traditions, practice and performance and draws them towards knowledge sites that are sanctioned” (Lloyd, 2010b, p. 254).

**Information sharing**

According to Lloyd (2010), information is sharing that could not be measured in practice; that instead information sharing is a connection between influence work and information work which has been researched in the library and information sector. Information sharing does not measure as practice and focuses mostly on activities like exchanging the information with each other. "Information sharing is a purposeful activity, which enables a member to give and receive information" (Lloyd, 2010a, p. 174).

**Information coupling**

Information coupling plays and important role in facilitating transfer from subjectivity to inter subjectivity emergent awareness of where information is situated. “Coupling facilitates emergent awareness of where information is situated, and the strategies used to operationalise access to it within the various modalities” (Lloyd, 2010a, p.174). Moreover, information coupling strategies can be used to operationalise access to it within the various modalities. "Through coupling of the mind, body and experience, the institutional knower is positioned by the affordances of the community that influence the actions and activities required in practice" (Lloyd, 2010a, p. 174).

**Interpretation of the model and the use in this study**

In this study, I have chosen to use Lloyd’s model of the information practice as an instrument for analysing the results of my interviews. I shall begin by describing the theoretical starting points I have chosen to use.

Foremost, my theoretical framework is based on Lloyds model created from Schatzkis practice theory since the information search processes play a key role in newly arrived peoples’ information literacy as well as the way librarians approach information literacy
instruction. My questions highlight on newly arrived people's perception and how to understand information literacy, as well as information seeking and information practice of newly arrived people. In the empirical material are assertions of the participants viewpoints about information literacy are provided. Lloyd’s model is was deemed to be an appropriate theoretical framework to use in my analysis (Lloyd, 2010ab). Lloyd considers that “Information literacy is a rich and complex social information practice that is constructed according to specific practical understandings” (Lloyd, 2010b, p. 245). When newly arrived people arrive to the host country many of them are asking to help other individuals (i.e. relatives, friends, co-workers, co-ethnics, settlement workers, staff of the community like someone leader, religious leaders, etc.) as the first step when seeking information for managing the transition (Lloyd et al., 2013).
4. Method
In the following section I shall explain the method and the importance of using semi-structured interviews and for why it was chosen. Supporting this choice of methods, selection, ethical considerations and interview guide will also be described and explained.

4.1 Choice of method
According to Wildemuth, “Semi-structured interviews are one of the most useful data collection method for studying a wide range of information behaviours” (2009, p. 240). Several authors (Wildemuth, 2009 & Kvale, 1997) consider that by making a qualitative interview, the interviewer tries to "understand the world from the point of view of the interviewee". By making interviews face-to-face provides more freedom to the respondent’s answers and makes them feel more comfortable so that individuals interviewed can "understand the world in varying ways" (Wildemuth, 2009, p. 233 & Kvale, 1997, p. 17). Another reason to use semi-structured interviews is that it provides protection of identity. This is of particular importance for profiles that are of a refugee background as they have evaded from past dangers, promoting their profile would be irresponsible as it could consequently scupper their protection of identity. For these reasons, I chose to conduct semi-structured qualitative interviews as the empirical method of collecting data to support this thesis.

4.2 The selection and the contact
At the beginning of my study, I utilised contacts with community staff working in the immigration field. After that I decided to contact some schools such as [Folkuniversitetet] at first. After I sent several e-mails to schools, I gained responses from the administration of [Folkuniversitetet] which was a credible source as [Folkuniversitetet] is considered to be a leading education provider to adults in Sweden. The administration suggested that I come personally to the school and meet the newly arrived people and explain to them directly face-to-face the topic of interviews.

I went to the [Folkuniversitetet] and met the rector, some teachers and newly arrived people from Syria whom study Swedish language. I explained my issue with needs of the interviews to the rector and teachers. The rector guided me to the classrooms and gave me available time to talk with the newly arrived people and explain to them about the interviews. I asked the newly arrived people from Syria whom study Swedish language in school and whether I could have permission to interview them. In this way, I found more than 15 newly arrived people – both women and men - from Syria to interview. Then I explained to them that I will need to interview 6-8 women from Syria and each interview will be individual at roughly 40 minutes each. The interviewees were chosen selectively on the basis of the criteria which is explained in the chapter on definitions. A selection sample chosen with intention means that informants are chosen because they represent what is to be studied and that they are the desired population for the purpose of the research (Wildemuth, 2009, p. 130).
4.3 Interview procedure
Throughout the interview procedure, I asked questions, listened and tried to understand and gain insight into how newly arrived people´s world looks like. I used semi-structured interviews which means that the questions are based on my purpose to examine how newly arrived people are searching information and estimate source credibility (information literacy) in their everyday-life information seeking process. This structure also gave me the leeway of changing the questions during the interview, for example, to follow up on an interesting comment or practice in order to obtain finer data.

The interviews were conducted with newly arrived people of seven women from Syria who have been living in Sweden or had lived in Sweden for different periods of time for more than one year. Participants’ information literacy research was also observed in everyday-life situations. The interviews took place in May 2016 in [Folkuniversitetet]. Many of the newly arrived people preferred to take a little time to get to know me before starting the interview in order to establish trusting relationships. The interviews lasted between thirty and forty minute and were conducted according to the wishes of newly arrived people in the meeting places of school.

In my interview guide, I had my themes linked to my questions, which were concerned with the immigrants' information seeking practices in their everyday life. When I was interviewing the subject, it was quite natural that the conversation followed the order I had put my questions in. However, sometimes I changed the order of the questioning during the interview when the participants needed more explanations, so it was in an easier format for them to understand the issues and provide better responses. There also arose follow-up questions too. I started my interviews by asking a few questions about newly arrived peoples' background. For example, how long they have been in the Sweden and what education background do they have. The reason I chose target group of only women from Syria aged between 30-50, was that I wanted to focus on their way of seeking information. If this study did not have time limitations, it would have been commendable to have interviewed more women from other countries in order to get more evidence and investigate if there are differences between women from different regions. However, since the choice of participants was limited, I decided that it would be best to focus on this one target group and to go into a little more depth and get more information from them.

4.4 Ethical considerations
The interviewees were informed about the content and purpose of the interview, and that the names of interviewees and the name and address of the school will not be mentioned in the study. According to Kvale (1997), it is important to provide information about the general purpose of the interview about how the interview is structured. It is also very important for both participants and researcher to protect the written information (Kvale, 1997, p.107). At the time of the interview participants were notified, that the data will be used in the paper, which will be published and that
participation is voluntary. This means that the interviewee had the right to cancel the interview or not answer some or any of the questions. In order to protect the identities of my respondents, I reiterated that no personal names and name of school will be mentioned in the study of this bachelor thesis. In support of this, Kvale (1997) accentuates the importance of respecting the personality of interviewers and how important it is to not present any kind of private data that allows interviewees to be recognised by others. Further, Kvale emphasises on the requirement of consent from respondents and upholding the human rights of all that are interviewed. All data that is obtained must only be for the possession of the interviewer whom has the consent from their respondents. The statements gathered during the interviewes were anonymised by giving them fictitious names in the transcriptions. This is of particularly importance for profiles that are of a refugee background as they have evaded from dangerous places.

4.5 Method for data analysis

In the analysis of the responses, major issues are divided into sections based on the concepts developed by Lloyd. This is done in order to understand the role of information literacy of newly arrived people based on their own view of it. Before the information literacy of newly arrived people will be described based on respondents' answers. It will eventually result in a broader analysis and discussion on Lloyds' concepts that exist.

When all the interviews were conducted and transcribed I reviewed the text and marked parts which were of relevant importance to various research questions. Based on these elements the interviews were subsequently summarised for each participant. The resulting text has become a report about how each individual newly arrived person is seeking information and perceives information literacy.

The resulting text has been read again in order to select and organise the statements to understand how they are affecting information literacy learning and information work, influence work, information sharing and information coupling according to the information modalities from Lloyd (2010a) model. I made use of the four concepts by various knowledge modalities which were divided into several forms of information modalities. In which, knowledge development towards the participants is done by certain modalities when I used the words ‘experience’, ‘discover’ and ‘participate’ and when I create benefits for informants' statements.

The reason for this choice of method of analysis is that it creates a situation where I can thoroughly go through paragraphs of text and successively break them down to make it easier to see if they will belong to a particular concept. This requires several steps in review of the empirical data.
5 Results
This chapter presents the result of seven interviews with newly arrived people from Syria. Firstly, I shall present the newly arrived people I have interviewed, which shall be followed by a description of the results obtained from the interviews.

5.1 Anna-Christina
Informant Anna-Christina is 45 years old, she was a French teacher in Syria. She moved from Syria to Sweden and has been living here for two years. She has two children – 14 years and 16 years old. Anna-Christina gained residence permission after seeking asylum. Anna-Christina’s mother tongue is Arabic but she can also speak French and limited Swedish. She is trying to learn more Swedish at school.

Firstly, Anna-Christina commented that she thinks it is difficult to search information in Swedish. At first she is trying to search for information through the internet which proves to be a difficult task, and then translate the information into Arabic or French in order to understand it. On the other hand, when she needs help in finding the information, Anna-Christina is asking her children to manage it or asking some friends and colleagues at school if someone knows about the information which she is looking for. Anna-Christina says sometimes when she is lost for time, she tries to ask Swedish people in public places through her children who can directly translate for her into Arabic. Anna-Christina explained that there is a lot of information which could be important and it usually depends on the circumstances. For example, at the moment she is particularly focusing on the information associated with work and studies; like how can she get work as French teacher or other similar jobs and to know more about requirements of study and conditions of work. Anna-Christina says that the trouble is, that sometimes it is difficult to find out where and from whom should she ask for the relevant information. She finds that she has biggest trouble with language and research techniques. Sometimes when she needs help and her children are not available at home, she has to wait for them to come back home or she attempts to phone someone else to help her such as friends. Anna-Christina considers that it is most important to learn the language and the ways to seek information, otherwise it will be difficult to assimilate into the society and can be difficult to gain a job.

Continuing, Anna-Christina explained that when she needs help, she mostly manages it through her two young sons, who are learning a high level of Swedish at school and have Swedish friends. Sometimes her sons ask their Swedish friends to find the relevant information. Other times she is relying on some of her friends at school to ask information or goes personally to the necessary place such as health centres or to labour markets, with one of her sons. Anna-Christina says that her two sons have learnt Swedish quickly so far and are on their way to acclimatise in their new society.

Anna-Christina also finds it is difficult when searching information in other language to understand it. Very often she tries to translate the text into Arabic or French with particular automated translation program in order to understand it better. On the other
hand, the translation does not always translate well enough to convey the same meaning as the original information in Swedish. At the same time, Anna-Christina considers that it is also a good advantage to search information in other languages because it gives opportunity to learn new words and things.

Likewise, Anna-Christina is wondering if she wants to work as French teacher and how to find more information and instructions about this type of work. She explained, that in her homeland there was no opportunity to acquire the techniques of digital literacy. She finished her interview with the words “The language is key of everything”.

5.2 Birgit

Birgit is 38 years old, she was a housewife in Syria, and she has been living in Sweden for one year and two months. She has a husband and children. Birgit studied until secondary school and then came voluntarily to Sweden after her husband. Her mother tongue is Arabic and a few months ago she started learning Swedish at school.

Birgit says that when she needs help searching for information, at first she asks her husband if he knows about the information. While, sometimes she is trying by herself through her smart phone which is connected to the internet. When she is at school, she is asking her friends about information seeking in order to get more support and learn how to search by herself. The reason Birgit is asking information from her husband is, that he has been in Sweden for a longer time than her and she very often relies on help from her husband.

Birgit considers that the most important information is about the labour market and about the laws and the roles on the labour market such as the requirements of different type of jobs. Birgit states that beside the information about work, general information is important for other things too. For instance, purchasing something on the internet instead of spending much time and more money on transportation costs. She also says that the trouble sometimes, when she is searching for information by Google, is that she finds several websites which seem to provide similar information and as a result of this gets tired about finding out which information is relevant for her. Another trouble is with the language - when the instructions appear on the website and she does not have information and enough language skills to understand it.

In addition to asking help from her husband, Birgit is also trying to find information through her friends at school. Sometimes she is asking for help from her Swedish teacher if she has enough time. Birgit says it is difficult to understand information in other languages and she prefers someone explaining the information to her in Arabic language verbally to understand it better. She says that she does not have enough opportunities to practice the Swedish language skills and its techniques. Birgit frequently questioned about the work and research technique, what level of language should be enough to manage it in her situation with work and information seeking. Moreover, Birgit reflects that if someone does not know how to read and write then they
are illiterate. Although she does not think that someone who does not know about information literacy is illiterate too.

5.3 Cecilia

Cecilia is 35 years old, she was an Arabic teacher in Syria, and she has been living in Sweden for 10 months. She has one child and she came voluntarily to Sweden after her husband. Her mother tongue is Arabic, she speaks a little bit of French and from the time of being interviewed she had been learning Swedish for five months.

Cecilia is searching for information mostly through the internet, social media and her friends and colleagues at school or some others who have been in Sweden for a longer time. Cecilia is trying to learn Swedish at school and besides that she practices Swedish by searching information through Google mostly, or on her smart phone with access to information via the internet. On the other hand, Cecilia is sometimes trying to ask about information from some Swedish people and to learn more about information and practice her Swedish language. Cecilia says that the most important information for her at the moment is information about dwellings because she is trying to find a new apartment promptly. Cecilia considers that they are experiencing somewhat of a property crisis as she and her family are sharing apartment with another family. For this reason she is spending much time searching information about current property vacancies.

Moreover, Cecilia is also interested in information about certificate qualifications in Arabic language and information about education in Sweden. She says the difficulties when she is searching for information is that she does not know where to find it and what to write about or how to formulate the questions. If she finds some relevant information, for example about the dwelling, then she does not know how to follow the instructions. Another trouble is with translators. Cecilia considers that sometimes that translators do not translate well and may be they do not have a strong command in the language that they are translating in. Sometimes the translations are wrong or they are not clear.

Cecilia explained that when she needs help, she is trying to ask from several places to get the correct resources from reliable sources. For example, through the internet on and through social media such as Facebook where she can openly consult with Syrian friends for desired answers. Although, the trouble is that they do not always give the correct information. Another way Cecilia attains information is by contacting some of her friends by phone, but again they are also not always reliable for providing the correct information. Sometimes Cecilia visits the town centre and asks in the Red Cross and at the library for further help. Albeit, she did not realise at first that librarians can help her with searching information which has now proved to be extremely helpful for her. Cecilia orginally thought that librarians helped the visitors mostly with the books, such as borrowing books. Cecilia explained that it is difficult to understand the information in other languages other than her mother tongue; although she knows a little
bit of English and uses translation online into Arabic. Cecilia considers even with translation sometimes that the meaning of information is changing and gives another meaning instead of the original meaning of information. What is more, is that Cecilia is wondering about the possibilities of seeking information regarding teaching courses and courses in computer schools which are taking place at school once a week. Cecilia feels that a further understanding of this, will allow her to pursue her ambitions of teaching in her new society and attain all information which is necessary for a future career.

5.4 Dania
Dania is 32 years old, she studied in secondary school and two years at high school in Syria. She had been living in Sweden for one year and four months at the time of being interviewed. Dania has residence permission after seeking asylum with her family. She speaks Arabic and six months ago she started to learn Swedish at school.

Dania says that when she is looking for important information, at first she is trying to find the information through the internet via popular search engines such as Google. Then, afterwards she sometimes asks her family and some relatives about the information to find out more about it. Also when she is at school, she is trying to ask her friends who study Swedish at the same school, if someone knows and if they can explain to her in Arabic to understand it better.

Likewise, Dania says that there is a lot of information which is important in daily life like information about work, hospital, studying, looking for apartment and news. She considers it is most important to learn the language in order to be able to study and learn more about search techniques and get the information by searching on the internet. Dania says that the problem is that it takes a long time to get reliable information through asking and searching if you have low skills of Swedish and need to search for techniques. She says that sometimes even when she was asking some of her friends or Swedish people, she did not get the same responses. She considers that sometimes there are also different answers with different opinions from her friends or Swedish people. Dania states that it can be rather time consuming when having to often ask from different places such as schools or through her friends and asking her teacher, the Red Cross, library and the internet.

Lastly, Dania considers that it is often difficult to understand information in other language than Arabic. She described that she regularly translates the information into Arabic through Internet or asks her family and friends at school to translate it in order to understand the information. She is asking in the library and Red Cross often if they can help her with finding the relevant information she needs.

5.5 Elin
Elin is 37 years old, she studied economics at university in Syria, and has been living in Sweden for one year and nine months. She has residence permission after seeking asylum with her family. She is practicing in the Red Cross while learning Swedish at
school, she does speak Arabic, a little bit of French and ten months ago she started learning Swedish at school.

What Elin made clear is that she is seeking information through different ways. At first she is trying by herself through the internet and Google to translate it into Arabic, or by her friends at school and in the Red Cross. Sometimes she is asking from her friends by telephone or from her family if they know how to find the information and where. Equally, she is also looking for information through her friends on Facebook who sometimes are writing in Arabic.

Elin says that this depends on the circumstances like searching information on the website of job placement, information of taxes, information on rental apartments, education and health care. She finds that she is having the most trouble with language and search techniques when she is looking for a job and does not know how to manage good searching and writing applications for jobs. On the other hand, Elin says that when she needs someone to help with translation into Arabic, sometimes through the labour market or hospital the translators do not have good knowledge for translation and do not translate the informations as she needs. On the other hand, Elin says when she is also looking for a job through some friends recommendations on job placement websites it often proves to be difficult. While sending her CV to prospective employers, Elin bemoans that many of the employers do not respond to her emails. Elin has considered methods of help and how to manage it. Elin says she sometimes depends on those that are close to her if she is at school or at practice work in the Red Cross as well as trying to ask her friends and manage it. Other times, Elin waits until she can find one of her friends who possesses good knowledge of Swedish or English. It is often that Elin decides to go personally to the labour market, tax office, bank and hospital to gain assistance through translation. Elin considers that it is not easy to understand the information in Swedish language particularly if the information is of a high level in the language without translation into Arabic.

Last of all, Elin is wondering about the possibilities of searching for a job and states how difficult she feels it is. Elin says "if someone does not get the opportunity to work, then they feel isolated and there is no chance to be involved somewhere, it feels like no one hears you".

5.6 Frida

Frida is 46 years old, she studied English literature and was an English teacher in Syria. She has been living in Sweden for nine months. She has received residence permission after seeking asylum with her family. She is practicing in the Red Cross while learning Swedish at school, she speaks Arabic and English and three months ago she started learning Swedish at school.

Frida reflected that she usually looks for information through the internet, Google and on Facebook. At other times, she asks Swedish colleagues in the Red Cross during her
studies and at school from colleagues and teachers if there is a person available with the knowledge required. Besides that, she is sometimes visiting the library and asking the librarians in English. Frida considers that most important information for her at the moment is about procedures of assembling family and application for aliens’ passport. At the same time she is searching information about work through website of job placement and sometimes through the Red Cross.

Equally, Frida considers that she sometimes has trouble with search techniques. Often the problem is, that when asking her friends or Swedish people in the Red Cross for important information, she gets mixed responses. Frida says that language is most important to understand about the information. Moreover, she says that she needs Swedish as well as Arabic and English to manage her current life situation in a better way. Sometimes when she is looking for a job, she feels that employers are also focusing on the background of education from Sweden which is important besides the Swedish language. Frida says that she can mostly manage it through her Swedish friends in the Red Cross and some other friends on Facebook when they know some information is published there on Facebook. She sometimes visits the library and often asks about books. She says that usually she gets help through explanation in English and considers that it is very good advantage point with Swedish people, who mostly speak English fluently, and therefore she can manage texts very well when she is talking with Swedish people. Frida reiterates that there is no trouble with finding information in English on the Internet or when she is asking Swedish people in English. Frida commented that for the last ten years, the English language has become very popular at schools in Syria besides French. The students have the option to choose between French or English to learn the second language at school after Arabic. These last years there are many students who prefer to learn English instead of French, as French was a second language at school for long time.

Last but not least, Frida says that any advice for finding jobs and asking about information of possible wage gaps between men and woman is difficult to come by. Frida says that when she was in her homeland there was no opportunity for having use of digital literacy. Frida’s final comments in the interview were that hopefully that finding a job will become easier and less of a dream.

**5.7 Gunilla**

Gunilla is 34 years old and she studied until high school in Syria. She has been living in Sweden for one year and two months and she has gotten residence permission after seeking asylum with her family. She speaks Arabic and four months ago she started learning Swedish at school.

Gunilla says at first she searches for information through the internet on Google via computer or smart phone. Then she searches for information through her family and friends at school. She meets her friends very often at school and they discuss with each other about important information, for instance what the information means and where it can be found.
Equally, Gunilla thinks that the most important information to know about is the laws of the society, information about procedures of work, information of study and health care and what are the requirements for coming into the labour market and searching for a job. There is other information which can be important depending on differing situations which may occur on a day-to-day basis. Gunilla says that she has most trouble with language and search techniques. She does get help mostly through friends who explain in Arabic and sometimes there are some friends that are writing the important information on Facebook, although this information is not often reliable or correct.

Due to this, Gunilla says that it is very important to learn about information seeking and how to get correct information from reliable resources instead of being dependent on other people. Gunilla considers it difficult right now to understand information in other languages other than Arabic, exceptions are some easy information in Swedish. Often, Gunilla will sometimes use a dictionary in order to understand it. She is also wondering about the information in library and how the library can help her with searching information.
6 Analysis

This chapter shall showcase the analysis of the responses of the participants based on the theory model of four concepts, which are information work, influence work, information sharing and information coupling (Lloyd, 2010a). The empirical data sourced is the basis for the analysis and will be discussed in association with concepts of the theoretical framework in order to obtain a better understanding of the data retrieved. Each item begins with an example of how the analysis looked like, from the conceptions and responses from the participants. This is to show how the differences have been analysed and tools have been utilised for structuring the interviewees' statements.

Moreover, through the various modalities this analysis will be based on information work, influence work, information sharing and information coupling for the actions and the different activities within the practice (Lloyd, 2010a).

6.1 Information work

It can be shown through the concept of the information work and analysis of the participants' statements, that information work could play an important role for newcomers learning about information literacy and practice information. The participants like Frida, Elin, Cecilia and Dania who are visiting the Red Cross very often do get help about information. They think that information work leads to commitment and action. In essence, it could infact overhaul the situation for newly arrived people to improve their living conditions and provide opportunities. In turn, by learning about information literacy and to be information literate will help newly arrived people aspire to work and participate in job seeking.

The participants Frida, Elin, Dania and Cecilia all consider that support for information work will help them to learn more about information literacy. This suggests that more attention should be given to the ways in which societies help newly arrived people to learn about information products which help participants to acquire information literacy. Frida, Cecilia and Elin also consider the concept of information work which could be useful to determine about an individual that has social creativity in information work. To reflect, Lloyd considers that information work probably can engage individuals in collaborative participation as "information work refers to the strategies that are employed not only by members but also the collective strategies of the community to ensure that all members engage with information, sites of knowledge and employ appropriate information skills, which reflect the ways of doing things as sanctioned by the community" (Lloyd, 2010a, p. 173).

Furthermore, the analysis shows from the results of participants' statements that informants like Elin, Frida, Dania and Gunilla consider that information work facilitates the opportunity to integrate into society which allows newly arrived people to learn about information literacy as well as plays an important role in the society that is supporting them. Informants like Cecilia, Frida and Anna-Christina all consider that
information work should be provided in order to help communicate with the community effectively and to help learn about information literacy as they consider performance of workplace can facilitate to develop the activities and strategies of codify in the host society. Although Frida and Anna-Christina are considered to be of a more mature age, which can reduce the chances of study and work opportunities. Whereas, other informants like Birgit, Dania and Gunilla that are of a younger generation may consider to learn about information literacy and activities of codify in the host society to get work. Thus, it has to be considered that the organisation of information and the practices of work can play an important role for individual components of information work and the development of information work. This may also be dependent on an ability of generating and nurturing a function which synergistically could be among the informations.

6.2 Influence work

Influence work demonstrates the traits of social modalities that are practiced in the socio-cultural idea of mediation. This concept lays importance on physical activity in practice interaction with other participants to helps individuals to apply theoretical knowledge in practice which is mostly for beginners (Lloyd, 2010a, p. 94). Through the concept of influence work and through the analysis of the participants' statements conveys that Lloyd considers it to be constituted by mediating activities of members as they are able to interact with newcomers and with each other in the community.

Moreover, informants alike Cecilia, Frida, Anna-Christina and Elin all consider that when they need help, they often ask Swedish people about the information in the Red Cross or somewhere in the city, e.g. information centres, tourist centres, local restaurants etc. They consider that by seeking information through the community it can play an integral role to facilitate the transition of newcomers towards co-participation and shared practice. As Lloyd (2010a, p. 173) acclaims "The community plays a critical role in facilitating the transition of newmembers towards co-participation and shared practice". By analysing the participants' statements, it goes to show that informants such as Elin, Anna-Christan, Frida and Cecilia are considered through influence work as it helps them to integrate into society. As Frida and Elin point out they are trying to find jobs and there are good opportunities through influence work which would enable social inclusion within their society. Although, Cecilia has only been living for a short period in her host country and she considers how important it is to be physically active in practice which promotes having communication with the community. Cecilia considers it to be important to learn about information literacy and the language and culture of the community in order to get suitable work in the host country. Whereas, Elin and Frida through practice work in the Red Cross have been able to communicate with Swedish people, which they consider to be influence work through physical activity in practice which advocates social inclusion. To reflect, Lloyd comments that "through experience of interaction with other members and through the actual performance of work, information is grounded and subsequently meaning making takes on an intersubjective shape" (Lloyd, 2010a, p. 173). The analysis of the results shows that informants Dania,
Gunilla and Birgit require more support from the community from information bodies which facilitate in engaging new members to know more about the culture of their community. "Experienced members of the community engage new members with explicit and implicit information about the community’s culture, history, traditions, practice and performance and draw them towards knowledge sites that are sanctioned" (Lloyd, 2010b, p. 254).

6.3 Information sharing

Henceforth, the analysis of the interviews and information sharing of Lloyd’s theory shows that "the activity of information sharing is central to both information work and influence work" (Lloyd, 2010a, p. 174). There is some compatibility between the participants and information sharing as analysis of the participants’ statements show that it is compatible with Lloyd (2010a). Lloyd mentioned that "information sharing is understood not as a practice but as an activity that is purposeful and one that is affected and influenced by the sayings and doings of the environment" (Lloyd, 2010a, p. 174). As Lloyd articulates that newly arrived people meet their needs with information by exchanging information with one another, but not to practice the information only to realise the strategies of seeking information. The analysis of the participants' statements shows that when Cecilia and Frida are trying to share information, they learn about information with the strategies of seeking information, not only by finding the information.

Likewise, informants such as Birgit, Dania and Gunilla mostly understand that finding information and exchanging information through relatives or other families can help to understand that "information sharing is a purposeful activity, which enables a member to give and receive information" (Lloyd, 2010a, p. 174). The analysis of the participants' statements show that individuals alike Anna-Christina demonstrates that although she was a French teacher, she is trying to learn how and when to find information and focusing on managing it mostly through her two young sons which can help her with her needs when seeking information. Anna-Christina and Frida realise that it is important to learn search techniques as well as the societal language which will help to facilitate learning more about information literacy which has become an important role in the present time. Anna-Christina and Frida also consider that because of their age that their opportunities to study is prohibiting their chance to get to study postgraduate and learn about the language and digital literacy. Granting that Frida was an English teacher, it should be of guidance to help her communicate with the society much easier than Anna-Christina who does speaks mostly Arabic and French.

As the analysis of results conveys that newcomers with lesser understanding of digital literacy are likely to struggle to learn the societal language, not to mention learning about information literacy to become information literate. Although, the analysis of results shows that Elin was ambitious and active in searching information for employment and other important information in everyday life. Elin is most assimilative with Lloyd’s theory (2010a) as Lloyd emphasises that "information sharing is a
purposeful activity”. Albeit, Elin is trying to learn the language on top of learning how to search for information too as she is trying to find employment through many different channels for her to live and integrate better into society.

### 6.4 Information coupling

The term ‘information coupling’ is analysed in the empirical material based on Lloys’ viewpoint of information coupling. According to Lloyd “information coupling facilitates emergent awareness of where information is situated, and the strategies used to access it within the various modalities” (Lloyd, 2010b, p. 255). Through the interplay between the various modalities which could bring both the knowledge and experimental together which may base knowledge to produce a way of knowing within the site that is. Inter subjectively is understood as based mind knowledge in physical actions and activities.

Continuing, information coupling plays an important role in expediting transfer from subjectivity to inter subjectivity to having emergent awareness of where information is situated. Informants such as Cecilia, Frida and Elin consider that information coupling eased the practice of information on different sites which activity of information literacy “coupling facilitates emergent awareness of where information is situated, and the strategies used to operationalise access to it within the various modalities” (Lloyd, 2010a, p. 174). Furthermore, the strategies can be possibly used to operationalise access to it within the various modalities. According to Lloyd, in this analysis of the participants’ statements, it depicts that informants like Frida, Cecilia, Gunilla and Elin are newly arrived people that are looking for information through Facebook which supports the act of learning about information literacy. Albeit, sometimes or quite often the information on Facebook is not always reliable. Whereas, others informants like Birgit, Ana-Christina and Dania comment that they acquire information mostly through their family and relatives. "The enactment of information literacy occurs through the site of the social and as such it is influenced by what is prefigured within the site, including knowledge sites and their specific information modalities and the material objects within the site” (Lloyd, 2010b, p. 255).
7 Discussion

Seemingly, information literacy of older newly arrived people is increasing as it has become an important issue in the society to support this target group to learn about information literacy. This is predominately due to the fact, that many newly-arrived people are in need to be introduced to the labour market and need assistance with integrating into society.

The results show that almost most of the participants (Cecilia, Dania, Elin, Frida and Gunilla) have similarities and differences to access information in the society. Firstly, all the participants except Anna-Christina and Birgit when they look for information, they look firstly through the internet despite their low command of the societal language. This is helped by search techniques to find the information which the individuals seem capable of learning by themselves. After they are attempting to find information through the internet it is often that they are unable to access information. When this particular situation happens they turn to their relatives or friends instead. Anna-Christina accesses information in the society mostly by her two young sons which have a higher command of Swedish and possess good digital literacy skills. Birgit accesses information in the society mostly via her husband whom has been living in Sweden longer than Birgit. Her husband has experience and knowledge about seeking information more than Birgit.

As Lloyd considers, that like most of the people, newly arrived people are most likely to ask other individuals (i.e. relatives, friends, co-workers, co-ethnics, settlement workers, religious leaders, or staff of the community like some leaders, etc.) for help as the first step when they are seeking information (Lloyd et al., 2013). Although they spend a lot of time to access information, the usual method of seeking information via relatives or friends almost inevitably trumped unreliable information. What can be said is that the participants are showing willingness to obtain information through different methods to learn how to handle to become part of a new information landscape. But the high technologies in search technique of information science and information poverty of newly arrived people is reducing the chances to access information in order to better integrate into society. Another reason is that despite certain participants having higher education, it is most likely that because of the crisis of wars and financial setbacks it did not allow them to have greater dexterity with technologies which could have furthered their digital literacy ability to read and understand information as well as have a basis of understanding how information is organised.

On the other hand, the participants are in need of more support from their community and particularly through community figures which can play an important role for newcomers (Lloyd, 2010b, p. 254). Scholars Caidi (2005), Lloyd et al. (2013) and Kennan et al. (2011) consider that information can play an important role in social exclusion and inclusion for immigrants. Lloyd considers that the social exclusion that often affects refugees may be due to an information problem. (Lloyd et al., 2013, p. 122). As Lloyd mentioned that “the community plays a critical role in facilitating the
transition of new members towards co-participation and shared practice” (Lloyd, 2010a, p. 173). Moreover, Lloyd consider that "social and corporeal sites are drawn together and render the newcomer in place” (p. 174).

The result shows that the participants in general have some differences and similarities about seeking information. As the previous research shows Chu (1999) and Lloyd et al. (2013) consider that newly arrived people need help when they arrive to their host country, Anna-Christina despite being a French teacher, she is managing mostly through her two young sons to assist with seeking information. While, Birgit is able to seek information mostly by her husband when she needs help to find relevant information. Frida is able to organise and use searching strategies through different ways such as asking Swedish colleagues at work in the Red Cross or asking her friends at school and occasionally through her English as she has an upper-hand compared to other newcomers being able to converse freely in English. Whereas, the other participants Elin, Dania, Cecilia and Gunilla are using information seeking strategies mostly through their friends at school and Facebook to find relevant information. The participants tend to be utilising many different methods of managing information; although sometimes they can be ill-guided with wrong information. It can often be problematic finding valid information as it can be particularly time consuming too.

Continuing, what was made evidential was that the participants are still in need of help and they need support to learn about information literacy to be able to find information independently in the future. Even Frida who is an English teacher sometimes has trouble with search techniques. Subsequently, as the results show that there are informants in general whom did not know about library services which can help them with finding information. Although, particular respondents such as Cecilia, Frida and Gunilla are often visiting the library, they knew very little about the services that they provide which questions the dissemination of necessary information by libraries. It seems to be important for participants to be aware of the services available, particularly as they express a desired need to get more information about the library’s activities. As Oguz (2011) and Caidi (2005) emphasise that library should play an important role with library instruction for newcomers that need more information about library services.

Furthermore, the empirical findings depicted that all participants except for Frida and Cecilia exerted that they have little knowledge of information literacy and inability to recognise the important sources and where to access information and information of different kinds. While, Frida has a good understanding in English this allowed her to learn about information literacy more easier than other participants. Cecilia realises that courses which specialise in seeking information which are specifically tailored for immigrants can help improve information literacy of newcomers as well as improve technological dexterity. Not only that, it would be able to increase service providers 'knowledge about immigrants' actual needs (Lloyd et al., 2010, p. 43-45).

The results show that participants Anna-Christina, Birgit, Cecilia, Elin, Dania, Gunilla and even Frida who is a English teacher that they do not have enough basic knowledge
on social networks and are unfamiliar with new information landscapes when they come to the host country as Lloyd mentioned in her article (Lloyd, 2015, p. 1029-1032). The results also show that Cecilia, Elin, Frida and Anna-Christina realise that the language and information literacy which can play an important role in the society, particularly when accessing the labour market requires to have certain knowledge in information literacy like digital literacy and good language to “overestimate their client’s ability to understand spoken Finnish” (Aarnitaival, 2010, p. 312). The results also show that when Elin and Frida are looking for jobs that many employers do not respond on their CV or some of the employers are focusing on their background of education as well as their competencies in Swedish which plays an important role in understanding the culture of the community.

At the same time, the results show that Elin, Frida, Cecilia, Anna-Christina and Gunilla are educated and ambitious as they want to learn to receive more acknowledgement of the education in the society such as digital literacy and are eager to learn more Swedish. Lanevska (2005, p. 133) mentioned in his article that there is a ‘special group’, “mostly they are Arabians and people from the former Soviet Union. They want to receive acknowledgement of their education and to put their knowledge into practice”. On the other hand, the results show that the participants and people in society in general should have more awareness that [integrate into a society does not mean that in order to be accepted to give up their cultural identity, their origin or their way of being] (Johansson, n.d.).

Likewise, what can be clarified is that citizens generally realise that integration requires a multicultural society and the offering of a multicultural service. A society should be dependent on the mutual respect and understanding among the people with knowledge of the culture, attitudes and society. “Individuals who live in multicultural societies should be provided with equal opportunities to access information and information services. Multicultural libraries must provide access to a broad range of materials in appropriate languages and services that reflect the community’s needs” (Oguz, 2011, p. 12). The newly arrived people and the people in the society should realise and practice about integration which means that equality between people and integration of production should be seen as an asset to the wealth of ideas, inspiration and growth in which all citizens should have equal opportunities to participate in community life.

Continuing, information literacy could be described as an ability to realize when information is needed, how to identify different sources of information and how to shape appropriate strategies for searching. As Tuominen depicts, an information literate person should "be able to recognise when information is needed and have the ability to locate and use information effectively” (Tuominen et al., 2005, p. 331). Moreover, the results supported from the previous research and from the interviews that newly arrived people need further support to learn about information literacy which would help them learn about everyday-life in their host country. In turn, this would help newcomers to enter the labour market with ease which would help individuals integrate into society easier and increase the culture of the community.
The results also showed that there are some differences between the participants for example between Cecilia and Birgit. Cecilia is particularly interested in information about obtaining qualifications and certificates and about information of education options in Sweden. In particular, Cecilia is focusing to learn more about information literacy and digital literacy through courses which specify on information seeking autonomously. In contrast, Birgit mainly obtains information through her husband, although this method is particularly limited to her husband’s scope. Another difference between the participants like Frida who is an English teacher and unlike the participants who do not know much English it is easy for her to manage situation and communicate within her society as English is the common lingua-franca used in the western world.

The findings also suggested that newly arrived people have trouble occasionally with translators that do not have good knowledge translation skills. As Cecilia and Elin exemplified, that translators translate wrong frequently and provide wrong information. This in itself further isolates the individuals and makes it difficult to assimilate with local people within the society. The results also show that participants sometimes are quite often ill-informed by information on Facebook through their friends.

In order for newly arrived people to integrate further, they need to know more about the activities of the community. Such activities are most likely to include the cultures, traditions and history of the community through the theatres, visiting the libraries and the museums which facilitate for newcomers to learn about culture of the society which in turn promotes social inclusion. As Lloyd suggests (2010b, p. 254) "Community actively shapes which community’s history, culture, traditions, practice and performance and draw them towards knowledge sites that are sanctioned”.

In my opinion, I think that responsible institutions within the community and service of the libraries should actualise the importance of communicating with newly arrived people further and detail specifically what the community and it’s libraries offers to support them. It is important to solve this void foreseen among newly arrived people to learn more about information literacy which would enable social inclusion of said citizens to enlighten job prospects and the community’s culture. That being said, there are different types of jobs in the society which require varying knowledge of information literacy and good language skills. That being said, there are different types of jobs in the society which require varying knowledge of information literacy and good language skills to overestimate their client’s ability to understand the societal language (Aarnitaival, 2010, p. 312).

Equally, I think that communication with newly arrived people in oral and written form, is essential in and outside the community and the library. By the community actively disseminating important information and library’s service focusing on this target group, there are good opportunities for newly arrived people to offer specific courses to detail about the library’s service. There is a common perception among the participants that the library is a quiet place for reading and borrowing books. I consider that it is most important to support this target group for the purpose of social inclusion, instead of being isolated from the society. As according to Johansson the scholar explains that
integration into society that [integrate into a society does not mean that in order to be accepted to give up their cultural identity, their origin or their way of being] (Johansson, n.d.). Supporting this, Lloyd considers that "prolonged social exclusion will leave refugees at greater risk of remaining on the margins of society, excluded from participation in the democratic process, lacking opportunity for advancement in education and employment, and feeling a lack of inclusion in their new communities" (Lloyd et al., 2013, p. 124).

7.1 Conclusions
The results of this study show the practice of searching information is more theoretical, with a focus on the four concepts which are information work, influence work, information sharing and information coupling. This leads to a feeling of uncertainty when it comes to the application of existing knowledge in the different activities. Thus, they are at the mercy of themselves trying to transform knowledge into physical activity (Anna-Christina, Birgit & Gunilla; Lloyd, 2010).

The chapter will provide conclusions made from this paper and will be presented based on the issues that wished to be answered in this study. This is to tie together the study and to show how the analysis and previous research has answered the purpose of the study and issues.

How do newly arrived people access information in the society?
As described by interviewees, newly arrived people spend a lot of time searching for information to reach the desired and reliable information by their relatives, friends or alternatively through the internet which requires knowledge usually through experience. When newly arrived people seek information it might be useful to provide tips on search technique and search queries, to help with the critical assessment of sources and to support and provide feedback to participants about what they did well and how they can move forward.

What strategies do they use to overcome the difficulties/obstacles?
As the participants described the strategies to reach the information were mostly by relatives, friends, internet and asking people in the city centre, specific- e.g. information centres, tourist centres, local restaurants etc.

The main goal of education in information besides learning the language is perceived to be primarily focused on important things such as teaching about copyright, referencing and how they should consider withholding critical aspects when they should seek information. It was important that newly arrived people learn to critically examine, to verify the information that participants understand that everything on the internet is not true, to determine whether a text contains facts and opinions and to gain knowledge of how search engines work. It was important that participants ask at school to learn how to look for how they can get help through offering specific courses on information seeking.
How do newly arrived people learn about to be information literate?

This research revealed that information literacy of newly arrived people needed to improve in order for individuals to learn more about information literacy. In essence, this would help newly arrived people to become more employable and to assimilate into society more easily.

The participants access information mostly through their friends and relatives and usually as a latter solution to spending a long time searching for information via different means. Similarly, many of the participants have an inability to recognise important sources and to access information from different types of information institutions within their society. Although, what can be noted is that newly arrived people are showing a willingness to find required information on the grounds of pursuing work opportunities or to integrate into society. They are also trying to learn the native language of their new society which is something that can be difficult to pursue particularly if they have a low education background. Therefore, it is important to support this target group to offer customized courses about seeking information as through activities of the community which will facilitate newly arrived people. Said courses should be a contact base for newly arrived people to have contact with local people that are fully-informed on how individuals can learn about information literacy and search techniques to become more information literate in the future.

7.2 Suggestions for further research

In this study, I have provided an insight into how newly arrived people perceive and explore possibilities of seeking information and information practice. Whereas, a similar study with a larger population sample would require to get more participants to participate. The population sample could be inclusive of men and women from other countries to provide a larger scope to draw conclusions from. Likewise, more participants from differing countries with different cultures and background could be interviewed which would likely provide more awareness to newly arrived males too. On the other hand, to discuss about different venues could have been explored as this research is only relatable to Sweden. If this research could be done internationally and with less time constraints this research could be more intensified.

Similarly, the research could have been furthered if an in-depth investigation could involve being more associative to Lloyd’s model. This would possibly describe in more detail the processes by various knowledge modalities. This would be divided into clusters of information modalities where knowledge development towards the participants is done by certain modalities.
Summary
The aim of the study was to examine the information literacy of older newly-arrived people and how they are searching for important information in the host society. Due to the concept of information literacy it has become vitally important in society and particularly among the newly arrived people. It has become extremely important to solve this gap between the newcomers who know about information literacy and who do not know about it in order to develop information seeking skills which could increase the culture of the community.

Thus, in order to gain a further insight and understanding of how the information literacy of older new-arrived people approach might look like, this investigation has exercised three questions:

How do newly arrived people access information in the society?
What strategies do they use to overcome the difficulties/obstacles?
How do newly arrived people learn about being information literate?

The purpose of this study is to investigate information literacy of older newly arrived peoples' skills and how they see the need for information. Therefore, individual qualitative interviews were conducted in May 2016 of seven Syrian women aged 30-50 years. The previous research is published in the year 1999 to 2015, where studies were mostly held in Australia, Canada, Sweden, Finland and America are represented. Previous research reveals among other things that older newly arrived people need more support to work with developing their information literacy. For this, it is important to solve this gap and to support them more to learn about information literacy and to be able to manage it for their everyday-life, to enter the labour market and to integrate into society.

As a theoretical framework, Lloyd’s (2010a) model of four concepts which are information work, influence work, information sharing and information coupling was used. This model can be used as a tool of analysis in a discussion about the role of information literacy of newly arrived people. The four concepts of information work, influence work, information sharing and information coupling describe in more detail processes by various knowledge modalities which is divided into several forms of information modalities by where knowledge development towards the participants is done by the four concepts which are mentioned above. Moreover, this is also dependent on the individual introducing new theories, concepts and values into practice through knowledge transfer. This can however, be problematic if the individual has not developed a collective identity and practice confidence in the practice (Lloyd, A. 2010).

Furthermore, all informants in the study bemoaned that finding required information was time consuming, and even more so when relevant information could not be found. Due to this, most informants were dependent on their friends and relatives to source them with information as they need more support to learn about information literacy.
The analysis also showed that participants have an inability to recognise the important sources and to access information in the society by themselves.

Lastly, newly arrived people did not have enough knowledge about library instruction for offering services. Although, the research suggests that newcomers have a thirst to obtain new knowledge; in particular in culture and there is also an ambition to learn about language and more about society. In particular, many respondents are seeking jobs despite being in the country for a short period of time.
Literature and resources

Published references


**Unpublished materials**

Anna-Christina (34 minutes) 2016-05-16
Birgit (31 minutes) 2016-05-16
Cecilia (28 minutes) 2016-05-16
Dania (30 minutes) 2016-05-18
Elin (26 minutes) 2016-05-18
Frida (32 minutes) 2016-05-18
Gunilla (25 minutes) 2016-05-18
Appendix

Appendix A: Cover letter for interviews

Hi!

My name is Hekmat Ali Ramthan and I am studying the undergraduate program of Library and Information Science at Linnaeus University in Växjö. Currently, I am writing a Bachelor thesis on the topic "Information literacy of new arrived people". I wonder if you can help me get in touch with six-eight female students from Syria to participate in a semi-structured interview of approximately 40 minutes. If necessary, parts of the interview will be conducted in Arabic. I am interested in having interviews in gaining insight into how the population of choice inform themselves in their society. Everyday-life information seeking process is how the population of choice search for important information in society and the difficulties they experience. All interviews will be anonymised in the paper.

I am grateful for your help in advance!
Kind regards
Hekmat Ali Ramthan
Appendix B: Interview guide

Background

Can you please tell me about your background: Country of birth, age, education and how long have you living been in Sweden.

Information seeking

1. How do you search for important information in the society?
2. What type of information do you consider to be the most important?
3. Which problems do you encounter?
4. In need of help, how do you manage it and what kind of help do you need?
5. How do you understand information in other languages than Arabic?

Do you have any other thoughts that you want to share?