

# språkcafeet

online



the place where you meet people from  
all over the world while you practice  
your Swedish and have a nice coffee

A collaborative prototype by  
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# 1 Overview

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Have you ever felt the need to learn a new language when moving to some new place or just when vacationing? Everyone could probably make use of learning new languages. However, learning a language could sometimes be difficult, and an easier way to approach it, is to practice together. This is where Språkcaféet Online comes in handy.

The idea behind this service is a platform where people can engage with each other, learn by practicing together and participating in events. It is built on the idea of a Swedish språkcafé where people meet to learn Swedish over a cup of coffee and a snack.

Språkcaféet Online originates from a similar idea, but in the form of an online platform available in your browser and in your phone as an app. Our target for this platform is mainly people who wish to integrate in the Swedish society by learning the Swedish language. You will use the platform to learn and practice Swedish together with other people in the same situation as yourself.

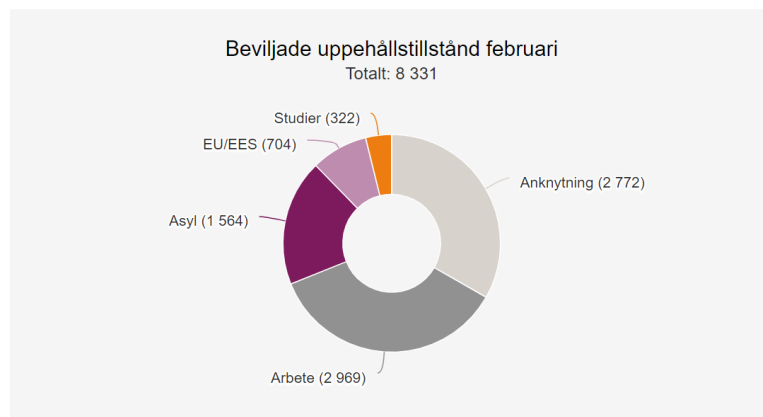
In this media plan we describe our service in closer detail and how this service will work in helping people with the language learning process.

Get ready to use Språkcaféet Online!



## Societal challenge & Background 2

In February 2019, 8331 people immigrated to Sweden according to the Swedish migration agency (Migrationsverkets website, Beviljade uppehållstillstånd översikt). They all had different reasons coming here, refugees who fled from war, to work, study or to be reunited with their families and loved ones. But even though their reasons for coming here were different, the challenge is the same: to take part in a new society.



Source: <https://www.migrationsverket.se/Om-Migrationsverket/Statistik/Beviljade-uppehållstillstånd-oversikter.html>

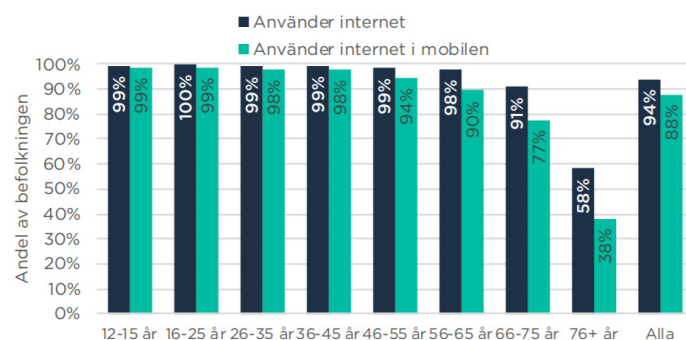
The goal with Swedish integration politic is that everyone shall have the same rights, obligations and opportunities. The purpose is not to have people assimilate, forcing them to give up what they bring with them from the countries they moved from but to give them the opportunity to be a part of the new society they moved to (SCB website). Looking at the labor market as an example, it shows nothing that can be described as “same opportunities”. While reporting record low numbers of unemployment among native-born with 4 percent, the statistic for foreign born was 21 percent unemployed (Arbetsförmedlingens website).

In an ESO-report “Tid för integration”, Joakim Ruist (2018: 7-11) has looked at the time it takes for people to integrate in the Swedish society. Again, to take the labor market as an example; in the 80s, 60 percent of the newly arrived men had an employment after two or three years in Sweden and women after five years. Nowadays it takes six to nine years

for men and eight to twelve years for women to get an employment. In other words, not only do they establish that it takes longer time to integrate today, but there is also a difference between men and women. One explanation is that women take more responsibility taking care of children and spend more time at home missing out language practice.

Language skills and a lack of contacts are two areas pointed out as challenges for integration. These are the two areas we have set in the heart of creating this collaborative media. Organizations as the Red Cross and ABF often have events such as Språkcaféer in libraries or somewhere public for people to visit in order to practice, learn about language and meet other people - both locals and from all over the world. Some even offer newly arrived to be connected with a local who wants to help out. We think this is great engagement and with our calendar and map we want to help people find these events more easily.

Through working with refugees, some of us have experience in that there are more immigrants searching for help at Språkcaféer and wanting to be connected with locals, than it is the locals thinking they have the possibility to give their time to help newly arrived with a hectic life with work, children and hobbies. We felt the need to come up with an option that benefits both the newly arrived, for example women with children or people that already have jobs when they come and now have a hard time finding the time to visit a Språkcafé. It is also aimed for locals who want to help but have a hard time finding the time. Our solution is to bring the Språkcafé to where people spend their time, making it accessible for more people to join. In a study made by Internetstiftelsen (2018: 11) it shows that almost everyone in Sweden in an age from 12-60 years old uses the internet.



Source: [https://internetstiftelsen.se/docs/Svenskarna\\_och\\_internet\\_2018.pdf](https://internetstiftelsen.se/docs/Svenskarna_och_internet_2018.pdf)

Moreover, the number of people using internet daily continues to increase. With Språkcaféet Online people can participate on their own conditions, give as much time as they like, when they want and without obligations.

Språkcaféet Online gives more people the opportunity to meet, share their knowledge and experiences and of course, integrate.



### 3 Collaboration & Participation

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As mentioned above our project focuses not only on those who are new to the country but on the locals as well with the purpose of establishing the integration process and smoothing the language learning for the newly arrived. Nevertheless, we live in times during which most of us share the illusion that there is no longer any free time and that can especially be the case when you have a family, a job and other obligations. So then the question arises: How are the locals for instance, to be engaged in the participation in such language learning service such as Språkcaféet Online?

As Clay Shirky points out in *Cognitive Surplus*, the surplus of free time is on the contrary so huge, that it is difficult to even measure it. What we can do with it though, is exploit the technologies we have access to and adopt them in a better way. As he mentions, “when we use a network, the most important asset we get is access to one another” (Shirky 2011: 14). Thus, online collaboration can be an advantage of the technological tools presented to us as it unites us in the pursuit of something socially greater than being simply consumers (Shirky 2011:16). In fact, what Shirky emphasizes on is that taking any kind of online social (interactive) action is much better than taking none whatsoever (Shirky 2011:18). In addition, this could be referred to as “participatory culture” as it enables people to produce, engage and share content with the precise intention of developing something for others in mind (Shirky 2011:19).

This is exactly what we are aiming to achieve with Språkcaféet Online. Our aim is to provide people who have left their home and moved to a new country (Sweden), with the possibility to exploit the advantages of technology for the better by simplifying the whole process of integration for them. The users will have the opportunity to be more than just regular consumers of the media. Of course, they can “consume” the events such as Språkcaféés around the city and the content available on the website, but they will also have the chance to produce their own content (by writing in the forum and in the blog, and by being part of an online video chat) and to share their experience and knowledge regarding their life in Sweden and their own stories. These are all points of the “triathlon” nature of media that Shirky mentions (Shirky 2011:22) and in our case they can be seen as the development of a union between people



facing a similar issue: that of adjusting to an entirely new culture and a different society from the one that they have been accustomed to so far.

It is in this situation that the collaboration should not be explicit only amongst immigrants but should also include those who are already living in Sweden as they can turn out to be of the greatest assistance to the newly arrived. In Shirky's words: "people must be able to donate their free time to collective efforts and produce a cognitive surplus, instead of making just a bunch of tiny, disconnected individual efforts" (Shirky 2011:23). Those who are already part of the community as they have been either born in Sweden, or living there for years, or as they have already been integrated within the society, are probably the best source of knowledge that the newcomers could learn from.

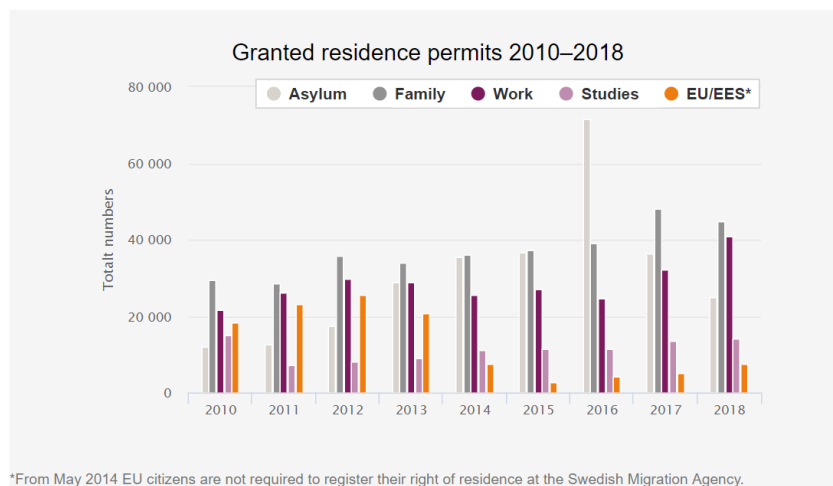
Furthermore, our forum along with our video chat function and our social media platform will hence become the territory on which this collaboration between newcomers, but also between the newly arrived and those who have already adjusted, could be initiated. As a result, it can progress into a face-to-face språkcafé where the language exchange could take place and later even in additional meetings where knowledge about the new culture and society could be further shared.



## 4 Audience

The word audience is commonly used unproblematically, but this term can be considered rather complex as it is an abstract concept (Awan 2008: 28). However, understanding the audience of our online platform is a key to effective communication. In fact, by identifying our audience and learning about them, we can design a better product, which might reach a greater number of users in a more efficient and effective way.

Our project is aimed at people interested in languages and cultures, especially all those newly arrived in Sweden who want to learn or improve their Swedish language skills as well as socialize with locals or people from all over the world. However, all those newly arrived might have a different background. For this reason, it would be important to analyze the situation and the reason why people usually migrate to Sweden. According to the Migrationsverket statistics, there are usually six types of reasons why people ask for residence permits. They are residence permits for work, studies, family reunification, asylum and persons from the EU/EES. In the last years, statistics show an annual rise in family reunification, work and studies, and although asylum has decreased since 2016, it was still the third most common reason in 2018.



Source: <https://www.migrationsverket.se/English/About-the-Migration-Agency/Statistics/Granted-permits-overviews.html>

Due to this different background, we are not certain about the extent to which all those newly arrived count with Internet at home or with a smart-phone, or even how familiar they are with IT.

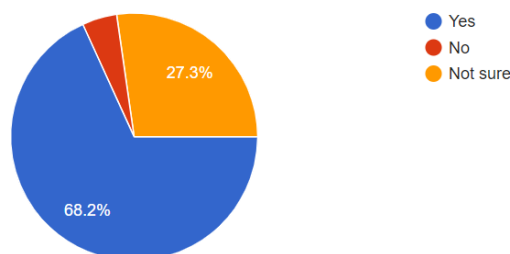
Through the experience of one member of this group we know that many times refugees have mobile phones, and that in case they do not have one, they use the Internet for free in places such as libraries, so the access to Språkcaféet (either through the app or through the website) should not be a problem. Therefore, the target audience of our prototype would be all those newly arrived in Sweden, regardless of the place they come from, who have basic IT skills and Internet connection or broadband.

Although newcomers are the main target audience, we also want to aim our prototype at locals, who are willing to help those newly arrived in Sweden with their experience in Swedish language and culture. Locals can voluntarily help foreigners to learn Swedish or even have the possibility to improve their foreign language skills in return. To find out what interests our audience have and to define our target audience, we have designed a survey (see appendix). According to data, people between 18 - 34 years old are the most interested ones in our collaborative media project, and 68.2% of Swedish speakers would like to help foreigners to learn the language.

Regarding the age, participants should be at least of 18 years old or have their parents or legal guardians' approval if they are under age.

If you speak Swedish, would you be interested in helping non-native speakers to improve their Swedish language skills?

22 responses



## 5 Media Platforms

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If people are to benefit from Språkcaféet Online, then in the first place it needs to present itself in a convenient manner so that they can freely use it without any difficulties. Hence, the first step for the development of our project was to create an easily reachable website, using WordPress (<https://sprakcafeet.wordpress.com/>).

It is the online terrain where interaction and valuable information find their way to the users and would help them reduce their anxiety about being new to the country and not knowing the language, by emphasizing that they are not alone in their struggle. To assist that, we have created a few categories, each of them bearing a particular purpose in mind. They can be referred to as the functions of the platform and go as follows:

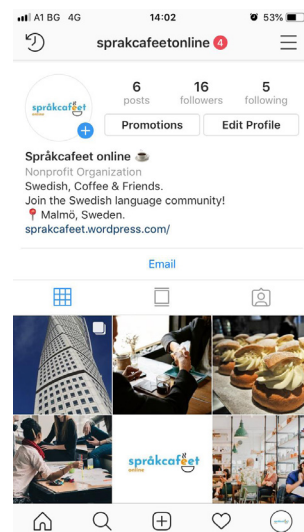
**1. A resources category** which serves as a language option, allowing users to share and find useful sources to practice Swedish on their own. For instance, these could be links to websites where they could listen to the news in an understandable for newcomers way, or access to free digital student books and various online exercises.

**2. A map** which grants access to language events all over Sweden where people could meet to practice different languages and, in concrete, Swedish. The map is linked to a calendar in which users can add their events with location and time. In the case of a special occasion, some of the interaction events could be organized by Språkcaféet Online, aimed at strengthening the bond between users and the community itself.

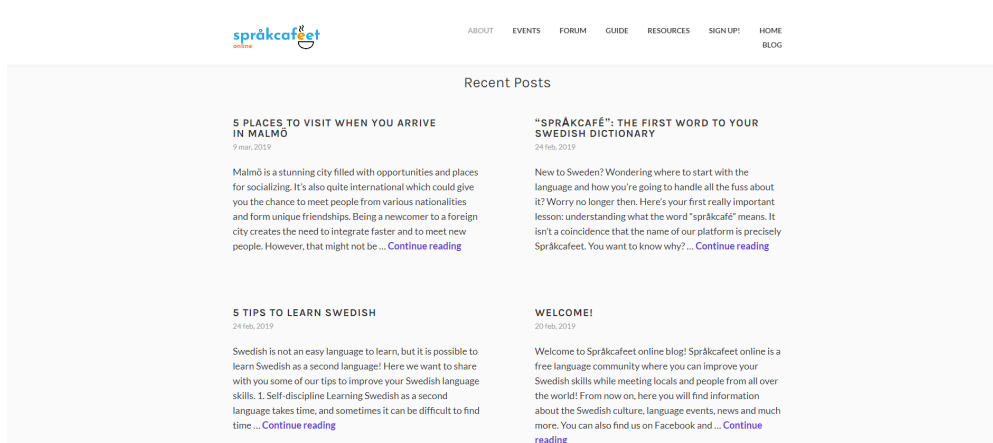
**3. A forum** to consult doubts and share advice about language and culture. This is the place where users can establish a digital connection in addition to helping each other, sharing opinions about various aspects regarding the integration process, such as whether and how to sign up for SFI, for example. Here, locals are also encouraged to engage and connect with the newly arrived. Moreover, the users will also be able to evaluate on their experience of the various events they attend and express any concerns they still have in relation to the whole adjustment process.

**4. Online video meetings** will be an additional asset to the forum as they will enable the communication between newcomers and locals even further. These chats could be a language exchange between the people, or discussions on cultural topics or they might concern questions the newly arrived might have. The dates and time for these will again be added to the calendar. Considering that, as mentioned earlier, finding free time could sometimes be a real challenge, this function will provide the users (both immigrants and locals) with the convenience of doing the meetings from their homes or from a nice place with Wi-Fi such as a library which will also help them save some time in return.

**5. A blog** in which members of the Språkcaféet community and users who participate regularly in the forum can share their experience, their respective roles in integration, their stories of adjusting to the new life, and introduce relevant cultural facts about the country as well. We are also determined to have a weekly rubric, called “Lesson of the week” which will concentrate on subjects regarding the language, such as a particular grammar structure, a writing or a reading activity, everyday phrases, etc. As a result, this in turn may also lead to extra discussions in the forum or in the video conversations.



Furthermore, we have created a Facebook page and an Instagram profile which would direct the users to our website and will also keep them updated on any upcoming events, either online or offline, and give them a chance to interact more (Figure 1). In the meantime, we have already added content to all the sections discussed above such as functions and have also written a few entries to the blog with information we consider useful to the users (Figure 2).



As an additional development to this, there is also one key ingredient to our integration plan and that is creating a mobile application which will help users' access Språkcaféet Online even if they are away from their computers. The features will be similar to those of the website, providing them with an easy access to the maps and the numerous online and offline events which could be visited as well as a direct link to the forum in case they have further questions. As Shirky mentions, participation becomes easier through the usage of the computers and the phones in particular (Shirky 2011:22) and therefore, this is precisely the purpose of our two main platforms.



## 6 Design

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Even before starting writing the draft, one of our first thoughts was the importance of a good naming and branding. We wished Språkcaféet Online to be felt as a warm, young and close brand which could bring people from all over the world together. Our main goal was to achieve a different, curious, open-minded and, of course, willing to learn community. So that led us to Språkcaféets logo. This part was particularly important as “the logo acts as a badge of identification, as a mark of quality and as a way to increase a company’s reputation” (Hynes 2009: 545-546).



Josefin Sans was the chosen font as it radiates a sense of youth and modernity, giving the urban touch we looked for. Also, as a curvy and round font it gave off a fun, playful side, which links to the creative and collaborative part of the platform. This was an essential aspect for us since the collaboration and own creativity of users, who can share with others not only their ideas but also resources and activities to improve their Swedish skills, was the main trait of Språkcaféet, the one that would make the project possible.

Union, togetherness, fun, creativity, youth, modern, open-minded. Those are the adjectives which best define Språkcaféets brand identity and logo. The next question was the colour palette. The choice needed to make sense with what we wanted to transmit as “colour may play a role in imparting information, creating lasting identity and suggesting imagery and symbolic value” (Hynes 2009: 546).

It was clear that we needed lively and warm colours, however, we also wanted a balance. That is why orange was the first colour chosen, as it transmits enthusiasm, energy, warmth, excitement, amongst others (Hynes 2009: 546), which we thought to be suitable for our purpose. On the other hand, light blue was selected to give that balance to the brand.



The colour of blue carries many meanings, nevertheless, for our case it was appropriate as it added a scent of trust, calm, security or peace (De Bortoli & Maroto 2001: 8-10). For the background, we thought of white as the main background, being also possible to alternative with light yellow for the identity handbook or other corporative material.



As a reminder of the Swedish fika and café culture, and also making an allusion to the name of the platform, a cup of coffee was added to the logo. Two commas were also added on the first é, which at the same time is in orange to remind of its accent, with the aim to play with the é's own accent and the aroma of hot ready-make coffee. Lastly, the cup and the two e can be read as well as a smiley face, drawing emphasis on the friendly character of the platform, and which can be used sometimes separated as a shorter symbol. Similarly, the aroma of the coffee itself or the e's with the aroma could be used separated when needed for the creativity.

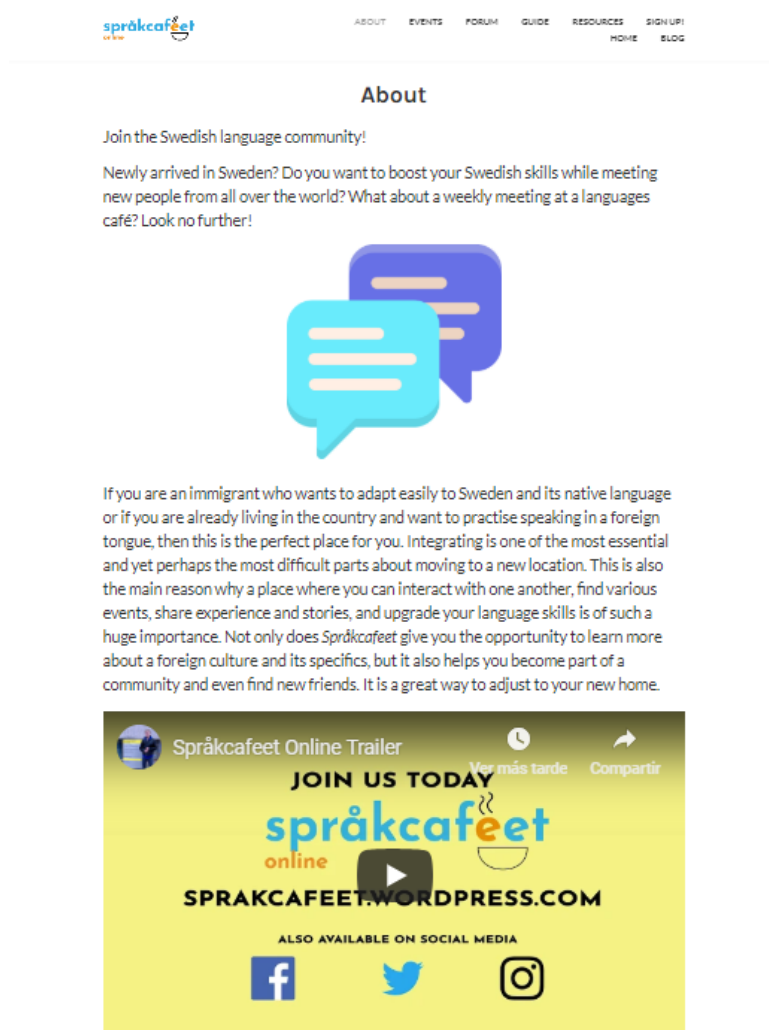
When it comes to the plan and design of the website, we opted for WordPress as it is the content management system we were most used to, and because it has an easy and intuitive dashboard for those of us who had not used it yet and had to become familiar with it within a short period of time.

However, as we went for the free version, we did not have many options when it comes to the customization of the theme. For instance, we would have loved to be able to choose the order of the upper menu: first Home, then Forum, then Events, then Resources, thereafter Guide, Blog, About and, finally, Sign up! Nevertheless, a nice appearance with what the look of the prototype should be like was achieved regardless of the lack of choice of the free version, with an adaptive design for mobile phone.



The intention of Språkcaféet Online's appearance was that even users with little or basic IT skills could feel comfortable using it and participating. We took inspiration from websites like the online platform of the Teaching Educational Supplement of The Times, TES.com, which even though it is targeted at teachers it offers services like a teaching resources bank, community and news, useful for us; Welcome Movement, a platform which works with integration in Sweden; and the online newspaper and forum for expats in Sweden, The Local. A menu with seven sections was created to offer users everything so that the project had unity.

In this sense, an About page was first added, containing an inviting and attractive description of what Språkcaféet is. After that, our main sections Events, Forum and Resources completed the menu. Then, we included a blog and wrote two posts to help build the style and tone of the brand. Finally, a Guide section was thought to be necessary so that users can understand what is acceptable or not at Språkcaféet, as well as rights and responsibilities, so that collaboration within the platform is successful and helpful for the community.





In order to develop our prototype, which involves collaboration and engagement, we should consider some strategies. One of the main focuses could be engaging a group of highly committed locals over a sustained period of time who will help us to develop our project and to collaborate with those newly arrived in Sweden.

Furthermore, we also need to be able to engage with newcomers. It would be important to grab information about the market and our target audience. For these reasons, we have designed a survey (see appendix) to find out if Swedish speakers and foreigners would be interested in our project and, if so, to analyse how we can engage with them. This could be considered the first step in our strategy plan.

As outlined above (4. Audience), part of our target audience are newly arrived or foreigners in Sweden, who can access the Internet through their smartphones or computers, with basic IT skills and who are interested in improving their Swedish language skills. According to the survey we carried out for this project (see appendix), this project could be interesting particularly those between 18 - 34 years old, as socializing after school could be much more difficult. These strategies may involve:

- **Displaying posters** in different places where Swedish is learnt (SFI, Komvux, University, etc.) and maybe cafés announcing the launch of the platform and asking for volunteers to participate in individual interviews and surveys. For this reason, we would contact those authorities to get the permissions, talk to student associations, universities, etc.
- **Asking people to share their experiences** on our website forum or leaving a comment on our blog / social networking sites. In order to achieve this, we will promote some posts on our social media platforms or also with offline campaigns (such as posters).
- **Using social media and PR.** Not only promoted posts, but also paid articles on local newspaper. We might contact Sydsvenskan newspaper or the online newspaper The Local Sweden, as they are some of the most read local newspapers in Malmö. The radio could also help us to engage with the audience so negotiating a weekly column in which we can talk about integration and promote how Språkcaféet Online could contribute to engagement.

- **Contacting the Kommun of Malmö** to negotiate the organisation of a cultural event around integration would help us to introduce the project to a broader audience.

- **Contacting those local cafés** where expats usually meet up and contact them to both display posters and organize a first event promoted by us in which we can introduce our project.

All these strategies may help us to engage with, not only those newly arrived to Sweden, but also Swedish speakers, who would voluntarily participate in our project helping foreigners to improve their Swedish language skills online. In addition, as our project supplements local meetings, we should also contact with cafés and pubs where Språkcaféet meetings usually take place.

Occasionally, we can even organise our own Språkcaféet meetings in cafés and public education institutions, such as universities and libraries, which could also be interested in supporting our organisation. These local meetings could help us to engage with our target audience (especially during the first year) and show our online project to a broader audience.

All participation on Språkcaféet Online is free. However, regarding funding, we could ask for payment from some institutions such as the County Administrative Boards of Sweden, which offers payment for local organizations that for instance help with integration and language.

## Marketing & Audience engagement

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Marketing strategy is concerned with the “effective allocation and coordination of marketing resources to accomplish the organization’s objectives within a specific product market” (Zinkhan and Pereira, 1994: 189). According to Cadogan (2009: 1), it is necessary, for instance, considering elements such as strategic direction, target markets, strategies, and users, among others.

From our point of view, an effective marketing plan should motivate audiences towards participation. In our project, we will mainly focus on audience engagement throughout social media. We have created different profiles on some social media platforms such as Facebook, Instagram and Youtube, where each one can complement the other. Some marketing strategies that we can develop regarding social media may be:

- SEO, using keywords with high search frequency, which will be added to the title, content, headings, etc., as well as the picture title tag. This should mainly be considered in our blog posts.
- Social Media Marketing in order to create connections with the audience.
- Running contests and giveaways on social networking sites to promote our website and app.
- Paid posts on social media like Facebook and Instagram to gain visibility and users (before and after the launch).



All these marketing techniques could be useful for us. However, prioritizing quality over quantity in our media content should be a must. We are aiming our project locally, so we are looking for highly motivated people who can actively take part in our organization.

Apart from creating our own media content, we can collaborate with other companies or freelancers, such as influencers, who can promote our website and app on their Instagram and Youtube platforms. This would help us to reach new volunteers to collaborate in our project as well as to find people interested in learning Swedish.

The most significant part of our project will take place throughout online meetings. As we encourage people to find a tandem partner, we should also promote our project in universities, social work offices, and local cafés.





The user journey has three different paths to choose from: through the mobile app, through our social media (Facebook, Instagram, Snapchat) or through the website.

So, participation can range from little activity, like downloading learning resources, reading blog posts or relevant topics on the Forum; to the most engaged Språkcaféet users, who might be frequent participants on the Forum, follow Språkcaféet on social media and comment on our posts, join Språkcaféet events regularly and even upload their own learning resources to help the community. Språkcaféet users can therefore choose their level of involvement.

If we take the website, the desirable user journey would start with the viewing of the introductory video. In case that is not clear enough and the user wants more information, the next step would be clicking on the About section. From here, the journey can variate depending on what the user is looking for. If he or she is looking for advice on a concrete grammar doubt, he or she might click on the Forum and might read the conversations, and in case there is nothing matching their needs, he or she can even start a conversation.

In case the user is looking for material to boost their Swedish, he or she might click on the Resources section and search for a resource which matches her or his needs. If the user is looking for social plans to practice their Swedish, he or she might click on the Events section, even though a calendar is always visible in each page and post of the website.

For the app, the journey would be exactly the same: everything would depend on users' needs or wishes. As for the social media, people can either view, like and comment our posts; or send us content or post their own content tagging us. The journey would then be slightly different. However, they could still consult or events, which would be published and promoted, as well as ask for advice on the comments. They could also click on our links to resources to be directed to the different promoted resources. But they would need to scroll down and do the search on the different social media interfaces. In the end, the appearance is what would be different.

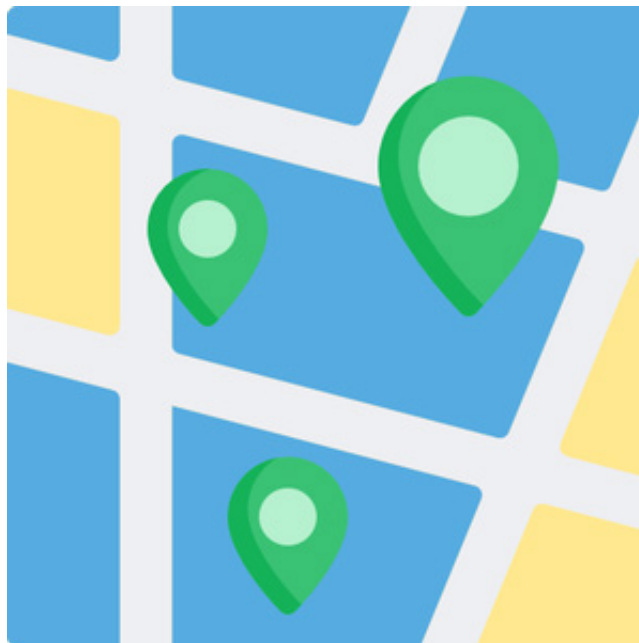


## Lifecycle of the project

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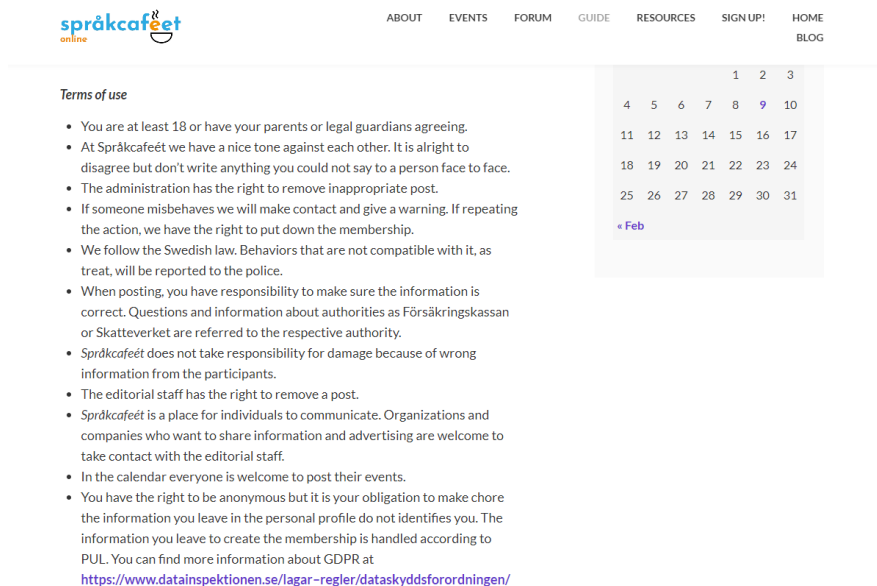
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This group finds this project very interesting as it helps foreigners to mingle with locals while contributing to a better integration in society. However, the future of this prototype after finishing this course is still unclear. Anyway, we all find skills we have learnt while developing this project very helpful, and it may therefore prove to be very useful for us when developing any upcoming prototype of a collaborative media production in the near future.



# 11 Ethics

David Davenport talks about the price of anonymity on internet. He claims anonymity is one way to gain the free speech which is fundamental in a democratic society. Though looking at the consequences threats and personal attacks has become a part of the tone of voice used on the internet, something like that can rather be understood as a threat against the free speech and democracy (Davenport, 2002: 33-35). To address this ethical problem and regulate the tone of the voice used at Språkcaféet Online we have create the membership option. To be able to post, users must sign-up and consent to the terms of use.



The screenshot shows the Språkcaféet Online website. The navigation menu includes ABOUT, EVENTS, FORUM, GUIDE, RESOURCES, SIGN UP!, HOME, and BLOG. The main content area displays the "Terms of use" page, which lists several bullet points regarding user responsibilities and site policies. To the right of the terms of use is a calendar for the month of February, with the 9th highlighted in red.

**Terms of use**

- You are at least 18 or have your parents or legal guardians agreeing.
- At Språkcaféet we have a nice tone against each other. It is alright to disagree but don't write anything you could not say to a person face to face.
- The administration has the right to remove inappropriate post.
- If someone misbehaves we will make contact and give a warning. If repeating the action, we have the right to put down the membership.
- We follow the Swedish law. Behaviors that are not compatible with it, as treat, will be reported to the police.
- When posting, you have responsibility to make sure the information is correct. Questions and information about authorities as Försäkringskassan or Skatteverket are referred to the respective authority.
- Språkcaféet does not take responsibility for damage because of wrong information from the participants.
- The editorial staff has the right to remove a post.
- Språkcaféet is a place for individuals to communicate. Organizations and companies who want to share information and advertising are welcome to take contact with the editorial staff.
- In the calendar everyone is welcome to post their events.
- You have the right to be anonymous but it is your obligation to make chore the information you leave in the personal profile do not identifies you. The information you leave to create the membership is handled according to PUL. You can find more information about GDPR at <https://www.datainspektionen.se/lagar-regler/dataskyddsförordningen/>

With the membership users can use a username and remain anonymous against other users but not to the administration. In case of the terms of use being broken, the administration has the right to remove post or suspend the membership. This is also a measure to counteract spam and trolls. The administration makes sure posts and information made by the administration is provided with links and sources. Nevertheless, since we encourage users to share knowledge with each other we make sure to inform that this is a forum for individuals and the information left by individuals should be handled by that fact. Hence, questions about authorities are referred to the respective authority.

## Closing statement on vision and goals

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The aim of our collaborative media is to facilitate integration taking hold of language practice and interaction between people learning from each other. Some of us working in this group themselves have experienced moving to a new country and know how challenging it can be to learn a new language and make contact with locals because of language barriers.

Some of us have been working with similar projects such as Språkcafé's as well and know there are a lot of locals who want to help but just cannot find the time due to a hectic life. We believe people want to meet and learn about both the language and the foreign cultures and we want to give them the opportunity in doing so through our online platform.



# 13 References

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# Appendix 1 User Guide

## User conditions

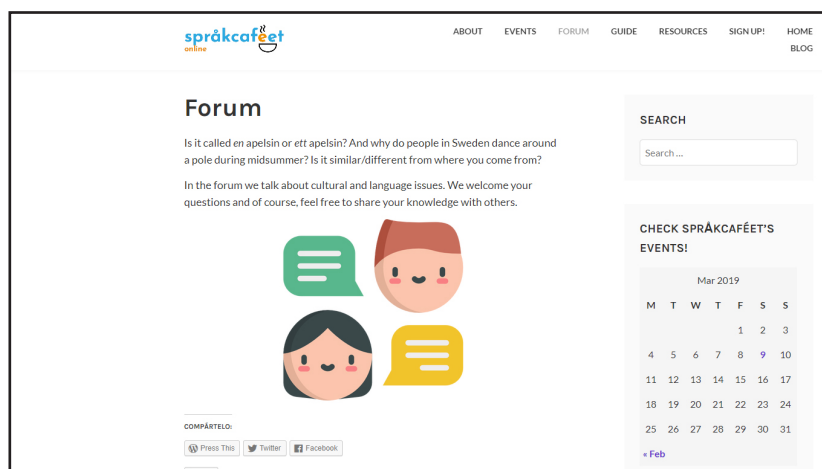
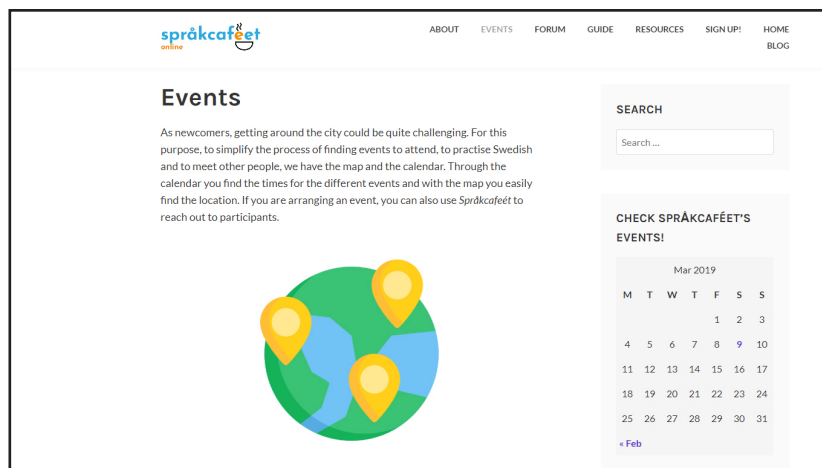
The purpose to språkcaféét is to be a meeting spot for newcomers and locals to meet and share knowledge with each other. If you have questions about language or culture, you can ask for advice and if you feel you like you have some knowledge to share, please do!

At Språkcaféét everyone is welcome to read the posts in the forum and blog. However, to comment you need to become a member and create an account. By becoming a member you accept the terms of use for Språkcaféét. All participation on Språkcaféét is free.

## Terms of use

- You are at least 18 or have your parents or legal guardians agreeing.
- At Språkcaféét we have a nice tone against each other. It is alright to disagree but don't write anything you could not say to a person face to face.
- The administration has the right to remove inappropriate post.
- If someone misbehaves we will make contact and give a warning. If repeating the action, we have the right to put down the membership.
- We follow the Swedish law. Behaviors that are not compatible with it, as treat, will be reported to the police.
- When posting, you have responsibility to make sure the information is correct. Questions and information about authorities as Försäkringskassan or Skatteverket are referred to the respective authority.
- Språkcaféét does not take responsibility for damage because of wrong information from the participants.
- The editorial staff has the right to remove a post.
- Språkcaféét is a place for individuals to communicate. Organizations and companies who want to share information and advertising are welcome to take contact with the editorial staff.
- In the calendar everyone is welcome to post their events.
- You have the right to be anonymous but it is your obligation to make chore the information you leave in the personal profile do not identifies you. The information you leave to create the membership is handled according to PUL. You can find more information about GDPR at <https://www.datainspektionen.se/lagar-regler/dataskyddsförordningen/>






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## Resources

Looking for grammar or vocabulary exercises to boost your Swedish? Feeling generous and willing to upload your most useful resources to learn Swedish?

This is the section where you can either download or upload whatever learning resource you are looking for 📁



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**SEARCH**

**CHECK SPRÅKCAFÉET'S EVENTS!**

Mar 2019


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25	26	27	28	29	30	31

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## Sign up!



**Name** (required)

**Email** (required)

**Password** (required)

**Repeat Password** (required)

[SUBMIT](#)

**SEARCH**

**CHECK SPRÅKCAFÉET'S EVENTS!**


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## 5 Places to Visit When You Arrive in Malmö

9 mar, 2019

Malmö is a stunning city filled with opportunities and places for socializing. It's also quite international which could give you the chance to meet people from various nationalities and form uniuine friendships. Being a newcomer to a

**SEARCH**

**CHECK SPRÅKCAFÉET'S EVENTS!**

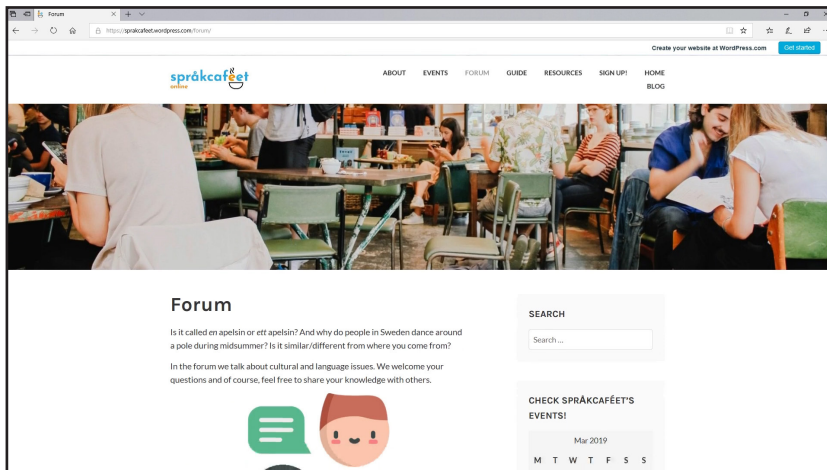
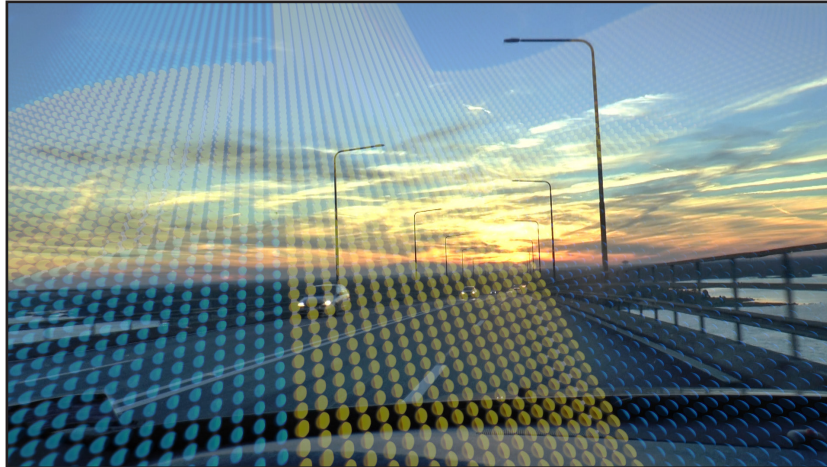
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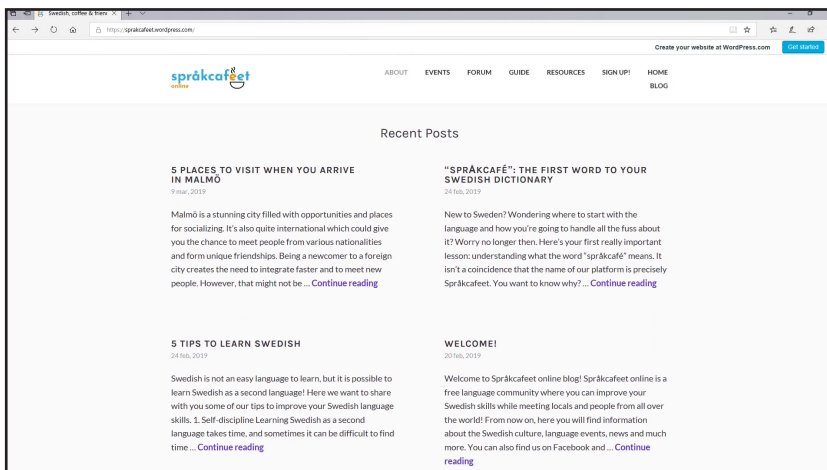
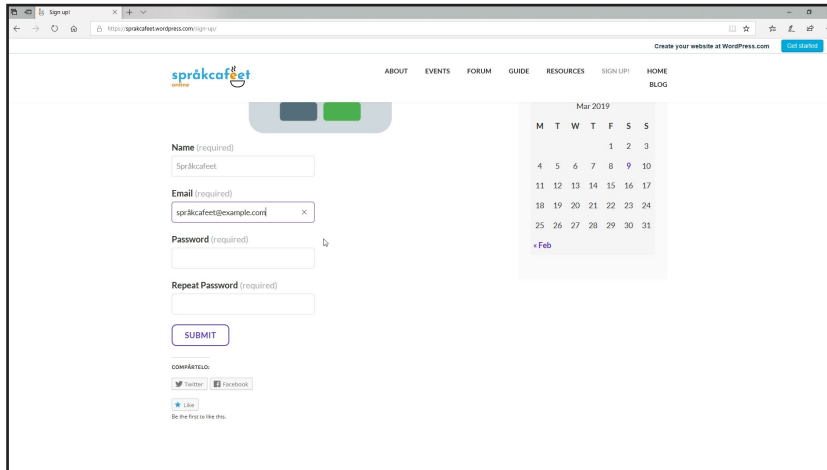
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# Trailer screenshots

# Appendix 3





## **1. Age**

Under 18 years old  
18 - 24 years old  
25 - 34 years old  
35 - 44 years old  
45 - 54 years old  
Over 54 years old

## **2. What is the highest education you have completed? If currently enrolled, highest degree received.**

Less than a high school diploma.  
High school graduate, diploma or the equivalent.  
Vocational training.  
Some college credit, no degree.  
Bachelor's degree.  
Master's degree.  
Doctorate degree.  
Other.

## **3. What is your marital status?**

Single, never married.  
Married or domestic partnership.  
Widowed.  
Divorce.  
Separated.

## **4. Are you currently...?**

Employed for wages.  
Self-employed.  
Out of work and looking for work.  
Out of work but not currently looking for work.  
A homemaker.  
A student.  
Retired.  
Unable to work.

## **5. Are you from Sweden?**

Yes.  
No.

**6. If not, where are you from? (country)**

---

**7. Are you a Swedish speaker?**

Yes, native speaker.

Yes, but non-native speaker.

No, but planning to learn Swedish.

No, and not planning to learn Swedish.

**8. If you speak Swedish, would you be interested in helping non-native speakers to improve their Swedish language skills?**

Yes.

No.

Not sure.

**9. If you speak Swedish, would you be interested in joining local and online language events focused on helping non-native speakers to improve their Swedish?**

Yes, local and online.

Yes, but only local.

Yes, but only online.

No.

Not sure.

**10. If you speak Swedish, would you be interested in becoming an ambassador (representative) for those events?**

Yes.

No.

Not sure.

**11. If you are currently learning Swedish, in what kind of environment do you learn best?**

Attending lessons.

Within a group.

By your own.

Surrounded by those speaking the language.

Not sure.

**12. If you are currently learning Swedish, what aspects of language learning do you find most difficult?**

Speaking.  
Writing.  
Reading.  
Listening.  
Grammar.  
Vocabulary.  
Not sure.

**13. If you are currently learning Swedish, would you be interested in joining local and online language events focused on learning the language with Swedish speakers?**

Yes, local and online.  
Yes, but only local.  
Yes, but only online.  
No.  
Not sure.

**14. If you don't speak Swedish, why would you learn the language?**

Studies.  
Work.  
To communicate better when travelling.  
Out of interest in the language.  
For my family / partner.  
Other.

**15. If you don't speak Swedish, what would you motivate to learn the language?**

Attending lessons.  
Being surrounded by Swedish speakers.  
Having a tandem.  
Meeting other Swedish learners.  
Other.

**16. If you don't speak Swedish, would you be interested in joining local and online language meetings with native speakers to learn the language?**

Yes, local and online.  
Yes, but only local.  
Yes, but only online.  
No.  
Not sure.

