

Psychosocial and language needs of culturally and linguistically diverse immigrant students: how can drama help?

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Abstract

This thesis is a critical literature review that proposes to show the way in which drama practices can help with the psychosocial and language needs of culturally and linguistically diverse (CLD) immigrant learners. The situation of CLD immigrant students in Special Needs Education is a complicated one, as their misrepresentation in the Special Needs Education field contributes to unequal opportunities, not only in education but also afterwards. There are 27 sources that were consulted to write this critical literature review. These sources were analyzed according to the inclusion and exclusion criteria and then the results were reported using a critical review methodology. This critical literature review will first report the findings regarding the role that drama practices play to help the psychosocial and language needs of CLD immigrant learners. Then, it will discuss the topic, analyzing how drama practices help with psychosocial and language development. The discussion follows in analyzing how drama can help CLD immigrant learners with the understanding of the new culture, and, as well, the challenges that can be faced when using drama activities with this group of students. This review found that the reported articles establish that drama is a profitable source for the development of the skills CLD immigrant students need. It showed that drama can contribute to the development of psychosocial and language skills. There are few studies that deal with this topic using a longitudinal process, so the results of the review can provide researchers with an idea for the development of more longitudinal studies to be done with drama and CLD immigrant students in relation with Special Needs Education.

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Chapter 1.

Introduction

This thesis will talk about the needs that culturally and linguistically diverse (CLD) immigrant students have in the education field and the role that drama plays as a resource to help CLD immigrant students with those needs. It will analyze the needs in relation to the special needs education field and how those needs affect CLD immigrant students identification (or not) in special needs education.

The interest in the topic arose since I attended one of my university courses which broadened and deepened my perspectives of special needs education. I started reading about the position of immigrants in special needs education, about the importance of cultural norms and language for the inclusion and development of any human being. I realized the idea that immigrant students might need an extra hand in many ways; that we judge others by our own cultural rules and that, therefore, we may be wrongly assessing a child just because the ways in which we behave and think are different (Cooc & Kiru, 2018). In that moment I knew that I was very interested in the topic of immigration and special needs education and that I wanted to investigate more. This led me to see that there is a lot of literature that talks about the possibility of CLD immigrant students to be wrongly represented in special needs education, as the cultural and linguistic differences can lead to a misdiagnosis, confusing difference with disorder (Moore-Brown, et al, 2006). The challenge I see is how can teachers and education professionals realize that a child is underachieving because of cultural and language differences and not because of an underlying learning disability. This problem becomes more prominent in this day and age as immigration has been growing fast and nowadays it is also much easier to do it, due to globalization. In this globalized world, it is important that cultural and language differences are taken into account seriously and constantly.

Now that this has been stated, that cultural differences exist and globalization makes cultural differences co-exist with each other every day, every hour, the question was what method to use to do something about this situation and look for solutions to help smooth the culture shock. Without question, many different ideas and aids can be found and can be used to do this, but my attention went into the drama practice. Having been part of the drama world since

I finished high school, I always thought that it is a great activity to bring different people together and to overcome challenges, as for example social skills and language abilities. In this way, I thought about connecting the two things I am passionate about, education and drama. The struggle was that in all my years of experience working in schools I had always experienced drama practices to be part of the extracurricular activities, or if it was included in the curriculum, it was usually just as a play-related activity, in a separate section, as separate area of art as drama, or in other cases, not present at all in the school environment. In my experience, it was not used in the different areas to enhance learning and knowledge development. I had the idea that drama is usually seen as something that is not very serious when it comes to think of it as an academic tool. As it involves play and movement, in general in today's society it is not seen as resourceful or as important as other areas in the academic world or as a good source of aid for teaching and learning. I say "in general" because there are of course some places or people which and who do believe in the power of drama and use it in their practices. This results in a lack of material to investigate and analyze because it is still used in the teaching world in a very limited quantity. Yet, even in the found literature, the idea was to see, after the needs of CLD immigrant students had been identified through other methods, how could drama practices help solve those needs.

1.1 Outline of the thesis

The first chapter gives an introduction, states the research problem, the study aims, the research questions and defines the main concepts present in the thesis. The second chapter talks about the literature review of background information. The third chapter explains the methodology and gives a detailed description of how the data was extracted, chosen and analyzed. The fourth chapter shows the results acquired through the literature research. Finally, the fifth chapter includes the discussion, the limitation of the study, its implications for future studies and the conclusion.

1.2 Research Problem

The research problem that is identified is how the use of drama can help with the needs of CLD immigrant students. The CLD immigrant students that are taken into account in this research problem are adolescent CLD immigrant students of high school age from different parts of the world. There is no place in particular selected as part of the research problem. This case is relevant in the Special Needs Education field in that it happens to be in many cases a problem to differentiate the CLD immigrant group of students from the special needs education group. The different needs create a confusion between the CLD immigrant background characteristic and a special educational need. The first thing to investigate and determine was which are the different needs that CLD immigrant students are identified with and which are the needs that are identified for a student to be represented in special needs education, so that the needs that CLD immigrant students endure could then be investigated in relation to drama practices and see how drama could help solve or develop these needs. The two main problems that were identified were psychosocial needs and language needs, and so the research questions and aims were developed including these two main challenges.

1.3 Study aims

The aim of the study is to write a critical review of literature analyzing how drama can help to solve the needs that the group of CLD immigrant students face. To do this, it was necessary to first analyze the different needs that CLD immigrant students are identified with, on the one hand in the special needs education literature, and on the other hand, in the drama literature.

1.4 Research Questions

1. Which are the needs CLD immigrant students are identified with?
 - a. In the special needs education literature.
 - b. In the literature about drama practices.

2. How can drama practices help to solve the needs of CLD immigrant students?
 - 3.a. How drama can help with psychosocial skills.
 - 3.b. How drama can help with language skills.
 - 3.c. Examples of activities done to help with those needs.

1.5 Definition of Concepts

Introducing the different topics included in the analysis

The following key concepts are the ones that this paper worked with. They are going to be explained hereunder so that the reader can have a clear understanding of them and how they are used throughout the literature review.

Culturally and Linguistically Diverse (CLD)

This definition comprises people whose language and culture differ from the mainstream ones. The term describes communities that have diverse languages, ethnic backgrounds, nationalities, traditions, societal structures and/or religions (Terry & Irving, 2010).

This paper focuses on culturally and linguistically diverse students who have immigrated to a new country where the culture and/or the language are different from the one that they were born into and raised in until the moment of the migration.

Immigrants

The general definition of an immigrant is “a person who has come to a different country in order to live there permanently” (Cambridge Dictionary, 2023).

The literature available and the studies investigated about the topic, talk about “immigrants” without distinguishing different kinds of them. That is to say, that there is not a lot of distinction between first generation immigrants, second generation immigrants, different

dominant language immigrants, or any other distinction there can exist inside the immigrant group, which is as varied as each individual who migrates.

This research project focuses on first generation immigrant students of 11 to 18 years old, who are newly arrived at the host country and who have a different culture and different dominant language from the host country's one, that is to say, it studies culturally and linguistically diverse immigrant students.

The mainstream definition of an immigrant can become a marginalizing concept as the differences and diverse ideas that are created regarding them can lead to stigmatizations, which in turn can influence the thoughts and decisions of professionals and peers. One of the consequences of this stigmatization is that many CLD immigrants end up in special education because of a misunderstanding or lack of knowledge and not because of an actual learning problem (Vouyoukas et al., 2017).

Special Needs Education (SNE)

The next concept that is important to identify and explain is Special Needs Education. Special Needs Education refers to the fact that some students require a different way of teaching and learning, and/or extra help in their school path. This diverse instruction can happen in different classes or inside the same class.

According to UNESCO, "Special education is defined as an 'education designed to facilitate the learning of individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an educational programme'" (UIS-UNESCO, n.d.). The reasons for the need of special education are varied; it can be because of physical, intellectual, behavioural, emotional or social capacities.

The NHS says that "Special Education Needs refers to children who have Learning Difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. Examples of Special Education Needs include: schoolwork; reading, writing, number work or understanding information; expressing themselves or understanding what others are saying; making friends or relating to adults; behaving properly in school; organizing themselves; some kind of sensory or physical needs which may affect them in school" (NHS, 2023).

Not all special needs education has to do with a disability. Needing special education is a term to say that one person needs another kind of and/or extra help to be able to achieve his or her full potential in the education system. Special education has many branches, disability is one of its branches, as is the special education for CLD immigrant students. Anyways, the mainstream understanding of what special needs education is, can be a marginalizing concept as well, as the access to special needs education is very disproportionate and this disproportionality is many times related to gender, race, language, citizenship and/or other individual differences (Cooc & Kiru, 2018). This process in itself reflects the oppression of the different groups that exist in society.

Drama

This thesis is going to examine the use of drama as a method that the learners will use actively in their encounters. The CLD immigrant students take part in the drama activities and workshops actively, they are not merely observers of a drama play.

The literature that is used throughout this literature review shows, as the most used methods of drama in education and with immigrant students, the use of process drama, and playback theatre, and other diverse drama activities. Process drama is a form of improvised drama, with no scripts, where the purpose is to learn and understand, rather than to entertain and perform (The DICE Consortium, 2010). Playback theatre is a type of improvised theatre that uses the personal stories of the audience as the basis of the dramatic representations (Gonzalez, Xavier et al., 2022). The other diverse drama activities will be explained later in the review, more specifically in chapter 4.

Chapter 2.

Literature review of background information

To go on board of this study, it was necessary to first investigate why and how CLD immigrant students are included in the Special Needs Education field, how they are represented in it and why it is important to study them in relation to the Special Needs Education field. To show this, the current chapter will give some background information regarding the relation between immigrant students and Special Needs Education. Then, the chapter will explain the position that CLD immigrant students face in the educational field and it will clarify the difficulty of the identification of this group of CLD immigrant students in SNE. Furthermore, it will give some theoretical background information as to how drama may help the group of CLD immigrant students in the course of their schooling and in relation to special education. Moreover, this part will give an insight into the use of drama in education and, finally, a theoretical background knowledge showing how drama is in fact a source of actual aid.

To understand the reasons behind the selection of CLD immigrants students as an issue to study inside the field of special needs education, the following questions are going to be answered in this chapter of background information: How are CLD immigrant students defined in special needs education? How are they positioned in special needs education? How are they misrepresented in special needs education? Either by being under-represented or over-represented.

2.1 CLD immigrant students in Special Needs Education

It is important to understand how and why the culturally and linguistically diverse immigrant group can be considered as being part of special needs education. Because not all immigrants need special needs education, it is important to identify who are the ones that could be considered as needing this kind of help, or who could benefit from some kind of special education. When talking about the needs of newly arrived immigrant adolescents who have a culturally and linguistically diverse background than the one from the host country, some of the things that can be considered are social interaction, social inclusion, language abilities, and

cultural norms and values (Sinkkonen, & Kyttälä, 2014; Pit-ten Cate & Glock, 2018; Cooc & Kiru, 2018).

Furthermore, CLD immigrants can be characterized as a minority group, since by definition in the Cambridge dictionary, a minority is defined as “any small group in society that is different from the rest because of their race, religion, or political beliefs, or a person who belongs to such a group” (Cambridge dictionary, 2023). Nevertheless, there is no international definition of a minority group, as this entails some objective factors, such as a shared language, religion and/or ethnicity, and some subjective factors, such as the fact that someone should identify themselves as belonging to a such minority group (United Nations, 2023). It was important to identify CLD immigrants as a minority group to be able to also analyse some literature accordingly. Minority groups have a higher risk for educational failure than the rest of society, as well as the fact that they have poorer outcomes and inappropriate identification in the school system. This entails that then they are misplaced and misidentified in the educational system (Oswald et al., 1999).

Besides, CLD immigrant students are a difficult group to position in special needs education. This difficulty comes from the fact that it happens in many occasions that diversity is confused with disability and the other way around. There is evidence that shows that teachers’ expectations and attitudes towards diversity affect the decision of positioning CLD immigrant students in special education, as socialization leads people to believe that everyone should act, believe and value in the same way (Gay, 2002). Another research found that students who had been identified as having a language disorder by the school, were actually having learning difficulties due to other reasons, not because of a learning disability (Vouyoukas et al., 2017).

Later in this chapter there will more in depth information about the positioning of CLD immigrant students in special education, how they are represented (underrepresented, overrepresented and/or misrepresented), the reasons of the difficulty to identify and position this group in SNE, and this group’s developmental needs and difficulties.

2.1.1 Defining immigrant students in Special Needs Education

This part is going to talk about the definitions that CLD immigrant students receive in the schooling system according to the reviewed literature. It is going to analyze how these

definitions cause problems through the educational process and the consequences that they bring to the CLD immigrant students to whom they are given to.

Culturally and linguistically diverse immigrant students are faced with a wide range of defining interpretations that can become a problem for their development in the educational process. Some of the ones found to describe some immigrants students are: speech and language impairment, socially maladaptive behavior, and emotional disturbances (Gay, 2010). A research done in Italy shows that students from migrant backgrounds receive many other definitions, such as ‘language deficit’, ‘specific learning disability’, ‘speech and language impairment’, and ‘social, cultural and economic disadvantage’. (Migliarini, D’Alessio & Bocci, 2020). The knowledge and attitudes that professionals have towards a given cultural diversity are very powerful in determining the learning opportunities and learning outcomes of culturally diverse students, as these can hinder learning in some cases (Gay, 2002).

One possible reason for the incorrect diagnosis of these definitions comes from definitional and measurement problems (Gay, 2002). A “misabeled” definition is a big problem and it creates a double challenge. On the one side, the person itself will be affected by a self-fulfilling prophecy, in which he or she will actually believe that he/she cannot do more than what it is expected from that particular box the definition put him or her into. On the other hand, teachers’ expectations and views towards the child will also change and therefore will be guided by the idea of achievement that comes with a certain definition, rather than by the actual possibility of a particular child.

Of course, not all immigrant students are targeted in the same way. The different backgrounds an immigrant may have, can lead to different and varied stigmatizations. For example, in a study done in German with minority students with migrant background they found out that it was not the same to have a Turkish heritage background or Italian heritage background then German heritage background. Teachers or other professionals can have stereotyped views about these two groups and judge them accordingly to their own ideas and the ideas society has about them (Vietze, Schwarzenhal, Moffitt et al., 2023). They even analyzed that teachers can see them as less competent and more at fault for errors than other less stigmatized groups as can be the German heritage students (Vietze, Schwarzenhal, Moffitt et al., 2023).

2.1.2 Positioning CLD immigrant students in special needs education: a difficult problem

There is a disproportionality when it comes to the representation of immigrant students in special education. The current practice shows that it can be due to several different reasons, as for example sociocultural limitations or structural limitations either of school and/or society. Sociocultural limitations can be the subjective decision-making of teachers and professionals and the divergencies of the school's cultural norms and those of the student's culture (Cooc & Kiru, 2018). Structural limitations refer to the structural inequalities in society and school (Cooc & Kiru, 2018). The decision of placing a student in a special education programme can come from many different reasons and one of them is the fact that they do not speak the language of the host country, or the fact of having little or no previous education (Chang, 1990). This is not a wrong thing to do, but the result from separating a student from the mainstream classroom because of language difference can have both positive and negative consequences. Focusing on one of the negative aspects of this decision, is the fact that many CLD immigrant students are represented in special education when actually they have no intrinsic language disability. The only "problem" that they have is that they have not mastered the mainstream language yet, as their native language is a different one. That is to say, they are misrepresented in the special needs education group.

That is why, it is important that students receive culturally comprehensive assessments which respond to their individual needs and give them the adequate support. One of the answers to this problem that the literature shows, is the use of dynamic assessments. A dynamic assessment comprises the evaluation of a student with a test-teach-retest model. The test and retest parts of the evaluation imply a measurement of a specific area that has been targeted, and the teaching part of the evaluation consists of helping the child to learn that specific area (Moore-Brown et al., 2006). After the child has taken both the test and the posttest, the results are compared. If there has been a significant improvement between the two scores, then it means that there is likely to be sufficient underlying ability. On the other hand, if there is a lack of improvement, that means that there is a true possibility of having a learning disability (Moore-Brown et al., 2006). The use of this method shows a possibility to try to lessen the amount of misrepresentation of CLD immigrant students in special needs education.

As it can be seen, there is evidence to say that this misrepresentation exists and that it is very common, but it is difficult to identify the actual causes of students' misrepresentation as it is difficult to position or identify CLD immigrant students in relation to special needs education. Many immigrant students are put into special needs classrooms thinking they have a learning disability when, actually, it is a matter of language and culture differences what they are experiencing. That is to say that they are not achieving the desired results because they do not understand the language or they suffer from a culturally different environment that they cannot yet get used to: "Because of language difficulties, it is very challenging to identify actual learning difficulties during this preparatory period (Sinkkonen, Aunio & Väliniemi 2009; Sinkkonen et al. 2011). It is difficult to distinguish between pupils who have general learning difficulties from those who merely suffer from culturally and linguistically-based educational difficulties." (Sinkkonen & Kyttälä, 2014, p. 169).

It is a considerable failure of the system when disability is confused with diversity and diversity with disability. Many immigrant students who come from different cultural, ethnic and racial groups are misplaced in special education because of the differences and misinterpretations between the host's school cultural standards and their own, not because they have any biological or intellectual limitation (Gay, 2002). Cultural differences in behavior, ways of assessing and evaluating situations, social interactions, how we use movement and motion in our conversations can be misinterpreted as a learning disorder if it is seen from a different cultural perspective. For example, too much movement in some cultures may be the accepted way to behave, but in some others it may lead to a diagnosis of hyperactivity attention deficit disorder (Gay, 2002). Behavior is a culturally based phenomenon and, as such, one has to be very careful when using a behavior aspect to decide about special educational needs. The same behavior is viewed in different ways by different cultures; humans learn how to behave by copying and by the references they have in their surroundings, so it reflects the experiences that each person encountered in his or her life. As this happens, it also happens that professionals, for example teachers, will judge and assess the behavior of students through their own cultural glass, which can lead to misinterpretations about some behavioral problems: confusing a disorder with just cultural traits. Many behaviors are not understood as pathological or deviant in every cultural group, and many behaviors that may not be considered appropriate by the school professionals, and which would lead to the placement of a student in special education, may not be considered as such in another cultural

group (Artiles & Zamora-Durán, 1997). The constant patterns of over or under-representation in a country have to do with the lack of knowledge of culturally and linguistically diverse learners and about what makes a behavior, action and thought “normal” or “pathological” (Ortiz, 1997). Moreover, researching the ways of assessing and the possibilities there exist to analyze the situation of CLD immigrant students, a study in Greece found that teachers were not well prepared to assess CLD immigrant students and that they do not understand quite well the process of determining if the student has a disability or a language barrier problem (Vouyoukas et al., 2017).

As said before, there exists a very substantial difficulty when it comes to the positioning of immigrant students into special education, as the influences that can lead to their mislabeling are diverse, as much as can their cultural and linguistic divergences be. Misplacement is a problem because it can limit the students’ opportunities for the future if their needs are not met and they cannot get access to other higher educational programs or if, for example, it prevents them from receiving a high school diploma (Artiles & Harry, 2006). It is a challenge to distinguish CLD immigrant students’ language proficiency from a learning disability, which could lead to under or over identification of language learners in special education (Cooc & Kiru, 2018). These are just few examples of the outcomes of misrepresentation in special education, but indeed there are much more to be considered. Misrepresentation entails that a group of people is underrepresented and another group is overrepresented. To understand this situation it is required to examine diverse areas of life, such as cultural and language traits, psychosocial behaviors, educational structure characteristics, assessment methods and processes, socioeconomic status not only of a family, but of a school, a district and a country.

What follows will focus more specifically on each one of the forms of misrepresentation. First about the underrepresentation of CLD immigrant students in special needs education, and then about the overrepresentation in this case.

2.1.2.1 Under-representation of CLD immigrant students in Special Needs Education

The situation of underrepresentation. The underrepresentation of CLD immigrant students is as important to handle as the overrepresentation but it may be more difficult to see as unrepresented students are an invisible population (Ortiz, 1997). Yet, the fact that some children

are “invisible” and not receiving the proper education is a very problematic situation that will bring them troubles in the future. It can have negative effects in the long run as those students who need it are not given the accurate intervention in the moment that they require it. Early intervention is just as important so that the student can achieve its full potential (Ortiz, 1997), as is the accurate decision of inclusion in the special education programme. When immigrant students do not master the language it is likely that teachers and professionals do not do the proper referral into special education for the children that need it. This could be due to the fact that it is not clear that their current struggle in the academic journey is due to a real learning disability. In this way, many professionals think that language is the problem and wait until their language skills are better to assess the situation, which is a problematic delay for those who actually need special needs intervention. Research shows that they are underrepresented in special education in the first years of schooling but then overrepresented in the later years (Hibel & Jasper, 2012).

The reasons behind underrepresentation. The reasons behind the underrepresentation are varied, but the ones that are documented in some studies are mostly three. First, many schools or other educational institutions may not have the required personnel to deal with more than a certain amount of children in the special needs education field. Second, it can happen that the institutions are not sure that they could handle the proper assessment procedures for a special needs pupil. The difficulty of the positioning of CLD immigrant students in special needs education is that the identification processes can be inconsistent (Vouyoukas et al., 2017). And third, the schools do not have the appropriate personnel to cover the needs of all the different CLD pupils, for example regarding the language they speak. If it is different to the mainstream one, they may not have personnel who speaks the languages of the CLD immigrant students (Ortiz, 1997). It often happens that referrals take more years than needed to wait for the students to learn the language properly.

2.1.2.2 Over-representation of CLD immigrant students in Special Needs Education

The situation of overrepresentation. The counterpart of the situation of underrepresentation is that of overrepresentation. As some CLD immigrant students are faced

with “invisibility” in the field of special needs education, others, on the other hand, are identified in it without a real necessity (Sinkkonen & Kyttälä, 2014). Their needs are misinterpreted and they end up in a situation that is not at all favorable for their development. In some cases, the situation has to do with the fact that some institutions and/or professionals have problems in detecting real learning difficulties and, therefore, this leads to immigrant children being overrepresented in the field of special education, as a study showed it happens in Finland (Karppinen, Hagman, and Kuusela 2008; Sinkkonen et al. 2011). Yet, it happens as well in other parts of the world (Sinkkonen & Kyttälä, 2014). The overrepresentation of immigrants due to their situation of being culturally and linguistically diverse is problematic as well because diversity increases so rapidly (Oswald, et al., 1999) and nowadays it is a situation that involves every corner of the world.

The consequence of overrepresentation. The fact that a student is put into special needs education, when he or she does not actually need it may cause a problem in relation to their academic development, as they can be at risk of not developing as full as they can and remain less educated than what they actually could potentially reach (Sinkkonen & Kyttälä, 2014). They can be failing academically because of inappropriate identification when they could actually be successful if they were to be helped in a different way, as Oswald, et al. (1999, p.194) state: “Minority children with disabilities who live in urban and high-poverty environments are believed to be at particularly high risk for educational failure and poor outcomes because of inappropriate identification, placement, and services.”

It is very unfavorable for these immigrant students who have no real learning disability, but who do not know the language, to be placed in a class where the environment is not the best to develop their language skills. Usually these classes do not represent the best environment to learn a new language as they include students with language disabilities and kids with behavioral and educational problems who can interfere with the internalization of the language in an appropriate way (Sinkkonen & Kyttälä, 2014).

The reason behind overrepresentation. Overrepresentation is possible because some of the attitudes, behaviors and values that cause students from non-mainstream racial, ethnic, and cultural groups to be diagnosed and assigned to special education arise from misunderstood

incongruencies between the cultural standards of the school and their home, and not from some biological impairments or intellectual limitations (Gay, 2002).

It seems that the system places immigrants who do not master the language from the host country in the same box as students who have learning difficulties. This is very problematic as the real problem would still not be addressed in the new class. It is important that the language barrier is considered as a cause of the child's academic problem when assessing their progress and development. In fact, in the USA, the Individuals with Disabilities Education Act (IDEA) states that "children who achieve poorly because of differences related to environmental disadvantage or ethnic, linguistic or racial difference are not to be identified as disabled. The entitlement to special educational services in IDEA is accompanied by a mandate of equity." (Coutinho & Oswald, 2000, p.136). The reason for the disproportionate representation of immigrants in special education may be attributed to insufficient assessment methods (Sinkkonen & Kyttälä, 2014). It may be difficult to find diverse assessment practices in different languages that adapt to each individual's culture, but it is possible to find solutions and practices to assess the learning potential of the immigrant student, as can be the close observation of the language development of each individual (Sinkkonen & Kyttälä, 2014). In Finland, for example, a new law passed in 2017 states that there should be diverse assessments and procedures in general education before a student can be transferred into special education. This transfer has to previously have had a long-term and diverse educational assessment based not only on the difficulties but also on the strengths of the student. If the case is that the student is sent into special education, then each year there should be an assessment of the student's learning and progress to analyze closely how the student is going through his/her academic path.

2.2 Drama as an aid for CLD immigrant students

How can drama help with the needs that CLD immigrant students are identified with? Drama can help to ease the problems associated with the stresses of migration, and situations of culture shock, it could also aid with social adjustment and academic performance (Rousseau et al., 2014). It can do that as it is a space of acceptance and reflection, it is a safe place where the expressions of emotions are normalized, are even encouraged, which makes it a non-threatening, sharing space. Furthermore, it can foster social relations in the classroom. "Research suggests

that enhancing social support, membership of social groups, interpersonal relationships and shared norms and trust – constituent parts of social capital – can attenuate some of the harmful effects of the resettlement process and promote well-being” (Dähne et al., 2023, p.3). The role that drama plays in helping the needs of CLD immigrant students will be further developed throughout the thesis.

2.2.1 Drama in Education (DiE)

As the paper focuses both on drama and on education, it seemed a good idea to contextualize the use of drama in the field of education and to explain the reasoning behind the use of drama with CLD immigrant students. That is why, this section will try to give more information as to why is drama a good implementation in the education system and in relation to CLD immigrant learners.

Drama in education is a way of mixing educational means and pedagogical principles with the art form itself (Papaioannou & Kondoyianni, 2019). This form of education can help in the development of intercultural respect, solidarity, empathy and the development of values and social positions, as well as acquiring intercultural communication (Papaioannou & Kondoyianni, 2019), as it can also help students gain awareness and understanding of other cultures, and in that way it gives the opportunity to take different perspectives and reflect on the diverse cultures (McAvoy & O'Connor, 2022). Drama has the capability of developing all the aspects of a person, in that it benefits the social, intellectual, emotional and physical well-being of a person (Özbek, 2014). There have also been studies conducted which show that the use of DiE promotes adaptability in intercultural schools, the acceptance of difference and the elimination of prejudices from one culture to another (Papaioannou & Kondoyianni, 2019). Moreover, some other studies show how DiE can help with social skills and with the interaction and co-existence of the different cultural backgrounds in the same classroom and school (Papaioannou & Kondoyianni, 2019). When the drama activities include the telling or retelling of stories, whether it is in an independent reading session or read aloud to the whole class, these can reflect their cultural identities, or to other show different cultural perspectives, which open the minds of

students to see, listen and interpret different realities with kindness and tolerance (McAvoy & O'Connor, 2022).

2.2.2 Vygotsky and Drama in Education

Vygotsky realized how important was the use of drama for education, as it involves play which is the means by which children learn to understand and make sense of the social and physical environment (Özbek, 2014). He thought the arts and creativity were very important for the development of a person. He encouraged the idea that learning within a social context aligns with the works of drama, as playing, he says, is “the leading source of development” (Vygotsky, 1976, p. 537, as cited in Davis, 2014). As such, Davis (2014) writes “we should emphasize the particular importance of cultivating creativity in school-age children. The entire future of humanity will be attained through the creative imagination; orientation to the future, behavior based on the future and derived from this future, is the most important function of the imagination” (Davis, 2014, p. 99).

Drama focuses on understanding human experience by the simple fact of taking on a role, and to understand the realities of that role through the interaction with other characters (Davis, 2014). It shows to be a good way for the inclusion of CLD people, since as mentioned in Davis et al., the process of improvisation of a character and the building of play requires the students to become involved directly with other people, to learn from them while in the role or out of it, and it invites to reflect on their own actions and the actions of the others (Davis, 2014).

Vygotsky said, regarding developmental psychology, that a child seeks knowledge actively and that the child and the environment interact together to its development in a cultural manner (The DICE Consortium, 2010). That is to say that development is possible as a result of direct contact with the environment, and this environment has to provide the necessary atmosphere for a purposeful development. Moreover, Davis et al (2014) emphasize the way that identities and motivational goals, beliefs, standards and expectations are originated in the different cultural practices and are internalized through the engagement in these cultural activities. These activities are dynamic and collaborative, as drama in education is always based on group work and can thus function as a social platform for internalization. Vygotsky connects the worlds of language learning and drama because language learning can be viewed as a

creative art, as when learning a new language a person has to use whatever words in the new language they have in their mind to compose an idea, and in that way they are using language creatively (Davis, 2014). This happens as well when the drama activity is done in the language that is being learned, as it suggests the introduction of new vocabulary and it gives the students the chance to use critical thinking skills, together with imagination, to achieve meaningful outcomes, enriching the learners' experience because of creative collaboration (Davis, 2014).

2.3 Concluding argument regarding the literature review background

Given the information gathered during the literature background, the fact is that it seemed interesting to keep on analyzing the use of drama not only in education in general, but as a source for improving the needs of CLD immigrant students. The background researched literature showed how CLD immigrant students are a group that requires a special view in the field of education because of their diverse and different needs that differ from the mainstream population ones. It showed that this group requires different kinds of help than other groups in the special needs education field, and therefore, the next step was to investigate which were the aids available that were used for their better improvement and inclusion. Further findings led to the incursion into drama in the field of education and drama in relation to immigrants. Finally, the literature led the way into deciding to put those things together: drama, education (in this case, special needs education) and immigrants (in this case, CLD immigrant students).

Chapter 3.

Methodology

This methodology chapter is divided into five parts. The first part describes the approach used with the gathered literature. The second part describes the search strategy, stating the different search terms and data bases used. The third part describes the literature screening process, including the inclusion and exclusion criteria used in the selection of the literature. The fourth part gives a report of possible bias, and finally, the fifth part explains the data extraction and analysis.

3.1 Approach of the gathered literature

When first approaching the enormous scope of existing literature in the subject, the objectives of the review had to be clearly defined and narrowed, as the literature proved to be more extensive than what it was at first thought. In this way, it was important that the research questions were specifically identified and clearly stated. What came next was to take the decision of the eligibility criteria, which was clearly chosen and defined, in order to have a clear view of the literature that could be included and the literature which had to be excluded. This will be explained later in the chapter.

3.2 Literature Search Strategy

The first thing done was to start the research process creating search terms based on the different research questions. Then, the data was chosen on the basis with which the work was going to be done and analysed. After that, the articles that were useful to answer the research questions were collected using the several search terms.

Databases

The literature search was done through the University of Oslo's search engine, Oria. Through Oria, the search developed into different databases. The search was done over a five-months period, from January 2023 until May 2023. The articles searched were not limited to any years in particular, so the used articles vary from 1990 to 2023, regarding their publication date. The key words used are described hereunder.

Search key words

The search key words used in the literature gathering were the following: special needs education AND/OR immigrants AND/OR immigrant students AND/OR psychosocial problems AND/OR drama in education AND/OR drama in education AND/OR drama and immigrants AND/OR drama and immigrant students AND/OR disproportionate representation in immigrant students AND/OR disproportionality in special education AND/OR misrepresentation of immigrant students in special education AND/OR immigrant category special needs AND/OR immigrant students language skills AND/OR labelling and special needs education AND/OR labelling and immigrants.

These categories were used together with their corresponding synonyms.

3.3 Literature Screening Process

First, the articles that had a relatable title were searched for, leaving behind those that in the title had things, themes, subjects, ideas, etc. that were not compelling with the subject at hand. Then, the abstracts were read. Those that followed the inclusion criteria were chosen and the ones that did not follow it were discarded.

3.3.1 Studies that met the following criteria were included in the literature

Participants:

- Studies that dealt with adolescent students (secondary school age).

- The students had to be the first generation of culturally and linguistically diverse immigrants. That is to say they should have a culture that is different from the one of the country they migrated to, and speak a different language from that country as well.

General:

- Studies that dealt with drama and theatre where students took part in the drama/theatre processes, activities and workshops.
- Studies that dealt with immigrant students in special education.
- Studies that dealt with drama/theatre and special education.
- Studies that include qualitative and/or quantitative measures.

3.3.2 Studies that met the following criteria were excluded from the literature

Participants:

- Studies that dealt with participants over the age of 18.
- Studies that used participants that already spoke the language of the settling country.

General:

- Studies that used drama as a performance to see, where students did not participate.
- Studies that involved immigrants that are other than first generation.

3.4 Report of bias

In this literature research there is a risk of bias due to the fact that there is just one person selecting, choosing and interpreting the collected information.

3.5 Data extraction and analysis

The collected articles, books, and other studies were read just by one person, the author of the thesis. The data extracted from each of them was article title, author, country of origin,

year of publication, aim or objectives of the study, study's inclusion or exclusion criteria, outcomes of the study, age of the participants, country of origin of the participants and country of immigration of the participants. The analysis method that is used in this review is a qualitative synthesis of the literature collected.

Chapter 4.

Results

This chapter is going to analyze the two research questions separately. The results will be explained according to the information found about the two research questions. First, there is an explanation regarding the group of articles that the thesis worked with, including a table to summarize the studies. After this, the text continues to answer the first research question: which are the needs identified in the special needs education literature, and which are the needs identified in the drama literature. Moreover, it continues to answer the second question: how can drama help with the needs of CLD immigrant students regarding psychosocial skills and language skills. Then, the text gives some examples of drama activities.

4.1 Corpus for analysis

The total number of articles used in the critical analysis is of 27 articles. 23 of them are related with the use of drama as a way to help the needs of CLD immigrants. 5 of the articles discuss the topic of misrepresentation of CLD immigrant students in special needs education and analyze the status of having a migrant background as a CLD immigrant student. 23 of the studies are qualitative, 3 are quantitative studies and 1 is a mixture of qualitative and quantitative analysis. All the studies read were in English.

Table 1, presented hereunder, shows a summary of the studies included in this critical analysis.

Table 1. Summary of studies included in the critical analysis

Source	Purpose	Type of source	Major Findings
Anastasiadis (2020)	How theatre education and participation can assist immigrants who choose to assimilate into their	Master Thesis of Arts	That theatre assists the immigrant in noticing and interpreting different environmental cues that indicate cultural norms and theatre

	new culture, do so more effectively		techniques assist immigrants by giving them the tools to deal with culturally unexpected situations.
Bailey (2021)	How to begin using drama in special education and inclusive classrooms so teachers and school counsellors can build their skills and self-confidence along with their students	Book	Drama develops executive functions, it builds on thinking and social-emotional skills and enhances the learning of academic subjects
Bundy (2017)	To discuss resilience and the importance of hope, belonging and connectedness in the lives of new arrivals. The drama programme was designed as an intervention to support the young people based on the school's assessment of their particular needs.	Article	Drama as a source of hope and help in relation to belonging, connection and resilience.
Dähne (2023)	How classroom drama workshops (CDWs) intervention is experienced by refugee and migrant adolescents' and how they perceive these changes.	Article	CDWs were found to foster trust and improve social relations in the classroom, but also some activities in the CDWs crossed the students' boundaries, which led to withdrawal and a loss of trust.

Giskehaug (2017)	It explores how teachers adapt their education to best meet the needs of refugee students.	Master thesis	The study found that students' psychosocial needs were as equally or even more influential than the ways in which teachers adapted their educational practices.
Horstein (2010)	This paper documents the implementation of a year-long drama project that was conducted with adult immigrant English as a Second Language (ESL) students.	Master thesis	How using drama with language students gives a real alternative to standard language instruction. Participation and anxiety were some challenges found in this study.
Jindal-Snape & Vettraino (2007)	A systematic review was conducted of the research into the use of drama techniques to enhance social-emotional development of people with special needs	Article	There are indications that the dramatic processes have the potential to be effective in enhancing social-emotional development of people with special needs. Yet, it clarifies that there is not enough evidence to substantiate the claims.
McAvoy & O'Connor (2022)	It is a guide to the use of drama, focusing on its process-oriented theatrical techniques, engagement of a broad spectrum of learners, its historical roots as a field of inquiry and its transdisciplinary pedagogical practices.	Book	It includes reflections, lesson plans, programme designs, case studies that support the use of Drama in Education, and show its successful outcomes.

McGovern (2016)	It examines how students perceived theater as affecting their language development, and how individual students' identity development was affected by participation in the class.	Master Thesis	The results show that creating a play had many positive effects on students' affective dimensions, second language development, classroom dynamics, and investment in the course, as well as some negative effects including anxiety among students.
Næss (2016)	To gain insight into the learners' experiences of Readers' Theatre (RT) and to investigate the possible benefits and challenges of this method with that group	Master Thesis	RT was a relatively successful method with the students and it improved the students' fluency, pronunciation and word recognition in English
Ngo (2017)	To explore the ways in which a culturally responsive program nurtured critical consciousness among Hmong immigrant youth	Article	The study showed that the theatre programme helped immigrant youth with a means to rescript life stories, confront injustices perpetrated against them, and feel a sense of agency, as well as theatre leading to critical consciousness.
Opfermann (2020)	It investigates the notion that theatre enables participants to address issues of oppression and create socio-political change.	Article	The article argues that theatre-based research can indeed create individual transformations in the form of increased displays of ownership, confidence and hope

Ortiz (1997)	It discusses which are the characteristics of an educational environment that facilitate the success for CLD students	Book	Offers recommendations for referrals into special education and for assessment to help CLD students suspected of having a learning disability. It gives attention to students who are not English proficient
Özbek (2014)	To present the key characteristics of the methods of drama in an educational context	Article	Drama has been presented both as an effective and an indispensable tool for education, as well as a great chance to support personal development.
Reijneveld et al. (2005)	To examine the prevalence of psychosocial problems and the association between parent-reported problems and the identification by doctors and nurses working in preventive child health care, among immigrant and non-immigrant children.	Article	More problems were found in immigrant children than in native children, especially regarding internalising problems. Psychosocial problems occur more frequently among some immigrant groups.
Moneta & Rousseau (2008)	It used a school-based drama intervention with special class, immigrant adolescents with behavioural difficulties as a real-life context for the study of forms of emotional expression and strategies of emotional regulation.	Article	The drama process seemed to help emotional expression and awareness and to foster a transformation of emotive processes.

Rousseau et al. (2007)	To assess the effects of a school drama therapy program for immigrant and refugee adolescents designed to prevent emotional and behavioural problems and to enhance school performance	Article	The findings suggest that the workshops may have an impact on social adjustment of recently arrived immigrants and refugees. It seems a good way of working preventively and without stigmatization with adolescents who have been exposed to diverse forms of adversity.
Rousseau et al. (2012)	To help immigrant and refugee adolescents experiencing a severe academic delay cope with adversity, a school-based intervention combining drama workshops and language awareness activities was done.	Article	The adolescents shared their experiences of adversity and felt empowered by the workshops. Self-reported impairment decreased in the intervention groups.
Rousseau et al. (2014)	To evaluate the effectiveness of a school-based theatre intervention program for immigrant and refugee youth in special classes for improving mental health and academic outcomes.	Article	The theatre intervention was not associated with a greater reduction in self-reported impairment and symptoms in youth placed in special class because of learning, emotional and behavioural difficulties than a tutoring intervention or a non-active control group.
Rousseau et al. (2005)	To assessed the effect of a creative expression program	Article	Creative workshops in the classroom can have a beneficial

	designed to prevent emotional and behavioral problems and to enhance self-esteem in immigrant and refugee children attending multiethnic schools.		effect on the self-esteem and symptomatology of immigrant and refugee children from various cultures and backgrounds.
Salmon & Rickaby (2014)	To explore the experiences and involvement of ten young people in care in the development of a musical play exploring life in the care system	Article	It showed that drama can help in developing skills, confidence and resilience, and improving feelings of social connectedness.
Shepherd (2014)	To build participants' skills and confidence in speaking English; to build confidence in using the creative arts for self-expression; to develop social interaction skills; to offer a space for the expression of emotional content associated with transition and migration.	Article	It was discovered that comedy is an important and successful way of expression regarding the emotional and psychological matters associated with transition
Sinkkonen & Kyttälä (2014)	To classify good practices in Finnish immigrant education, after the conduction of interviews with teachers who work with immigrant children in schools where Finnish is the educational language.	Article	Results show the necessity of appropriate lingual support, fluent co-teaching and co-planning in schools, and the use of school assistants' working time and skills in creative ways are effective for the learning and social integration of multicultural students.

Stanat et al. (2012)	To test the effects of implicit support in language learning (focusing on meaning and without drawing attention to rules with a theatre program) and combined implicit and explicit supports (focusing students' attention on both meaning and form of language by a theatre program and instruction in German as a second language)	Article	There was no effect for the implicit program on second language, yet children in the combined program performed significantly better in grammar and reading after the treatment than the baseline group. There was not a significant difference in vocabulary. Three months later, a significant effect for the combined program was only found for reading.
Stinson & Winston (2011)	To show several studies and sources to see how contemporary educational drama practices can support second language learning.	Article	There are mostly short-term researches, and there is a notable lack of long-term or longitudinal research. The research found sufficient evidence to indicate a significant causal link between drama and language acquisition but considered that many of the reports and publications provided insufficient information about the methods used to gather and analyse data.
The DICE Consortium (2010)	To see how educational theatre and drama (ETD) impacts on	Book	The twelve studies show the positive impact that ETD has

	communication in the mother tongue, learning to learn, Interpersonal, intercultural and social competences, and civic competence, entrepreneurship, and cultural expression		in those competencies.
Williams & Butler (2003)	To show the concerns of newly arrived immigrant students	Article	The ethnic and cultural composition of the immigrant student population has continually changed and continues to do so. Educational programmes should change accordingly.

4.2 Studies’ participants and locations

The participants and location which are described hereunder refer to those of the articles analyzed. The purpose of this is to give an overview of the where the information that is analyzed comes from and which are the people that have been analyzed in this review of literature.

The selection of the articles come from different countries: seven are from the USA, six from UK, six from Canada, two from Norway, one from Australia, one from Germany, one from Finland, one from The Netherlands, one from Denmark, one from Turkey.

The children in the studies have different native languages and, according to where the study was conducted, they also have different languages which they should learn, that is to say, the mainstream language. Most of the studies have English as the mainstream language of the country of immigration, but others are also present, as German, Finish and Italian.

4.3 Which are the needs that CLD immigrants students are identified with?

CLD immigrant students are faced with many different challenges when they are in the new country. In turn, these challenges are interpreted in different ways according to the different perspectives that analyze it. To clarify this point, the next sections are going to show how are the needs of CLD immigrant students identified, on the one hand, in the literature regarding special needs education, and on the other hand, in the literature that deals with drama practices.

4.3.1 Needs identified in the special needs education literature

It has been found that CLD immigrant students lack the language skills necessary to follow the lessons in the school, which leads to learning problems. In general, studies show that in the worldwide assessment methods, such as PISA, immigrant students, either first-generation immigrant students or second-generation immigrant students, have lower achievements than their native counterparts. In a study conducted in Germany, they stress the importance of proficiency in the language that the school instructs in (Stanat et al., 2012). In the same way, a study conducted in Finland showed that both first generation immigrants and second generation immigrants performed lower in academic success rates than native Finish students in mathematics, science and reading (Sinkkonen & Kyttälä, 2014). And, in fact, the same situation was registered in Denmark, Sweden and Norway (Sinkkonen & Kyttälä, 2014). Due to the language difficulty, in Finland they realised the need of a preparatory class to train the CLD immigrants in the language of instruction, and, also, to adjust to the Finish school system.

Another study of the literature about special education focuses on the fact that there is little literature about the possibility of having a learning disability and linguistic and cultural difference at the same time, and realizes the importance of reducing inappropriate referrals of CLD immigrant students into special education (Ortiz, 1997). In this study, the author states the importance of the need of prevention of learning problems, of linguistic and cultural incorporation. They realize the need for CLD immigrant students of having a bilingual programme, to help them develop their level of native language competence and also to achieve a high-level of competence in the language they are now learning.

Besides the language and learning problems, it was recurring in the literature research the realization that immigrant students are more prone to psychosocial problems, such as emotional, behavioral or educational problems, than the native students (Reijneveld et al., 2005; Dähne, 2023). According to a paper that investigated the concerns that newly arrived immigrant students are faced with, there are many diverse concerns that immigrants have to deal with. These relate to language acquisition, racial labeling and categorization, post-traumatic stress disorder, different learning styles, inadequate social support networks, lack of social acceptance, and cultural traits that are unfamiliar and new (Williams & Butler, 2003). Regarding language acquisition in the named paper they set the importance in developing the verbal and written competence required to understand what is going on in the lessons, this will give them the chance to excel academically as well as they did in their country of origin, given that they do not have any learning disability. It will also help in differentiating language difficulty from learning difficulty (Williams & Butler, 2003). Regarding racial labeling and categorization CLD immigrants will have to adapt to a place where they are seen and categorized in different ways than in their home country, which can be a stressful and difficult situation to get through (Williams & Butler, 2003). As regards post-traumatic stress disorder, the paper acknowledges the fact that many immigrants come from places where they could have been at war, running from poverty, homelessness, and also may be separated from family and loved ones (Williams & Butler, 2003). All this can cause many distresses for CLD immigrants. Furthermore, as many immigrants may have left parents, friends and many other relatives in their home country, they may lack the affect and support that these family networks provide, which can lead to isolation, fear, depression and low self-esteem (Williams & Butler, 2003). It is interesting that the paper mentions the different learning styles, because it is a fact that in different countries the methods in the education system vary and children may be used to different ways of learning and teaching methods (Williams & Butler, 2003). Adapting to the new system may take time and CLD immigrant students will need assistance and advice to help them cope in the best way possible. Moreover, CLD immigrant students may be faced with a lack of social acceptance by their peer and also by their teachers, which may be caused by misunderstandings based on their differences and/or the unwillingness to understand, learn and accept the traits brought by the new culture and language of the immigrant students (Williams & Butler, 2003). New and different cultural traits are an important fact that is considered in the literature as it deals directly with CLD immigrant

students. These cultural traits are the different ideas, thoughts, behaviors and roles, for example, that each particular country has and that will be difficult to navigate for the CLD immigrant student (Williams & Butler, 2003).

4.3.2 Needs identified in the drama literature

When looking at the drama literature, it can be seen that the needs and difficulties that in general are related to immigrants is their strong need of inclusion, belonging, connection and their sense of wellbeing before any other academic need can be dealt with. Drama literature focuses more on the social aspect of inclusion and the problematics with the cultural differences and its effects when it comes to the position of immigrant students in special needs education. The research done has found that the analyzed papers talk a lot about the importance of the environment, in that it is very important how welcoming the new country is and how much sense of belonging immigrants feel when they arrive, and through their first connections and relationships in the country. In a study by Bundy (2017), it is suggested that the social situation and environment in which the person finds itself is very important for their capacity to deal with the different situations immigration can bring. All this, environment and relationships, affect the way immigrant students can cope with the new situations, their wellbeing and their development (Bundy, 2017).

Some of the drama literature suggests that immigrant people have the need to construct their identity and meaning and to reconnect with social interactions (Rousseau, Drapeau, et al., 2005). Drama as a creative expression allows this reconstruction as it gives many paths to emotional expression and to the understanding and respect of differences (be it in culture, identity, social interactions, etc.).

It was very recurring that the main ideas of the studies that used drama as a form of aid for immigrants was associated with having a space to safely express their emotions, as for example sharing their stories related to the migration process and the establishment in the new country (Rousseau et al., 2007). Furthermore, they also focused on social interaction and building skills to interact and make connections with people. In other study, there was a lot of writing about the importance of self-expression (Shepherd, 2014), of the importance of having a

space to do it, be it in the native language or in the language the student is on the process of learning.

Moreover, the literature that deals more directly with drama realizes that mental health is very important, and that without it, the rest of the learning, be it academic, cultural, language or any other, will not happen in the correct way (Rousseau et al., 2014). A good mental health is indispensable for the later insertion in society, to be open and ready to learn all the new things that any immigrant, regardless of where it comes from, will have to learn to be able to have a promising insertion in the new society. In that way, one of the focuses that drama literature has is on trying to soften the shock and the gap between the different cultures (Rousseau et al., 2014). The same study acknowledges that “the drama workshops promote the development and assimilation of the different transitional experiences associated with adolescence, migration and having a hybrid identity and enable young people to transform, at least in part, their experiences of adversity into a learning opportunity” (Rousseau et al., 2014, p.2).

Furthermore, another study identified the importance of feeling confident in the use of the language for a good development in social interactions and self-confidence and saw a great tool in the use of drama to develop these needs (Shepherd, 2014). A good resource for language acquisition is the idea of play. In this way, drama itself encompasses the situation of play and, therefore, becomes a good resource for second language acquisition (McGovern, 2016). The language that arises from the practice of drama has a purpose and it is fluent because it is part of a context, it is embedded in a particular situation and it can be contextualized accordingly (Stinson & Winston, 2011).

4.4 How can drama help solve their needs of CLD immigrant students?

There are many needs that CLD immigrants are faced with which could be targeted, researched and analyzed using the help of drama practices. Nevertheless, in this thesis it was necessary to choose only a couple to investigate. According to the literature search, there were two main areas of need that were mostly researched and studied in relation to CLD immigrant students. Therefore, these two will be analyzed as well in the following chapter: these are psychosocial skills and language skills.

4.4.1 Immigrant students' psychosocial needs and drama practices

When referring about psychosocial needs, the definition taken into account is that they are “an interrelation between psychological and social factors, between the mind and society. A psychosocial approach, therefore, tends to respond to people’s interconnected social and psychological needs, addressing them in an integrated manner” (International Organization for Migration, IOM). If these psychosocial needs are met, then a person would feel a sense of safety, self and community efficacy, social connectedness, hope and calmness (Dückers, 2013). When the psychosocial needs of a person are met in an adequate way, then can learning be done appropriately and fully. Immigrant children need, therefore, to feel safe and included for them to be able to develop and learn as much as they have the potential to. On the other hand, without the necessary safe environment, no child will achieve his or her full potential. When an immigrant student is at stake and he or she is suspected to be in need of special education, the professionals should address where the source of misunderstanding or difficulty is. As cultural differences regarding psychosocial behavior can be a source of misunderstanding for a child, it is important that professionals can assess if what the student is facing is due to any mis-interpretation of cultural factors or an actual learning disability.

For an immigrant coming to a new country which has a main language that he or she does not manage in the required way to properly go through the education system, it is important to develop it as smoothly as possible, but in the meanwhile to help the child communicate and relate in other ways other than through that particular language. Drama workshops showed that they can help with non-verbal expression, which is so important when students can not appropriately communicate in the language (Rousseau et al., 2007). These drama workshops allow students to express emotions and thoughts in a safe space where they feel supported and understood. This is important because the fact that students feel welcomed and included is crucial for their mental health and well-being (Ngo, 2017). Drama is an art that mostly can not be done individually, it is a collaborative art where students have to relate with others, so it is a very good way to learn social skills, and to understand others’ perspectives and realities; to raise awareness on different situations in life, to learn empathy and communicate with different persons. As said by Jindal-Snape & Vettraino (2007, p. 108): “Schnapp and Olsen (2003)

perceived communication and the empowering experience of group participation as being fundamental to the *effectiveness* of drama as an approach to developing self-advocacy. Implicit in their discussion is the assumption that engaging in the process of drama games and exercises involving physical, auditory and verbal elements enabled participants to gain confidence in their own ability”.

Drama practices seem to be a good way towards inclusion as it is a way of improving peer interactions, social skills, confidence and cooperation (Salmon & Rickaby, 2014). The social aspect in a school is very important; having poor social relationships and a poor social life can affect the academic life as well. This could be related to many factors as a poor social life can lead to depression and emotional problems. Students can even start to skip lessons, which will undoubtedly reflect in their academic content knowledge (Giskehaug, 2017). Inclusion means feeling part of a group, feeling a sense of identity and companionship, recognizing that you are in a safe space and that there is a continuity in the relationships. All this is fundamental for a promising psychosocial health, which will increase students’ self-esteem and confidence.

The mention of the importance that kids feel confident in themselves is a recurrent idea in the papers (Rousseau et al., 2014; Stinson & Winston, 2011; McAvoy & O’Connor, 2022). This may be due to the fact that this brings a peace of mind that will help them to overcome the other difficulties that they have as CLD immigrant students. Drama workshops help in creating this confidence and emotional balance as they encourage social growth by doing non-competitive activities and by highlighting shared responsibilities and teamwork, which turn into a less probability of emotional disturbances and less probability of low self-esteem (Rousseau et al., 2007).

CLD immigrant students feeling of belonging is another important area that the studies cover (Dähne, 2023; Rousseau et al., 2012). It is very hard when arriving into a new culture and sometimes it can be difficult to become a part of it, to be included and feel that you belong in the new place and surroundings. Belonging to a group is one of the most important aspects of adolescence and very problematic when it is not met successfully. One way of belonging to a group is by imitating their ways. For example, imitating what they do, how they dress, how they

talk, and more. In this way, it can be said that drama is a good way to start the inclusion into belonging as many times when doing drama, actors imitate people, ideas, thoughts, ways of talking, ways of moving, and many other things.

When a person is doing drama, it can be said that they are playing. Playing helps in the development of executive functions, as for example inhibition, which is very important for regulation of behavior (Bailey, 2021). Kids with special needs, as can be newly arrived CLD immigrants, can benefit greatly from a variety of play games and exercises that can help them develop their social skills, if needed, and connect to different people in ways that they would not in the regular classroom or outside school hours.

Drama can also be useful to study and intervene with emotional regulation (Moneta & Rousseau, 2008). CLD immigrant students must face so many different and challenging situations when they arrive at the new country, and for many years ahead, or, in many cases, for the rest of their lives. All these challenging moments come with challenging feelings and emotions that every one of them will deal in the way they can, but it is good to introduce kids with the different possibilities available that can help them cope through the tough moments and cope with the different emotions and feelings that this drastic change brings about. Here, drama was found to help in the regulation of emotions and to give them several strategies to deal with those in the future. For example, the study by Moneta & Rousseau (2008) about emotional expression and regulation in a school-based drama workshop for immigrant adolescents with behavioral and learning difficulties, found that anger was a recurring and frequent feeling that was present the children. The used drama workshops helped children to understand and to recognize their emotions. The constant sharing and the active exchange of individual and collective experiences, which was the basis of the drama workshops in this study, contributed to a rise in emotional awareness (Moneta & Rousseau, 2008). As the engagement in theatre involves interpreting and noticing diverse and varied environments, it gives cues about cultural norms, and improvisation helps immigrants in having tools to deal with culturally unexpected situations (Anastasiadis, 2020).

Other studies suggested that drama workshops did not have a direct effect in improving social skills as imagined (McGovern, 2016). Therefore, what it was found was that the results

appear to be controversial, as some of the studies report significant effects, while others say the opposite, asserting that there is no proof that drama workshops actually help with psychosocial skills. One of the studies suggest that the problem is that there is not enough literature regarding the use of drama interventions in the adolescent student population as well as the literature that supports the use of drama for the intervention with culturally different adolescents (Moneta & Rousseau, 2008) .

4.4.2 Immigrant students' language skills and drama practices

The use of drama practices for language development is a good tool because it contextualizes the language, it gives it a meaning and shows how language can be used in different contexts, what kind of language is used in those different situations, such as the different language registers needed in every particular context or with different people (Stinson & Winston, 2011). It means not only learning the words and phrases, but understanding why they are how they are, and how to use them accordingly in the different social situations. In this way, it contributes to a more in-depth cultural integration.

According to a study carried out in Germany (Stanat et al., 2012), immigrant students tend to have a lower level of reading literacy compared to their native class mates. This creates a disadvantage as the inequality carries on from primary to secondary school and immigrant kids are much less likely to get into the Gymnasium, which is the school more academically competitive. In turn, they are more represented in the lower academic tracks that Germany has, and also in special education programs.

This example of reading literacy comes from the language competence that CLD immigrant students struggle with when arriving in the new country and through their course until they achieve a competent level. A study done in the UK with African immigrants showed that their language skills improves after the drama workshops. Not only did they learn more of the language but they acquired more self-confidence to speak and express themselves in the new language even if they did not have such a high level of proficiency (Opfermann, 2020).

An important aspect of language acquisition has to do with play, and that is surely given by drama (McGovern, 2016). This has to do with the fact that it promotes interaction between

learners and between the teacher and students as well. CLD immigrant students need a lot of interaction to get to know the new language, its uses, and its people. Moreover, this study found that students are more exposed to grammar and vocabulary in a meaningful context when learning it through any drama or drama experience. In this way, it helps in the development of speaking the language, since you can not learn a language without speaking it and you can not either do drama without speaking (McGovern, 2016). While it helps in developing the language, drama also helps in increasing the confidence of speaking that language, so students declared in this study (McGovern, 2016) that they felt more comfortable speaking in the language they were learning, after the drama activities (McGovern, 2016). Furthermore, some studies show that students felt the positive outcomes of doing theatre for language improvement, as they saw improvements in pronunciation, grammar, vocabulary and writing (McGovern, 2016).

On the other hand, some other studies do not report having such positive outcomes when using drama for language learning. One study described that it was difficult to get students interested in playfulness and that there were problems between children from different cultural backgrounds in that they differed and clashed when it came to ways of demonstrating their feelings and the difference as regards personal space (Culham, 2002). Many had problems with participation, in that many suffered from anxiety regarding the interpretation or exposition of theatrical exercises or they did not enjoy the methodology of student as the centre of the teaching-learning environment (Horstein, 2010). Moreover, some other studies suggest that drama did not yet prove to be as useful as it is thought to help in the learning and development of language. A study by McGovern in 2016 explains that it is not yet because the drama workshops actually do not work, but because, it is suggested that there is a need for more literature in the field, as it was analyzed that there is not a lot of information regarding long-term effects of drama interventions in the areas of language teaching and language learning.

Other studies suggested that drama workshops did not have any significant aid regarding language skills development (McGovern, 2016).

4.5 Examples of drama activities

This section is going to summarize some examples of drama activities that can be done with CLD immigrant students which have been found in the literature.

It would be difficult to divide the activities according to what need they intent to help with, since an interesting and appealing aspect of drama activities and practices is its power to help with many different things in one same activity. That is why, this part shall not be divided according to the different skills the activities can help with, but directly explaining the different activities that were found in common and the most frequent methods used.

The activities can be divided according to the way the students, now actors, perform the activities. In this way, we can have two types of activities. Those which have a final performance in mind, and, on the other hand, those which do not have a final performance to be created. Yet, the reality is that if there is a final performance or if there is not, most the activities are done either way, and with the objectives of this paper, which is to work with CLD immigrant students, any of the mentioned exercises will help the development of the psychosocial and language skills. The activities can be chosen according to the required outcome to be achieved, a specific learning or expressive ability. Some activities will be better suited to develop language skills and other activities will be better suited to develop social skills.

Some activities that can be used are going to be mentioned as a source of example and to give some ideas of the work that can be done with the CLD immigrant students, and in what ways can these activities help them progress and develop. To start with, the first activity that can be mentioned is *improvisation*, which entails moving from the actual situation into an imaginative one and, as well, taking a leap into an imaginative role (Özbek, 2014). Here, students can grab anything they have available in their minds and every knowledge they have to create a new world, a new situation, a different environment, and explore the tools and skills they have with them. Next to mention is the well-known *storytelling*. This can be a story about own life experiences, something they invent themselves, as can be a dream, a desire, a fear, or any other feeling or situation or thing, expressed in the form of a story. Furthermore, other activities mentioned in the different literatures which are used very recurrently are *the creation of a play* using their own experiences, which is a good way to express feelings and emotions into a concrete situation, and the use of *role plays*, which facilitates the interpretation of diverse perspectives and different interactions between the students. Similar to this is the *role reversal activity*, which is used for understanding or dealing with problems, visions or ideas of other

characters. The use of *games* in drama practices is very common, games which give students the possibility to express themselves, games that can be specifically chosen depending on the objective to work with or depending on the skills needed to be enhanced. These games or activities can be divided into verbal activities, using just sounds or words, and physical activities, using body movements, no sounds. It is important to include the different types of activities, as different culture have different ways of being, for example, some cultures are more verbal, while others are more physical. In this way, using both types of activities will give the chance to have some of them which feel more comfortable and others which will bring new energy and challenges and which will give a lead into the learning of a new way of expressing (The DICE Consortium, 2010). Moreover, an interesting activity covered in the book by The DICE Consortium is *the creation of an improvisation or a play after looking at a photo or painting*, where after looking at it, students can create a world and characters that they have imagined when contemplating the picture or painting and decide about the plot and who is going to play each of the parts. Another way of doing drama is having the *teacher-in-role* model (The DICE Consortium, 2010). This practice happens when the teacher takes part of the activity. If it is a play for instance, she or he takes part in the fiction. This is a good way to connect more deeply with the students as an equal part and not just an observer.

It is interesting to mention the use of another well-known drama type, called *Reader's Theatre* which is very useful in the development of a second language, and which was studied with minority background learners. Reader's Theatre involves the reading aloud of a text many times, with the purpose of paying attention to intonation, pronunciation, reading pace, expression and understanding of the text (Næss, 2016). The practice of reading is the main objective of this activity but, it involves as well other aspects of the language, such as oral language, listening, and in some occasions maybe also writing (Næss, 2016).

In an environment where culturally and linguistically diverse people are joined together, the creation of cultural exchange games and performances is a very fruitful proposal. In this way, each of the different cultures present can share and work together for the creation of an understanding and empathic environment.

Chapter 5.

Discussion and conclusion

In the introduction I explained the reasons for my interest in drama as a source of help for CLD immigrant students, and I described that my experience with drama in education was that it is not so widely used as a source of aid for learning and development. When researching the literature, one of the issues that I found relating to drama in this field of special education is that they all talk about the same things in a general way and explain their views and results using very repetitive ideas. There does not seem to be a more in depth analysis or follow up of children who have used drama techniques to learn the social skills necessary for a successful development in the new country and who have also learned the language with the help of drama exercises. Quite the contrary, the majority of the studies focus on a short period of time and do not develop the assistance of drama in the long run. Regardless of the similar reviews that I found in all the studies, they do show positive results at the end of each study, where it shows that drama exercises did help CLD immigrant students in many different ways.

5.1 Language skills development

When talking about language skills, according to the literature research, it was possible to see that drama can be a useful source of learning a new language. One of the ways encountered in the literature in which drama can help with has to do with the fact that to do drama a person needs to read a lot. When reading, new vocabulary and expressions are acquired, which are used in different and specific contexts. This helps to memorize them, as the vocabulary is seen related to a situation and surrounded by ideas and thoughts, it is a contextualized language. Moreover, when playing and rehearsing it is very probable that this vocabulary is understood and is remembered later on. In this way, CLD immigrant children can get to know usual expressions and words to expand their vocabulary in the new language and to understand what each one means and how they are used. Besides, it is not only knowing the words, but knowing how to and when to say them, so they can also learn how to pronounce correctly the words they see written in the pages, and learn the correct occasion of each language usage.

Although some studies declared that they did not find any considerable positive outcomes from the drama workshops, those that did find that it was helpful give practical and useful information which appears that can be trusted. In practice, there seems to be more studies done with drama in relation to social or psychosocial skills, and not that many in relation to language skills. Nevertheless, it would be interesting to see more studies done in an extended period of time, to test throughout time how the effects of drama workshops and practices work on the language needs of CLD immigrant students in particular.

5.2 Psychosocial skills development

One interesting information that came out from this research is that drama exercises help with emotional awareness, the development of social skills, self-confidence, understanding of the otherness, and building empathy towards the different cultural traits. Yet, if something more specific wants to be achieved, as it can be the learning of a second language for CLD immigrant students, for example, drama can be joined together with a more explicit form of teaching, so that both implicit (being drama exercises) and explicit (for example, a grammar class) are given together and the result of the learning can be more productive and achieve better results. The explicit form of teaching would give students the necessary basis that they can apply in the implicit teaching through drama.

Many of the drama exercises and work requires a lot of bodily movements, gestures and expressions that transmit a lot of feelings, emotions and experiences that otherwise would not be so easy to describe or express, that the words could not recount in its fullest. In the study by Culham (2002), it was shown that this nonverbal way of expressing increased the way that students communicated in a meaningful way to each other. In my view, this idea of changing the ways of expression and communication provides students with skills and abilities that help them afterwards go outside of the classroom and develop their selves, their relations and their language skills with the new place where they are at the moment.

5.3 Cultural exchange and understanding

An interesting aim that drama workshops and activities are prone to have is the idea of narrowing the gap between the new school and culture and the home or children's own culture. On the one hand, it is good to help them in their individual challenges, as can be language problems or social skills, but, on the other hand, the idea of mixing the children from different cultures to help each other understand and acknowledge that everyone has different beliefs and ways of living is an incredible objective in the use of drama as a tool for this group of students. It seems to be an engaging tool for adolescents to understand that everyone is welcomed and respected, and it is a very good experience to join different cultures in a shared space where they can also leave the differences aside and focus on what they have in common. In this way, they can look for a relation in which they can find empathy. Activities like this promote bonding and, through that, the development of confidence and self-esteem, which in turn also helps in the development of social skills and emotional standing.

The process of creating drama activities requires a lot of creativity, time and the development of an idea. When working with CLD immigrant students it involves creating an engaging experience and looking for things that can help them feel at home or safe in the new environment. That is why, it seems a significant idea to use some activities that require the input of the students, so that they can personally engage themselves into a product that they can relate to and that will also help them in connecting with others through the understanding of their own culture. In this case, where the activities are designed precisely for students who have different languages and culture, there has to be a consideration of the language proficiency for each type of activity and the amount of cultural cues that are needed for certain activities. As much as those things have to be taken into account, the counterpart is also that this environment is a good place to learn those cultural cues in a safe space and with the possibility to err as much as a person needs to. In a drama environment as such there is a lot of room for flexibility and for individual expression.

What is more, an interesting part of the drama experience is that it is a collective experience and, as being so, it already invites everyone to share a space and a creative atmosphere. It promotes a sense of community and therefore its significance as a resource for the needs of CLD immigrant students. Drama as an art is itself empathic and understanding, and even embraces differences and how those differences can join people together, creating a space of freedom and encouraging personal growth.

5.4 Points of view in the special needs literature and the drama literature

It is interesting to realize that the literature about immigrants in relation to special needs education in particular and the literature that deals with immigrants and drama as a tool for inclusion in schools differ on their focus of perspectives. It does not differ in such a broadly manner, in that both areas of studies realize how important it is to acknowledge the differences and to be aware of them while assessing a student, and in that inclusion is of outmost importance for CLD immigrant students to strive in the new circumstances.

That said, anyways, the literature that deals with special needs education focuses more on the academic aspect of the needs of immigrants, in how they can be helped to strive at school, in the academic setting. While, on the other hand, the literature regarding drama practices and immigrants focuses more on the social aspect and the importance of culture and identity to help understand the problems that CLD immigrant people may have in the new country, but, in general, not in relation to an academic setting. This reminds that there is probably very few studies done with drama and school achievement, and that here there is a gap that in the future could be researched more in depth.

In fact, it is intriguing to see in the analyzed literature how drama puts a lot of emphasis on the creation of a welcoming and warm environment for the prosperous development of, not only immigrants, but all individuals. Drama is a collective art that works a lot with expression, with emotions and interpersonal connections, and as such, becomes a powerful medium for social and personal development. In the context of immigrant integration and development, the importance of an atmosphere that supports, welcomes and aids can not be left aside, and drama has shown to be a significant resource to encourage such an environment.

5.5 Afterthought about the misrepresentation of CLD immigrant students in Special Needs Education

Teachers' expectations and the expectations of all the professionals whose job is to decide when and if a student goes into special education should be taken into account. For example, lower expectations for students with immigrant backgrounds may lead to them having lower grades and therefore it is likely that they may be encouraged to have some additional support, be it inside or outside the classroom (Pit-ten Cate & Glock, 2018). In a globalized world as the one we live in today, it is important that these professionals have in mind the differences that students from culturally diverse groups have and should be conscious about them at every moment when assessing and evaluating each child.

The different behaviors of CLD immigrant students would be better assessed if students were considered as being, for example, "non-conventional learners" and therefore adapt the evaluation to their respective culture and language, because in many cases the learning labels that they receive can be just due to incongruencies between the child's attitude and behavior and the school's different expected attitudes and behaviors. In many cases these and other labels can be associated with socially constructed ideas and defined by subjective feelings rather than by objective assessment and evaluation. The expectations of teachers and professionals and their preconceptions of certain immigrant groups can influence a child's development and opportunities. These labels are most likely not true identifications of a person and therefore create misconceptions, and through those misconceptions, probably many problems in the future.

Furthermore, another method that was found in the literature and it proves to be an effective and sensitive assessment method, is that of the dynamic assessment. This seems to be a must when talking about the assessment and evaluation of culturally and linguistically diverse immigrant students, as this entails the testing-teaching-retesting of each individual child. Therefore, teaching what has been acknowledged as something that needs to be improved. Then, assessing the same test after the learning. It also allows the teacher or professional to observe the child in every part of the process and evaluate accordingly. The research done on dynamic assessment demonstrates how its use helps in the differentiation of language differences and true language impairment (Moore-Brown et al., 2006). This dynamic assessment method can be used together and in collaboration with drama practices, and so eventually combine the two methods to help CLD immigrant students.

5.6 Challenges of the use of drama

In this part, the review is going to focus on the challenges that may arise with the use of drama with CLD immigrants and in relation to special needs education.

In many of the included literature, one of the main issues encountered when thinking about using drama as a source of learning is that it raises the question of how the students are going to react to this unconventional way of teaching. It may have happened that this view has hindered many professionals and others to adopt this practice in their learning environment, and that people are not very likely to spend time, money and other resources in supporting drama interventions in education. The idea that drama is not an efficient method for the education of a language, for instance, has a consequence in the academic text and studies that are to be found in the literature, which are scarce or with repeated information, in comparison to other areas of language learning and teaching (Horstein, 2010).

Drama plays can sometimes have complex language, difficult idiomatic expressions and cultural references that may be difficult to understand for people that are outside the cultural sphere. This can be a challenging situation for newcomers and very overwhelming when beginning to learn a new language.

With this in mind, it is important that the professional who decides to implement this method of learning takes into account that the complexity of the language can be a hindering element for the self-esteem and development of the student. The different language skills together with a lack of trust from the students towards the new system and towards each other can hinder a positive dialogic exchange (Opfermann, 2020). The language challenge can have different levels in that the language fluency of the CLD immigrants will most likely vary and in a group there can be people who have many varied language proficiencies. The language barrier can be a problem from the first moments of the project until the end. The first moments, those of instruction are as important as the expression of the activities by students. If a student is unable to understand the language fully, then it is difficult to get the process started, as it would be necessary to give more individual and personalized information to each of the students, which would take time and distract the pace of the class. This language difference can also lead to the division of the students, those who have more proficiency can be more easily interested and keen

on participating, while the students who understand less may experience less interest and get distracted easier, which leads to more disruption of the activities (Opfermann, 2020).

It is very common to read that many teachers do not think that using drama in the classroom would have any important positive outcomes. Many of them do not see the point of doing it, either because they do not know a lot about it or because they feel it may take the time out of doing other more “meaningful studies” in their view (Horstein, 2010). Not all students neither a teacher or other professionals will perceive the drama projects as being useful and, therefore, if ever implemented, will not bring the necessary motivation for it to work as well as it may. One good way of motivating some people, is to tell them and show them that the use of theater is successful in the specific thing that it is that wants to be developed and/or studied, so that they acknowledge exactly what it is that they are using drama for and what is it that they will learn in the end. For example, in the case of CLD immigrant students, it is wise to explain to them and to the teachers or professionals accompanying the project, why and how this approach will help them develop in their particular situation. For example, thinking about language, an objective might be to become more fluent in the new language and to gain more vocabulary. Explaining the objective clearly will help the students focus on it and realize that what they are doing has an actual purpose to it.

It is important to take into account that the exercise of drama is an art that in general exposes the person that is in action, the others are watching and the one in action has to express or say or do something for the others to see. In this way, teachers and professionals have to be very careful with those students that are not comfortable with exposition, or who are shy, more introverted or any other situation where students may not feel comfortable enough doing this type of activity. Teachers and professionals should be mindful and create a safe environment where these students feel accompanied and feel as comfortable as possible. Besides, it is a good practice to let them do as much as they can and in their rhythm, not trying to push them to do things they are not comfortable with very fast (Horstein, 2010).

Even though I have mentioned earlier in the paper that in one of the studies it was suggested that the drama moments lead to anxiety in some of the students, I could argue that it may give some anxiety at the beginning, but that I think this is not a bad kind of anxiety, and that it will make the person stronger and less anxious with the continuity of the practice. As with many new things a person can do, it can sometimes be strange and difficult to start, but then it

will get more comfortable and easier to go through. Furthermore, it is noteworthy to mention that the experiences and learning that this drama approach provides, extends further from the walls of the classroom, it gives the students a life-long learning of the world in general and of how to tackle inconveniences when it comes to language barriers and social skills, it gives people tools and techniques to progress in their learning and expand their knowledge about the difficulties experienced in a new cultural context.

5.7 Limitation of this literature review

There are many limitations that can be considered regarding this literature review. One of them is the fact that the review was researched and written by just one person. This situation can involve a risk of bias, as for instance the fact that the decision made about the criteria of inclusion and exclusion of articles and studies was done by just one person. There can also exist some risk of bias in the choosing of key search words, and on the information that was decided to be included about each of the chosen articles, and about the interpretation of the information read, as well, as all of this has been decided and chosen by just one person, and not considered by different people and their different points of view. If there had been more than one person in charge of the selection of studies and also for the interpretation of the research, there would have been less probability of personal bias. Yet, it is hoped that using this critical review search will reduce the chance of bias in the selection of the articles. Another limitation is the fact that it is not possible to have a comprehensive analysis of all the literature available in the topic, so there is no way to confirm that the end results are all-encompassing. There is a possibility that the end results could change if other and more sources are analyzed.

5.8 Implication for future studies

Knowing that globalization is expanding each day more and more, and also that troubles in different parts of the world force people to leave their countries and start a life in a new one, it is convenient to research and learn about different ways to help and accompany these immigrant students as they go through their adaptation. In this thesis it was suggested that the use of drama

as a source of aid for the needs that CLD immigrant students endure is an enveloping and fruitful possibility that could be further developed and further studied. It has proved successful in some studies and, as it has not been studied with a lot of depth with the objective of long-term results, this could be a possibility for future research. Another possibility that this research opens up is that the social-emotional needs of the CLD immigrant students can be more carefully considered in future research in special needs education, as it has not been studied as much as academic performance in relation to CLD immigrant learners.

5.9 Conclusion

The purpose of this literature review was to investigate the use of drama as a source for aiding CLD immigrant learners with their psychosocial and language needs. Previous studies on this topic have suggested that drama practices help with the expression of emotions (Moneta & Rousseau, 2008), and that it is a good way to improve peer interactions, social skills, confidence and cooperation (Salmon & Rickaby, 2014). Previous studies also found that drama workshops give tools to manage culturally unexpected situations (Anastasiadis, 2020), as drama works interpreting diverse environments and, therefore, can be a supportive tool for cultural norms and values. Moreover, previous studies found that drama does not only help with psychosocial problems but also with language skills, as it gives a space for the contextualization of the language, which in turn means not only learning the words and phrases, but understanding why they are how they are and how to use them accordingly in the different social situations, contributing to a more in-depth cultural integration (Stinson & Winston, 2011).

The information presented in this literature review has provided insight into the topic of drama in education as a more culturally and linguistically inclusive approach to help the needs of CLD students. Key findings highlight the importance of a welcoming environment and the understanding and acceptance of differences for a better incursion in the academic and social life.

Finally, the hope of this findings is that it will give information that contributes to further studying of drama in education as a source of help in the development of psychosocial and language needs. A suggestion is that more longitudinal research is needed to better assess the relationship between drama and development of psychosocial and language skills.

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