Joining the dots: a systematic mapping and analysis of research topographies regarding Study Guidance in the Mother Tongue

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Abstract

Study guidance in the mother tongue (Swe. *Studiehandledning på modersmålet*), hereafter SGMT, is described in Swedish steering documents as a form of temporary support in schools for students who run the risk of failing school subjects due to their level of ability in the Swedish language. SGMT is a relatively unique form of multilingual educational support, principally for newly arrived students where tutors, using languages the student understands best as well as Swedish, work though subject content with students to support their language and knowledge development. In this chapter, an analytical review of research publications relating to SGMT is presented. The analysis is inspired by an approach called Systematic Mapping and Analysis of Research Topographies, or SMART. In the analysis of the research on SGMT in this chapter, the 20 most cited research publications on SGMT were selected through a systematic search using Web of Science, Scopus and Google Scholar. Each publication was then categorised to gain an overview of the genres (types of research), the subjects in the empirical articles, and the themes in the results. These categories were then analysed, to facilitate an evaluation of the research literature on SGMT, identifying aspects where results/knowledge overlaps, aspects that need more attention and aspects that have not been researched at all. Our ambition is that this SMART-inspired research overview of SGMT can be a guide for both researchers and practitioners, supporting interpretation of research in the field of SGMT and identifying new directions for future research and development of SGMT as a profession.

Keywords: study guidance in the mother tongue*;* multilingual study guidance; SMART; literature review

Introduction and background

Study guidance in the mother tongue (hereafter SGMT) is a form of multilingual educational support in Swedish primary and secondary schools, schools for individuals with learning disabilities and special schools, where *any student* who is at risk of failing school subjects due to their level of competency in Swedish, has the right to tutoring in that subject in either their mother tongue or their strongest language (SFS 2010:800 The Swedish Education Act). As such, SGMT is not restricted to newcomers. The right to SGMT sets Sweden apart from many other countries, where support using students' pre-existing languages is rarely available through the education system (Bunar, 2021). SGMT is regulated in the Ordinances for the Compulsory School (Swedish Code of Statutes 2011:185) and Upper Secondary School (Swedish Code of Statutes 2010:2039) and the Education Act (SFS 2010:800). The Education Act gives newcomers who begin school at secondary school level in Sweden the right to SGMT "unless it is clearly unnecessary" (SFS 2010:800 ch. 3 12§).

Bunar (2021) describes SGMT as an educational provision that offers an "opportunity structure" [*möjlighetsstruktur*] (Jahanmahan & Trondman, 2020), emphasizing that students, teachers, and principals alike are unanimous in their belief in the benefits of SGMT. SGMT is an important component in the Swedish schools' ambition to compensate for students' individual challenges, and thus give all the best opportunities to succeed. SGMT therefore has a democratic function, and contributes to creating equity in terms of access to and understanding of curricula in Sweden.

Those who conduct SGMT are called tutors in this article, but in the English-language research, a range of other terms are used. There is no official qualification for becoming a SGMT tutor, rather principals decide if the tutor has the necessary skills and characteristics for the job. SGMT has been described in official reports as a crucial form of support for multilingual students, in particular newcomers, but one which faces organisational and implementation challenges, and a lack of understanding among educational practitioners (Swedish Schools Inspectorate, 2017; Ministry of Education and Research, 2019).

In this chapter, an analytical review of the research relating to SGMT inspired by a method called SMART (Systematic Mapping and Analysis of Research Topographies) is presented. SMART recognises the pluralism of educational research, and in contrast to many other approaches, also acknowledges the author's own position in constructing the overview (Nilholm, 2017). As such, it opens up a space for reflexivity in the process of reviewing the literature. The authors of this review are an interdisciplinary team of researchers and teachers, bringing sociological, organisational and classroom perspectives to the analysis. By combining our perspectives and looking for research beyond our immediate fields (that do not always overlap),

we have sought to reflect upon how SGMT is defined and characterised in the research (Nilholm et al., 2022; Nilholm & Göransson, 2017).

Our results also reveal where new avenues for further research are needed to expand and deepen our knowledge of SGMT. We have worked together at Uppsala University, Sweden since 2019, developing and implementing professional development for SGMT tutors, teachers and school leaders about the practice and organisation of SGMT. In these activities, we have frequently heard that knowledge about SGMT is lacking in the Swedish school. The Swedish National Agency for Education (hereafter SNAE) has authored resources on SGMT (SNAE, 2022a) and collaborated with researchers to produce texts on specific aspects of SGMT (e.g., Gareis et al., 2020; Reath Warren & Uddling, 2019; Sheikhi, 2019). These resources can assist practitioners, but there is an ongoing need to update and collate the research on which such resources are based, to support both knowledge and professional development. The only published comprehensive research overview about SGMT in recent years was included in a government commissioned inquiry into mother tongue instruction and SGMT, which aimed to make recommendations on these forms of education (Ministry of Education and Research, 2019). The research review on SGMT presented in this chapter is not bound by an "improvement" agenda, as was the report on the government commissioned enquiry, rather is able to take another angle. The reflective and systematic nature of a SMART-inspired review seeks not just to uncover results, but also describe how knowledge about SGMT is characterised in the research, thereby moving beyond questions of SGMT's pedagogical, and organisational conditions, offering epistemological perspectives on SGMT as a developing research area.

Inspired by SMART, the aim of the study is to investigate how researchers understand, represent and thus construct SGMT as a phenomenon. Research was retrieved from three different sources; Web of Science, Scopus and Google Scholar, and then the background data, genres and subjects were analysed (see Methodological and theoretical approaches for more on genres and subjects). The study is guided by the following research questions:

- What does a SMART-inspired analysis reveal about the way SGMT is characterised in the research?
- Which genres are highlighted in the analysed research?
- Which subjects are investigated in the analysed research?
- What themes can be identified in the results of the analysed articles?

In order to address these questions, the 20 most cited articles relating to SGMT will be identified and analysed (see Methodological and theoretical approaches, for a description of the selection criteria).

Methodological and theoretical approaches

In this section SMART as a methodology and the theoretical approaches on which it is based are presented. We also describe how it has been implemented in analysing the research on SGMT in this chapter.

SMART as method

Grounded in pragmatic perspectives, a SMART research overview is reflective, acknowledging the legitimacy of different research traditions (Nilholm et al., 2022). SMART is different from other approaches to research reviews in that the perspective of the author is made explicit and that the research that researchers in the field deem important (determined through number of citations) is given prominence (Nilholm, 2017; Nilholm et al., 2022). SMART has been applied in research reviews in a range of educational fields, for example on inclusion (Nilhom & Göransson, 2017), inclusion of students with autism (Olsson & Nilholm, 2023) and the concept of community (Patoulioti & Nilholm, 2023). According to Nilholm (2017)[48], SMART reviews can:

1. situate research in relation to societal and democratic development
2. identify what is most influential and
3. open up for breadth and depth in analysis.

SMART is therefore not primarily concerned with what works or the effect of a certain intervention, but rather is reflective; situating the most quoted research in a broader societal and educational-philosophical context (Nilholm et al., 2022). SMART is also systematic in that it follows an explicit series of steps but whereas quantitative reviews tend to have a narrow focus on effect and qualitative reviews tend to collate meaning making and interpretations, SMART has a broader reach to map and analyse research within a specific area (Nilholm, 2017). When applying a SMART approach in analysis of the research in a particular field, the following five steps are usually taken (Nilholm, 2017, p. 42):

1. Identifying the research area and selecting the works
2. Compiling background data
3. Mapping
4. Analysis
5. Evaluating strengths and weaknesses in the research field.

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[48] All direct quotes and paraphrasing of Nilholm's Swedish publications are translated by the authors of this chapter.

In the following section, the way in which these steps are operationalised in this study in order to address the research questions is explained.

Identifying the research area, selection and compilation

To demarcate the research area (SGMT), a range of terms and truncations were used to identify not only research directly concerned with the subject, but other publications as well, where the topic is included but not specifically in focus. This approach identifies research that may otherwise be hidden (Nilholm, 2017). An objective measure of a work's significance is the number of times it has been cited or referred to by other researchers (Nilholm, 2017). SMART therefore advocates limiting the number of research articles in focus, rather than trying to compile everything written on a subject.

Although research published in the Swedish language can be located using the term *studiehandledning på modersmålet*, there is no established English language translation that is used consistently by all researchers, which has been problematised (Axelsson, 2023, Reath Warren, 2017). If the review was limited to articles written in Swedish, it would be relatively straightforward to do a search using only the term s*tudiehandledning på modersmålet.* However, since the Swedish languages articles are not the most widely cited, and the practice of using forms of multilingual support with multilingual and newly arrived students in schools is of interest in an international context, it is necessary to use an approach to searching that aims to understand the term rather than the word (Nilholm, 2017).

The databases Web of Science, Scopus and Google Scholar were selected after consultation with Uppsala University library, in accordance with Nilholm's (2017) recommendations. While searching, different characteristics of the databases became evident[49]. The following terms were used initially to search for articles:

a) *Studiehandledning på modersmålet**
b) *Study guidance in the mother tongue*
c) *Study support in the mother tongue*
d) *Multilingual study guidance*

Terms (a-c) are direct or near translations of the Swedish term and (d) "multilingual study guidance" a term employed by one of the authors, Reath Warren (2016, 2017). These terms provided limited returns on searches, so

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[49] Web of Science does not recognise Swedish characters and Scopus returned too few search results and did not feature research by established Swedish researchers. Swepub was discounted as an alternative since it does not register citations.

further search terms were developed, through existing knowledge of the subject area and reading the articles found in the first phase.

- e) Multilingual Sweden
- f) Multilingual classroom assistants
- g) Multilingual classroom teachers Sweden
- h) Bilingual Multilingual Tutoring in the mother tongue
- i) Multilingual study mentoring
- j) refugee children Sweden
- k) spaces translanguaging Sweden

Citations from Web of Science, Scopus and Google Scholar respectively were recorded separately. The results tables were compiled during February 2024 and finally cross-checked on the 25th of April 2024. Scientific texts from journals and chapters in anthologies have been included. The search started in Web of Science, then Scopus was consulted and finally Google Scholar. In each database/research repository, the two groups of search terms (above) were applied successively. Results were cross-checked when compiling the results.

In Web of Science, using the term *studiehandledning på modersmålet* in all search fields with no other restrictions, no results were returned. After using the terms, a-d (above), Avery (2017) was retrieved. Search terms e-k (above) were then applied, and returned more results. The abstracts from these articles were read then the articles were scanned, to see in what way they addressed SGMT, and thus could be included in the corpus. Ten articles were identified as potentially relevant for inclusion. As many articles had only one or two citations, five or more citations was set as a baseline for inclusion, which excluded two of the articles.

Searches using all search terms in Scopus returned 26 articles. Fourteen articles were selected, having 5 or more citations.

Google Scholar returned many more results than Web of Science and Scopus, therefore the criteria for inclusion in the corpus was adjusted to 10 citations or more. Seventeen articles were selected and added to the corpus. Some articles only appeared in Web of Science or Scopus by searching for the exact title or and/the author of an article found in Google Scholar. This method of cross-checking across the three sites made it possible to capture articles that did not appear in the initial search.

Finally, a list of the 20 most cited articles according to the total number of citations was prepared as data for further analysis. These were compiled in a table, in ranking order; the most-often cited research in the first row. The publication year, journal's/anthology's title and keywords (background data) were also recorded in the table.

Mapping genres and subjects

In this study, mapping was done by reading the articles and deciding which genres and subjects were represented in each text. Genre and subject were thus operationalised as deductive tools in the analysis of the research in this study. The genres and subjects were added to the table where the background data had already been recorded (see Table 1 for an example).

Genre is the term that Nilholm (2017) uses to classify different forms of research in a SMART analysis. We analysed the genres to gain knowledge about the most predominant forms of research that have been done on SGMT, using Nilholm's (2017) taxonomy, namely:

1. empirical articles: studies where the results of direct observations or experiments are presented.
2. overviews: research summaries
3. positioning: studies where the author argues for their perspective
4. methodological: articles focusing on methods used in the field investigated
5. theoretical: articles discussing or developing theories
6. concept analysis: studies in which the use of terms/concepts in the field are analysed

In order to gain insight on how knowledge about SGMT has been constructed, and on what premises results are based, we then classified the main subject of the research by identifying from whose or which perspective the analytical focus of the article lies (for example, students, teachers, policy). We chose to construct subject in terms of the different "people" or "things" (students, teachers, policies) that are under investigation in the study as opposed to broader, contextual phenomena such as "migration" or "well-being". The results of this mapping were added to the table where the background data was compiled, resulting in a table consisting of twenty rows (corresponding to the twenty selected articles) and seven columns (recording the background data and the results of the analysis). Table 1 illustrates how the data was complied, showing the headings only.

Author & publication year, Source & Link	Title	Keywords	Genre	Subject	Results (abstract)	Rank (1-20)

Table 1 Headings of compiled and mapped data

The genres and subjects were then quantified, and the themes in the results were identified (see next section).

Analysis

Nilholm (2017) advocates free choice as to which aspects should be the focus for analysis and how they are analysed. Based on the authors' research in the field, and work with practitioners, we decided to identify themes in the results of the most-cited studies on SGMT, by employing inductive thematic content analysis (Braun & Clarke, 2022) of the abstracts. We then compared our themes and through analytical discussions, refined them, deliberating also over which aspects of SGMT had received most and least attention in the research. These discussions prepared us for the final step in the SMART analysis, evaluating the strengths and weaknesses of the research field.

Evaluating strengths and weaknesses in the research field

Identifying the strengths and weaknesses in a research field is a subjective process, therefore Nilholm proposes that evaluation be related to the potential the research has to develop schools in a more democratic direction (Nilholm, 2017). In the final step of the SMART-inspired research review, presented in the Discussion, each of the authors contributed with their evaluation of the strengths and weaknesses in the research field from their own professional and academic perspectives in a process of collaborative interpretation. We also discuss the potential researchers see inherent in SGMT, for contributing to the democratization of education for newcomers and multilingual students.

On co-authorship and reflexivity

Each author contributed to different analytical steps and the writing of this text; Simeon Oxley took the main responsibility for the identification of the articles, and the classification of the background data into genre and subject. All authors did their own thematic analysis of the results, and we discussed and agreed on the final thematic categories. All authors participated in discussions that informed analysis and the formation of the text itself.

Results

The results of the systematic search for research on SGMT is presented in this section under headings corresponding to the research questions. Thus, the way that SGMT is characterised in the twenty most-cited texts is presented under the first subheading. The genres identified in the selected research are then

presented under the second subheading, and the subject under the third subheading. The themes identified in the results are presented under the final subheading.

Characterising the research on SGMT through SMART

The 20 most-cited research texts related to SGMT appear in a range of journals, and do not all have SGMT as their sole focus. Moreover, they were not all retrievable across all databases. That 19 of the 20 most-cited publications about SGMT are written in English, reflects the dominance of English in research publications (Kang, 2009), but is also somewhat surprising as SGMT is a uniquely Swedish phenomenon. Table 2 presents the number of citations each article receives in each database respectively and in total. If the search had been solely reliant on Web of Science and Scopus, six or four articles respectively would not have been retrieved at all. Only two articles were found initially in Web of Science, but after finding an article in Scopus it was then possible to find in Web of Science, using the title of the publication, rather than the search terms. A dash "– "in Table 2 indicates that the text was absent from that database..

Authors	Journal	Web of Science	Scopus	Google Scholar	Total citations	Overall rank: all search sites
Nilsson & Bunar (2016)	Scandinavian journal of educational research	50	61	248	359	1
Crul, Lelie, Biner et al. (2019)	Comparative Migration Studies	51	57	186	294	2
Karlsson, Larsson & Jakobsson (2019)	International Journal of Science Education	42	47	153	242	3
Avery (2017)	International Journal of Inclusive Education	13	19	104	136	4
Ganuza & Hedman (2017)	In Paulsrud et. al. (eds.), New Perspectives on Translanguaging and Education	-	35	97	132	5

Reference	Journal					
Bagga-Guppta & Dahlberg (2018)	International Journal of Multilingualism	19	28	52	99	6
Osman et al. (2020)	International Journal of Qualitative Studies on Health and Well-being	20	24	49	93	7
Tajic & Bunar (2023)	International Journal of Inclusive Education	12	18	57	87	8
Bunar & Juvonen (2022)	Journal of Education Policy	14	17	45	76	9
Paulsrud, Zilliacus & Ekberg (2020)	International Multilingual Research Journal	11	16	45	72	10
Reath Warren (2016)	Nordand: Nordisk tidsskrift for andrespråksforskning	-	-	69	69	11

Lindberg (2007)	In 'multicultural' societies–Turkish and Swedish perspectives	55	55	-	-	12
Reath Warren (2017)	Doctoral thesis. Department of Language Education, Stockholm University	54	54	-	-	13
Dávila (2017)	System journal	52	31	10	11	14
Wedin & Wessman (2017)	International Electronic Journal of Elementary Education	51	44	7	-	15
Lundberg (2020)	International Journal of Qualitative Studies on Health and Well-being	39	22	10	7	16
Thorstensson Dávila (2018)	International Journal of Bilingual Education and Bilingualism	37	19	10	8	17
Rosén, Straszer & Wedin (2020)	Pedagogisk forskning i Sverige	35	-	-	-	18
Hedman & Magnusson (2021)	Multicultural Education Review	26	15	6	5	19
Hedman & Fisher (2022)	Journal of Language, Identity & Education	23	13	5	5	20

Table 2: Locating research across three search sites, in ranking order

The number of citations the articles receive varies across the three search sites. For example, Hedman & Fisher (2022) have 13 citations in Google Scholar, but only 5 in Web of Science and Scopus respectively. In contrast, Wedin and Wessman (2017) have 44 citations in Google Scholar, 7 in Scopus but none at all in Web of Science. As a third example, Avery (2017) has 13 citations in Web of Science, 19 in Scopus and 104 in Google Scholar. The higher number of citations in Google Scholar might be partly explained by the fact that it has a broader catchment, but this is a question beyond the scope of this article.

The three most-cited articles relating to SGMT do not have SGMT as the main focus, rather education for newcomers in Sweden (Nilsson & Bunar, 2016), policies and inclusion in schools (Crul et al., 2019) and multilingual practices in science classrooms in Sweden (Karlsson et al., 2019). Only five of the analysed articles had SGMT as the main focus (Reath Warren, 2016, 2017; Avery, 2017; Thorstensson Dávila, 2018; Rosén et al., 2020). With one exception (Lindberg, 2007), the twenty most-cited texts were all published within the last 10 years.

Genres in the research on SGMT

Across the twenty most-cited research texts on SGMT, three of Nilholm's six genres were identified (in bold below).

Empirical: (18)	Avery, 2017; Bunar & Juvonen, 2022; Crul et al., 2019; Dávila, 2017; Ganuza & Hedman, 2017; Hedman & Fisher, 2022; Hedman & Magnusson, 2021; Karlsson et al., 2019; Lindberg, 2007; Lundberg, 2020; Osman et al., 2020; Paulsrud et al., 2020; Reath Warren, 2016, 2017; Rosén et al., 2020; Tajic & Bunar, 2023; Thorstensson Dávila, 2018; Wedin & Wessman, 2017.
Overviews: -	
Positioning: (1)	Nilsson & Bunar, 2016.
Methodological: -	
Theoretical: -	
Concept analysis: (1)	Bagga-Gupta & Dahlberg, 2018

Table 3: Distribution of articles according to Nilholm's genres

An analysis of genre can shed light on how SGMT is understood and characterised by researchers. Our analysis reveals that there is a predominance of empirical articles in the corpus.

Empirical articles investigate different aspects of schooling, policy, observing classrooms and recording the experiences and/or perceptions of students, tutors, teachers and school staff and they are strongly represented in the research on SGMT. The articles that looked specifically at SGMT, probe the development of multilingual literacies (Reath Warren, 2016, 2017), conditions for collaboration between teachers and tutors (Avery, 2017), the interplay between ideology and positioning (Thorstensson Dávila, 2018) and the use of linguistic resources in SGMT (Ganuza & Hedman, 2017; Reath Warren, 2016; Rosén et al., 2020). Hedman and Fisher (2022) analyse a classroom intervention using Critical Multilingual Awareness as an approach. Other empirical articles also focus on classroom practice, such as translanguaging in the science classroom (Karlsson et al., 2019), while other articles focus on understanding informants' perspectives on different aspects of education with newcomers, including social integration (Lundberg, 2020) and in/exclusion at school (Osman et al., 2020). Articles primarily addressing education policy in multilingual Sweden (Lindberg, 2007), and internationally (Crul, et al., 2019), analyse connections between multilingual policy and practice in elementary schools (Wedin & Wessman, 2017) and explore the conceptual framework of multilingual education in the Swedish and Finnish national school curricula (Paulsrud et al., 2020).

In the positioning article, Nilsson and Bunar (2016) use the concept of post-migration ecology to outline and critically discuss the legal, organisational, and pedagogical responses that make up the educational landscape and structures of post-migration opportunity while, Bagga-Guppta & Dahlberg (2018), in their concept analysis, critically analyse what they frame as neologisms (translanguaging and the Swedish word *nyanlända* (Eng. newcomer) in light of how they contribute to or confound understanding and communication in the educational sector.

There are no research overviews, theoretical or methodological articles in the twenty most-cited texts, pointing to a need to develop research in these genres.

Subjects in the research on SGMT

The following subjects (from whose or which perspective within the Swedish or broader educational system the analytical focus of the article lies) have been identified in empirical studies:

Policy: (7)	Bunar & Juvonen, 2022; Crul et al, 2019; Hedman & Magnusson, 2021; Lindberg, 2007; Paulsrud et al., 2020; Reath Warren, 2017; Wedin & Wessman, 2017.
Educational institutions: school systems and schools as organisations: (5)	Bunar & Juvonen, 2022; Crul et al., 2019; Reath Warren, 2017; Tajic & Bunar, 2023; Wedin & Wessman, 2017.
Headteachers/school leaders: (5)	Avery, 2017; Bunar & Juvonen, 2022; Lundberg, 2020; Reath Warren, 2016, 2017.
Tutors/ teachers: (11)	Avery, 2017; Bunar & Juvonen, 2022; Hedman & Fisher, 2022; Hedman & Magnusson, 2021; Lundberg, 2020; Reath Warren, 2016, 2017; Rosén et al., 2020; Tajic & Bunar, 2023; Thorstensson Dávila, 2018; Wedin & Wessman, 2017.
Classrooms: (7)	Avery, 2017; Hedman & Fisher, 2022; Karlsson et al., 2019; Reath Warren, 2016, 2017; Rosén et al., 2020; Wedin & Wessman, 2017.
Students: (9)	Bunar & Juvonen, 2022; Dávila, 2017; Hedman & Fisher, 2022; Karlsson et al., 2019; Osman et al., 2020; Reath Warren, 2016, 2017; Tajic & Bunar, 2023; Wedin & Wessman, 2017.

Table 4: Categorisation of the empirical articles according to subject

Some articles have been categorised into several subjects simultaneously, which is indicative of the organisational and practical considerations and beliefs associated with SGMT. For example, investigating tutor's pivotal and peripheral roles in terms of positioning (Thorstensson Dávila, 2018), and their collaboration with teachers (Avery, 2017) indicates that researchers often do not investigate SGMT and SGMT tutors in isolation. Articles focusing on the students often seek to understand their experiences in relation to school and society, and not just in the classroom (Osman et al., 2020, Tajic & Bunar, 2023).

Themes in the analysed research results

In this final section of the results, the three major themes identified in the results, as described in the articles' abstracts are presented and exemplified.

Organisational issues

While the twenty most-cited articles addressing SGMT focus on a range of aspects, many of them also touch on forms of education for newcomers, including organisational challenges facing SGMT. SGMT tutors work in both reception (specialised, often separate forms of education) and in mainstream

classrooms. Both organisational forms have advantages and disadvantages, however, protracted separation of newcomers from the rest of students, and deficit discourses on newcomers impede inclusivity (Bunar & Juvonen, 2022), and place the burden of social integration on newcomers themselves (Lundberg, 2020). Moreover, newcomers' language learning is contingent on local processes of inclusion/exclusion (Dávila, 2017), which leads to unequal conditions in different school contexts. It is also argued that to achieve equality and social justice in Swedish schools, the status of SGMT tutors needs raising, for example through clarification of their roles and structured collaboration with teachers (Rosén, 2020; Thorstensson Dávila, 2018).

Policy and practice regarding language use

SGMT is identified in many of the texts as a space created by school policies, where students can use the entirety of their linguistic repertoire to learn and to express knowledge. This is described as a translanguaging space (Reath Warren, 2017) that can challenge linguistic and cultural barriers (Rosén et al., 2020), spur linguistic participation in lessons (Hedman & Fisher, 2022) and support students' awareness of understanding of their new sociocultural environment (Reath Warren, 2016). The potential that policy on national and school levels has to effect positive change in educational approaches to work with newcomers, including expanding the spaces where students are permitted to and supported in the use of their entire linguistic repertoire, is underlined (Karlsson et. al., 2019; Wedin & Wessman, 2017).

Beliefs

A third recurring theme in the twenty most-cited articles on SGMT concerns beliefs and ideas concerning SGMT and newcomers in general. Researchers have uncovered deficit perspectives in schools when it comes to newcomers, where their needs for support are positioned instead as obstacles to integration. Other studies show how SGMT tutors are believed to support both academic achievement and the general health and well-being of newcomers, thus going beyond their officially defined role (Lundberg, 2020). Nilsson and Bunar (2016) argue for a shift from deficit perspectives on newcomers to one that recognizes individual strengths and resources. In an article exploring Somali adolescents in the Swedish school, students expressed appreciation for the support and encouragement their SGMT tutors offered, which contrasted with discrimination they had otherwise experienced and that left them feeling "excluded, vulnerable, and sometimes angry" (Osman et al., 2020, p. 5). Inclusion of newcomers is contingent on, among other contextual aspects, school's staff's understanding of and attitudes to SGMT (Tajic & Bunar, 2023).

Discussion and conclusions

The aim of this study was to investigate how researchers understand, represent and thus construct SGMT as a phenomenon by identifying and analysing the background data, genres and subjects and by thematically analysing the results. In this section, perspectives from each of the authors are interwoven as we discuss the results of our analysis including our understandings of the strengths and weaknesses in research relating to SGMT.

The most prominent genre of research in this field is the empirical study, followed by policy, positioning and concept. A strength in this field is that many researchers have engaged directly with the students, tutors, teachers and principals who are most closely involved with SMGT, and whose perspectives can help identify strengths and weaknesses in implementation and organisation. However, SGMT is a relatively new research area, and as yet there is a lack of theoretical or methodological articles that could anchor the empirical research in broader academic fields. This can be perceived as a weakness, or an opportunity for development.

The analysis has also clearly shown that casting a wide net yields a broad catch. By expanding the search beyond articles that exclusively focus on SGMT as a form of multilingual tutoring, the implications SGMT has in broader school and sociocultural contexts, and significantly, as a valuable contribution to newcomers' health and well-being, is revealed. This SMART analysis thus indicates that in the twenty most-cited texts, SGMT is constructed as a phenomenon that cannot be studied in isolation from contextual and ideological factors. The thematic analysis reinforces this, showing clearly that organisation, classroom practices and policies and ideologies all play a role in how SGMT is constructed and enacted in schools in Sweden.

From the sociology of education perspective, education is a fundamental part of the socialisation of children and young people into the norms, values, attitudes and practices of the dominant culture (e.g., Apple et.al. 2009). SGMT is an official form of education support, and can also function as an educational and organisational tool for social, pedagogical and linguistic integration of newly arrived children and young people into the school and the wider Swedish society.

From a didactic and classroom practice perspective, the empirical articles indicate that SGMT as an educational and cultural tool has the potential to empower learners to move beyond the social and linguistic barriers that may hinder their social and educational development. In this way, SGMT has the potential to contribute to the educational development of newcomers and multilingual students, helping them to learn new skills and feel a sense of belonging. This can further lead to their acquisition of not only school/subject knowledge but also social, cultural and linguistic capital and democratic norms and values.

Only 5 of the 20 most cited articles focus exclusively on SGMT as a classroom practice, which can be interpreted as a weakness in the field. Based on the corpus, and in relation to the authors' respective professional and academic backgrounds, we identify a lack of interdisciplinary research that focuses on classroom practices in relation to broader, contextual phenomena such as integration in the Swedish school. In summary, more research focusing solely on SGMT is recommended, but not to the exclusion of more interdisciplinary research, which would bring new knowledge about SGMT.

In terms of learning and teaching at school, in the 20 most-cited articles, there are no longitudinal empirical studies on the effect of SGMT or methods employed in its delivery (cf. The Swedish Research Council, 2022). There are no studies that analyse subject-specific didactics or general didactics of SGMT or whether a certain approach works generally or more specifically within a certain school subject. Little attention is paid to the intersection of class, gender or ethnicity of tutors or students.

As discussed above, there is a lack of theoretical and methodological studies and overviews of the research relating to SGMT. Theoretical studies can anchor both policy and practice in science, while methodological studies can identify approaches to data collection and analysis that are needed to further knowledge in the field. Interdisciplinary research collaborations could stimulate the development of theory and methodology in research on SGMT and make a valuable contribution to the field given the complex and dynamic nature of SGMT.

Limitations

While this SMART analysis contributes much to understanding the strengths and weaknesses in the research on SGMT, there are also a number of limitations that this method of compiling and analysing research implies. In terms of the articles where SGMT is not the main focus, there is no guarantee that the number of citations is due to the knowledge about SGMT in the article, or another aspect. Another limitation of basing research reviews on the most cited literature is that more recent publications that have not had time to gather citations are not included (e.g. Axelsson, 2023, Kesak & Basic 2024; Magnusson & Uddling, 2023). Moreover, while there are reviews of the research on SGMT written in Swedish, they are embedded in other reports (Ministry of Education and Research, 2019; The Swedish Research Council, 2022) which were not captured in the twenty most-cited texts analysed in this study.

Conclusions and recommendations

Our study contributes to the research field with its reflective analysis and systematic research review of studies relating to SGMT. The results of this

analysis can inform future studies in the field, underlining the need to move beyond a one-dimensional approach, where SGMT is constructed solely as support through the mother tongue, as it is represented in policy documents. Interdisciplinary and critical intersectional research, with analytical focus on teaching, learning, pedagogical and sociological aspects of education and health and well-being among newcomers and other multilingual students is needed.

Since SGMT is a uniquely Swedish educational provision, it would be helpful to establish an English term for SGMT and tutors. International researchers may not be aware of the The Swedish National Agency for Education's official translation "Study guidance in the mother tongue", nor does this term reflect the practice accurately (see Reath Warren, 2017, p. 19). Without an established term, it is challenging to locate research on this important phenomenon.

Finally, the research reviewed in this study is unanimous in observing that ideological and organisational processes impact on the way SGMT is understood and organised and the opportunities that are available for tutors to develop knowledge about their own profession. This results in inequitable conditions for tutors and inequitable learning opportunities for students throughout Sweden, clashing thereby with the Swedish school's ambition to be "equivalent" (SNAE, 2022b). We hope the perspectives in this chapter may support practitioners and researchers develop schools in a more democratic direction (Nilholm, 2017) as they interpret current research on SGMT and seek new directions for research that brings deeper understanding of SGMT as a practice embedded in a context.

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