



HEZKUNTZA, FILOSOFIA  
ETA ANTROPOLOGIA  
FAKULTATEA  
FACULTAD  
DE EDUCACIÓN, FILOSOFÍA  
Y ANTROPOLOGÍA

# INSTRUCTION AND INTEGRATION OF NEW AND LOW-ACHIEVING STUDENTS IN FOREIGN LANGUAGE TEACHING

## END OF DEGREE DISSERTATION

AUTHOR: Unanue Echeverria, Joxe Mari

SUPERVISOR: Iriando Arana, Itziar

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## Abstract

This paper focuses on the instruction and integration of new and low-achieving students in the English class. For that, four schools in the Basque Autonomous Community were observed, five teachers were interviewed and a proposal for one school was designed. The objective of this study was to see how these students were helped and integrated in English and to find what should be done to achieve inclusion. The results indicate that these students are not helped and integrated effectively, and that schools should promote cooperative teamwork, interactive groups and tutored libraries to achieve those objectives.

Keywords: Newcomers, low-achieving students, integration, foreign language acquisition.

## Laburpena

Lan honek ikasle berriak eta errendimendu txikikoak ingeleseko klaseetan integratzea eta horiei modu egokian irakastea du ardatz. Horretarako, Euskal Autonomia Erkidegoko lau eskola behatu, bost irakasle elkarrizketatu eta eskola baterako proposamen bat diseinatu zen. Ikerketa honen helburua ikasle horiek ingelesean nola laguntzen eta integratzen ziren ikustea eta inklusioa lortzeko zer egin behar den aurkitzea izan zen. Emaitez erakusten dute ikasle horiei ez zaiela modu eraginkorrean laguntzen eta integratzen, eta eskolek talde-lan kooperatiboa, talde interaktiboak eta tutoretzapeko liburutegiak sustatu beharko lituzketela helburu horiek lortzeko.

Hitz gakoak: Etorri berriak, errendimendu baxuko ikasleak, integrazioa, atzerriko hizkuntzen eskuratzea.

## Resumen

Este trabajo se centra en la instrucción e integración de estudiantes nuevos y de bajo rendimiento en clases de inglés. Para ello, se observaron cuatro escuelas de la Comunidad Autónoma Vasca, se entrevistó a cinco docentes y se diseñó una propuesta para un centro. El objetivo de este estudio fue ver cómo se integraba y ayudaba a estos estudiantes en inglés, y cómo lograr la inclusión. Los resultados indican que ni se les ayuda ni se les integra de manera efectiva y que las escuelas deberían promover el trabajo cooperativo, los grupos interactivos y las bibliotecas tutorizadas para lograr esos objetivos.

Palabras clave: Recién llegados, estudiantes de bajo rendimiento, integración, adquisición de lenguas extranjeras.

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## 1. Introduction

The fourth and the tenth Sustainable Development Goals adopted by the United Nations in 2015 state that by 2030 all people should have a quality education and that inequalities should be reduced (United Nations Development Programme, 2024). However, inequalities between students of different backgrounds are still big, and schools do not guarantee quality education for everyone.

Newcomers and low-achieving students are vulnerable groups at school, and therefore, their future success is at risk. The duty of schools is to help them in all the subjects and to achieve all the competences set as objectives while integrating them into the class. However, in the Basque Autonomous Community, this help is focused more on local languages and other subjects such as mathematics than on English, and these students do not achieve good results in the language.

Hence, the main aim of this study is to have a general view of English teaching with new and low-achieving students in the Basque Autonomous Community to identify its gaps, and propose ideas to overcome those problems and provide a high quality education for everyone.

## 2. Theoretical Background

### 2.1. Foreign language learning

The learning process of a second or third language does not start from zero, languages are interdependent in the multilingual brain (Bialystok, 2001; Cummins, 1979, 1980). Cummins' Linguistic Interdependence Hypothesis (Cummins, 1979) defends that the linguistic abilities acquired in a language can be transferred to any other language by enough exposure to the target language and motivation to learn it.

Many other studies point out that the length of exposure, that is, the amount of time that the learner has been listening to a language, has a significant importance in acquiring a language (Hammer et al., 2012; Hartshorne et al., 2018), because learners make their linguistic hypotheses based on the input that they receive (Willis, 2021). The input has to be abundant, understandable and motivating, and the duty of teachers is to guarantee the quantity and quality of that input of the target language (Anderson et al., 2021; Muxika & Zarandona, 2007).

Nevertheless, language production also has an important role, according to Swain (1995) the output helps students in three ways: creating new linguistic knowledge and solidifying their knowledge by the use of it, providing the opportunity to make hypotheses about the functioning of the language, and in the case that they are encouraged to reflect about those hypotheses, developing metalinguistic functions.

Therefore, many researchers state that interaction is a necessary factor for language acquisition (Hammond & Gibbons, 2001; Li & Jeong, 2020; Walqui, 2006). However, Plasencia (2020) affirms that to achieve fluent interaction between teachers and students and between peers, teachers have to create a safe environment where students have the freedom to communicate without any emotional barrier, letting the students speak.

Another important factor of language teaching is the fact of content having meaning, that is, tasks have to emerge from some authentic or real contexts to be better understood and to be more easily transferred to new situations (Jonassen & Strobel, 2006). Gilbert (2005) claims that the brain is designed for survival; when students are faced with a learning situation, their brain asks if they need that knowledge to survive, and only in the case that they think that they will need that knowledge, they will go on with the learning.

Meaningfulness is closely linked to incentive, because meaningful learning creates motivation, as rote and repetitive learning does not (Carrillo et al., 2009). Shernoff et al. (2003) conclude that students are more engaged when the challenge of the task and their skills are in balance, when they see the instruction as relevant, and when the learning environment is under control. Hence, language teachers should create motivating and challenging interactions and help students engage in those interactions from the first levels of instruction (Hall, 2001).

Those challenging tasks must be within the Zone of Proximal Development (ZPD) defined by Vygotsky for learning to occur. “[ZPD] is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p 86).

Nevertheless, students need different types of support to respond to those challenging tasks, and those supports are gathered by the metaphor scaffolding, which is defined as temporary support given to students to carry out activities and understand ideas (Hammond & Gibbons, 2001). Some of the most well-known scaffolding techniques are modelling (giving students specific examples that represent what is expected of them), bridging (activating students' previous knowledge), schema building, contextualising (bringing difficult ideas to students' experiences), re-presenting texts (transforming texts from one genre to another) and developing metacognition (Walqui, 2006).



## 2.2. Low-achievers and new students

There are many reasons why some students have low results in their learning process. For example, most low-achieving students have low expectations about themselves, which could be caused by various reasons (Padua, 2019). One of them is the students' environment and their family structure; bullying and bad relationships with their peers harm their learning process (Meriläinen et al., 2019; Wolke & Lereya, 2015), as well as conflicts in their relationship with their parents and the expectations that their parents have on them (Ramón & Sánchez, 2009).

However, in many cases, teachers are the ones who create low expectations. Teachers' attitude and expectations can have a self-fulfilling prophecy effect called *Pygmalion Effect* (Rosenthal & Jacobson, 1968); that is, teachers' expectations based on the behaviour or characteristics of students can bring the expected result due to the behaviour of the teacher. Most of the time, teachers' expectations are incorrect expectations based on stereotypes and teachers' memories of students (Jussim et al., 2009), and they have a proven effect on students' achievements (Gentrup et al., 2020; Rubie-Davies et al., 2018; Wang et al., 2018). Therefore, Gentrup et al. (2020) and Rubie-Davies et al. (2018) conclude that high expectations are beneficial for all students because students learn better if teachers' demands are just a bit higher than students' abilities.

The *Pygmalion Effect* occurs strongly in immigrant students, and it can be stronger or weaker depending on their origin (González, 2015). According to the Diagnosis of the Basque Educational System (Euskal Hezkuntza-Sistemaren Diagnostikoa) of 2021 done by the Government of the Basque Autonomous Community (Eusko Jurlarritza) students that have a different origin have lower achievements in the competences that they analysed.

As EUSTAT (2023) reports, in the Basque Autonomous Community 9.3% of the population has a foreign origin, and 44.1% of them are from American countries, mostly Spanish-speaking countries (67.1% of American migrants are from Colombia, Nicaragua, Honduras, Venezuela and Paraguay). However, taking into account only

children in age to go to school, the percentage of foreign people is higher, of 11.7%. Most of them are studying in public schools, 15.2% of all the students in fourth grade (compared to 4.9% of children in private schools), and most of them are being taught in A model, that is, in Spanish and with Basque only as a subject, whereas most local students are taught in D model (in Basque and with Spanish as a subject) (Eusko Jauriaritza, 2021).

Hence, choosing different language models for schooling has led to the segregation of immigrant students in the BAC (Ikuspegi, 2022), such as the existence of semi-private schools that create huge levels of segregation in a neighbourhood (Eusko Jauriaritza, 2023). Furthermore, migrant students segregated in A model have few lessons in Basque and almost all of their classmates come from families that do not know Basque (Intxausti et al., 2010), which may be the reasons why they have worse achievements than other students in Basque (Eusko Jauriaritza, 2021). However, this data is for the whole BAC, and the case of Gipuzkoa, where this work is based, could be different because of the higher number of Basque speakers and schools in the D model.

As the European Commission (2020) says, schools should include and integrate migrant students in classes offering them the help that they need, promoting language awareness, and recognising and valuing each learner's home languages. Moreover, the curriculum should be expanded to include migration and refugee stories giving voice to migrants and it also needs to be examined not to transmit any stereotype or negative idea of migrants. Eurydice (2019) mentions like that the educational benefits of multilingual and multicultural learning:

Providing teaching in a broader multilingual and multicultural learning framework –where migrant students' language(s) and culture(s) are valued– has two significant educational benefits: firstly it helps migrant students learn the language of instruction more easily; and secondly it also gives them a chance to recompose their self-identity in a positive way, as their own language(s) and culture(s) are valued alongside those of the host country (p. 131).

Nevertheless, there is another factor that affects foreign students that has to be taken into account; new students often have complicated multi-country trajectories before coming to their current country, and some of them are still in that trajectory (Le Pichon, 2016). Therefore, these students have to face different education systems in different languages that many times they do not understand.

Although instability and language change are big challenges and they require a big effort, learning more languages is positive, because plurilingualism is an ability, not a deficit. However, plurilingualism in many cases is perceived as an impediment rather than as an advantage (Le Pichon, 2016).

Nevertheless, there is one language that is used worldwide which is the lingua franca in almost every field, English. It is the most common language in sciences, in companies and economics, in education, in institutions, on the Internet, etc. (Truchot, 2002). Knowing English opens new career possibilities, because it maximises the opportunities of finding a better job at a bigger or multinational company. That is why it is a useful and even needed language for migrants and not migrants (Ilyosovna, 2020). Hence, teachers are expected to help newcomers develop their English, because in almost every country students from migrant backgrounds have the same rights as their peers (Eurydice, 2019).

### 2.3. Class organisation and inclusion

However, language can be a barrier, as it can be to have a lower level in the subject. Much research has been done about the segregation of migrant and low-achieving students, but the literature many times does not take into account the chance that in a class teachers can also group students by skills (Betts & Shkolnik, 2000), such as making homogeneous groups. Although some research does not observe clear differences in results between homogeneous and heterogeneous groups (Wyman & Watson, 2020), most of the research underlines that heterogeneous groups are the only type of groups that can provide good results for all students (INCLUD-ED, 2009; Lotan, 2006), because school motivation and

aspirations are higher for low achieving students when there are students with different achievements, due to peer influences (Matthewes, 2021).

However, not all the heterogeneous groups provide inclusion. For example, mixture grouping is a traditional heterogeneous grouping where all students are together with only one adult where students might experience low self-esteem and low academic performance because the teacher can not attend all of them (INCLUD-ED, 2009).

	<b>Mixture</b>	<b>Streaming</b>	<b>Inclusion</b>	
<b>Based on</b>	Equal opportunities	Differences	Achieving the same results and respecting differences	
<b>Group composition</b>	Heterogeneous	Homogeneous	Heterogeneous	
<b>Resources used</b>	One teacher	More than one teacher	More than one teacher	
<b>All together or separated</b>	Together	Separated	Together	Separated
	Mixed ability classrooms	Classroom activities are organized according to ability level: <ul style="list-style-type: none"> <li>• Ability groups in different classrooms</li> <li>• Ability groups in the same classroom</li> </ul>	Heterogeneous ability classrooms with reallocation of resources	Inclusive split classes with mixed-ability students
		Remedial groups and support are segregated from the regular classroom		

Note: Types of grouping [chart], by INCLUD-ED, 2009.

Interactive groups are a way of successful inclusion (INCLUD-ED, 2009) where interaction and dialogue between students are promoted in order to learn more and faster (Elboj & Nimemelä, 2010) redistributing human resources correctly (Flecha, 2015). These interactive groups are heterogeneous groups of 4–5 students with an adult volunteer who guides and helps students to carry out different tasks. These tasks last 15–20 minutes, and then, students of each group rotate to the next

volunteer to do another task (García-Carrión & Díez-Palomar, 2015; Ordóñez-Sierra et al., 2017).

According to Flecha (2015) working by interactive groups increases academic expectations of students and teachers, and as it is considered a Successful Educational Action, all the students could obtain good results working in those groups in any context. Besides, students from vulnerable groups, including migrant and low achieving students, are the ones that benefit especially from this grouping, in language learning as well; not only because of high expectations, also for the actions that promote inclusion (Valls & Kyriakides, 2013).

Another successful way of helping new and low achieving students in language learning is extending their learning time, that is, making them attend extra classes out of school hours, in order to overcome their difficulties and teach them the basic aspects of the language, instead of teaching those aspects in school hours taking them out of class (Petrenas et al., 2013). Those school programs are called homework clubs or tutored libraries, and they are often organised with the help of community members and volunteers (Flecha, 2015).

In these lessons they do many types of activities, such as, collective readings, oral narrations, homework or any other activity with the aim of improving school performance, even activities in a foreign language (Reca, 2013). They often offer shared reading, and instruction in language and literacy to migrant families too, to help with the local language to both students and families (INCLUD-ED, 2009).

Nevertheless, in class time, the most effective way of working is teamwork. There are two main approaches to work in groups effectively: cooperative learning and collaborative learning. Both of them have different origins and they have developed separately, but they have some characteristics in common (Davidson & Major, 2014).

Collaborative learning is defined as a methodology where there are some students that share the work that they have to do equally while they achieve some

outcomes (Barkley et al., 2014), whereas cooperative learning is defined as students

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working in small groups where everyone has the opportunity to participate in order to respond to a task collectively (Cohen, 1994). In cooperative learning, the focus is on working together interdependently, in cooperation; however, in collaborative learning, the focus is on working with each other, but it does not have to be interdependent, that is, group members can divide parts of the task and do them individually to later gather all the parts in order to respond to the final goal or task (Davidson & Major, 2014).

Collaborative learning has many benefits compared with competitive and individualistic methodologies, such as higher achievements, bigger productivity, better and more supportive relationships, and better self-esteem, social competence and mental health (Laal & Ghodsi, 2012). Nevertheless, there is more research supporting the benefits of cooperative learning (Davidson & Major, 2014), and the research states that students working cooperatively, apart from the benefits mentioned in collaborative learning, are also more inclusive and they accept diversity better due to the interactions that are created in the interdependent work (Johnson & Johnson, 1986). The interactions that are created play a crucial role in language learning too, because cooperative learning focuses on communication, making students express and narrate ideas using the target language (Zhang, 2010).

Due to the cooperative learning's objective of making students work together, its followers have created many structured strategies, such as, Three-Step Interview (students interview each other in pairs and then join another pair to discuss the information obtained in the interview) (Kagan, 2009), Jigsaw (expert groups are created to work on a material and then students go back to their home groups to share the information) (Aronson, 1978) and Carousel Feedback (groups rotate from work to work giving feedback on a feedback sheet) (Kagan, 2009).

In the end, heterogeneous grouping (INCLUD-ED, 2009) and cooperative activities (Davidson & Major, 2014; Johnson & Johnson, 1986) are needed in order to instruct and integrate new and low achieving students; nevertheless, other factors such as meaningfulness, motivation (Carrillo et al., 2009) and interactions (Li & Jeong, 2020) should be taken into account to offer a quality language education.

### 3. Methodology

In this section, the research questions, the context, the participants and the instruments used in this research are going to be explained, as well as how data was collected and analysed.

#### 3.1. Research questions

Research Question 1: How are low achieving and new students helped with English and integrated in English classes in the Basque Autonomous Community? Which are the differences in the help that they receive in Basque and English?

Research Question 2: How should students with a low level of English be helped and integrated in class?

#### 3.2. Context

The study was mainly carried out in a public primary school in a suburb neighbourhood of Donostia / San Sebastián, in the Basque Autonomous Community. This urban neighbourhood has a diverse linguistic context, because there is a large amount of migrants from different parts of the world, but the most used language in the neighbourhood is Spanish, whereas the presence of Basque is very low.

The school follows the D model, that is, all the lessons except Spanish and English are taught in Basque. Therefore, students are emerging multilinguals. The school continuously receives new students of different ages that came from different countries, and many of them do not know any of the three languages that are taught in the school.

There are three English teachers in this school, one that teaches in the first cycle, who uses the textbook and many videos, another one that teaches in third

grade, who also uses the textbook but tries to promote teamwork, and the last one that teaches in the other three grades through the coursebook.

Other three classes from different schools were analysed too to have a wider view of the situation. The second school is in the same city as the first, and it has similar characteristics, but it follows the Amara Berri System.

The third and the fourth schools are in a smaller town near the city, in a Basque speaking environment. The third school is semi-private and it follows Artigal's method in English by Eleanitz Project, while the fourth is public, and they also work with the same material but without implementing Artigal's method and without following the instructions of the coursebook. In the third one there are mainly local students, whereas most of the students of the fourth school are migrants. They all work in the D model.

### 3.3. Participants

The study consisted of observing 12 students of the first school in the English class, and one student from each of the other three schools. For the first school, two low-achieving students were observed from each class, the ones that had the lowest marks, and in the case of the other three schools, one of the low-achieving students was chosen. And to compare the differences in the help that new students receive in Basque and English, a small group of migrant students that receive extra classes was observed in an additional lesson of Basque.

Apart from that, a Basque support teacher, a tutor and three English teachers were interviewed to ask them about their organisation and views about low-achieving and new students.



### 3.4. Instruments

To collect the necessary data to carry out this study, two main instruments were used:

- Classroom observation

In order to identify and compare the help given to low-achieving students in Basque and English, classroom observations were done by an observation chart (see annex 8.3.) that is based on the evidence gathered in the Theoretical Background. Selected students and their teachers were observed while they were working in class taking into account the aspects of the chart.

- Interviews with teachers

Individual interviews with teachers were done to identify the point of view of teachers about how low achievers and migrant students were taught and to identify the organisation of the school in order to help these students in Basque and English.

### 3.5. Data collection and analysis

In this research work data was collected from two different sources: classroom observation and interviews with teachers. Classroom observation was done following an observation chart that contained possible situations regarding scaffolding and classroom organisation. The data obtained by this observation chart was analysed qualitatively in order to see general tendencies of the school in Basque and English teaching to low achievers and migrant children. In the case of the English class observation, it was done when the students were in the whole class, because they did not take them out of the classroom at any moment. However, in the case of the Basque lesson observation, it was done when students with a low level of Basque were taken out of the class in small groups, because it

was at that moment when these students received extra-help in order to learn the language.

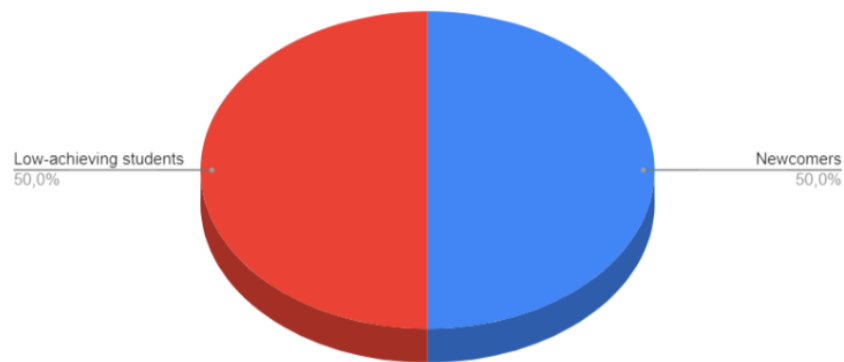
In the case of the interviews carried out with teachers, they were recorded in order to be analysed qualitatively. The objective of these interviews was to complete the information obtained through the classroom observation with teachers' views and to be first-hand informed about the organisation of the school in order to respond to students with low level of English and Basque languages.

Finally, the school's strategies to teach Basque and English to students with difficulties or new students were compared, and answering the second research question, a new proposal to help these students in English was designed and carried out. For that, the shortages identified in the research and the theoretical background mentioned before were taken into account, and the intervention was recorded for subsequent analysis in a group confrontation.

## 4. Results

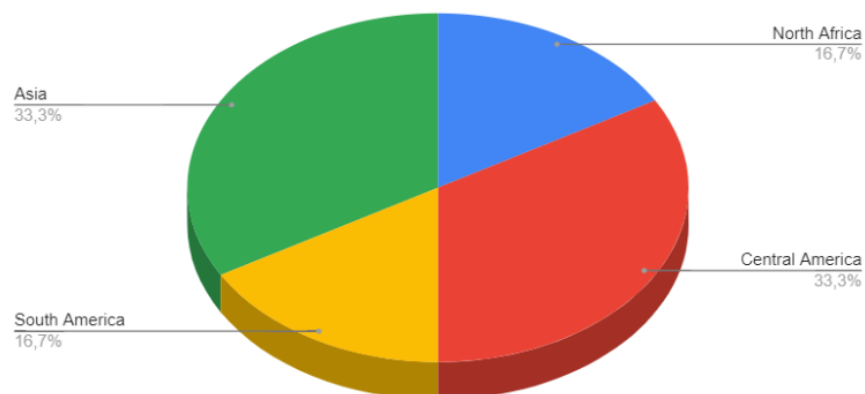
### 4.1. Students' characteristics

As it can be seen in *graph 1*, half of the observed students in *school 1* were low-achieving students, and the other half were newcomers. They were chosen because they were the ones that had the lowest marks in English.



Graph 1. Situation of observed students

Those newcomers (*Graph 2*) had different origins. Half of them were Americans, all from Spanish-speaking countries. Two students were from Asia, one of them a war refugee, and there was an African student too. This sample does not totally represent the characteristics of newcomers of the school, because some of them knew English, and therefore, were not taken into account in this study.



Graph 2. Origin of observed newcomers

## Graph 2. Origin of observed newcomers

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These observed students had different levels of English, but it seems that it was more difficult for older students to follow the class (*Table 1*). Most of the students in the first cycle followed the class with the help of the teacher, while in the third cycle, students could not follow the class even with help.

Teachers saw difficulties too in integrating new students from higher grades in the English class (T1, T3)<sup>1</sup>, mostly due to the difficulty of what they were teaching and the way that they were teaching, as T3 mentioned “when we have special holidays or class or something, of course they can do that together, but when it is grammar or all that, I find it difficult”. They also said that in the first grades it was easier because “it is very structured, like small sentences, a lot of vocabulary, very visual”.

Table 1

*Observed students' English level in school 1*

	He/she could not follow the class even with help	He/she needed the continuous help of the teacher to follow the class	He/she could follow the class with difficulties	He/she followed the class without problems
Primary 1st (T1)	-	-	1	1
Primary 2nd (T1)	-	1	1	-
Primary 3rd (T2)	-	1	1	-
Primary 4th (T3)	1	1	-	-
Primary 5th (T3)	1	1	-	-
Primary 6th (T3)	2	-	-	-

<sup>1</sup>T refers to the interviewed teachers and the number indicates a single identification code

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## 4.2. Integration

In order to analyse how new and low-achieving students were integrated, data about class organisation was collected taking into account the grouping of the classes and the activities done by low-achieving and new students.

Regarding grouping, the way desks were located and the way students were working were observed in the school on which this study was mainly based (*Table 2*) and in the other three schools with different characteristics and methodologies (*Table 3*). In the first school (*Table 2*), students were sitting in groups, except in two grades where they were in pairs. These groups were made by the tutor, and in almost all the cases they were heterogeneous, with the exception of the fifth grade. However, only a teacher promoted teamwork regularly and made activities to work collaboratively. This teacher (T2) said that they did teamwork and games to get students involved and motivate them “even if they don't have a really good level and they don't reach, they put effort on it, so I think that that's motivating for them and if it's motivating it's good for them to learn” (T2, see annex 8.1.2).

In the other schools different situations could be found (*Table 3*). In the second school, which works with the Amara Berri system, there were heterogeneous groups too, but they did not do group work habitually, because they worked mainly autonomously. The case of the third school was similar; they did not do much teamwork, but they worked in open class with storytelling and interactive activities. The fourth school used the same material as the third, and they did not do much teamwork either, but they did more individual and less interactive activities than the third school.

Table 2

*Grouping in school 1*

	They left the class	Homogeneous	Heterogeneous, not collaborative	Heterogeneous + collaborative	Did they usually do group work?
Primary 1st (T1)			X		No
Primary 2nd (T1)			X		No
Primary 3rd (T2)				X	Yes
Primary 4th (T3)		No groups			No
Primary 5th (T3)		X			No
Primary 6th (T3)		No groups			No

Table 3

*Grouping in the other schools*

School 2 (Amara Berri system) (Primary 1st-2nd)	Heterogeneous groups but no group work, autonomous work
School 3 (Artigal method) (Pre-primary 4th)	Heterogeneous groups but no group work, open class activities
School 4 (Based on stories) (Primary 5th)	Heterogeneous groups but no group work, individually and in open class

In the same way, activities done by low-achieving and new students were observed (*Tables 4–5*). Most students in all the schools did the same activities as the others in class. However, slightly less than a half of them did not receive extra help, and therefore, did not understand what they were doing.

On the contrary, in the sixth grade of *school 1*, both of the students that were observed were always doing different activities. These activities were from an exercise book of basic English that worked mostly on vocabulary, and both of the students that were doing these activities were sitting at the back of the classroom with the provisional help of a practicum student. Their teacher (T3) pointed out that some students “cannot follow the course book that the others are doing” and therefore, they defended to “work with them doing separate things” (T3, see annex 8.1.3).

In the other three schools (*Table 5*) all students were doing the same activities. However, in *school 4* students with difficulties were not understanding what they were doing, as many students in *school 1*.

Table 4

*Activities done by low-achieving and new students in school 1*

	They always did easier different activities	They sometimes did different activities	They did the same activities without extra-help and without understanding	They did the same activities or similar ones and following the class with extra-help
Primary 1st (T1)	-	-	-	2
Primary 2nd (T1)	-	-	1	1
Primary 3rd (T2)	-	-	-	2
Primary 4th (T3)	-	-	2	-
Primary 5th (T3)	-	-	1	1
Primary 6th (T3)	2	-	-	-

Table 5

*Activities done by low-achieving and new students in the other schools*

School 2 (Amara Berri system) (Primary 1st-2nd)	Doing the same activities or similar ones and following the class with extra-help
School 3 (Artigal method) (Pre-primary 4th)	Doing the same activities or similar ones and following the class with extra-help
School 4 (Based on stories) (Primary 5th)	Doing the same activities without extra-help and without understanding

Nevertheless, as it can be seen in *Table 6* and *Table 7*, activities done by students were not always meaningful and motivating. In *school 1* (*Table 6*), except for primary 3rd, activities done by students were not linked between them and had no other purpose than learning grammar rules and vocabulary; thus, they were not meaningful for students. The same happened in *school 2 and 4*, but in the case of *school 3* activities were quite meaningful and they had a link between them.

In the second column of tables six and seven, the motivation of students is shown, and it can be seen that classes that did meaningful activities had motivated students.

Tasks' meaningfulness was measured taking into account if each activity had a purpose in the unit, that is, if students were aware why they were doing each activity and with what objective. However, motivation was measured by observing students, observing if they were paying attention, if they were focused on the task, and if they participated in the activity or in the dialogue.



Table 6

*Meaningfulness and motivation in school 1*

	Were activities meaningful for students?	Were low-achieving and new students motivated?
Primary 1st (T1)	Some	Some
Primary 2nd (T1)	No	No
Primary 3rd (T2)	Most	Most
Primary 4th (T3)	Some	No
Primary 5th (T3)	No	No
Primary 6th (T3)	No	No

Table 7

*Meaningfulness and motivation in the other schools.*

School 2 (Amara Berri system) (Primary 1st-2nd)	Some activities meaningful	Most students motivated
School 3 (Artigal method) (Pre-primary 4th)	Yes, activities are quite meaningful	Yes, students motivated
School 4 (Based on stories) (Primary 5th)	No	Some students motivated

### 4.3. Interactions, help and support

In the following tables (*Tables 8–9*), inputs and outputs of newcomers and low-achieving students were noted. Apart from the data gathered in the tables, it was observed in all the schools that the presence of Spanish and Basque in the English class was high; most of the teachers spoke only in English, but students spoke and answered teachers in Basque or Spanish. The only exception was *school 3*, where students tried to answer the teacher in English.

As mentioned, oral input in English in most schools was high, but in *school 1* the teacher that worked in the first cycle used Basque frequently (*Table 8*). However, that did not happen with the other teachers, for example, in *school 3* (*Table 9*) the teacher spoke only in English and all the students understood. There were opportunities for oral output in most classes, but in the others, the challenge was too high for the ones that had difficulties (see 4th and 5th grades in *table 8* and *school 4* in *table 9*). Nevertheless, as it has been said before, in most cases, interactions were not in the target language, especially between peers.

Reading was high in almost all the classes too, but in upper grades of *school 1* (*Table 8*) texts were too difficult for newcomers and low achieving students, except for sixth grade, due to the different activities that they did. In the case of *school 3* (*Table 9*) there was very little reading, but it has to be taken into account that they were students of pre-primary.

In the case of writing, in *school 1* (*Table 8*) , two thirds of the students with difficulties had enough opportunities to write, whereas for the other third, the challenge of writing used to be too high. They also wrote frequently in *school 2*, but in *school 3* they did not have enough opportunity. In the case of *school 4* the challenge was too high for these students. However, as it has been mentioned about reading, students in *school 3* were from pre-primary, and they did not know how to write in Basque either.

Table 8

*Input and output of new and low-achieving students in school 1*

	Oral input	Oral output	Reading	Writing output
Primary 1st (T1)	Not enough, high presence of Basque	They participated	There was, and they understood	They wrote
Primary 2nd (T1)	Not enough, high presence of Basque	They participated	There was, and they understood	They wrote
Primary 3rd (T2)	There was, and they understood	They participated	There was, and they understood	They wrote
Primary 4th (T3)	There was, but they did not understand it	The challenge was too high	The challenge was too high	The challenge was too high
Primary 5th (T3)	There was, but they did not understand it	The challenge was too high	The challenge was too high	The challenge was too high
Primary 6th (T3)	There was, and they understood	They participated	There was, and they understood	They wrote

Table 9

*Input and output of new and low-achieving students in the other schools*

	Oral input	Oral output	Reading	Writing output
School 2 (Amara Berri system) (Primary 1st-2nd)	There was, and they understood	They participated	There was, and they understood	They wrote
School 3 (Artigal method) (Pre-primary 4th)	There was, and they understood	They participated	Few reading	Not enough opportunity
School 4 (Based on stories) (Primary 5th)	There was, and they understood	The challenge was too high	There was, and they understood	The challenge was too high

Help given to newcomers and low-achieving students was also noted observing clarifications, modelling and bridging. In all the classes these aspects were present in class, and more with students with difficulties.

#### 4.4. Comparison with Basque language learning

In all the schools there was an especial teacher (HIPI) to help newcomers with Basque. These teachers offered basic Basque lessons in little homogeneous groups taking out newcomers from Basque classes for two years after their arrival (T4). As it can be seen in the table below (*Table 10*) made by an observation of the group and by an interview with the Basque support teacher, these groups did different types of activities, most of them collaboratively and by games. As in the case of English classes, all the activities done here were not completely meaningful, but in this case, these new students were motivated probably due to the playful nature of the activities.

Nevertheless, these students were taken out from class to go to these support lessons. They were taken out of the class only in Basque hours (3-4 hours per week), and all the other hours were with their classmates, many times doing teamwork (T5).

Table 10

*Observation of an additional Basque lesson of a small group of newcomers*

Grouping	One homogeneous collaborative group
Were activities meaningful for students?	Some activities
Were students motivated?	Yes
Oral input	There was, and they understood
Oral output	They participated
Reading	There was, and they understood with help
Writing output	They wrote
Activities	Routines: weather, date... Writing: short sentences Reading: comprehension texts Oral activities: Communicative activities Language games in groups (mainly about vocabulary) Songs

Apart from these lessons, there were some programs out of school hours, *bultzada* for the first grades of primary and *bidelaguna* for the last grades. According to T4 “these reinforcement classes are in Basque, but they are not very specific to the language” they were more focused on “homework, reading or mathematics”.

These types of resources are not promoted from the government and from schools for English, and therefore, interviewed English teachers (T1, T2, T3) missed more help or another person in some lessons, although T3 received help from another English teacher once a week, and T1 from non-English teachers in pre-primary.

Both Basque (T4, T5) and English teachers (T1, T2, T3) saw improvements in the language level of the newcomers, but in the case of Basque they saw “great improvements” (T5), whereas in the case of English, T3 explained that they “sometimes” saw improvements and that they “have to insist a lot”. However, English teachers found integrating and helping these students as hard (T2), stressful (T1) and uncomfortable (T3), but they saw it as part of their duty.

#### 4.5. Proposal

Collected data reflects the gaps in the integration of new and low-achieving students in the schools of the Basque Autonomous Country. The observation was mainly based on one school (named *school 1*), and as the results show, they did not achieve their objective of integrating these students. Therefore, a short proposal has been written based on the scientific evidence of social impact mentioned in the Theoretical Background.

This school could choose one of these two ways to integrate students with a low level of English in class. The first option is to create a system of reception of new students in English as they do in Basque, where low achieving students could also take part. This is the only way to offer a quality education in English without changing the methodology and activities in class. Students with difficulties would leave the English class to attend a lesson with an English support teacher, and they would work in basic English in a small heterogeneous group collaboratively.

Nevertheless, this suggestion has three main problems. The first is economical, this resource would cost much money, because another teacher would be needed in the school; the second issue is that in this way, the methodology used with the rest of the class would remain as it is, rooting out the chance of inserting cooperative group working and interactive groups in class to improve the learning process of all students. And the last one is that it does not really achieve inclusion of newcomers, because it is a way of taking them out of the class for more hours.

The other option with better guarantees would be changing class organisation and activities, and making it possible for new and low-achieving students to follow the class. For that, we propose to start working cooperatively in groups and to start working in interactive groups once a week if it is possible.

To start working cooperatively the best option is to leave the coursebook and to prepare didactic sequences on interesting topics to make lessons meaningful and therefore motivating. This could be done using the textbook too, but a reflection and structural changes should be done to create a meaningful structure of the unit.

We designed and conducted a lesson following group work and cooperation for the fourth primary class of *school 1* as an example to see differences in students (*Table 11*). As it has been said before, they were working on grammar in English classes, but they had seen space and the Solar System in Science. Therefore, the planned lesson was about the space following Content and Language Integrated Learning (CLIL) to be meaningful.

Table 11

*Lesson Plan (4th primary)*

Stage	Procedure	Aim
Warmer 10', T-SS <sup>2</sup>	T tells that they are going to travel through the space and asks them what do they know about the space (elements of the space)	-Provide a context -Motivation -Promote interest on the topic -Refresh their knowledge
Alphabet soup 10' S-S	They will do an alphabet soup about some elements of the space in pairs (see annex 8.4.)	-To obtain the vocabulary about the space to do the comic -Motivation
Sharing information 5'	T will ask them what do they now about those elements deeper	-Refresh their knowledge -Link English names with their meanings
Making the comic 25' S-S	They will make a short comic (see annex 8.5.) about a space trip with themselves as the protagonist. They will have to use at least five elements seen in the previous activity. An example will be put on the screen.	-Collaboration -Use their knowledge and imagination to create -Write in English
Share their stories in groups 10' SS	Each pair will tell their story to the other pair of their group	-Use oral English -Promote interaction -Give value to their work

The lesson was planned to work in pairs and not in groups because if it was done in groups, there would be a large risk of dividing the task, and that way, not all of them would write and would participate in the creation of the comic.

Students were observed while the lesson was conducted, and some improvements were identified over their regular lessons (*Table 12*). For example, instead of working individually they worked in pairs, and the students that struggled in English understood what they were doing, not like in their usual lessons. In the other lessons the challenge was too high for these students, and therefore, they did not understand when they were reading or listening, and they did not participate in speaking and writing activities, whereas in this lesson they understood the teacher and they spoke and wrote.

However, this activity had some aspects to improve too, or rather, some more aspects should be taken into account to design didactic sequences. Firstly, there was little writing in the activities, so reading texts should be integrated in the didactic sequence too, and the activity was done in pairs, which is appropriate in this situation, but most activities should be in groups. The timing of the activity was not correctly calculated either, they needed more time to finish it. Hence, they could have one lesson more to make it, or the teacher could give them a shorter comic with less panels. Finally, the last issue was that students did not speak in English all the time as they were used to, but they used the given terminology in English.

Table 12

*Observation of new and low-achievers in the new lesson (4th primary)*

Grouping	Heterogeneous pairs
Were activities meaningful for students?	Yes
Were students motivated?	Yes
Did they understand?	Yes
Oral input	There was, and they understood
Oral output	They participated
Reading	Little (vocabulary)
Writing output	They wrote



By cooperative learning, low-achieving students and newcomers are integrated in class, but as it has been said in the Theoretical Background, in order to follow lessons and improve their English, students need extra-help or support, which can be offered by tutored libraries outside school hours, like at noon. Some teachers could give those lessons, but for that, the school needs a large budget. A cheaper alternative is to organise those lessons by volunteers (parents, grandparents, teachers, members of the school community, etc.) like they do in some schools.

As it is shown in the Theoretical Background, there is another successful educational action that involves volunteers; working in interactive groups. For doing this, human resources (teachers and community members) must be reorganised making people volunteer in these lessons. Looking for volunteers can be difficult in English due to the lack of knowledge of the language between parents, but there are some parents that know the language. Finding volunteers could be easier in Basque and Spanish, and therefore, these groupings could be done in other subjects too.

## 5. Discussion

In this section, analysed data will be compared with the research that has been done on the field. The first research question of the study was about the way that low achieving and new students were helped and integrated in English classes and the difference between the help that they received in English and in Basque, whereas the second research question was focused on the best way to help and integrate these students.

Research says that the only type of groups that can provide good results for all students are the heterogeneous groups (INCLUD-ED, 2009; Lotan, 2006), and the data expresses that in the majority of classes where students were sat in groups, they did so in heterogeneous groups. Nevertheless, the results also show that most students did not work in groups, but in open class or individually, while students in Basque support class worked collaboratively in a homogeneous group. Research proves that teamwork is the most effective way of working, especially if they work cooperatively (Davidson & Major, 2014), because of the interactions that occur in the interdependent work (Johnson & Johnson, 1986; Zhang, 2010). That can be seen in the lesson planned and carried out in the proposal, how exposure to the language, output chances and motivation of students increased when they did an activity cooperatively.

Interactions are necessary for language acquisition (Hammond & Gibbons, 2001; Li & Jeong, 2020; Walqui, 2006). The time students spend listening to a language has a significant importance in learning it (Hammer et al., 2012; Hartshorne et al., 2018). However, except in one school, most of the interactions in English classes were not in English, and the teacher was the only one speaking in English. Output opportunities were not guaranteed for low-achieving and new students either, because in most cases the challenge was too high for them, when research states that language production has an important role too (Swain, 1995).

Research claims that students are more engaged when the challenge of the task and their skills are in balance, when they see the instruction as relevant, and

when the learning environment is under control (Shernoff et al., 2003); but the collected data shows that for many of the new and low achieving students in some schools the challenge of the tasks was too high for the support that they received and that the activities were not meaningful. Therefore, they did not feel motivated, whereas in Basque support class, lessons were a bit more meaningful and students were more motivated.

Hence, not all the aspects that according to research influence the integration and instruction of new and low achieving students are fulfilled in most schools, which questions the quality of education these students receive in some schools.

## 6. Conclusions

The main conclusion drawn in this study is that, in most of the observed schools, new and low-achieving students are not instructed and integrated effectively in the English class. Although they are with their classmates, and in most of the cases in heterogeneous groups, there are few interactions in English and few group works. Many times, they have problems understanding activities and content, and the challenge of the activities is too difficult for the support they have, mainly in the upper grades, due to the difficulty of tasks. In most cases, activities are not meaningful, and teachers have low expectations of these students. Hence, they do not feel motivated.

It is true that the effectiveness of helping and integrating these students varies from school to school and even from teacher to teacher. Data shows a close relation between teachers' methodology and actions, and the linguistic results and integration of the students.

There are many differences in the support that newcomers receive in Basque and English too. Institutions allocate more resources for Basque support, such as, programs for students after class and extra-support classes for two years during school hours, while there is not anything provided for English apart from regular lessons, neither on the part of the institutions nor on the part of schools.

However, research proves that the best way of instructing and integrating new and low-achieving students is through cooperative teamwork and through applying successful educational actions, such as interactive groups and tutored libraries to extend their learning time. It seems that Artigal's storytelling has good results too in language and integration with beginners, but this study has not focused on that, and therefore, more research should be done to prove that hypothesis.

Nevertheless, the study has one main limitation; it is mainly based on one school, and only other three schools were observed. Although those three schools were different and had different methodologies, only one class of each was

observed. Therefore, these results might not represent the reality of all the territory, because, to have a more general view, more schools should be analysed. Hence, more research should be done on the topic.

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## 8. Annexes

### 8.1. Interviews

#### 8.1.1. Teacher 1 (English teacher)

Interviewer: Good morning and thank you for the interview.

Teacher: Good morning.

Interviewer: Okay, so I am going to start with the questions that I have prepared for my GRAL about how to integrate low achieving students and newcomers to English class. So, do you have any low achieving students or new students that don't know English?

Teacher: Yes, of course we have. Maybe, in my opinion, it is the biggest problem that we can find, not only with the recently coming students, but also with students that have spent years at the school. In all the classes we have different levels, and one of the main problems that we can find is that you cannot divide yourself, so you have to try to help everybody. So, in some hours we receive some help from other teachers, and it is easier to help the students that have different levels. And we also use different materials, the textbooks that we work with have easier materials for students that have a lower level. We also ask them for easier objectives.

Interviewer: But that help that you receive from other teachers in some hours is frequent?

Teacher: No, no, just a couple of hours per each group per week. But then we don't have a good availability of spaces or classes, so it is not possible to divide the class in two. Those teachers could help lower level students, but it is sharing the same spaces, so, sometimes it can be a little bit chaotic. It could be better to have different spaces, because sometimes the higher level students have to

wait, because the rhythm of the others is slower. We don't receive the proper help.

Interviewer: Because children do not have any other help as in Euskara, like HIPI, don't they?

Teacher: No, no, not in English no. The main difference is that the HIPI has his own space, he brings them out of the class and their work is something different from the work of the class, and here it is supposed that we have to study the same things. And there are some students with higher level that, for example, they study English apart from the school in an academy, and they go faster than the others, so it is the responsibility of the English teacher to balance.

Interviewer: And do you see any difference between smaller and older children in order to integrate them in class or make them follow the class?

Teacher: Yeah, when we are talking about foreign people or people that have just arrived, yes, usually it is easier, the younger you are the easier you get the reading or you introduce yourself in the class. But also the older people I have taught are twelve years old, so maybe it could be a little bit harder, but it is not a problem.

Interviewer: OK, and in general, do these new students follow the class? What is your sensation?

Teacher: Sometimes, it is also depending on the level of Basque in my opinion, because when someone arrives from a foreign country and they don't even know the Basque language, everything is harder, because they cannot follow the main subjects. And also the same with English, so I think that the English language is left in a second frame. For example, they give more importance to, I don't know, mathematics, to learn Euskara, because all the subjects are in Euskara, and maybe they concentrate all the help in those subjects, not in English. But the same problems that students could find in other subjects in

Basque could be found in English.

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Interviewer: And do you see improvements in their English in general?

Teacher: Yes. Nowadays, also, due to new technologies, I think that apart from the class and the school, they read or they listen in English, and I think that they have an interest in improving their English. And of course, if you start from the lowest levels, it is easier to get knowledge and to learn English. I think that maybe with more help it would be easier for them to reach the level of the rest of the class, but of course that they improve their knowledge.

Interviewer: And how do you feel about it? Do you feel stressed or...

Teacher: I think that I find different levels in class, so, I try to reach to all my students, and yes, it could be a little bit stressful, but it is impossible to enter to a class and find the same level in all the students, so it could be perfect, but that is not the reality. So, yes, I think that it is stressful, yes, maybe a little bit, but it is our job, so I try to take it naturally.

Interviewer: Ok, thank you. Thank you for participating.

### 8.1.2. Teacher 2 (English teacher)

Interviewer: Hello, and thank you for this interview.

Teacher: You are welcome.

Interviewer: Do you have many low achieving students or new students that do not know English in class?

Teacher: Yes, I have some of them. And then I have two with learning difficulties, so yes. And immigrants that came this year, so yes I have, some of them.

Interviewer: And in which way do you try to help them?

Teacher: I try to help them with the language, of course, and I try to make them autonomous in little groups by different types of activities. They have different learning styles, so I try to have a variety of different activities, some of them, I don't know, with audios, some of them with pictures... I don't really make a big difference between those children and the other ones, because the level is quite similar, so I adapt them to their learning styles.

Interviewer: So, do you use group work...

Teacher: Yes, I like group work, games and things in which they can be involved. Because even if they don't have a really good level and they don't reach, they put effort on it, so I think that that's motivating for them and if it's motivating it's good for them to learn. So yeah.

Interviewer: And do they generally follow the class?

Teacher: Yes. Sometimes, if they don't understand well what they have to do, they need more special attention and I try to give more individual attention. But in



general, they try to follow their partners and as they are doing a lot of group work or that kind of activities they manage at last.

Interviewer: And what resources do you miss to help them in general?

Teacher: Sometimes it is not more that they don't reach the level, it is more a behaviour problem, so sometimes the difficulty I find is that maybe I need another person to manage the behaviour problems. And then, the other handicap is that they don't reach their goals, so sometimes I miss that, but in my case, I don't have many students, so I manage the class.

Interviewer: And how do you feel about it?

Teacher: Great, yes. Sometimes it is harder than other times, but it has always happened that way.

Interviewer: OK! Thank you!

Teacher: You are welcome!

### 8.1.3. Teacher 3 (English teacher)

Interviewer: Hello, and thank you for this opportunity to do this interview.

Teacher: OK.

Interviewer: So let's start with the questions. Do you have many low achieving students and new students that do not know English in class?

Teacher: Yes, there are a few in every class and every year there are people coming, and especially in upper grades, in fifth and sixth primary. There are kids who come, new to the city, and they have not done English in their countries.

Interviewer: And do you find it difficult to help them and at the same time integrate them in the class?

Teacher: It is very difficult, because they cannot follow the course book that the others are doing. There are some activities that they can do, but it is true that you need to work with them doing separate things. I mean, some activities they can do together, when we have special holidays or class or something, of course they can do that together, but when it is grammar or all that, I find it difficult.

Interviewer: And do you have some extra help for low achievers or new students in general?

Teacher: In general no. In my timetable I have one class a week where another English teacher comes to help. But it is only one class. But I think that in the future, within the English teachers we should be able to help, not at all times, because that is impossible, but I think that it would be very helpful, an English teacher coming to help another English teacher, because there are problems and needs in every class.

Interviewer: Yes. And do you think that in lower grades it is easier to integrate those new students than in upper grades?

Teacher: Yes, no doubt. And I have experienced myself. In the first primary you talk in English, but it is much easier, because it is very much related to routines, or things that you do and there is grammar. But it is very low, and it is very structured, like small sentences, a lot of vocabulary, very visual... And yes, it is easier. But then, in my opinion, it gets complicated from the third primary onwards.

Interviewer: And in general do you see improvements in their English?

Teacher: Sometimes yes, you have to insist a lot, but yes, sometimes they surprise you, and they say things in English or they remember something that you said. But it is a battle and you have to be fighting. And it is only three hours, and for them it is very easy to talk in Basque or in Spanish.

Interviewer: And how do you feel with all this? Stressed? Comfortable?

Teacher: I am not comfortable, but I am not stressed either, because I know that this is the situation we have. And we are in February, but we can have new students arriving that don't know anything, and you just have to go on with that. In the best way that you can. That is the reality of our system.

Interviewer: So thank you, thank you for everything.

Teacher: You are welcome.

#### 8.1.4. Teacher 4 (HIPI teacher)

Interviewer: Egun on! Ezer baino lehen, eskerrik asko elkarrizketa hau onartu izanagatik, eta esan bezala, galdera batzuk egingo dizkizut nire GRALerako datu bilketa burutu ahal izateko. Hasteko, zein da zure postua eskolan?

HIPI: Ba HIPI, HIPI plaza erdia hartu nuen irailean, bakante moduan. Plaza berria da eskolan, orain arte irakasle ezberdinen orduetatik artu direlako HIPI emateko orduak, eta orain Hezkuntzak plaza erdia eskaini du eskolarako.

Interviewer: Eta zein eratako laguntza eskaintzen duzu?

HIPI: Normalean euskara errefortzua da eskaintzen dudana, ikasle etorri berrientzat.

Interviewer: Eta ikasle etorri berri horiei zuzenean jartzen zaie laguntza, edo?

HIPI: Zuzenean, bai, lehenengo bi urtetan. Ikasturte batean etortzen direnean, normalean, ikasturte osoa ez bada, ikasturte horren zatia eskaintzen zaie, eta gero bi urte gehiago.

Interviewer: Eta zein momentutan ateratzen dira gelatik?

HIPI: Talde txikietan ateratzen dira, hiru-lau bat ikasleko taldeetan, talde homogeneoak osatzen saiatzen gara, eta gelatik normalean euskara saioetan ateratzen ditugu.

Interviewer: Eta normalean zein eratako jarduerak egiten dituzue hemen?

HIPI: Ba normalean ahozko ariketak egiten ditugu, ahozko jarduerak, ikasleekin egoera komunikatiboak sortu... Batez ere euskara komunikatiboa lantzen dugu, jolasen bidez, gero fitxaren bat ere sartzan dugu, abestiak, adinaren arabera baita ere.

Interviewer: Eta nola etortzen dira beraiek? Banaka, taldeka...

HIPI: Normalean taldeka etortzen dira, ni joaten naiz geletara normalean beraien bila, eta saioa hiru zatitan banatzen dugu. Lehenengo zatian errutinak lantzen ditugu pixka bat: eguraldia, zein egun den, asteko egunak, hilabetekoak, edo beraiek zerbait kontatu nahi badute ere kontatu dezakete. Hasiera batean gaztelaraz, eta nik bi hizkuntzetan erantzuten diet, eta gero hitzak sartzen joaten dira, esaldiak osatzen... Gero, bigarren zati batean idazketa pixka bat edo ulermen testu txikiren bat lantzen dugu, eta bukaeran, talderen arabera gauza ezberdinak lantzen ditugu, irakurketa pixka bat bigarren mailan, bestela jolasen bat egiten dugu, bikoteak altxatu eta holako gauzak.

Interviewer: Eta aurrerapenak ikusten dituzu denbora aurrera joan ahala, edo?

HIPI: Bai, ikasleen arabera, ba bueno, ikasle batzuk berehala arrapatzen dute, hizkuntzarekiko erraztasuna dutenak, eta beste batzuei gehiago kostatzen zaie. Egia da euskara hemen bakarrik lantzen dutela, hemendik kanpo ez dute lantzen.

Interviewer: Eta adinaren arabera ere ikusiko da alde hori ezta?

HIPI: Bai, ikusten da. Irakurketa eta idazketa prozesua barnetatuta dutenek gehiago aurreratzen dute, noski.

Interviewer: Zerbait faltan botatzen duzu baliabide aldetik?

HIPI: Ba ordu gehiago. Ze azkenean jornada erdian nago eta ikasle pila bat ditut. Orain ikasle batzuk ofizialak dira, Hezkuntzak bidaltzen dituenak, HIPI jasoko dutenak. Baina beste batzuk extraofizialki ere hartzen ditugu.

Interviewer: Klaro. Eskolak berak...

HIPI: Eskolak berak, bai, igual bi urte HIPI jaso dutenak, baina oraindik euskara

maila gelakideek bezainbestekoa ez dutenak ere hartzen ditugu. Berez legeak

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dio bost saio eskaini behar zaizkiola ikasle bakoitzari, baina hori errealitatean lau saioetan geratzen da, eta taldeak ere lau-bostekoak dira, eta batzuetan erritmo oso ezberdinak daude taldean ere.

Interviewer: Ya. Eta beraiek motibatuta ikusten dira? Edo zein iritzi ikusten zaie euskararekiko?

HIPI: Bai, motibatuta daude, zeren hemen jolasak egiten ditugu, eta gelan normalean euskarako saioetan galduta ibiltzen dira. Eta hemen, ba bueno, aukera ematen zaie talde txikietan espresatzeko, beraien ama hizkuntzan... Eta gustora etortzen dira, egia esan, bai.

Interviewer: Eta nola sentitzen zara horren aurrean? Edo ezer gehitu nahi baduzu...

HIPI: Ba esan dizudana, ba ordu batzuk gehiago ere eskatuko nituzke, ba adibidez, jornada osoan egotea, ze adibidez, hamar ikasletik gora badauzkazu jornada osoa eskaintzen du Hezkuntzak, eta hemen bederatzi hamar ikasleekin nago, eta batzuetan justu samar nabil denbora aldetik. Batez ere nire lan pertsonalerako ere denbora gutxi. Baina orokorrean gustora nago, bai ditudan ikasleekin eta egiten ari garen lanarekin. Gero ere, ez dut esan, baina proiektu txikiak ere egiten ditugu, ba igual, hiztegia lantzen badugu, bati testuinguru batean izan behar du, ez dugu hiztegia lantzeagatik lantzen. Ba adibidez, frutak lantzen baditugu, gero errezeta bat egiten dugu, mazedonia bat; inauterietako hiztegia lantzen badugu, ba gero proiektua inauteriei buruz egiten dugu, dena zentzu batekin, ez hitz solteak.

Interviewer: Eta gero, eskolan ere badaude beste errefortzu batzuk ezta? Klase orduetatik kanpo, edo.

HIPI: Bai, ez dira espreski euskarakoak, baina badago *bultzada*, Lehen Hezkuntzako lehenengo mailetarako, eta gero badago *bidelaguna*, bost eta seigarren mailarako. Euskaraz egiten dira errefortzu horiek, baina ez dira oso espezifikoak euskararekin.

Interviewer: Orokorragoa da.

HIPi: Bai, etxeko lanak egiteko, ba igual irakurketa, beste batzuek matematika...  
Baina euskaraz egiten dira bai.

Interviewer: Oso ondo, ba hau izan da guztia, eskerrik asko.

HIPi: Zuri, eskerrik asko.

### 8.1.5. Teacher 5 (tutor in 2nd of primary)

Interviewer: Kaixo! Hasteko, eskerrik asko elkarrizketa hau onartu izanagatik.

Elkarrizketarekin hasiko gara ondo iruditzen bazaizu. Euskaraz ez dakiten edo euskara maila baxua daukaten ikasle asko daukazu?

Teacher: Bai, nire gelan zehazki, aurten bat Kolonbiatik etorri zaigu, orain dela hilabete, iaz, ikasturte hasieran, beste neska bat etorri zitzaigun baita ere Kolonbiatik, Siriako beste neska bat etorri zen ikasturte amaieran, Argeliatik etorritako beste bat daukagu... Bai, pila bat ditugu. Momentu honetan zortzi bat edo egongo dira menperatzen ez dutenak.

Interviewer: Eta orokorrean etorri berri horiek jasotzen dute HIPIaren laguntza, ezta?

Teacher: Bai, jasotzen dute HIPIaren laguntza, baina egia da hau bigarren maila denez, ez daudela *excentos*, eszepzio horiek bosgarren eta seigarren mailan egiten dituzte. Orduan, beraiei bai, HIPIa ateratzen zaie eta materiala egokitzen zaie gaztelaniara, baina gure kasuan suposatzen da ikasi behar dutela, eta egokitzen horiek ez dira egin behar. Azkenean, irakaslearen menpe geratzen da, eta jo, ezer ulertzen ez duen ikasle bat daukazu eta buruketetan edo ingurunean ba egiten dizkiozu, baina berez Hezkuntzatik eszepzio horiek dituzten ikasleak bosgarren eta seigarren mailatik aurrerako ikasleak dira, DBH bat eta bin baita ere. Baina hortik behera ez.

Interviewer: Ya. Eta hemen, LH2n ikuste duzu orokorrean klasea jarraitzen dutela? Ez dakit, matematikan, ingurunean...

Teacher: Hemen orokorrean aurreko urtean iritsi ziren ikasleak bai, jarraitzeko aukera daukate, baina adibidez, momentu honetan Kolonbiatik etorri berri bat daukagu, eta horrek ezin du jarraitu, ezinezkoa da, eta iaz etorri zen beste neska batek ere ezta ere, ezin du jarraitu. Bi horiek ezin dute jarraitu.

Interviewer: Eta zer egiten saiatzen zare?



interviewer: Eta zer egiten saiatzen zara:

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Teacher: Ba ume horiekin azalpen guztiak euskaraz ematen ditugu eta gero gerturatzen gara beraiengana, beraien ondoan esertzen gara, eta beraien hizkuntzatan azalpen berdinak ematen dizkiegu. Eta material batzuk baita ere beraien hizkuntzatan ematen dizkiegu.

Interviewer: Eta egiten dituzue talde lanak orokorrean?

Teacher: Bai, talde lanak orokorrean egiten ditugu. Egia da orain adibidez hasi garela bikoteka irakurtzen plangintzarekin, eta kasu horretan ezinezkoa da, beraiak ezin dituzte irakurgaiak euskaraz prestatu, orduan, beraien ezberdina egiten diegu. Gure kasuan nola bi pixka bat hola-hola ditugun, elkartu egin ditugu, baina saio batzuetan adibidez ni jartzen naiz berarekin, eta besteari hizkuntzaz pixka bat jabetzen joateko aukera ematen diegu. Baina beste ikasle batekin, talde horietan edo egun horietan ezin du jarraitu, orduan irakasle bat berarekin egoten da.

Interviewer: Ados. Eta beste ikasle berriak, orokorrean zer jartzen dituzue, talde berdinean edo beste ikasleekin nahasten dituzue?

Teacher: Normalean nahastu egiten ditugu, azkenean ume guztiak gaztelaniaz hitz egiten badakite.

Interviewer: Bai.

Teacher: Bueno, gure gelan batek ez, baina gainontzeko guztiak bai. Orduan, erdaraz hitz egiten diote. Ez dago arazo hori. Ez, eta gainera, euskaraz hitz egiteko, bestela beraien artean bakarrik gaztelaniaz eginda ez dute ikasten. Talde horretan badakigu ikasle batzuk laguntzeko oso-oso prest daudela, lagun onak direla, eta ondo lagunduko dietela. Orduan, arduradun horiei beraien lana zein den azaltzen diegu eta beraiekin jartzen ditugu.

Interviewer: Oso ondo. Eta orokorrean aurrerapenak ikusten dituzu beraien

euskaran? Edo?

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Teacher: Bai, bai. Normalean hiruhileko batean HIPIra ateratzen baldin badira, hor ya, kristoren aldea ikusten duzu. Eta ikasturte batean hitz egiten dute. Eta, aber, menperatu besteak bezala ez, baina menperatzen dute, eta hiruhileko batean gauzak ulertzen dituzte eta esaldi batzuk egiteko gai dira. Idazterako orduan zailtasun gehiago daude, baina bestela, bai, aurrerapen handiak. Hori bai, egunero ateratzen baldin badira, gutxienez ordubete, bestela oso zaila da. Baina ikasten dute, esponjak bezala dira, hain txikiak direnean bai, asko ikasten dute.

Interviewer: Eta honen aurrean nola sentitzen zara? Eroso sentitzen zara, edo agobiatu egiten zara une batzuetan...

Teacher: Hori gelaren arabera da, gela txikia baldin badaukazu oso eramangarria da, nire kasuan hogeita hiru ikasle edukita, zailagoa bihurtzen da. Baina egia da erronka bezala hartzen duzula, eta kristoren pena ematen dizute. Nik beti esaten diet gainontzeko guztiei: imaginatu orain gurasoei lana Txinan ematen dietela, Txinara joaten garela, zazpi ordu egon behar gara hor... Jo, ba Siriako kasuan eta, hizkiak ezberdinak dira, grafia ezberdina da, ezin dute ezta irakurri ere egin. Eta beste hizkuntza batean, eta gainerako guztiak gure hizkuntza ezagutzen dute, baina ez digute hitz egiten... Joe, enpatia pixka bat, behar dute, behar dute.

Interviewer: Bai, gogorra da.

Teacher: Orduan, bai, jo, ni gutxienez saiatzen naiz, beraiek gustora egotea, umea jabetzea zein den beraien egoera, eta ezkenean egiten duzu, ez da hainbesterako. Ba bai, moldatzen duzu materiala pixka bat, eta azkenean, ba bueno, gerturatzen zara berarengana eta laguntzen diozu. Egia da behar handia baldin badago gela horretan ezin zarela berarekin bakarrik egon, eta normalean azkeneko urteetan hori gertatzen da, geletan behar handiak daudela. Oso maila ezberdinak daude, orduan batzuk segituan harrapatzen dute eta beste batzuk ez dakite ezta irakurtzen ere, ez dakizkitez zenbakiak, eta

orduan ba oso zaila da. Baina bai, bai, saiakera hori egiten dugu, eta uste dut denek egin beharko genukeela.

Interviewer: Oso ondo, ba eskerrik asko, hau izan da dena.

Teacher: Oso ondo! Ba eskerrik asko!

## 8.2. Consent forms

For the director

Nik, Joxe Mari Unanue Echeverriak, "*integrating low achievers and new students in foreign language teaching in primary school*" izeneko Gradu Amaierako Lana egiteko datu bilketa bat burutu behar dut, Euskal Herriko Unibertsitateko Miren Itziar Iriondo Aranaren gidaritzapean.

Orri honen bitartez, irakasleei elkarrizketak egiteko eta audioa grabatzeko baimena eskatzen dizuet. Elkarrizketa horietako informazioa aipatutako GRALean soilik agertuko da, forma erabat konfidentzial eta anonimoan.

### BAIMENA

Nik....., Intxaurren Ikastolako zuzendari izanik, Joxe Mari Unanue Echeverriak Gradu Amaierako Lanerako informazioa gure eskolatik jasotzea baimentzen dut, beti ere, informazio hori era anonimoan eta GRALaren esparruan erabiliko dela kontuan hartuta.

Sinadura

Donostian, 2024ko .....ren .....a(n).

For the interviewed teachers

Nik, Joxe Mari Unanue Echeverriak, "*integrating low achievers and new students in foreign language teaching in primary school*" izeneko Gradu Amaierako Lana egiteko datu bilketa bat burutu behar dut, Euskal Herriko Unibertsitateko Miren Itziar Iriondo Aranaren gidaritzapean.

Orri honen bitartez, zu elkarrizketatzeko eta audioa grabatzeko baimena eskatu nahiko nizuke. Elkarrizketa horietako informazioa aipatutako GRALean soilik agertuko da, forma erabat konfidentzial eta anonimoan.

## BAIMENA

Nik....., elkarrizketa honetako informazioa Joxe Mari Unanue Echeverriaren Gradu Amaierako Lanean erabiltzea baimentzen dut, beti ere, informazio hori era anonimoan eta GRALaren esparruan erabiliko dela kontuan hartuta.

Sinadura

Donostian, 2024ko .....ren .....a(n).

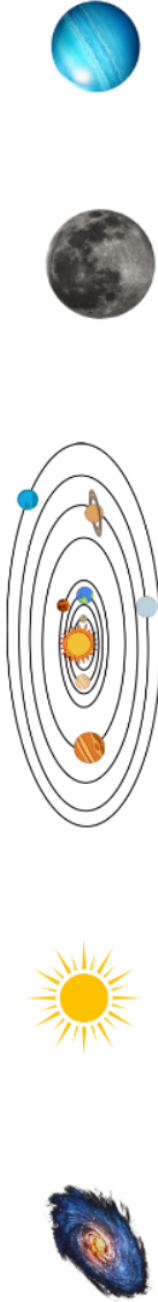
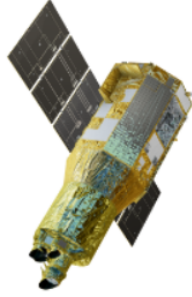
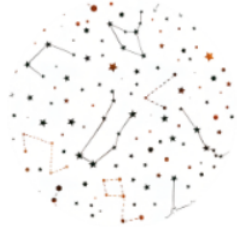
### 8.3. Observation chart

Observation chart		Is it new in the Basque educational system? Yes / No			
Student:	Grade:	He/she can not follow the class even with help	He/she needs the continuous help of the teacher to follow the class	He/she can follow the class with difficulties	He/she follows the class without problems
Class organisation					
Grouping	He/she leaves class	Homogeneous	Heterogeneous, not collaborative	Heterogeneous + collaborative	
Integration of low achievers	Always doing easier different activities	Sometimes doing different activities	Doing the same activities without extra-help and without understanding	Doing the same activities or similar ones and following the class with extra-help	
Are activities meaningful for students?	No	Some of them	Most of them	Yes	
Are the classes motivating?	No, students are bored	Sometimes	Most of the times	Yes, students are motivated	
Scaffolding					
Is there enough oral input?	No, there is not input in the target language	No, there is not enough input in the target language	Yes, but it is too difficult and she/he does not understand	Yes, and she/he understands with help	
Is there opportunity for oral output?	No, there is not any opportunity	No, there is not enough opportunity	Yes, but the challenge is too high	Yes, and she/he participates	
Is there enough writing input?	No, there is not input in the target language	No, there is not enough input in the target language	Yes, but it is too difficult and she/he does not understand	Yes, and she/he understands with help	
Is there opportunity for writing output?	No, there is not any opportunity	No, there is not enough opportunity	Yes, but the challenge is too high	Yes, and she/he writes	
Modelling and bridging	There is not enough modelling	She/He has enough modelling	There is not enough bridging	She/He has enough bridging	
Are there enough clarifications?	No, there are not	There are, but there are not enough	Yes, there are enough		

### 8.4. Alphabet soup

Galaxy / Planet / Moon / Sun / Star / Solar System / Spacecraft / Astronaut

A	E	Z	P	L	A	N	E	T	Y	S	U	P	S
C	S	A	M	U	O	O	O	N	I	L	F	E	O
R	P	T	A	H	T	A	S	O	A	D	A	L	L
E	A	E	R	I	R	E	G	T	Y	O	S	O	A
L	C	J	O	O	U	S	P	A	A	E	T	M	R
T	E	I	F	A	N	C	I	S	I	R	U	A	S
E	C	E	S	U	P	A	A	Q	O	E	H	E	Y
A	R	R	G	U	E	X	U	K	E	P	A	L	S
X	A	U	K	U	N	M	O	T	R	L	X	V	T
Y	F	A	T	R	S	Z	Q	I	G	O	O	N	E
T	T	B	I	N	E	T	O	O	A	I	D	A	M
Y	O	S	A	T	E	L	L	I	T	E	I	R	U
S	O	L	M	E	X	G	A	L	A	X	Y	O	S



### 8.5. Stencil for the comic

Once upon a time, _____ and _____	