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SEMINARIO DE TITULACIÓN

INTEGRATION PROTOCOL TO PROMOTE AN INTERCULTURAL ATMOSPHERE IN AN EFL CLASSROOM AT A PRIMARY LEVEL GRADE

Trabajo de Investigación para optar al Grado de Licenciado en Educación y al Título de Profesor de Inglés para Educación Básica y Media

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Valeria de Jesús Avendaño Jara

Abstract

The present work intended to represent one aspect of the phenomenon of integration of immigrant students in a state school in Santiago, Chile. Knowing that the process of immigration is complex and, in many cases, difficult, this work aimed at providing a useful integration protocol for young primary students of fifth grade in the state school Mercedes Marín del Solar located in the borough of Providencia, Santiago. For many people coming from different countries to study in Chile, entering a primary school may prove very difficult. The analysis that this group made of the fifth graders, their parents or tutors, and their English teacher was supposed to give an idea about the problems that the new immigrant students may face at the beginning of their integration process in the school.

The intention of the study was to create a protocol that might be helpful to facilitate the integration of the new students and promote an intercultural EFL classroom. Surprisingly enough, this research showed that the problem of integration was much less dramatic than expected, as it could be observed that the students were easily integrated in both educational and social activities. Despite all mentioned above fact mentioned in the previous lines, this research offers a planned protocol (see Appendix III) that may be used in any school in case that the integration process of immigrant students inside the EFL class becomes complicated.

Key words: *integration, immigration, intercultural, protocol, EFL class.*

Resumen

Este trabajo de investigación pretende mostrar un aspecto del fenómeno de investigación de alumnos inmigrantes en un colegio municipal de la ciudad de Santiago de Chile. Sabiendo que el proceso de inmigración se compone de varios factores y en muchos casos representa cierto grado de dificultad, este estudio ofrece un útil protocolo de integración para alumnos de los primeros años de educación básica del colegio Mercedes Marín del Solar ubicado en la comuna de Providencia en Santiago. Para muchas personas de distintos países que vienen a estudiar a Chile, el ingreso a la educación básica puede resultar bastante complicado. El análisis que este grupo realizó de los alumnos de quinto año básico, sus padres y/o apoderados, además de su profesora de inglés, se orientó a la posibilidad de dar una idea acerca de los problemas que los nuevos estudiantes inmigrantes pueden enfrentar al comienzo del proceso de integración al colegio.

En un inicio, el propósito de este estudio contemplaba la creación de un protocolo que pudiera facilitar la integración de nuevos alumnos y promover una clase de Inglés intercultural. Sin embargo, en forma sorpresiva el resultado mostró que el problema de integración era mucho menos dramático que lo esperado, ya que se pudo observar que los alumnos se integraron fácilmente a las actividades educativas y sociales. A pesar de lo anterior esta investigación mantuvo la idea de ofrecer un protocolo planificado (ver Appendix III) para alumnos inmigrantes que pueda ser utilizado en caso de que este u otro colegio lo requiera para ayudar y facilitar el proceso de integración.

Palabras claves: *integración, inmigración, intercultural, protocolo, clase de inglés.*

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Introduction

Throughout the years, migration has become one of the biggest phenomena in the world, causing cultural and social issues in the countries that have received immigrants on a large scale. Migration is a human right, there are several reasons why people do it, whether for better opportunities, running away from the social issues of their countries, to know new places, or simply because they feel like it. When migrants decide to leave their countries and go to live in a new one, they leave many things behind such as family, friends, opportunities, and if they have children, education (Codina, 2019). However, one of the consequences of migration that does not seem to be given enough relevance is the integration of immigrant students in the educational framework; therefore, immigrant students are often left out of the system, which is why education is the consequence that we are mostly interested in digging more into. As a group of pre-service English teachers as well as researchers, the information mentioned before has intrigued us and led us to ask ourselves the question: Are state schools prepared to integrate immigrant students inside the classroom?

The following research is going to take place in an EFL class of primary level at the "Mercedes Marín del Solar" school. The purpose of this research is to investigate the school's ways to integrate immigrant students, specifically how they are integrated inside the EFL classroom, so that it can be transformed into an intercultural classroom. However, the objective of this research is to design and suggest the implementation of an integration protocol to facilitate the integration process of immigrant students in the EFL classroom.

This research is relevant due to the fact that it seems to be very clear for the common observer that the current state school's reality of our country in 2021 has become multicultural, including cultures from Venezuela, Haiti, and Peru with over 690,000 immigrant students (INE,

2020). This is the result of the fact that many immigrants have felt the need to leave their countries and have chosen Chile for their new life. A clear example of this immigration phenomenon is the case of many Venezuelan citizens who, according to the Inter-American Commission on Human Rights (IACHR), have left their country due to violation of human rights and the food and sanitary crisis (2018). Immigration is not a new phenomenon; it is something that has occurred throughout history. Our country is currently facing a huge immigration wave, since, according to Chile's Department of Migration and Foreign Services (Departamento de Extranjería y Migración - DEM) the foreign population residing in Chile until December 31, 2020, amounted to 1,462,103 people (2020), and according to Jesuit Service for Migrants (Servicio Jesuíta para Migrantes - SJM) in Chile, we have 178,070 foreign students enrolled in the Chilean educational system (2020). Therefore, it has become imperative that the country be ready to receive immigrant students and something as important as education must be ready to face this phenomenon.

During our teaching practices and regarding our experiences both teaching and observing Chilean classrooms over the years, first as secondary students and, at present, as teacher trainees, we have noticed many situations that have awakened our interest as future teachers of English. However, the situation that has caused the most impact on our learning and teaching journey is how the presence of immigrant students is perceived by the schools, especially in relation to the lack of integration protocols and programs for cultural diversity. That poses the following questions: Are schools prepared to deal with the different cultures that may exist within a classroom and are schools prepared to integrate them all equally? Many schools are not prepared to receive immigrant students from different cultures and integrate them within the classroom, since according to Castañeda (2021), in Chile there is a lack of intercultural education policy as

well as the absence of an educational model promoted by the Chilean Ministry of Education (Ministerio de Educación-MINEDUC) that should point out the effective inclusion of immigrant students; therefore, there are not many programs, protocols or strategies to make sure that they are inclusive with students coming from different cultures.

The purpose of this research is to help the school and ourselves, as pre-service teachers, or any person that wants to understand the multicultural classroom that Chilean schools are currently facing. We firmly believe that the immigration process is unstoppable; therefore, some actions should be taken and learned so we can promote an intercultural classroom that integrates different types of cultures, instead of trying to adapt every different culture to the one that is established. Consequently, some implications come to the surface such as clarifying false assumptions about the immigration process, the idea of wanted and unwanted immigrants, or the way that culture shock is seen or can affect the students in schools. Therefore, we expect to find out through hard investigation and deep observation in the school, how we can facilitate an intercultural atmosphere in the EFL classroom that is already a multicultural classroom itself.

The research method used in our project is Action-Research and the methodology of this project is qualitative and quantitative. There are several steps that will help us achieve the objectives of our research: In the first place, the social and educational information about immigrant students' current social and educational status in the EFL classroom will be collected. In the second place, the criteria of the selection of the sample will be decided by the group. Thirdly, information received from the school will be gathered. Later, a survey will be carried out to ask for general and specific information about the classroom environment to the teacher, parents or tutors, and immigrants students, as well as an observation checklist to analyze how the EFL classroom's classes are developed and the way that students behave there regarding

immigrant students; additionally, a mini-survey, which is simply an instrument with a few questions that will be created for all students, including Chileans, so that they can also give their opinions and views about how they feel and they perceive integration in the EFL classroom. In the next step, the data collected in the survey will be analyzed. Following that, at the same time as the survey is implemented, the interactions of immigrant students in the English classroom will be observed. Finally, the immigrant students' integration protocol based on the results collected in the intervention will be created. The type of technique that will be used to produce data is a survey with some questions that will require a justification or explanation. The sample will be primary school immigrant students, specifically 5th graders, from the Mercedes Marín del Solar school and their English teacher as well as parents or tutors. The sample will be surveyed to have access to detailed information from the point of view of the primary school immigrant students, along with their parents and from the point of view of their English teacher.

Theoretical framework

To understand the purpose of our research work deeply, we have resorted to the analysis of some key concepts in conjunction with the inquiry of texts related to this topic. To accomplish a full understanding, the following concepts are going to be addressed: multiculturality, interculturality, migration, immigration, adaptation, integration and the teachers' role in intercultural classrooms.

Migration and immigration

Two constructs that are deeply important to our research that are going to be frequently mentioned throughout all the chapters are migration and immigration; it is imperative to acknowledge the importance of their meaning and understanding. Even though many people may believe that they have the same meaning or are very similar, it is important to mention that both migration and immigration have different meanings.

Firstly, migration is more general and a broader construct than immigration. Migration has some history behind it, as stated by Adler et al. (2003) "migration has been an inherent part of human existence ever since our protohuman and human ancestors left Africa to populate the rest of the world." (p. XIII). Also, apart from the background, migration has been an important issue and still is in today's society. The same authors mention that migration forms a central part of the global flow of persons, goods, practices, and ideas. There is no denial in saying that migration is important to the society and it is something that has been going on for a long time. Now, since we are describing the construct as a noun, it is important to recognize the person related to migration; someone who migrates is known as a migrant and as mentioned by Blackwood (2020) "it is a person who changes countries for various reasons. The term itself is broad and non-specific, but it implies one's willingness to move. If you decide to emigrate or

immigrate, you can be called a migrant." (para. 11) The last part brings us to the topic in which many may get confused when referring to migration and immigration or emigration. So, you are a migrant if you decide to emigrate or immigrate. Nevertheless, what do immigrate or emigrate mean? That is how you know that migration is a broader construct.

Migration refers in general terms only to the process of changing your residence, that is, moving from one country to another. On the one hand, according to Blackwood (2020) immigration and being an immigrant refer to "an international process in which a resident of one country moves to another country with an intention to settle there permanently. This person cannot have the status of citizen already, but since such a move is permanent, they are going to apply for one eventually." (para. 2). Therefore, this is a narrower construct than migration, and it refers to the process of moving from one country to another and staying there for as long as they can make all procedures to stay permanently.

To wrap up the differences between both constructs we will look into two more definitions: migrant and immigrant. The International Organization for Migration [IOM], (2021) identifies a migrant as an umbrella term due to the fact that it is a broad construct that can lead into more categories of a specific term, and it says that it is used to refer to the person who moves away from his or her place of usual residence which can be within a country or across the world, it can be temporarily or permanently, and it can be for various reasons. While as mentioned by the IOM (2021) an immigrant is:

> From the perspective of the country of arrival, a person who moves into a country other than that of his or her nationality or usual residence, so that the country of destination effectively becomes his or her new country of usual residence. (para. 79)

Consequently, migration is a broad construct while immigration is narrower since it depends on the place. The migrants that leave their countries to live in Chile are immigrants in Chile, so if they leave their country to live in another country, that migrant people would be immigrants of those specific countries that they move to, and that is how they are distinguished.

Multiculturalism and interculturalism

For the purposes of this work, it is pivotal to define and clarify the difference between two constructs: multiculturalism and interculturalism. It is possible to say that "multiculturalism refers to the recognition of the diversity of cultures that coexist respectfully and independently, which implies the acceptance of their existence, value and autonomy and the coexistence in the same space of diverse cultures with a differentiated evolution and place" (Ruiz de Lobera, 2004, as cited in Cortón Romero et al., 2020, p. 5). In schools, this can be represented by different contents, including symbols and the relationship the students may have with the diverse groups and people that can be found in the classroom. Fundamentally, the educators must promote a culturally diverse education for the students, having in consideration these terms because of the process of globalization and the insertion of new realities to Chile, the new traditions, languages, and identities that come from the citizens of other countries.

The problem with this construct is that the coexistence of the cultures is broken by many factors, immigrant people do not improve their living conditions over time, and this causes the lack of social justice since those differences are disadvantageous for minorities (Bernal, 2003). This type of coexistence may suggest that immigrant people have to adapt to the local culture and that is not a good point when talking about equity and solidarity. What future teachers should promote is that students' cultures not only coexist, but also connect and interact with each

other. Students are expected to respect each culture, work together to achieve interculturality, and take into consideration that the responsibility should not rely only on the minority's cultures.

On the other hand, Walsh (2009) mentions that interculturality "refers in a more basic and general way to the contact and exchange between cultures, that is, between people, practices, knowledge, values, and different cultural traditions, which may occur under conditions of equality" (para. 3). Consequently, interculturality aims to uncover identification between people from diverse cultural backgrounds, which allows reciprocity (Caetano et al., 2020) considering this, the idea is that an intercultural education should be focused on trying to include all the different diversities and defending the idea that the participation of immigrant students in the classroom can be more beneficial than detrimental to the class.

Bernal (2003) states that intercultural education goes hand in hand with multiculturalism, for example, in the acceptance of differences such as the different languages, and also in the promotion that everyone needs to participate to build a society that allows equity. This points out that to promote intercultural classrooms we must work together and respect each other's differences, not to try to change the other's culture for our benefit, however to consider the cultural identity of each one. With this in mind, we can say that interculturality is a construct that is more empathic with the human being, since it does not force immigrants to put aside their culture although it invites immigrants and locals to interact and be benefited with each culture.

Adaptation and integration

Other concepts that are highly related to this research are adaptation and integration; even though they seem to be similar, they are different. The concept of adaptation has its roots in the biological sciences where it is defined as a necessity of humans and other species to continue existing; therefore, it is imperative for us to adapt in order to survive climate change or temporal

variations (Pittock & Jones, 2000). As it is stated, it seems that the act of adaptation belongs to our natural and primitive instinct to be able to live. When it comes to the adaptation theory, this is defined by Frederick & Lowenstein, (1999), as cited in Matthews & Ritter, (2019) as the situation where "people adapt to the experience of stressors and that doing so is an evolutionary reality and benefit" (p. 6). Once again, it is evident that adaptation is a process that people must follow to be part of a community instead of a choice in which the immigrant culture could be taken into consideration when arriving in a new place, community, or society.

In the area of education, specifically in intercultural education, the word adaptation is commonly used to refer to the responsibility that international students unintentionally have to adapt to their classmates and superiors as well as the environment instead of a process that involves the community as a whole (Wang & Moskal, 2019). As stated, most of the time the process of adaptation relies on the minority, instead of being an action that integrates people helping them to improve their knowledge by the cultural exchange that goes along with this interaction. Another important factor of the concept of adaptation in the educational field is that, "Some migrants develop strong anxiety and less willingness to communicate in the L2 with locals; this avoidant tendency influences their adaptation and sense of belonging to the new culture, as well as their physical and mental health" (Yoo et al. 2009; Gluszek and Dovidio 2010a; Gallagher 2013; Wei et al. 2015, as cited in Mantou & Noels, 2019, p. 2).

What is mentioned above helps us understand that the intercultural classroom involves more than adaptation. There are many factors, such as the ones mentioned above, that may affect immigrant students. The idea of integrating international students has no other intention than to make this process more digestible and endurable.

On the other hand, and even though what is defined by Mantou and Noels (2019) as adaptation in education is valid, the word integration as a concept to improve intercultural classrooms must be proposed. The word integration is defined as a boost of cooperation and a key feature to develop a universal or cosmopolitan identity in a diverse society, along with promoting relationships with no barriers (Anderson, 2010). As it can be seen, the word integration has a more actual way of thinking since it aims to take different elements into an identity instead of adapting to an only once accepted identity. Additionally, Yampolsky et al. (2021) refer to integration as, "having multiple, connected identities that form a cohesive whole; one perceives a common ground between identities, and the differences between identities are seen as advantageous and complementary." (pp. 2-3). This definition reinforces the belief that integration is the right word to use when it comes to promoting an intercultural identity, and, as a result, an intercultural classroom where we can nourish and take advantage of having students from different parts of the world.

In the field of education, specifically considering the teachers' point of view on interculturality, research demonstrated that in general educators have a positive perception of the intercultural integration to expand not only the intercultural aspect but also the linguistic competence as well as learning language and culture at the same time. (Chau & Truong, 2018; Gönen & Sağlam, 2012; Sercu et al., 2005; Zhou, 2011, as cited in Chau & Vien, 2019). This reflects that there is a positive response from teachers to the intercultural integration, especially to the unification of language and culture which, at least, gives the point that people that are in charge of being the ones responsible for changing the perception of interculturalism approve this idea of promoting cultural exchanges and diversity. However, integration has not been put into practice in many countries and most importantly, in schools and classrooms. This is a point that

should be considered since most teachers were aware of the relevance of intercultural integration, at the same time they had trouble putting things into practice and they avoided taking accountability for teaching English and involving intercultural integration in an EFL classroom. (Nguyen, 2013 as cited in Chau & Vien, 2019). It is noticeable that intercultural integration is generally accepted by educational institutions and their communities; nevertheless, it seems that it is not that easy to apply those changes in a regular class routine.

Teacher's role in intercultural classrooms

The role of teachers as educators and not as mere transmitters of information has led to new social responsibilities in the field of education since they have assumed the duty of fostering a tolerant spirit, respect, and coexistence in the school within the framework of democratic principles of equal opportunities and solidarity. (Merino & Leiva, 2006)

The English teacher is the one who has the mission of not only teaching a foreign language but also applying cross-curricular objectives, which ensure respect and inclusion, values that students must understand as a whole to create the sense of community. For these reasons, teachers have a major responsibility to facilitate integration of immigrant students and the achievement of intercultural classrooms.

In our experience, we can say that some teachers are aware of the new challenges that immigration brings, because they have been able to experience the multicultural classroom in recent years. Also, they probably have done their research to be able to face those issues in the best way possible, however we can also say that some teachers do not know how to deal with the problems that may appear when they receive immigrant students in their classrooms. For example, an important point is the language barrier since the English teacher is teaching a foreign language and it is more difficult when they are teaching English using Spanish, which is

the local language; probably that is very confusing when both languages are new for those immigrant students.

Due to the importance of the teacher's role in this topic we consider that their functions in the face of multiculturalism must be aligned with the achievement of intercultural classrooms that is why it is important to highlight what these functions are. Merino & Leiva (2006) details possible changes and certain functions that teachers must have to achieve an authentic intercultural education. Firstly, the authors stated that to achieve an intercultural classroom the teacher's attitude must be positive to all students, but although this positive attitude can help to avoid any type of discrimination towards immigrant students, it can also increase a homogenizing attitude that leaves aside the students' cultural diversity, and that can be a disadvantage in the richness of diversity in the classroom. Secondly, some teachers may adopt a prejudiced attitude towards immigrant students that generalizes certain behavioral traits that people associate with various cultural groups, and that can cause negative expectations towards immigrant students. Faced with this issue, it is stated that it is necessary for the child to feel respected, recognized in their cultural diversity, and for this, the teacher must value their being, their language, and their culture since a harmonic and balanced inclusion depends largely on the capacity of the teacher to be able to accept and value these students from the recognition of their diversity, their cultural difference, and favoring their competition to learn under conditions of equal opportunities with the rest of their classmates. (Merino & Leiva, 2006)

Finally, the language barrier is one of the main topics that teachers deal with when they receive immigrant students. However, the linguistic factor is not the only one that may affect students, there are also emotional factors that can determine their behavior and school development, due to the marginalization situations, indifference, and rejection for how they are

by students belonging to the majority. Given this situation, teachers with intercultural ideas not only help immigrant students but also their families by being respectful and knowing their cultural identity.

Due to these expectations, Merino & Leiva (2006) highlight some possible functions to developed intercultural educational actions:

1. The teacher must have a positive attitude and respect the classroom diversity.

2. The teacher must inquire into the prevention of prejudiced attitudes towards immigrant students.

3. The teacher must be able to create a good classroom environment that allows the integral and balanced development of each student.

4. The teacher must reflect on the importance of finding a balance of work between family and school, so both can allow learning about the other.

5. The teacher must propose spaces for constant reflection to renew and update its knowledge regarding this topic.

6. The teacher must promote respect for cultural diversity, together with the commitment to develop an authentic intercultural education, and values such as equality, justice, and solidarity.

These functions could be a very good set of ideas to achieve intercultural classrooms, but, as we believe that education does not normally remain steady since it is constantly changing and also the classroom context is always changing, we say that teachers and also school communities must be constantly updating themselves on how to achieve intercultural communities.

As Stefoni et al. (2016) posted,

What should not be sought is to provide "closed" content or pedagogical recipes, but to create spaces to reflect on one's own experience, without neglecting pedagogical and academic discussions that have arisen in this field, although understanding that it is necessary to generate proposals and *sui generis* guidelines, contextualized in these specific realities. (p. 180)

With this in mind, the protocol that we are going to create will follow those guidelines since we know that it is necessary that every school takes good actions, but schools' communities must know that must be constantly modernizing their protocols on this topic.

Methodological framework

Type of study

The research method used in this project is Action-Research. This method allows the diagnosis of an issue, proposes an intervention, applies a solution for the problem found and presents the results. This type of method intends to contribute or help to a social change, transform the reality and that people are aware of their role in the changing process. (Sandín, 2003, as cited in Hernández, 2010). The Action-Research method is appropriate for this investigation problem since its purpose is to search, generate, and propose a solution that helps the EFL class with the integration of different cultures.

The methodologies that guided this research were quantitative and qualitative, because on the one hand, the instruments allowed the possibility to describe the perceptions of people regarding interculturality in EFL classrooms. And, at the same time, such instruments allowed the possibility to obtain objective data regarding specific situations.

Quantitative methodology allows the collection of information objectively, since it uses data collection to test hypotheses based on numerical measurement and statistical analysis, in order to establish behavior guidelines and testing theories. (Hernandez et al. 2014). Additionally, it can be said that this type of methodology enables the objective analysis of specific questions that were included in the instruments.

Qualitative methodology allows to collect information about the topic of the research project itself more deeply based on what the subjects of investigation indicate. Hence, what we are aiming at is showing a specific reality and acting accordingly, rather than just generalizing. According to Hernandez (2010) the qualitative investigation is focused on an interpretative perspective centered on the understanding of the living beings and their institutions.

Correspondingly, it can be added that this methodology is relevant to this research project due to the fact that by employing this qualitative methodology, the research project is seeking to dig into the different elements that influence the multicultural EFL classroom into becoming an intercultural EFL classroom.

Finally, with the help of the information collected by this methodology, it is hoped to develop, design and implement a protocol that helps to integrate immigrant students and creates an intercultural EFL classroom atmosphere.

Participants

The participants of this research are fifth grade primary school immigrant students and Chilean students from the state school "Mercedes Marín del Solar", their English teacher, and immigrant students' parents or tutors. It is relevant that the school community is involved in the sampling procedure since intercultural integration is a process in which different cultures as well as points of view should be taken into consideration.

Data collection

The type of instruments that were used to analyze the data were four surveys and an observation checklist (see appendix II). Each of these data collection instruments were carefully chosen in order to find the correct information for this investigation, and for the future protocol that is going to be designed and hopefully implemented.

The surveys were chosen since it is an instrument that allows the collection of data specifically and more globally. The survey is considered a data collection instrument, which has the purpose of obtaining results from the concept that emerged in the investigation dilemma (López-Roldán & Fachelli, 2015). The surveys include open and closed questions. In the close-ended questions, Hernández et al. (2014) mention that the response categories are defined *a*

priori by the researcher and are shown to the respondent, who must choose the option that best describes their response. On the other hand, the same authors explain that the open-ended questions do not delimit in advance the alternatives of response, therefore the number of response categories is very high. In theory, it is infinite, and it can vary from population to population. That is why surveys are relevant concerning the chosen methodology because, apart from obtaining the information that will help to detect any tendency, the specific answers given by the sample are also considered the creation and implementation of the protocol. Hence, the relevance in this research is to profoundly investigate each reality and use the data not to generalize but to have as much information as possible to analyze in detail the information the respondents provide.

The observation checklist was chosen since it is an instrument that allows the deep reflection of the different situations that the researchers can perceive in the classroom. The observation checklist is part of the qualitative methodology, and it is not mere contemplation; it involves delving into social situations in depth and maintaining an active role, as well as permanent reflection. Be attentive to details, happenings, events, and interactions. (Hernández et al., 2014). That is why the implementation of an observation checklist is important for this research since this study is social and needs profound research regarding general and specific situations that happen in the classroom.

The first instrument is a survey for immigrant students. It is divided into six items: personal information, educational context, social context, classroom climate, interaction with the teacher, and interaction with classmates. This is the survey with the most items because this research requires a deeper understanding of the opinions, feelings, and emotions of immigrant students.

Secondly, a survey for immigrant students' parents or tutors will be applied. It is divided into three items: personal information, specific information, and school integration. The importance of this instrument is to collect information about the perceptions of tutors regarding the integration of immigrant students in the EFL classroom.

The third instrument is a survey for the English teacher. It is divided into three items: personal information, teaching experience, and school integration. The purpose of this instrument is to collect data about the perceptions of teachers regarding intercultural classrooms, and the issues they may face with the integration of students.

The fourth instrument is a mini survey for Chilean and immigrant students. It has only one item with 4 questions. This instrument has the purpose of gathering information of the feelings and opinions of all students regarding the relationship between Chilean and immigrant peers.

The last instrument is an observation checklist that will be used to observe the EFL classroom. This instrument has 4 dimensions: classroom atmosphere, interaction with the teacher, interaction with classmates, and class participation. Every dimension has between 5 and 6 indicators, which will allow the detailed description of specific situations present in the classroom.

Phases of the research process

As in all research works, this investigation followed a number of steps, which are indicated below:

1. To collect social and educational information about immigrant students' current social and educational status in the EFL classroom.

2. To decide on the criteria of the selection of the sample.

3. To gather the information received from the school.

4. To create three surveys to ask for general and specific information about the teacher, students, and parents or tutors experience.

5. To create an observation checklist to register what happens in an EFL classroom.

6. To create a mini survey for all students.

7. To apply the instruments above.

8. To analyze the data collected in the survey.

9. To observe how and what the interactions of immigrant students are in the English classroom.

10. To create an integration protocol for immigrant students based on the results collected in the surveys and observation guideline.

11. To present and propose the protocol created to "Mercedes Marín del Solar" School.

Data analysis

This part of the research project corresponds to the analysis of all the data collected through this process. After applying the surveys to the different participants of the project the results are presented and interpreted.

Mini Survey

This survey consisted of four questions in which the students had to select the level of agreement in a Likert scale. This instrument was applied to 27 Chilean and immigrant students with the purpose of obtaining information about how fifth graders feel and perceive integration in the English class, in aspects such as comfort and classroom atmosphere.

Figure 1
Students' level of comfort when socializing with their classmates
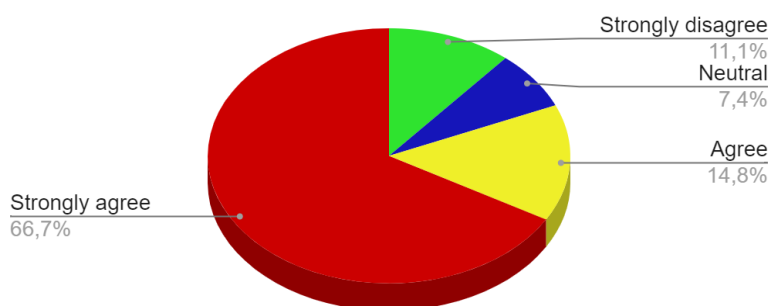
As shown in Figure 1, 81.5% of the students "strongly agree" or "agree" that they feel comfortable socializing with their classmates, which is more than half of the students surveyed. This brings out a positive classroom atmosphere in which students feel well about attending classes and being friendly with each other. Therefore, they might have a great relationship with their peers. Nevertheless, in some cases the complete opposite as shown in Figure 1 happens, because, 11.1% of the students answered that they "strongly disagree" that they feel comfortable sharing with their peers. Students who do not feel comfortable at all getting along with their

classmates may perceive this because they probably do not feel integrated into the class, or it can be understood that they might not be interested in establishing friendly or social relationships.

Figure 2
Students' level of comfort when sharing their culture with the rest of the class
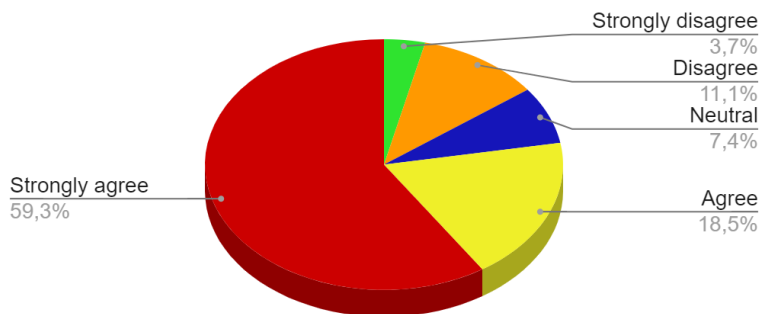
Figure 2 shows how comfortable or uncomfortable the students feel when sharing their culture with the rest of the class. The main aspect that can be pointed out is that 77.8% of the students "strongly agree" or "agree" that they feel comfortable sharing their culture with their classmates, and this could indicate that most of the students respect when someone shares something about their culture. Notwithstanding, there is still a small percentage who "disagree" or "strongly disagree" with the statement. Therefore, it can be supposed that students who do not feel comfortable sharing their culture, may have gone through some negative experiences or prejudices that make them feel that way.

Figure 3
Students' Level of Interest in Learning about Different Cultures
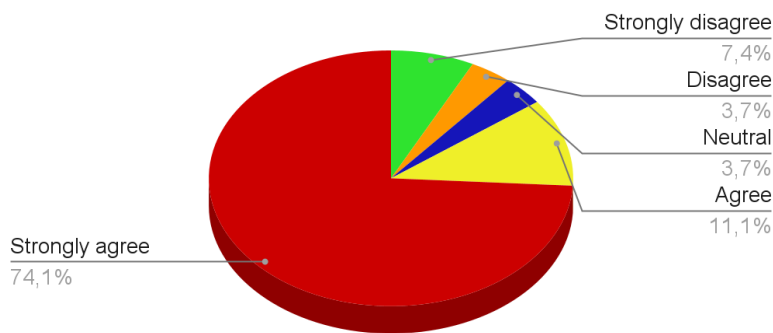
As illustrated in Figure 3, 85.2% of the students mentioned that they like to learn about cultures different from their own. This percentage could reflect that the majority of the students are interested in their classmates' culture, and it may show willingness to discover and learn from and about other cultures. By being exposed to a multicultural classroom environment, students are more receptive to incorporating some aspects from different cultures into their daily lives. As a consequence, this can have a positive outcome, in which an intercultural environment can be developed.

Figure 4
English Class as a comfort place for students
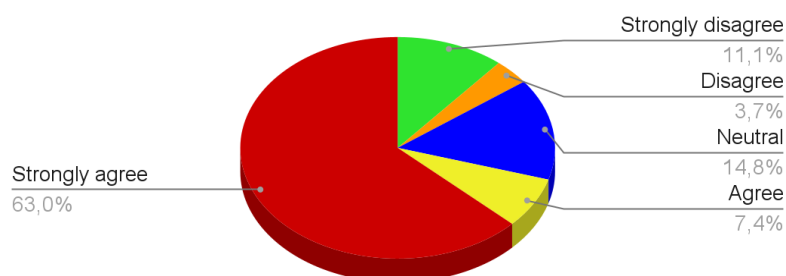
Figure 4 shows that 70,4% of the students mentioned that English classes make them feel part of the class. It can be said that the class dynamics and methodologies that the teacher applies, make the students feel understood and appreciated. Therefore, the English class seems to be an opportunity for the students to feel integrated and it makes them be heard, they are able to speak and participate, express themselves, and share their thoughts and cultures freely; apparently, that is why the classroom has a positive impact, and also helps to make the learning process more pleasant. On the other hand, 14.8% of the students do not feel part of the English class, probably because they may consider English classes to be too difficult and could cause them to be left behind by their classmates. In addition, some other factors that might influence this answer could be self-motivation, self-esteem, and interest in the subject.

Immigrant Students' Survey

      The following survey was applied to 11 immigrant students of fifth grade from the "Mercedes Marin del Solar" school. This study was intended to have a better and more realistic understanding of immigrant students' feelings towards arriving in a new country at an early age, and incorporation to a new educational system.

Table 1
Perception of Level of English Regarding Motivation and Time of Learning.

Student	Do you like English?	How many years of English instruction did you have before arriving in Chile?	What do you believe is your level of English?
1	I love it	3 years	Intermediate
2	I love it	I had no English before arriving in Chile	Intermediate
3	I love it	2 years	Low
4	Neutral	I had no English before arriving in Chile	Low
5	I like it	5 years	Intermediate
6	Neutral	1 year	Low
7	Neutral	4 years	Intermediate
8	I love it	2 years	High
9	I like it	1 year	Intermediate
10	Neutral	5 years	High
11	I love it	3 years	Very low

      As shown in Table 1, when immigrant students were asked about their self-appreciation concerning English, many variables indicate that every student is different, no matter how much they like English, how many years they have studied, or even the level of English they think they have.

      Analyzing immigrant students' answers in detail, it could be said that most of the students like English. This can be interpreted as the students' positive predisposition towards the

language, which is relevant when it comes to the classroom atmosphere, class participation, and the meaningful learning that can be achieved.

In terms of the number of years immigrant students had studied English before arriving in Chile, it can be seen there was no clear tendency; however, this could be an indicator of the importance of implementing a protocol in which one of the sections mentions that students with different levels of English proficiency could improve their use of the language by attending classes that would help them, so that everyone can achieve the same level of English before joining the classes.

In general, it could also be concluded that the years of English instruction did not have a significant relationship with the students' self-perception of their level of English, as can be seen in the case of student 8, who has been studying for two years considers that he/she has a high level of English whereas student 3 has been studying English for two years as well but considers his or her level of English low. This could be interpreted as that students' self-esteem and self-perception play a bigger role in their motivation than the number of years of English instruction.

Table 2
Perception of Immigrant Students about Arrival, Welcoming, and Relationship with their Classmates

Student	Was it easy for you to make friends when you came to school for the first time?	Has it been easy for you to understand your Chilean classmates?	Has it been easy for you to express yourself to your Chilean classmates?
1	Very easy	Very easy	Very easy
2	Very easy	Easy	Easy
3	Very easy	Very easy	Very easy
4	Easy	Very easy	Very easy
5	Difficult	Neutral	Easy
6	Easy	Easy	Neutral
7	Very easy	Very easy	Very easy
8	Very easy	Easy	Very easy

9	Easy	Neutral	Difficult
10	Very difficult	Difficult	Very difficult
11	Very easy	Very easy	Very easy

As illustrated in table 2, most of the students have a positive perception about how welcoming their Chilean classmates were to them since, according to the data collected, nine out of eleven students feel that it was "very easy" or "easy" to develop a relationship with their peers. Nonetheless, there was one specific case in which a student felt that everything from the arrival, the welcoming, and establishing a relationship with their classmates was "very difficult" or "difficult". This situation could be caused by external factors, but it is just one person out of all the immigrant students surveyed. So, it can be inferred that it was caused by personal factors such as an introverted personality, low self-esteem, negative past experiences regarding socializing, among others. These factors could cause this specific student to feel isolated and not to feel secure when it comes to interacting with their peers.

Figure 5
Level of Comfort when Speaking in English
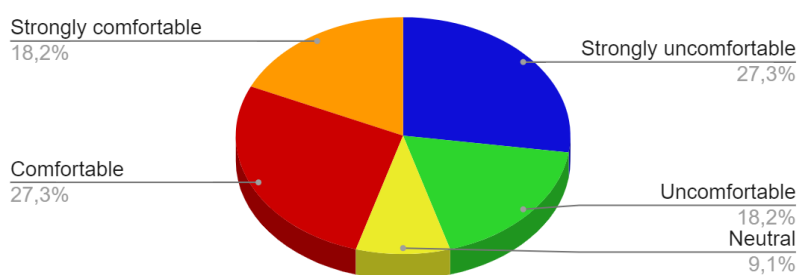
Figure 6
Level of Comfort when Writing in English
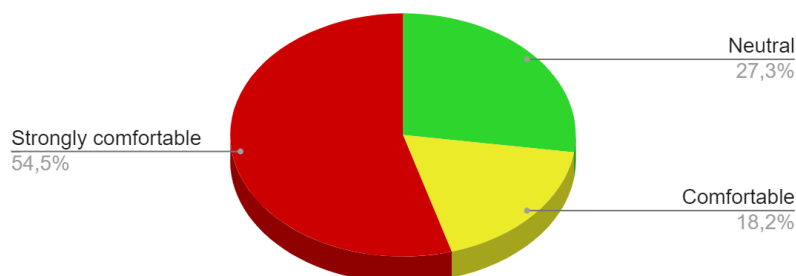
Figure 7
Level of Comfort when Listening Audios in English
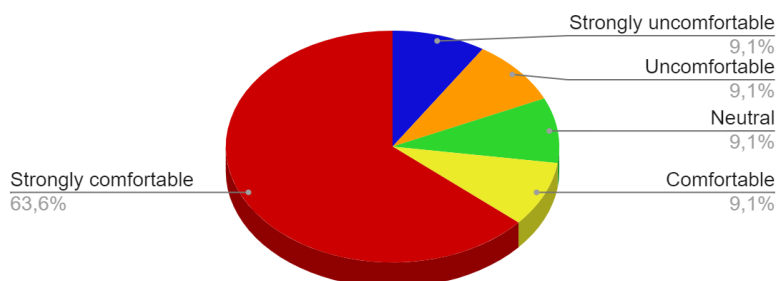
Figure 8
Level of Comfort when Reading in English
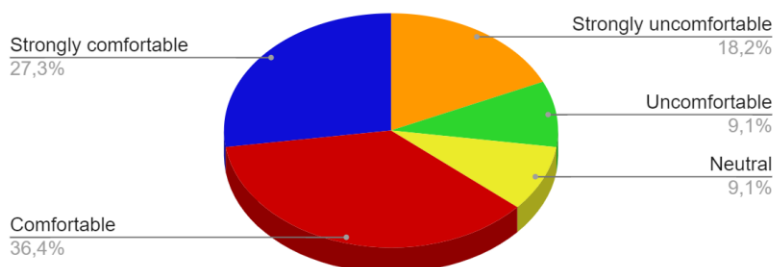
As it is shown in Figures 5, 6, 7, and 8, these express how immigrant students feel in terms of comfort in the four abilities of English, which are speaking, listening, reading, and writing.

Considering the data that these four graphs provide, it is important to highlight that the abilities that received more than 50% percent of the answers of students were writing and

listening. Regarding speaking, the data received were very diverse, so students' answers did not show a tendency, and concerning reading, it can be seen that even though 63.7% of the students feel comfortable reading in English, the percentage that this category obtained is not too far from the rest of categories, so it can be said that in both speaking and reading there is a variation of responses. This variation could be caused by the exposure that both abilities entail, inasmuch as students may associate them with the exposure since when they speak or read aloud all of their classmates will be listening and paying attention to them. As a consequence, the student that will be talking or reading will be the focus; therefore, this would cause students to feel ashamed, uncomfortable, and self-conscious about being exposed to the language.

Table 3
Interaction with the English teacher

Student	How has the interaction with your English teacher been?	Do you feel comfortable asking questions to your English teacher?	Have your questions been answered by the English teacher?	Does the English teacher make you participate during the English class?
1	Very good	Strongly comfortable	Always	Always
2	Very good	Strongly comfortable	Always	Always
3	Very good	Strongly comfortable	Always	Always
4	Very good	Strongly comfortable	Always	Always
5	Very good	Uncomfortable	Often	Sometimes
6	Good	Comfortable	Always	Often
7	Very good	Strongly comfortable	Always	Sometimes
8	Very good	Strongly comfortable	Always	Always
9	Good	Strongly uncomfortable	Sometimes	Rarely
10	Regular	Strongly uncomfortable	Rarely	Sometimes
11	Very good	Strongly comfortable	Always	Always

As illustrated in Table 3, in general, most students mentioned they have a "very good" interaction with their teacher, they feel "strongly comfortable" asking her questions, the teacher

"always" answers what students ask, and the teacher "always" makes them participate. It can be inferred that the teacher has a great relationship with the students and tries to promote a positive classroom environment; nevertheless, there are some students who were not part of this tendency. Different factors could have affected the students' comfort when they had to interact with the teacher. On the one hand, extrinsic factors such as the current sanitary crisis that it is being faced and its consequences when it comes to education. Students are learning from home through online classes; this can have a major impact on the teacher-student communication, due to failure in the internet connections, a noisy environment, difficulties at home, among other things. On the other hand, there are intrinsic factors that also can play a major role in miscommunication when asking questions to the teacher. These intrinsic factors can be related to the fact that students may feel embarrassed to participate through the microphone or to speak aloud in front of the class. These factors can also include the poor self-esteem of the student or his or her lack of motivation towards the learning process so as to ask questions because of the "hybrid" context in which classes are taking place.

Figure 9
Numbers of friends in the school
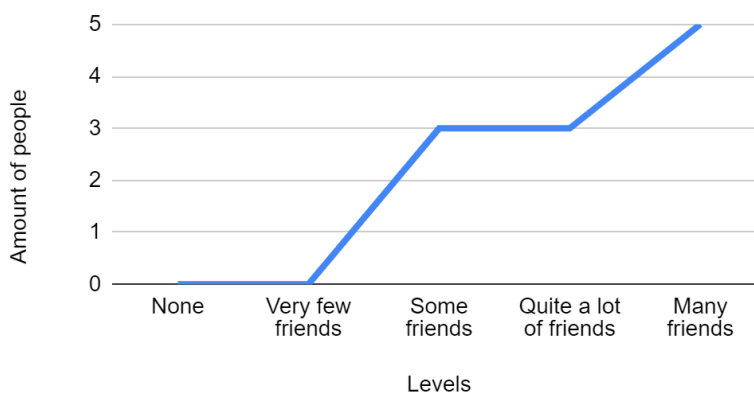
Figure 10
Feelings regarding their classmates
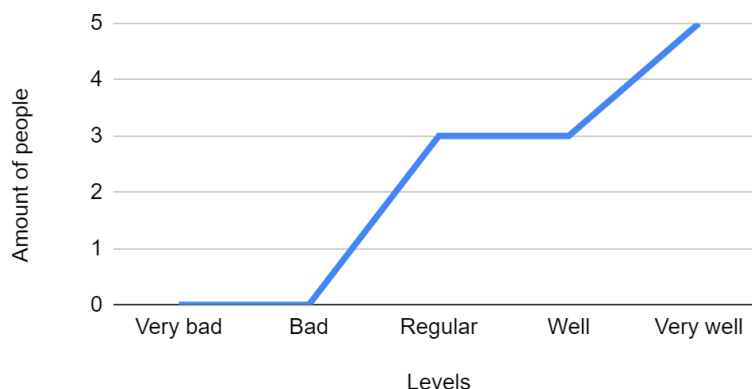
Figure 11
Ease to find and work in groups
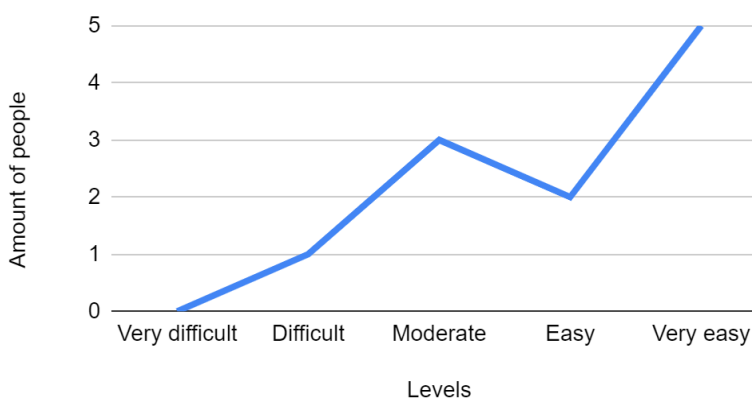
Figures 9, 10, and 11 show that five out of eleven students have many friends, feel "very well" around their classmates, and find it "very easy" to find and work in groups. With this information, it can therefore be said that regardless of immigrant students' different cultural backgrounds, they do not show much of a problem when interacting with all their classmates since it was observable that students were very respectful when a classmate gave an opinion or answered a question, and they also listened carefully to the peer who was talking. Nevertheless, in the three graphs, three out of eleven students show a "neutral" attitude towards the number of friends, how they feel around their classmates, and how easier it is for them to find workgroups. This could be an indicator that shows that there is still some work to do regarding the integration

of some students that do not feel completely part of the class, specifically with the interactions with their classmates.

Tutors' or Parents' Survey

This survey was applied to 5 parents or tutors of the immigrant students with the purpose of knowing their perception regarding some factors that could affect the integration of the students, such as their nationality, how long they have been living in Chile, the process of enrollment, and the students' integration in the school, among others.

Figure 12
Nationality
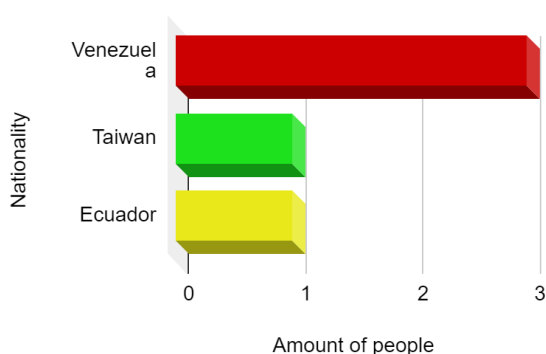
Figure 13
Time Living in Chile
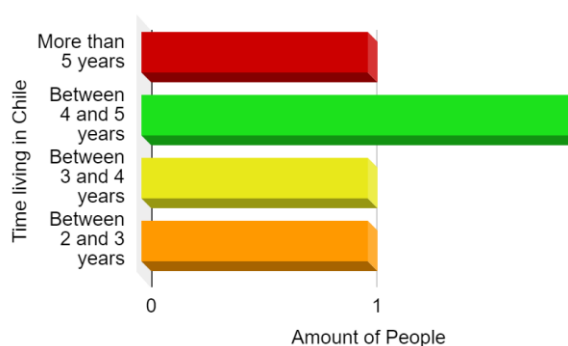
In Figure 12, we can see that although there is a variety of nationalities where the immigrant families come from, most of them are from Venezuela. However, inside the classroom there are also students from other countries such as Ecuador, Dominican Republic, Columbia, and Taiwan. This shows an evident mixture of cultures that exists within the EFL classroom making it a multicultural one; it is necessary to know if it is an intercultural one as well.

As shown in Figure 13, the majority of surveyed tutors have been living in Chile between 4 and 5 years, which could imply that they are rather more aware of how things work in Chile, or

they may know more about the different processes. However, that does not mean that it has been easier for them, but in fact it could mean that they are more experienced.

Figure 14
Evaluations Carried Out During the Admission Process
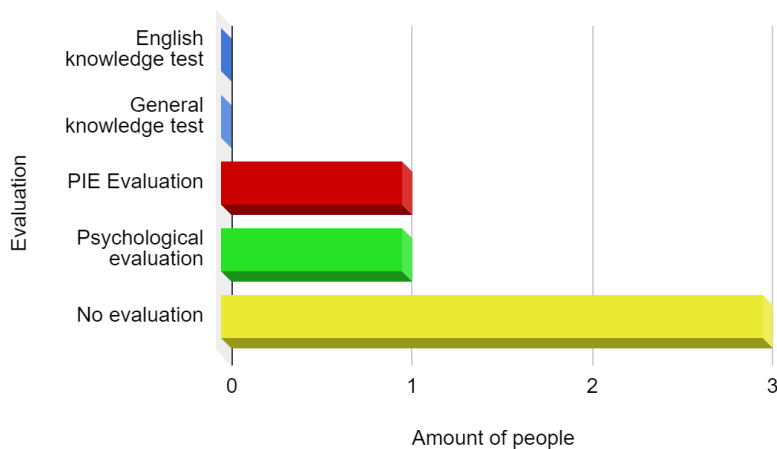
As indicated in Figure 14, most of the surveyed tutors mentioned that no evaluation was conducted during the registration process, and just two people said that one student went through a psychological assessment, and one student went through an integration program assessment. Something that is relevant to highlight is that none of the tutors mentioned that an entry behavior English test was carried out. Consequently, at the moment they came to school the English teacher did not know the level of English of the new students, so this could produce some problems for the teacher since she did not know at first what students knew or did not know about this language. Also, this could cause some problems to the students since probably they came to the English class and they did not understand what the teacher was talking about, therefore, this could end in students that felt confused and unmotivated.

Table 4
Perception of Tutors Regarding the Integration of Student into the English Class

Parent/ Tutor	How do you perceive that the student has been integrated into the English subject?	If your answer was yes, could you mention how you perceive your child has been integrated?
1	Very good	How he/she behave, and his/her joy of learning.
2	Very good	He/She feels more comfortable with the language, and safer.
3	Very good	He/She likes the class.
4	Very good	All the children are treated the same.
5	Very good	He/She likes the subject.

In Table 4, it can be clearly seen that 100% of the surveyed respondents perceived that

their children have been integrated in the English class. This could be interpreted as the positive

perception that their children shared with their tutors when it comes to the English classroom

atmosphere, which meant that there was an enabling environment to exchange ideas and points

of view. The tutors mentioned that students enjoy and like learning English, they feel more

comfortable with the language. Something that is important to highlight is that they think the

subject permits students to feel equal and safe. These answers show the high level of conformity

of children's tutors or parents, leading us to conclude not only that they have motivation to learn

the language, but also it remarks the importance of a good classroom atmosphere.

Figure 15
Perception of Tutors Regarding Motivation of the Student in English Classes
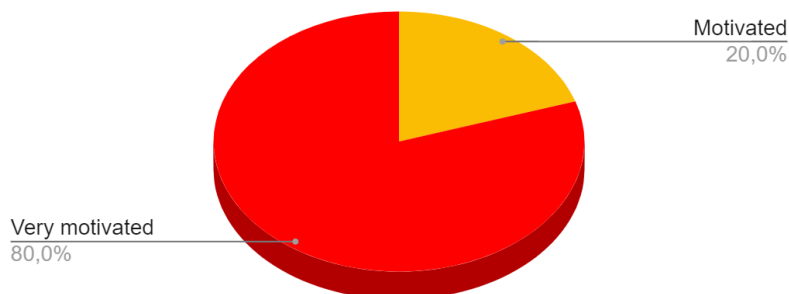
As illustrated in Figure 15, more than half of the surveyed tutors/parents answered that

they considered that their children feel very motivated by the English class, therefore by the

English language. This can be interpreted as that their children tell them about their English classes, how they make them feel, what they have learnt, and what they do in each class. There might be a high chance that the teacher has influenced in making the EFL classroom more pleasant in a way that students feel comfortable and happy to attend classes and learn the language.

Table 5
Tutors' opinion regarding the necessity of an Integration Protocol

Parent/ Tutor	Level of necessity of a school integration protocol for immigrant students in the English subject	Explain your answer
1	Necessary	It would be good for them to learn the language.
2	Neutral	The truth is that most schools include English. It is not something new for them.
3	Very necessary	Because it is an important language worldwide
4	Neutral	I would not really change anything, but if it is for the better, it can be considered.
5	Neutral	It could be considered because there are some children who come from Venezuela that do not learn English in primary public schools. But, my son went to a private school and he had the English subject.

Firstly, it is important to mention that in Table 5 students' tutors or parents did not show a clear understanding of the question since they related the protocol to English as a language instead of an opportunity for integration and to have an intercultural experience as well as the creation of a protocol that promotes interculturalism. They only focused the question on the English subject rather than the integration inside the EFL classroom. However, according to the respondent 5, who was the only answer that was related to the question, it can be said that it would be beneficial for the students to create and implement a protocol to integrate immigrant students into the English class since there are some students who attended public schools in their home country that did not have English as a subject in primary level. In addition, all the respondents were asked for suggestions about how to improve the immigrant students'

integration experience and respondent 5 claimed that her son found it difficult to adapt considering he was harassed and suffered discrimination by/from older students. According to this, it can be said that the respondent believes that the school should provide better integration strategies for immigrant students arriving at their new educational place.

This could indicate that even when a classroom seems to have a good environment, there can always be improvement. Even though this event did not happen recently, this could be prevented by having a protocol that involves the school community since this is work that has to be done together.

Teacher's Survey

The following survey was applied to an English teacher of fifth grade from the school "Mercedes Marin del Solar" who has been teaching English for more than 15 years. This survey's aim is to know the teacher's experience regarding the integration of immigrant students.

Table 6
Perception of the English teacher regarding integration of immigrant students

Questions	Yes	No	Answers
Teacher Experience			
In your teaching experience, have you ever had any difficulty integrating immigrant students into the English classroom? If your answer was yes, indicate what the difficulties were and the actions you took to face them.	X		-The difficulties are the lack of knowledge of the English language and Spanish in some cases. So it was hard to communicate. -The solutions that I came up with were trying to adapt objectives according to the student's levels, and allow them to use the translator.
Have you noticed any change in the English classroom, either positive or negative, with the arrival of immigrant students? If your answer was yes, specify what changes you have noticed.	X		Some of the students are very supportive, they participate during the classes and that is a motivation for the rest of the class.

As shown in Table 6, the teacher says that in her teaching experience she has found it difficult to communicate with students because of the lack of knowledge of English and in some cases of Spanish. This information can be interpreted as that there are troubles communicating in

English with students because maybe before arriving in Chile, they did not have English classes in their origin countries. Also, another interpretation can be that since they have communication difficulties with English but also with Spanish sometimes, it is important to mention that all immigrant students from the teacher's class are Spanish speakers. Therefore, this miscommunication when using Spanish can be due to the fact that Chilean variation of Spanish contrasts from the Spanish of other Latin American countries, in relation to idioms, slang, speed, tone, among others.

The teacher mentioned that the objective of the class has been adapted according to the students' level as well as allowing them to use the translator during classes. This could be interpreted as the high level of comprehension and management of the teacher about the National Curriculum, which allows her to easily adapt the classes to the students' reality.

Table 7
Perception of the English teacher regarding integration of immigrant students

Questions	Yes	No	Answers
School Integration			
Do you consider there is a natural integration among the students in the English classroom?	X		
Is culture shock present in the English classroom? Explain how the existence or non-existence of this culture shock has affected.	X		-Yes, in a positive way. -It is important to consider students' life experience and include it at the time of preparing the contents and topics we want to develop with the class such as food, celebrations, holidays, etc.
Do you consider it necessary for the school to implement a school integration protocol for immigrant students in the English subject? Explain the reason for your answer.	X		Basically, for the students to get a minimum level of English so they are not behind the rest of the class.
Mention any suggestions that you want to make to the school to improve the integration experience of immigrant students.			Invite students to know the school before classes start. Integrate them into workshops or support classes in order to help them to achieve a standard level in the different subjects.

As shown in Table 7, the teacher has noticed a positive change in the classroom with the arrival of immigrant students. She has noticed that some immigrant students are very supportive, they participate during the classes, and she thinks that is a motivation for the rest of the class. Immigrant students seem comfortable in the class, there is a natural integration within the rest of the students according to the point of view of the teacher. Also, immigrant students have added positive changes to the EFL classroom as they motivate and challenge the rest of the class to participate in a way that the teacher feels supported by them.

The teacher mentions that culture shock is present in the classroom but in a positive way. She says that it is important to consider students' life experiences and include it at the time of preparing the contents and topics we want to develop with the class such as food, celebrations, holidays, etc. The teacher shows awareness of these wider life's experiences, and she takes all of that into consideration when planning the lessons and the contents, so that when the students are going through the teaching process, they can be familiar with what they are learning and that way it is easier for them to integrate; and, it also increases the chances for the rest of the class to be familiarized with different cultures.

The teacher suggests that in order to improve the integration experience of immigrant students, the school can invite students to visit the school before the beginning of the school year, in a kind of induction and to integrate them into workshops or support classes in order to help them to achieve a standard level in the different subjects. This suggests that the teacher acknowledges that immigrant students need a space in which they can recognize their space as well as the necessity to level immigrant students in terms of the use and knowledge of English. This implies that the creation of a protocol should take into consideration the socio-cultural background of immigrant students; however, the focus should be on the English language, so that

immigrant students could be more prepared when it comes to participating in a class with a certain level of English.

Observation Checklists

The observation checklists allowed this research to obtain specific information by observing two classes in both fifth grades (A and B), in two different days each. It is important to consider the context in which these observations took place, since the current context could make that the results vary. These observations were carried out during the COVID-19 pandemic; therefore, some students were present at school and some students were connected from home; regarding the latter, observation was difficult to make since their cameras were off or their participation were lower than could be in normal context with all students present at school.

Figure 16
Level of achievement according to dimensions observed in 5th grade A
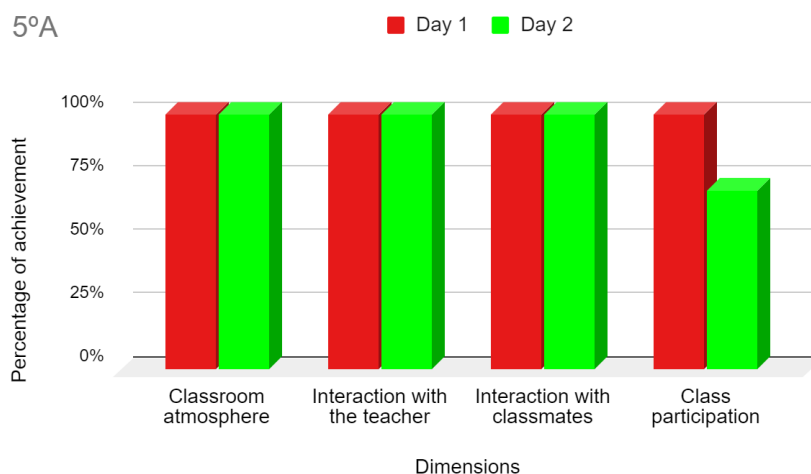
Figure 16 illustrates the results that were obtained by observing fifth grade A students in two different days. The graph represents 4 different dimensions, which are linked to a percentage of achievement. This percentage indicates the number of times that some actions were performed depending on different indicators.

According to Figure 16, on day one the four dimensions obtained 100% of achievement, additionally to this percentage there are some specific and general observations about this day. In the first place, it is important to mention that this course has five immigrant students, all Venezuelan, and on the day of the observation only one immigrant student was present at school. We mention this student since the specific observations say that she was the one that participated most in the class, more than her immigrant and Chilean classmates. She talked about the topic and even related the topic with some experiences she had while living in Venezuela, she constantly added some comments, and she motivated her classmates to participate in class, since when the Venezuelan student talked some classmates added more ideas to complement what she said. Some general observations about that day are that regarding dimension 2 the teacher always tried to motivate students to participate, she used a lot of award phrases such as "congratulations", "very good", "perfect", etc. Also, the teacher always solved the questions of students and she asked questions in which immigrant students could relate the topic with their native country. Concerning dimension 3, immigrant and Chilean students present at school exchange ideas, solve questions with each other, and help each other in the activities during the class. Moreover, during "break" time they play together, talk, and laugh.

Regarding the second day, dimension 1, 2, and 3 obtained 100% of achievement but dimension 4 obtained 70%. On this day, at school there was only one immigrant student too, but this student was not the same as the first day. According to the specific observations, this immigrant student during the class did not participate much, but the immigrant students at home sometimes added comments or answered some questions when the teacher asked, specifically the same immigrant student that was present at school on the first day. An important general observation is that this class was mostly about grammar, in which they had to learn the structure

to make questions about sea animals, so probably regarding this as was observed the participation of immigrant and even Chilean students was low. A positive aspect that can be mentioned about this day is that the immigrant student that was present at school has Chilean friends, and during "break" time they play and talk together.

Figure 17
Level of achievement according to dimensions observed in 5th grade B.
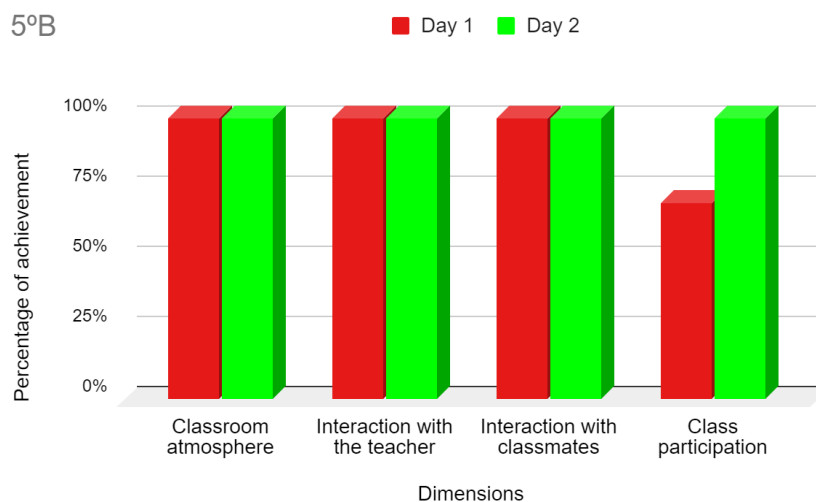
As shown in Figure 17, on the first day dimensions 1, 2, and 3 obtained 100% of achievement, and dimension 4 obtained 70%. Regarding this day it is important to know that at school only one immigrant student was present, and 5 immigrant students were at home. The student at school did not participate too much in class, she wrote everything that was written on the whiteboard, and she did the activities, but she did not give an opinion about the topic or answer the questions made by the teacher aloud although she had the answers. The day of the observation the teacher made some games to motivate the students to participate. She played "Simon says" with the students, and in general the participation increased but specifically immigrant students did not participate much. It was noticeable that the teacher made an effort to motivate the students since she always promoted the participation of all students. Another aspect important to mention is that each student constantly maintained a positive attitude and a good

relationship with each other, since during "break" time they shared a lot and they played different games.

Regarding the second day of observation in fifth grade B, in class were 2 Venezuelan immigrant students present at school and 4 immigrant students were at home. In general aspects this class was very participative, students were very motivated to participate. The teacher used an online game to answer reading comprehension questions about a short dialogue and students participated a lot and answered all the questions correctly. During the "break" time the immigrant students present at school played soccer and also, they talked with their classmates and students from other grades. Something to highlight is that in this class a Venezuelan boy was the student that participated the most; he even talked in English all the time and constantly added comments about the topic of the class. He seemed to have a high level of English and a personality that allowed him to demonstrate all his knowledge in the language, since he did not show to be ashamed when he expressed what he wanted to say.

As a summary of the whole data analysis, it can be concluded that though it seems that most of the immigrant students feel integrated and they show a good relationship with their peers, the school, the learning environment in general, and English as a subject itself, there is still some adjustment that can be done in order to promote an intercultural atmosphere inside the EFL classroom. It is important to mention that the major goal of the protocol is to promote and create an EFL classroom in which all students are seen, respected and can feel free to share their respective cultures with all their peers so that they can learn from each other while making the learning process more pleasant.

Another conclusion that can be drawn from all of the surveys applied and the observations checklist is that, in spite of the fact that the school appears to have managed well

receiving immigrant students and it does not seem to be major issues regarding integration or discrimination, a protocol is still a great idea to develop because this way everything will be more structured in helping all people involved to achieve and promote an intercultural classroom faster.

Conclusion

To put it all together and as the research has demonstrated it, the creation and implementation of an integration protocol to promote an intercultural atmosphere in an EFL classroom is necessary and very important for the immigrant students of the Mercedes Marín del Solar school. As we mentioned before, although students seem to be very well integrated and it seems that there are not major issues with the multicultural atmosphere inside the EFL classroom, the implementation of a protocol will not only lead to promoting an intercultural atmosphere rather than a multicultural one, but also make all the process more structured and easier to follow. For these reasons, it is essential for the school and all the people involved in it to have access to a protocol (see appendix III) for the integration of immigrant students.

Another important point to highlight is that students have some negative predisposition to the exposure of English, especially when it comes to being exposed in front of their classmates since most of them feel ashamed. Hence, we can conclude that it is very necessary to work on the emotional and social needs of students.

A third considerable aspect was that parents and tutors mentioned that none of the students were tested with an entry behavior test when they came to the school for the first time. Also, the English teacher said that, in some cases, the development of the lessons was particularly difficult because of the different levels of English among the students. Besides, a tutor mentioned that some immigrant students did not have access to English classes in their countries, therefore, we concluded that it is necessary to include in the protocol that students should have some remedial training in the English language before the classes begin in order for every student to be equally leveled.

Implications

Although we did not find any major problems at all, our purpose was to propose the implementation of a protocol whose main goal is the integration of immigrant students inside the EFL classroom. In addition, another consequence of this protocol was the promotion of an intercultural atmosphere. Furthermore, the use of this protocol will help not only the school and the English teacher to have an intercultural EFL classroom, but also teachers from all the different subjects present in the school with a minimum change in some specific sections of the document. In consequence, this research will help many immigrant students to feel part of a community when they first come to school, and in the entire learning process as well.

Limitations

There were few main limitations that affected this research by slowing it down or limiting the information gathered. For example, the most important limitation was the sanitary crisis of Covid-19 pandemic context since students were in a hybrid-class, that is, they were divided into both online and face-to-face classes; some of them were at home and some others at school; however, it is important to mention that approximately two or three immigrant students attended classes at school. So, it was incredibly difficult to observe immigrant students because most of them did not turn on their cameras or they rarely opened their microphones to interact with the teacher or the other classmates. Furthermore, although all the immigrant students of fifth grade responded to our survey, we only received five answers from their parents or their tutors.

Suggestions for further research

Considering the issues that this research has been through, we suggest future researchers to focus on the implementation of this integration protocol for immigrant students in the EFL classroom and investigate whether it works properly.

Moreover, considering the context of the sanitary crisis in which this research was conducted, we consider it necessary to address this research problem in a context without the Covid-19 pandemic or in a context in which the researchers can be allowed to see face-to-face immigrant students.

In addition, we suggest the investigation and creation of a protocol for immigrant students that are not Spanish speakers, considering their background and providing them with solutions that can help them to learn both languages on a similar basis.

Taking into account that this research was carried out in a state school with a very different context from other schools, we propose to address this issue in a private-subsidized school or even in a private school where the reality of the students is different.

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Appendices

Appendix I Validation of instruments

A) Survey' validation

Universidad Católica **Silva Henríquez**

Facultad de Educación

VALIDATION CONSTANCY
(Constancia de validación)

Yo, Víctor Leonardo Brunaud Vega, titular de la Cédula de Identidad N° 9.031.512-9, de profesión Profesor de Educación Básica, ejerciendo actualmente como Profesor Asistente en la Universidad Católica Silva Henríquez, por medio de la presente hago constar que he revisado con fines de validación del instrumento, tres cuestionarios para aplicar a estudiantes inmigrantes, sus padres y apoderados y a sus docentes, respectivamente, en el contexto de la investigación que están llevando a cabo Daniela Luengo, Valeria Avendaño, María Jesús Flores y Elena Galindo, todas estudiantes de la carrera de Pedagogía en Inglés de la Universidad Católica Silva Henriquez, con los quintos básicos del Colegio Mercedes Marín del Solar.

Luego de hacer las observaciones pertinentes, puedo formular las siguientes apreciaciones.

	DEFICIENT (deficiente)	ACCEPTABLE (aceptable)	GOOD (bueno)	EXCELLENT (excelente)
Items congruence (congruencia de los ítems)				X
Breadth of content (amplitud del contenido)				X
Items wording (redacción de los ítems)				X
Clarity and precision (claridad y precisión)				X
Appropriateness (pertinencia)				X

Evaluated by (evaluado por):	
Nombre y Apellido(name and last name):	Víctor Brunaud Vega
ID (C.I):	9.031.512-9
Signature (firma):	
Date (fecha):	13/10/2021

B) Observation checklist validation

INSTITUTIONAL IDENTIFICATION
(Identificación Institucional)

<u>**VALIDATION CONSTANCY**</u>
(Constancia de validación)

Yo, Carla Guíñez Gutiérrez, titular de la Cédula de Identidad Nº 12766738-1, de profesión Socióloga, ejerciendo actualmente como Docente Investigación Educativa, en la Institución Universidad Católica Silva Henríquez.

Por medio de la presente hago constar que he revisado con fines de Validación del Instrumento, a los efectos de su aplicación para estudiantes de la carrera de Pedagogía en Inglés de la Universidad Católica Silva Henríquez.

Luego de hacer las observaciones pertinentes, puedo formular las siguientes apreciaciones.

	DEFICIENT (deficiente)	ACCEPTABLE (aceptable)	GOOD (bueno)	EXCELLENT (excelente)
Items congruence (congruencia de los ítems)				
Breadth of content (amplitud del contenido)				
Items wording (redacción de los ítems)				
Clarity and precision (claridad y precisión)				
Appropriateness (pertinencia)				

Evaluated by (evaluado por):	
Nombre y Apellido(name and last name):	Carla Guíñez Gutiérrez
ID (C.I):	12.766.738-1
Signature (firma):	
Date (fecha):	**22-Octubre- 2021**

Appendix II Instruments

A) Students' survey

Encuesta sobre interculturalidad en la clase de inglés.

Estimado/a estudiante,

Como estudiantes de ultimo año de la carrera de Pedagogía en Inglés hemos experimentado diferentes situaciones en nuestras prácticas, dentro de las cuales, la integración de estudiantes inmigrantes nos ha llamado la atención. Sabemos que ustedes como estudiantes están en constante exposición frente a este tema, ya que, diversas opiniones derivan de esta discusión, es por esto que las y los invitamos a contestar esta encuesta, ya que creemos que sus percepciones son primordiales para el desarrollo de este tema.

Este estudio tiene como objetivo proponer un protocolo el cual podría ser implementado en el aula EFL (Inglés como lengua extranjera) para ayudar en la integración de estudiantes migrantes en la sala, creando un ambiente intercultural.

Los datos recopilados en esta encuesta son confidenciales y serán utilizados solo con fines estadísticos y académicos.

La encuesta tomará al rededor de 15 minutos, se pide contestar desde su propia realidad y vivencias en el aula. Para esto ante cada preguntas escoja o seleccione la opción que mejor representa su experiencia en el ejercicio de la docencia.

La encuesta se subdivide en 6 ítems los cuales son: 1)Información personal, 2)Contexto educacional, 3)Contexto social, 4)Clima de aula, 5)Interacción con el profesor, e 6)Interacción con compañeros/as

La encuesta se responde eligiendo una de las respuestas predeterminadas en cada pregunta o bien en algunos casos se puede seleccionar otra para que escribas tu respuesta. También algunas preguntas se responden en una pregunta abierta en la cual se permite desarrollar la respuesta con respecto al tema si lo considera necesario o si se solicita ejemplificar.

Investigadoras: Valeria Avendaño, María Jesús Flores, Elena Galindo, Daniela Luengo.

*Obligatorio

Información Personal.

1. **1. ¿Cuál es tu curso? ***

   What grade are you in?

   Marca solo un óvalo.

   ( ) 5to básico

   ( ) 6to básico

   ( ) 7mo básico

2. **2. ¿Cuál es tu nombre? ***

   What is your name?

   _____

3. **3. ¿Cuántos años tienes? ***

   How old are you?

   Marca solo un óvalo.

   ( ) 9 años

   ( ) 10 años

   ( ) 11 años

   ( ) 12 años

4. **4. ¿De qué país eres? / ¿Cuál es tu nacionalidad?/ ***

   What country are you from? Which is your nationality?

   Marca solo un óvalo.

   ( ) Haití

   ( ) Colombia

   ( ) Venezuela

   ( ) Perú

   ( ) Bolivia

   ( ) República Dominicana

   ( ) Otro: _____

5. 5. ¿Hace cuánto vives en Chile? *

How long have you lived in Chile?

Marca solo un óvalo.

- ( ) Hace menos de 1 año
- ( ) Entre 1 y 2 años
- ( ) Entre 2 y 3 años
- ( ) Entre 3 y 4 años
- ( ) entre 4 y 5 años
- ( ) Hace más de 5 años

Contexto Educacional.

Educational Context.

6. 6. ¿Hace cuánto estudias en Chile? *

How long have you been studying in Chile?

Marca solo un óvalo.

- ( ) Hace menos de 1 año
- ( ) Entre 1 y 2 años
- ( ) Entre 2 y 3 años
- ( ) Entre 3 y 4 años
- ( ) Entre 4 y 5 años
- ( ) Más de 5 años

7. 7. ¿Hasta qué curso/grado cursaste antes de llegar a Chile? *

Marca solo un óvalo.

- ◯ No estudié
- ◯ Hasta pre-escolar
- ◯ Hasta 1ero básico/primaria
- ◯ Hasta 2do básico/primaria
- ◯ Hasta 3ero básico/primaria
- ◯ Hasta 4to básico/primaria
- ◯ Hasta 5to básico/primaria

8. 8. ¿Te gusta el inglés?

Do you like English?

Marca solo un óvalo.

	1	2	3	4	5	
No me gusta para nada	◯	◯	◯	◯	◯	Me gusta mucho

9. 9. ¿Cuántos años de inglés tuviste antes de llegar a Chile? *

How many years of English did you have before arriving in Chile?

Marca solo un óvalo.

- ◯ No tuve Inglés antes de llegar a Chile
- ◯ 1 año
- ◯ 2 años
- ◯ 3 años
- ◯ 4 años
- ◯ 5 años
- ◯ más de 5 años

10. **10. ¿Cuál es tu nivel de inglés?** *

What is your English level?

Marca solo un óvalo.

◯ No lo sé

◯ Muy bajo

◯ Bajo

◯ Intermedio

◯ Alto

◯ Muy alto

Contexto Social.

Social Context.

11. **11. ¿Con quién vives en Chile?** *

Who do you live with in Chile?

Marca solo un óvalo.

◯ Solo mamá o solo papá

◯ Con ambos: mamá y papá

◯ solo abuela o solo abuelo

◯ Con ambos: abuela y abuelo

◯ Solo tía o solo tío

◯ Con ambos: tía y tío

◯ Ambos padres y abuelos

◯ Padres, abuelos y tíos

◯ Padres, abuelos, tíos y otros familiares

12. 12. ¿Hay personas de tu misma nacionalidad donde vives? *

Are there people of your same nationality where you live?

Marca solo un óvalo.

	1	2	3	4	5	
No hay	◯	◯	◯	◯	◯	más de 5 personas

13. 13. ¿Se te hizo fácil hacer amigos al llegar a Chile? *

Was it easy for you to make friends when you arrived to Chile?

Marca solo un óvalo.

	1	2	3	4	5	
Se me hizo muy difícil	◯	◯	◯	◯	◯	Se me hizo muy fácil

14. 14. ¿Se te ha hecho fácil entender a las personas chilenas? *

Has it been easy for you to understand Chilean people?

Marca solo un óvalo.

	1	2	3	4	5	
Se me ha hecho muy difícil	◯	◯	◯	◯	◯	Se me ha hecho muy fácil

15. 15. ¿Se te ha hecho fácil expresarte ante las personas chilenas? *

Have you found it easy to express yourself to Chilean people?

Marca solo un óvalo.

	1	2	3	4	5	
Se me ha hecho muy difícil	◯	◯	◯	◯	◯	Se me ha hecho muy fácil

16. 16. ¿Cuál ha sido la mayor dificultad que has experimentado desde que llegaste ha Chile? *

What has been the ... that you have experienced since you arrived to Chile?

Marca solo un óvalo.

◯ Los modismos (la forma de hablar de los/as chilenos/as)

◯ Falta de amistad

◯ Poca cordialidad

◯ Discriminación

◯ Soledad

◯ Otro: _____

Dimensión 1: Clima de aula.

Dimension 1: Classroom environment.

17. 17. ¿Te sientes cómodo/a participando activamente en clases? *

Do you feel comfortable actively participating in class?

Marca solo un óvalo.

	1	2	3	4	5	
Me siento muy incómodo/a	◯	◯	◯	◯	◯	Me siento muy cómodo/a

18. 18. ¿Te sientes cómodo/a hablando en inglés en el aula? *

Do you feel comfortable speaking in English in the class

Marca solo un óvalo.

	1	2	3	4	5	
Me siento muy incómodo/a	◯	◯	◯	◯	◯	Me siento muy cómodo/a

19. 19. ¿Te sientes cómodo/a escribiendo en inglés en el aula? *

Do you feel comfortable writing in English in the classroom?

Marca solo un óvalo.

	1	2	3	4	5	
Me siento muy incómodo/a	◯	◯	◯	◯	◯	Me siento muy cómodo/a

20. 20. ¿Te sientes cómodo/a escuchando audios en inglés en el aula? *

Do you feel comfortable listening to audios in English in the classroom?

Marca solo un óvalo.

	1	2	3	4	5	
Me siento muy incómodo/a	◯	◯	◯	◯	◯	Me siento muy cómodo/a

21. 21. ¿Te sientes cómodo/a leyendo en inglés en el aula? *

Do you feel comfortable reading in English in the classroom?

Marca solo un óvalo.

	1	2	3	4	5	
Me siento muy incómodo/a	◯	◯	◯	◯	◯	Me siento muy cómodo/a

22. 22. ¿Se te han dado instancias para compartir tu cultura durante la clase de inglés? *

Have you been given opportunities to share your culture during English class?

Marca solo un óvalo.

	1	2	3	4	5	
No me han dado oportunidades	◯	◯	◯	◯	◯	Me han dado muchas oportunidades

23. 23. ¿Consideras que tú opinión ha sido tomada en cuenta en la clase de inglés? *

Do you feel that your opinion has been taken into consideration in the English class?

Marca solo un óvalo.

	1	2	3	4	5	
No ha sido tomada en cuenta	◯	◯	◯	◯	◯	Ha sido tomada en cuenta

24. 24. ¿Te sientes motivado/a por las actividades realizadas por tu profesor/a de inglés? *

Do you feel motivated with the activities performed by your English teacher?

Marca solo un óvalo.

	1	2	3	4	5	
Me siento muy desmotivado/a	◯	◯	◯	◯	◯	Me siento muy motivado/a

Dimensión 2: Interacción profesor-estudiante.

Dimension 2: Interaction teacher-student.

25. 25. ¿Qué tal ha sido la interacción con tu profesor/a de inglés? *

How has the interaction with your English teacher been?

Marca solo un óvalo.

◯ Muy mala

◯ Mala

◯ Regular

◯ Buena

◯ Muy buena

26. 26. ¿Te sientes cómodo/a de preguntarle tus dudas al/la profesor/a de inglés? *
    Do you feel comfortable asking questions to your English teacher?

    Marca solo un óvalo.

	1	2	3	4	5	
Me siento muy incómodo/a	◯	◯	◯	◯	◯	Me siento muy cómodo/a

27. 27. ¿Tus dudas son respondidas por el/la profesor/a de inglés? *
    Have your questions been answered by the English teacher?

    Marca solo un óvalo.

	1	2	3	4	5	
Nunca son respondidas	◯	◯	◯	◯	◯	Siempre son respondidas

28. 28. ¿El/la profesor/a te hace participar durante la clase de inglés? *
    Does the English teacher make you participate during the english class?

    Marca solo un óvalo.

	1	2	3	4	5	
Nunca me hace participar	◯	◯	◯	◯	◯	Siempre me hace participar

29. 29. ¿Sientes que el/la profesor/a facilita momentos durante la clase para que te
    sientas cómodo/a? *
    Do you feel that the teacher facilitates moments during class to make you feel comfortable?

    Marca solo un óvalo.

	1	2	3	4	5	
Nunca	◯	◯	◯	◯	◯	Siempre

Dimensión 3: Interacción con compañeros/as.

Dimension 3: Interaction with classmates.

30. **30. ¿Tienes amigos/as en el colegio?** *

Do you have friends in the school?

Marca solo un óvalo.

	1	2	3	4	5	
No tengo amigos/as	◯	◯	◯	◯	◯	Si tengo muchos amigos/a

31. **31. ¿Como te sientes alrededor de tus compañeros/as de clase?** *

How do you feel around your classmates?

Marca solo un óvalo.

- ◯ Muy mal
- ◯ Mal
- ◯ Regular
- ◯ Bien
- ◯ Muy bien

32. **32. ¿Te has sentido integrado/a por tus compañeros/as de clase?** *

Have you felt integrated by your classmates?

Marca solo un óvalo.

	1	2	3	4	5	
No me he sentido nada integrado/a	◯	◯	◯	◯	◯	Me he sentido muy integrado/a

33. **33. ¿Se interesan tus compañeros/as de clase por tu cultura?** *

Are your classmates interested by your culture?

Marca solo un óvalo.

	1	2	3	4	5	
No se interesan	◯	◯	◯	◯	◯	Se interesan mucho

34. **34. ¿Te has sentido ofendido/a por tus compañeros? ***

Have you felt offended by your classmates?

Marca solo un óvalo.

	1	2	3	4	5	
Me he sentido muy ofendido/a	◯	◯	◯	◯	◯	No me he sentido ofendido/a

35. **35. ¿Se te hace fácil encontrar un grupo de trabajo? ***

Is it easy for you to find a group work?

Marca solo un óvalo.

	1	2	3	4	5	
Se me hace muy difícil	◯	◯	◯	◯	◯	Se me hace muy fácil

36. **36. ¿Qué haces en la hora de recreo?**

What do you do at break time?

Marca solo un óvalo.

- ◯ Me quedo en la sala de clases
- ◯ Interactúo con compañeros/as de mi misma nacionalidad
- ◯ Interactúo con compañeros/as de mi nacionalidad y otras
- ◯ Interactúo con todos/as mis compañeros/as
- ◯ Estudio
- ◯ Observo a mis compañeros/as en el patio

B) Parents' survey

Encuesta sobre interculturalidad en la clase de inglés.

Estimado apoderado o estimada apoderada,

Como estudiantes de ultimo año de la carrera de Pedagogía en Inglés hemos experimentado diferentes situaciones en nuestras prácticas, dentro de las cuales, la integración de estudiantes migrantes nos ha llamado la atención. Sabemos que ustedes como padres están en constante exposición frente a este tema, ya que, diversas opiniones derivan de esta discusión, es por esto que las y los invitamos a contestar esta encuesta, ya que creemos que sus percepciones son primordiales para el desarrollo de este tema.

Este estudio tiene como objetivo proponer un protocolo el cual podría ser implementado en el aula EFL (Inglés como lengua extranjera) para ayudar en la integración de estudiantes migrantes en la sala, creando un ambiente intercultural.

Los datos recopilados en esta encuesta son confidenciales y serán utilizados solo con fines estadísticos y académicos.

La encuesta tomará al rededor de 15 minutos, se pide contestar desde su propia realidad y vivencias en el aula. Para esto ante cada preguntas escoja o seleccione la opción que mejor representa su experiencia en el ejercicio de la docencia.

La encuesta se subdivide en 3 ítems los cuales son: 1)Información personal, 2)Información específica, e 3)Integración escolar

La encuesta se responde eligiendo una de las respuestas predeterminadas en cada pregunta o bien se puede seleccionar otra. También algunas preguntas se responden en una pregunta abierta en la cual permite explayarse respecto al tema si lo considera necesario o si se solicita ejemplificar.

Investigadoras: Valeria Avendaño, María Jesús Flores, Elena Galindo, Daniela Luengo.

*Obligatorio

Información Personal.

Personal information

1.   1. Nombre y apellido: *
     Name and surname

2. 2. Soy apoderado/a de: *

I'm tutor of:

_____

3. 3. Curso del estudiante *

Student's class:

Marca solo un óvalo.

( ) 5to básico

( ) 6to básico

( ) 7mo básico

4. 4. ¿Cuál es su nacionalidad? *

What is your nationality?

Marca solo un óvalo.

( ) Haití

( ) Colombia

( ) Venezuela

( ) Perú

( ) Bolivia

( ) República Dominicana

( ) Otro: _____

5. 5. ¿Hace cuanto reside en Chile? *

How long have you been in Chile?

Marca solo un óvalo.

- ( ) Hace menos de 1 año
- ( ) Entre 1 y 2 años
- ( ) Entre 2 y 3 años
- ( ) Entre 3 y 4 años
- ( ) entre 4 y 5 años
- ( ) Hace más de 5 años

6. 6. ¿Cuál fue su situación migratoria al momento de matricular a su hija/hijo? *

Which migration status you had when enrolling your child?

Marca solo un óvalo.

- ( ) Regular
- ( ) Irregular

Información Específica.

Specific information

7. 7. ¿Cómo fue el proceso de admisión y matrícula? *

How was the admission and enrollment process?

Marca solo un óvalo.

- ( ) Muy rápido
- ( ) Rápido
- ( ) Normal
- ( ) Lento
- ( ) Muy lento

8. 8. ¿Podría especificar cómo fue el proceso de admisión y matrícula?. Por ejemplo: documentos solicitados, tiempo de espera, etc. *

Can you specify how was the admission and enrollment process? For example, the solicitaion of documents, wating time, etc.

_____

_____

_____

_____

_____

9. 9. ¿Por cuánto tiempo estuvo el/la estudiante sin colegio en el proceso de búsqueda de un colegio? *

How long was the student without a school in the process of finding a school?

Marca solo un óvalo.

( ) No estuvo sin colegio

( ) 1 año

( ) 2 años

( ) 3 años

( ) 4 años

( ) más de 5 años

10. 10. ¿Se realizó algún tipo de evaluación al/la estudiante como parte del proceso de ingreso al colegio? Seleccione las evaluaciones realizadas. *

Was any type of evaluation carried out on the student as part of the college entrance process? Select all the necessary opcions:

Selecciona todos los que correspondan.

☐ No se realizó evaluación

☐ Evaluación o entrevista psicológica

☐ Prueba de conocimientos general

☐ Prueba de conocimientos de inglés

☐ Evaluación PIE (Programa de Integración Escolar)

Otro: ☐ _____

Integración Escolar.

School integration

11. 11. ¿Cómo percibe usted que ha sido integrado/a el estudiante en la asignatura inglés? *

How do you perceive that the student has been integrated into the English subject?

Marca solo un óvalo.

	1	2	3	4	5	
Muy mal	○	○	○	○	○	Muy bien

12. 12. Si su respuesta fue sí, ¿Podría mencionar de que forma ha percibido que su hija o hijo ha sido integrado o integrada? *

If your answer was yes, could you mention how your child has been integrated?

_____

13. 13. ¿Considera que su hija o hijo se siente motivada o motivado en la asignatura inglés? *

Do you consider that your child feels motivated in the English class?

Marca solo un óvalo.

	1	2	3	4	5	
Se siente muy desmotivado/a	◯	◯	◯	◯	◯	Se siente muy motivado/a

14. 14. ¿Considera necesario que el colegio implemente un protocolo de integración escolar de estudiantes inmigrantes en la asignatura inglés? *

Is it necessary that the school implements a school integration protocol of inmigrant students in the English class?

Marca solo un óvalo.

	1	2	3	4	5	
Lo considero muy innecesario	◯	◯	◯	◯	◯	Lo considero muy necesario

15. 14.1 Explique el por qué de su respuesta. *

Explain your answer:

_____

_____

_____

_____

_____

16. 15. Mencione alguna/s sugerencia/s que quiera hacer al colegio para mejorar la experiencia de integración de estudiantes inmigrantes. *

Mention a suggestion to the school to improve the integration experience of immigrant students:

_____

_____

_____

_____

_____

C) Teacher's survey

Intercultural EFL classroom survey

Dear Teacher,

As final year students of English Pedagogy we have experienced different situations in our practices, in which the integration of immigrant students has caught our attention. We know that you are in constant exposure to this issue, since differents opinions derive from this discussion, that is why we invite you to answer this survey, since we believe that your perceptions are essential for the development of this topic.

This study aims to propose a protocol which could be implemented in the EFL (English as a Foreign Language) classroom to help in the integration of immigrant students, creating an intercultural environment.

The data collected in this survey is confidential and will be used for statistical and academic purposes only.

The survey will take about 10 minutes, you are asked to answer from your own reality and experiences in the classroom. For this, choose or select the option that best represents your experience in teaching.

The survey is subdivided into 3 items, which are: 1) Personal information, 2) Teaching experience, and 3) School integration.

The survey is answered by choosing one of the predetermined answers in each question or some questions are also enabled to be answered with your own words, which allow you to elaborate your answer about the subject if you consider it necessary or if it is requested to exemplify.

Researchers: Valeria Avendaño, María Jesús Flores, Elena Galindo, Daniela Luengo.

*Obligatorio

Personal Information.

1. 1. Name and last name. *

2. 2. Indicate the years you have been working as an English teacher: *

Marca solo un óvalo.

○ 0-5

○ 5-10

○ 10-15

○ 15 o +

Teacher Experience

3. 3. In your teaching experience, have you ever had any difficulty integrating immigrant students into the English classroom? *

Marca solo un óvalo.

○ Yes

○ No

4. 3.1. If your answer was yes, indicate what the difficulties were. *

If your answer was No, write "Don't apply".

_____

_____

_____

_____

_____

5.   3.2. If your answer was yes, what actions did you take to face these difficulties? *

En caso de que su respuesta haya sido No, escribir "No aplica".

_____

_____

_____

_____

_____

6.   4. Have you noticed any change in the English classroom, either positive or negative, with the arrival of immigrant students? *

Marca solo un óvalo.

⬭ yes

⬭ No

7.   4.1. If your answer was yes, specify what changes you have noticed. *

En caso de que su respuesta haya sido No, escribir "No aplica".

_____

_____

_____

_____

_____

School Integration

8.   5. Do you consider there is a natural integration among the students in the English classroom? *

Marca solo un óvalo.

⬭ Yes

⬭ No

9.   6. Is culture shock present in the English classroom? *

Marca solo un óvalo.

( ) Yes, in a positive way

( ) Yes, in a negative way

( ) Is not present

10.   6.1. Explain how the existence or non-existence of this culture shock has affected. *

_____

_____

_____

_____

_____

11.   7. Do you consider necessary for the school to implement a school integration protocol for immigrant students in the English subject? *

Marca solo un óvalo.

( ) Yes

( ) No

12.   7.1 Explain the reason for your answer. *

_____

_____

_____

_____

_____

13. 8. Mention any suggestions that you want to make to the school to improve the integration experience of immigrant students. *

_____

_____

_____

_____

_____

D) Mini survey

Mini encuesta de satisfacción de estudiantes

Students mini satisfaction survey

1. **1. Me siento cómodo/a compartiendo con cada uno/a de mis compañeros/as.** *

   1. I feel comfortable sharing with every classmate.

   Marca solo un óvalo.

	1	2	3	4	5	
Muy de acuerdo	◯	◯	◯	◯	◯	Muy en desacuerdo

2. **2. Me siento cómodo/a compartiendo mi cultura con la clase.** *

   2. I feel comfortable sharing my culture with the class.

   Marca solo un óvalo.

	1	2	3	4	5	
Muy de acuerdo	◯	◯	◯	◯	◯	Muy en desacuerdo

3. **3. Me gusta aprender sobre otras culturas diferentes a la mía.** *

   3. I like to learn about cultures that are different from mine

   Marca solo un óvalo.

	1	2	3	4	5	
Muy de acuerdo	◯	◯	◯	◯	◯	Muy en desacuerdo

4. 4. Las clases de inglés me hacen sentir parte del curso. *

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OBSERVATION GUIDELINE
PAUTA DE OBSERVACIÓN

INTEGRATION OF IMMIGRANT STUDENTS IN AN EFL CLASSROOM
INTEGRACIÓN DE ESTUDIANTES INMIGRANTE EN EL AULA EFL
(INGLÉS COMO LENGUA EXTRANJERA)

The following instrument is an observation guideline intended to collect information about the intercultural classroom, in particular, about the **classroom climate/atmosphere, the interaction with the teacher, interaction with classmates, and class participation.**

El siguiente instrumento es una pauta de evaluación cuyo propósito es recopilar información sobre el aula intercultural, en particular, sobre **el clima de aula, la interacción con la profesora, interacción con los compañeros y las compañeras y la participación en clases.**

Observation general information Información general de la observación			
Date Fecha		Number of students at school Número de estudiantes en el colegio	
Grade Curso		Number of online students Número de estudiantes online	
Unit Unidad		Type of Approach Tipo de clase	
Content of the class Contenido de la clase			

The evaluation criteria and its percentages are:

Descriptores	Puntaje
Always (A) Siempre	2 POINTS
Sometimes (S) A veces	1 POINT
Never (N) Nunca	0 POINT

E) Observation checklist

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| DIMENSION 1: Classroom climate/atmosphere. DIMENSIÓN 1: Clima de aula			
INDICATORS **INDICADORES**	A S (2 pts)	S A (1 pt)	N N (0 pts)
1. The classroom (physical space) motivates the integration of immigrant students. 1. La sala de clases (espacio físico) motiva la integración de estudiantes inmigrantes.			
2. The class gives space in which immigrant students can give their opinions. 2. La clase da espacio donde los y las estudiantes inmigrantes puedan dar sus opiniones.			
3. The classroom motivates a positive classroom atmosphere. 3. La sala de clases motiva un clima de aula positivo.			
4. The class gives instances in which immigrant students can talk about their culture. 4. La clase da espacios donde los y las estudiantes inmigrantes puedan hablar sobre su cultura.			
5. The lessons are related to the interests of immigrant students. 5. Las clases están relacionadas con los intereses de los y las estudiantes migrantes.			
DIMENSION 1 TOTAL: Classroom climate/atmosphere **DIMENSIÓN 1: Clima de aula**	Percentage: Porcentaje:		
DIMENSION 2: Interaction teacher-immigrant students. **DIMENSIÓN 2: Interacción profesora-estudiante inmigrante**			
INDICATORS **INDICADORES**	A S (2 pts)	S A (1 pt)	N N (0 pts)
1. The teacher interacts with immigrant students. 2. La profesora interactúa con las y los estudiantes inmigrantes.			
2. The teacher does activities that motivate the participation of immigrant students. 2. La profesora hace actividades que motivan la participación de estudiantes inmigrantes.			
3. The teacher uses material that motivates the integration of immigrant students. 3. La profesora usa material que motiva la integración de			

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estudiantes inmigrantes.			
4. The teacher solves the doubts of immigrant students in a positive way. 4. La profesora resuelve las dudas de las y los estudiantes migrantes de manera positiva.			
5. The teacher uses positive social reinforcement to promote the participation of immigrant students. 5. La profesora usa el refuerzo social positivo para promover la participación de estudiantes inmigrantes.			
6. The teacher reinforces behaviors that promote the respect and integration of immigrant students. 6. La profesora refuerza conductas que promueven el respeto y la integración de estudiantes inmigrantes.			
DIMENSION 2 TOTAL: Interaction teacher-migrant students. **DIMENSIÓN 2: Interacción profesora-estudiante inmigrante**	**Percentage:** **Porcentaje:**		
DIMENSION 3: Interaction with classmates. **DIMENSIÓN 3: Interacción con compañeras y compañeros.**			
INDICATORS **INDICADORES**	**A** **S** **(2 pts)**	**S** **A** **(1 pt)**	**N** **N** **(0 pts)**
1. The students reach out to immigrant students to talk in the classroom. 1. Los y las estudiantes se acercan a las y los estudiantes inmigrantes para hablar en la sala de clases.			
2. The students reach out to immigrant students to talk in the playground during "break" time. 2. Las y los estudiantes se acercan a las y los estudiantes inmigrantes para hablar en el patio durante el recreo.			
3. Immigrant students reach out to the rest of the students and maintain a positive relationship. 3. Los y las estudiantes inmigrantes se acercan a los y las demás estudiantes y mantienen una relación positiva.			
4. The students show a friendly attitude to immigrant students. 4. Las y los estudiantes muestran una actitud positiva hacia los y las estudiantes inmigrantes.			
5. The students give space for the integration of immigrant students. 5. Las y los estudiantes dan espacio para la integración de estudiantes inmigrantes.			

6. The students show/have a friendly attitude to immigrant students 6. Las y los estudiantes muestran/tienen una actitud amigable hacia las y los estudiantes inmigrantes.			
DIMENSION 3 TOTAL: Interaction with classmates. **DIMENSIÓN 3: Interacción con compañeras y compañeros.**	**Percentage:** **Porcentaje:**		

DIMENSION 4: Class participation
DIMENSIÓN 4: Participación en clases

INDICATORS **INDICADORES**	**A S** **(2 pts)**	**S A** **(1 pt)**	**N N** **(0 pts)**
1. Immigrant students have active participation in the "study/presentation" stage. 1. Las y los estudiantes inmigrantes tienen una participación activa en el bloque de "estudio/presentación"(desarrollo de la clase).			
2. Immigrant students have active participation in the "activate/production" stage. 2. Las y los estudiantes migrantes tienen una participación en el bloque de "activación/producción" (actividades realizadas por estudiantes de manera autónoma)			
3. Immigrant students show interest in the topics and contents that are shown in class. 3. Las y los estudiantes inmigrantes muestran interés en los temas y contenidos que se presentan en clase.			
4. Immigrant students ask questions to solve doubts. 4. Las y los estudiantes inmigrantes preguntan para resolver dudas.			
5. Immigrant students contribute actively to the class by giving opinions, ideas, etc. 5. Las y los estudiantes inmigrantes contribuyen activamente a la clase para dar opiniones, ideas, etc.			
DIMENSION 4 TOTAL: Class participation **DIMENSIÓN 4: Participación en clases**	**Percentage:** **Porcentaje:**		

Observations

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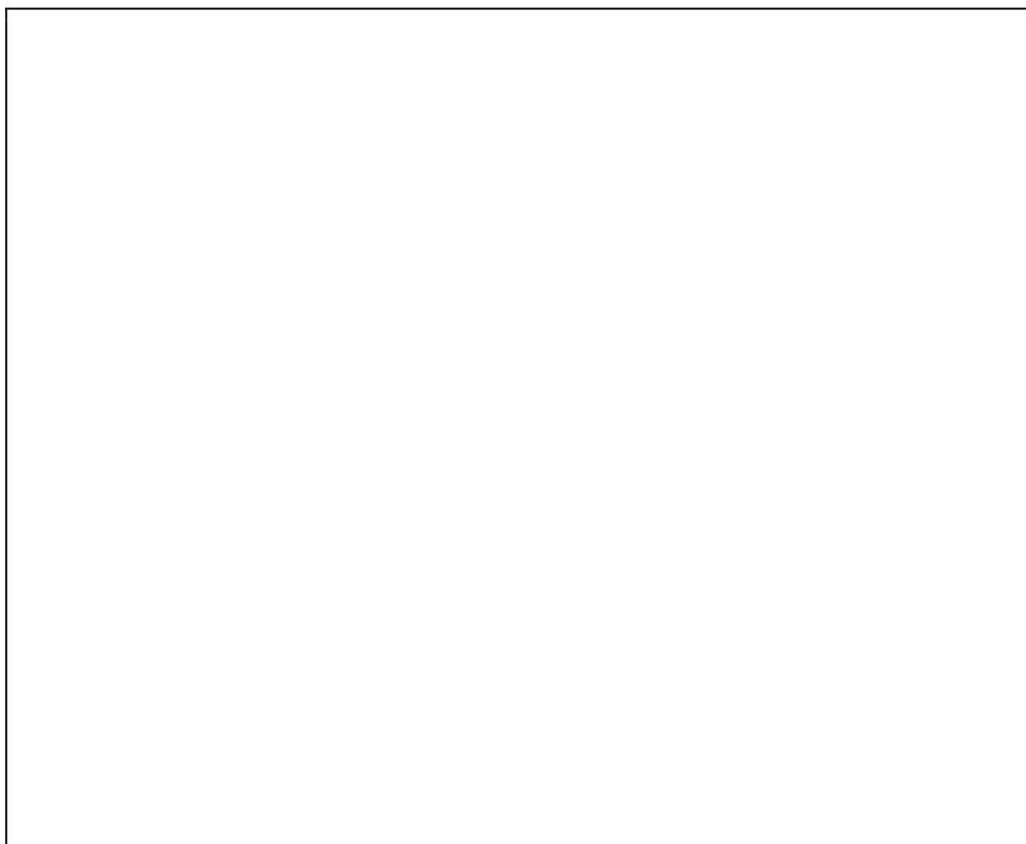
Scale Escala	
0-30 % OF ACHIEVEMENT 0-30 % DE LOGRO	LOW FREQUENCY BAJA FRECUENCIA
31-50 % OF ACHIEVEMENT 31-50 % DE LOGRO	MILDLY LOW FREQUENCY LEVEMENTE BAJA FRECUENCIA
51- 70% OF ACHIEVEMENT 51- 70% DE LOGRO	INTERMEDIATE FREQUENCY FRECUENCIA INTERMEDIA

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71-100 % OF ACHIEVEMENT 71-100 % DE LOGRO	HIGH FREQUENCY ALTA FRECUENCIA

SYNTHESIS SÍNTESIS			
Dimension DIMENSIÓN	Obtained Score PUNTAJE OBTENIDO	Percentage of Achievement PORCENTAJE DE LOGRO	Frequency VALORACIÓN
1.Classroom climate/atmosphere 1. Clima de aula			
2. Interaction with the teacher 2. Interacción profesora-estudiante inmigrante			
3. Interaction with classmates 3. Interacción con compañeras y compañeros			
4. Class participation 4. Participación en clases			

Appendix III Integration protocol

INTERCULTURAL EFL CLASSROOM

INTEGRATION PROTOCOL FOR IMMIGRANT STUDENTS

INTERCULTURAL EFL CLASSROOM

INTEGRATION PROTOCOL FOR IMMIGRANT STUDENTS

Valeria Avendaño Jara
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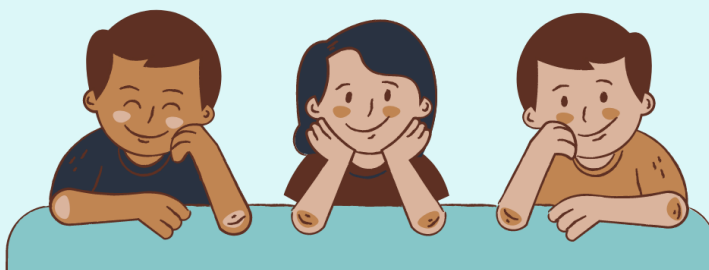Daniela Luengo Gómez

Santiago, Chile

2021

Universidad Católica Silva Henríquez

Universidad Católica **Silva Henríquez**

INTERCULTURAL EFL CLASSROOM

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INTERCULTURAL EFL CLASSROOM

Introduction

Integration protocol is understood as a document to help with the integration of students. The present document specifically focuses on the integration of immigrant students in the EFL classroom (English as a Foreign Language), but it does not make it impossible that it can be used and adapted for other subjects in the educational area. This document implies the good reception and integration of the immigrant students in the classroom, therefore it must be accompanied by a pedagogical thought willing to diversity and with an intercultural approach. Take the following document as a basis to achieve interculturality in the classrooms and not as rigid rules that must be strictly followed, since as we know, both education and people are constant change. This means that each student must be integrated while respecting his/her own integrity, in order to achieve personal, cultural and social development.

Objective

The objective of this integration protocol is to facilitate the integration of immigrant students and to achieve interculturality in the EFL classroom.

Justification

Within the National Policy for Foreign Students mentions article 3, letter I, of the General Education Law, which establishes that:

> The educational system must promote and respect the diversity of institutional educational processes and projects, as well as the cultural, religious and social diversity of the families that have chosen a diverse and determined project, and that are served by it, in accordance with the Constitution and the laws. (p. 19)

Article 3, letter J, of the General Education Law declares that

> The system will tend to eliminate all forms of arbitrary discrimination that impede student learning and participation, in addition to making educational establishments a meeting place for students from different socio-economic, cultural, ethnic, gender, and social conditions. nationality or religion. (p. 19)

Finally, in order to justify the issuance of this document, the Superintendency of Education (2019) suggests that to manage inclusion, the implementation of reception protocols is necessary.

4

INTERCULTURAL EFL CLASSROOM

How to be an intercultural teacher

Educate yourself on intercultural education.
Reflect and acquire tools to achieve an intercultural classroom.

Encourage students to be critical with discrimination.
The commitment to combat acts of discrimination allows the student to be an active participant in achieving interculturality.

Facilitate a positive classroom environment.
Enhancing values such as empathy and respect for diversity will facilitate a positive classroom environment.

Take positive advantage of different cultures within the classroon
Promote an EFL classroom where all students can share their cultural knowledge and their respective cultures, letting them know that this will be an enrichment opportunity for them.

Eliminate the use of words that include cultural stereotypes.
Avoid the use of stereotypes (eg: "you work like Chinese") so as not to condition the students' way of thinking.

Educate yourself about related constructs
See the presence of immigrant students as an opportunity to investigate, enriching teaching knowledge and favoring the school community.

Ensure that the information is provided in an equitable manner.
The delivery of information depending on each need makes it possible to face discrimination.

Reject violence
Avoid violent attitudes, whether physical, verbal or psychological. Since, it is not the means to resolve conflicts, on the contrary, it increases them.

5

INTERCULTURAL EFL CLASSROOM

How to achieve an intercultural classroom

Generate work groups
Cooperation and collaboration stimulate students relationships.

Work on students' emotional and social needs
It is important that students develop security, autonomy, confidence, self-esteem, acceptance, and friendship. In order they can manage their emotions.

Generate activities including other vocabulary words
Using the vocabulary of the different cultures helps acknowledge them and strengthen integrative attitudes.

Cultivate a sense of belonging
Use activities in which students can share their own stories to help students to know their own identity, and help all to know each other.

Incorporate intercultural themed books
Putting aside eurocentrism will allow students to identify and connect with their culture.

Work together
It is essential that all students and you, as their teacher, work for the same objective in order to have an inclusive classroom.

Activities to foster communication and respect
Present questions that generate a conflict, either social or cultural, giving students space to share their points of view.

Metacognition questions and self-evaluation
Give a space of the class for the students to evaluate their self-development and their progress regarding interculturality.

6

INTERCULTURAL EFL CLASSROOM

Immigrant students pre-arrival

1 **Explore student's background**
Once you are informed about the new student, educate yourself as much as possible about the background of the student. Search information about the origin country to get familiarized.

Advise students **2**
Inform the class about the new student that will be joining and make positive and interesting comments about the student's background.

3 **Select a tutor**
Select a student tutor, preferably of the same nationality as the new student or a student with an intercultural spirit.

Prepare activities **4**
Search or create some dynamics so that the new student can meet and interact with all his or her classmates.

Welcoming immigrant student

1 **Introduce the new student**
This presentation should always be respectful, commenting about his or her country of origin and highlighting positive aspects.

Be a trusted guide **2**
Always keep confidentiality in mind with the new student. Help them boost their confidence. You should never cause discomfort in the student who is being integrated.

3 **Provide information**
Inform the student about the dynamics of the class so he or she can go step by step learning how the class dynamic works.

Interview **4**
Schedule an interview with the student's parent or tutor to know the student's background.

INTERCULTURAL EFL CLASSROOM

Evaluation/Accompaniment

Assess the student
Apply a contents test, it is essential that you know the level of English of the new student.

Workshops
If the level of the student compared to the rest of his or her classmates is low, it is necessary for him or her to attend workshops.

Establish intercultural exchanges
Initiate opportunities for intercultural exchanges between students such as talks, cultural fairs, debates.

Ask for help to specialized people
If necessary, ask for help from a specialist (pshychologist) so that he or she can attend to the special needs of the student.

Continuous Feedback
Continually provide feedback to the student so that he or she can be aware of their learning process.

Personalized evaluations
If necessary try to be flexible when creating evaluations, so that they can be personalized to each student's needs.

Facilitate contact with support networks
Integrate immigrant families to generate a support network in which they can express their needs related to the English class.

8

INTERCULTURAL EFL CLASSROOM

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