

**Immigrant Students and the EFL Curriculum
in Compulsory Secondary Education
in the Canary Islands**

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ABSTRACT

The immigration phenomenon has become a reality in the Canary Islands that has affected various infrastructures of the Autonomous Community. This paper specifically concentrates in Compulsory Secondary Education and focuses on the English as a Foreign Language curriculum as it is a mandatory subject in which it is expected to propel inclusive and intercultural education. Inspired by Booth and Ainscow's *Index for inclusion* (2002), a small case study was conducted in one of the most intercultural schools in the Canary Islands to understand whether inclusivity is a priority in EFL. Based on the results, this paper offers realistic goals to improve the EFL curriculum and teaching and classroom set-up to guarantee an inclusive and intercultural approach in EFL lessons in the Canary Islands. The tentative conclusion that can be drawn is that immigrant students constantly change as they depend on social, political, and economic factors and, for this reason, the EFL curriculum ought to consider the social Canarian environment to create measures adapted to their specific needs.

Keywords: attention to diversity, curriculum, educational measures, English as a Foreign Language, immigrant students.

RESUMEN

El fenómeno de la inmigración en Canarias se ha convertido en una realidad que ha afectado a diversas infraestructuras de la Comunidad Autónoma. Este documento se concentra específicamente en la Educación Secundaria Obligatoria y se enfoca en el currículo de Inglés como Lengua Extranjera ya que es una asignatura obligatoria que se espera que impulse la educación inclusiva e intercultural. Inspirado por el *Index for inclusion* de Booth y Ainscow (2002), se realizó un pequeño estudio en uno de los institutos más interculturales en las Islas Canarias para comprobar si la inclusión es una prioridad en la asignatura de inglés. En base a los resultados, este documento ofrece objetivos realistas para mejorar el plan de estudios de inglés y la configuración de la enseñanza y el aula para garantizar un enfoque inclusivo e intercultural en la impartición de inglés en las Islas Canarias. La conclusión tentativa que se puede extraer es que el alumnado inmigrante cambia constantemente puesto que depende de factores sociales, políticos y económicos y, por esta razón, el plan de estudios de inglés debe considerar el entorno social canario para crear medidas adaptadas a sus necesidades específicas.

Palabras clave: alumnado inmigrante, atención a la diversidad, currículo, medidas educativas, Primera Lengua Extranjera.

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INTRODUCTION

The Canary Islands is an Autonomous Community that belongs to Spain and they are known for its continuously increasing population as a result of immigration. It has impacted the social infrastructure of the archipelago in which this paper is interested in observing how it has affected in the education system, specifically in Compulsory Secondary Education.

English as a Foreign Language¹ is a mandatory subject in the Canarian education system as it provides teenage students the opportunity to develop a linguistic competence in a foreign language. Languages are not barriers but open doors, for example, to globalisation, mobility opportunities and accessibility to Information and Communications Technologies² (*DECRETO 83/2016*, p. 18234) which essentially seek to develop the students to become future citizens freed from stereotypes, prejudice and ethnocentrism (*Dirección General de Ordenación e Innovación Educativa.- Resolución de 15 de octubre de 2004*, p. 19068). Furthermore, this subject is important when considering the socio-economic factor of the Canary Islands as tourism plays a crucial role (*DECRETO 83/2016*, p. 18234).

Taking into account that there are many immigrant students in Compulsory Secondary Education in the Canary Islands, EFL learning situations, which are accommodated to the curriculum, ought to consider in the teaching-learning processes an inclusive approach to guarantee that all students receive quality education respecting their needs. Therefore, the EFL teachers must diagnose the students observing their competences and skills to adapt to their needs, providing them the opportunity to participate in the intercultural dialogue which is fundamental in EFL.

This research paper is divided into four main sections to identify whether inclusive education and intercultural approach are being practiced in the Canarian EFL curriculum:

Firstly, the theoretical framework explains briefly the immigration phenomenon in the Canary Islands in recent decades, the effects it has in Compulsory Secondary Education, the definition and importance of inclusive education and whether it is taken into consideration in

¹ Abbr. EFL

² Abbr. ICT

Canarian educational laws, measures and in the EFL curriculum, and previous studies related about this topic. In advance, there is a lack on research regarding immigrant students in the Canarian education system.

Secondly, after understanding the theoretical framework, the methodology of the study is presented. The instruments used were various questionnaires based on Booth and Ainscow's *Index of inclusion* (2002) conducted in a Compulsory Secondary school located in the municipality which has the most enrolled immigrant students in the Canary Islands where students, EFL teachers and the headmaster participated. After obtaining the results, many elements were discussed based on the results as inclusive education was lacking.

Thirdly, based on the results of the questionnaires, this research paper suggests improvements from the perspective of the EFL curriculum and the EFL teaching methods and classroom set-up to promote inclusive education and intercultural dialogue.

The research paper concludes that immigrant students must not be ignored and EFL lessons ought to avoid homogenous learning situations. It is complex to construct a curriculum considering all the different needs immigrant students have.

1. THEORETICAL FRAMEWORK

In this section of the paper it explains the immigration phenomenon that has occurred during recent decades in the Autonomous Community of the Canary Islands, justifying the impact that this has in the Canarian education system.

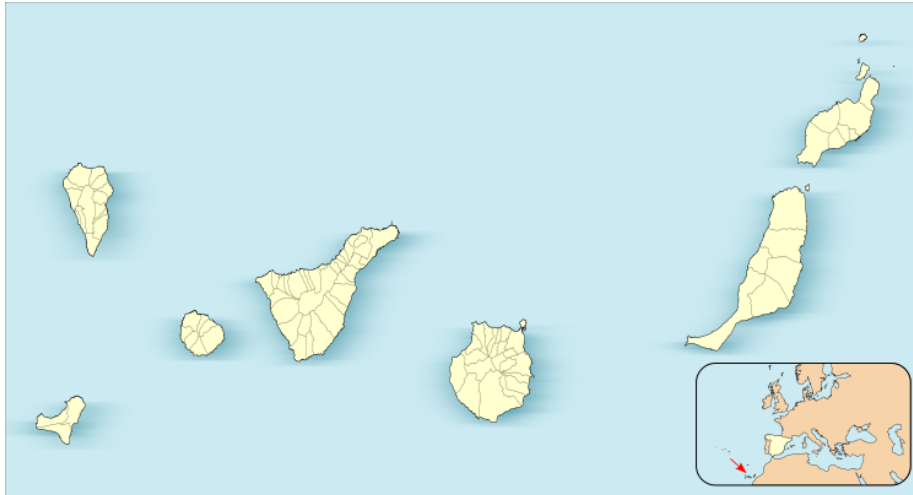
As the research paper specifically concentrates in Compulsory Secondary Education in the Canary Islands, it is explained the effects that immigration has in this academic stage. At the same time, observations and analysis are executed to determine the reasons of the increase of immigrant students in Compulsory Secondary Education in the Canary Islands, the origins of these students and the islands and municipalities in which they are most abundant.

Providing information and data related to this matter proves the reality of immigrant students in Canarian secondary classrooms and, as a consequence, there must be measures for this type of diversity within the Canarian education laws and these reflected in the curriculum which ought to promote an inclusive approach in both teaching and learning.

Furthermore, this paper is specially interested in the mandatory subject English as a Foreign Language because of the arising intercultural society that can be appreciated in the Canary Islands. Meanwhile, it is considered events such as globalisation, mobility opportunities, Information and Communications Technologies and many more elements that provide techniques and tools which promote fundamentally the opportunity to accessibility to students (*DECRETO 83/2016*, p. 18234). Observing its curriculum, the paper considers whether measures regarding attention to diversity are reflected and if these are sufficient and necessary.

1.1. Immigration in the Canary Islands

The Canary Islands are part of the Autonomous Community of Spain and they are located in the Atlantic Ocean, creating secure connections between Europe, Africa and America.



Map of the Canary Islands
Source: Google Images

Such as Esteban and López Sala explains (2007), in the past the Canary Islands became a crossroads for colonists, merchants, conquistadors and sailors. Nowadays, due to the archipelago's pleasant climate, its economic vitality and the fact that it is part of Europe's political borders, the Canaries have become the site of great temporary and permanent internal and international immigration and transforming it into Europe's new southern frontier.

Tourism in the Canary Islands has become an essential phenomenon since the 1970s, considered as the major activity that drives the Canarian economy to date. The growth of mass tourism impacted enormously on the dynamics of production and the economy and, as a consequence, developing a new socio-economic model based on tourism which meant job creation in the service sector and construction.

This Autonomous Community receives immigrants from various European Union member states. The British and German communities are the largest and have settled mainly in Tenerife, Gran Canaria and Lanzarote made up mostly of pensioners, early retirees, permanent and long-term temporary residents found mainly in touristic areas. Over the past few years, young adults from Great Britain and other nationalities have settled in the islands to

work in companies that provide services for tourists and established European communities, such as satellite TV companies, health centres, real estate agencies, financial services companies, rural and green tourism agencies, etc. (Esteban & López Sala, 2007).

1.2. Effects in Compulsory Secondary Education

Compulsory Secondary Education is the last mandatory academic period and ought to ensure that the students acquire basic elements of culture through humanistic, artistic, scientific and technological areas, to prepare the students to become responsible citizens, and to incorporate actively into society, such as the labour market (*DECRETO 315/2015*, p. 25290).

The students enrolled in the Compulsory Secondary Education in Spain are teenagers between ages 12 to 16, a delicate phase in life where children transition into adulthood. There are many important factors that have to be considered during this period, such as physical and psychological changes that are closely related to their identity, self-esteem (physical, academic and social) and self-concept.

The crux of the matter is that immigrant teenage students who incorporate late to the Canarian education system have to adapt to the new culture and, in some cases, the language so they can integrate competently to their new society. Furthermore, because of the new reality of the Canarian society which reflects in the multiculturalism of the classrooms, it is the education system's responsibility to promote intercultural methodologies in the classrooms where its main objective is to recognise the similarities and differences of cultures, praise, accept and respect to promote active tolerance with the aim of avoiding discriminatory behaviour by using stereotypes, prejudice and ethnocentrism (*Dirección General de Ordenación e Innovación Educativa.- Resolución de 15 de octubre de 2004*, p. 19068).

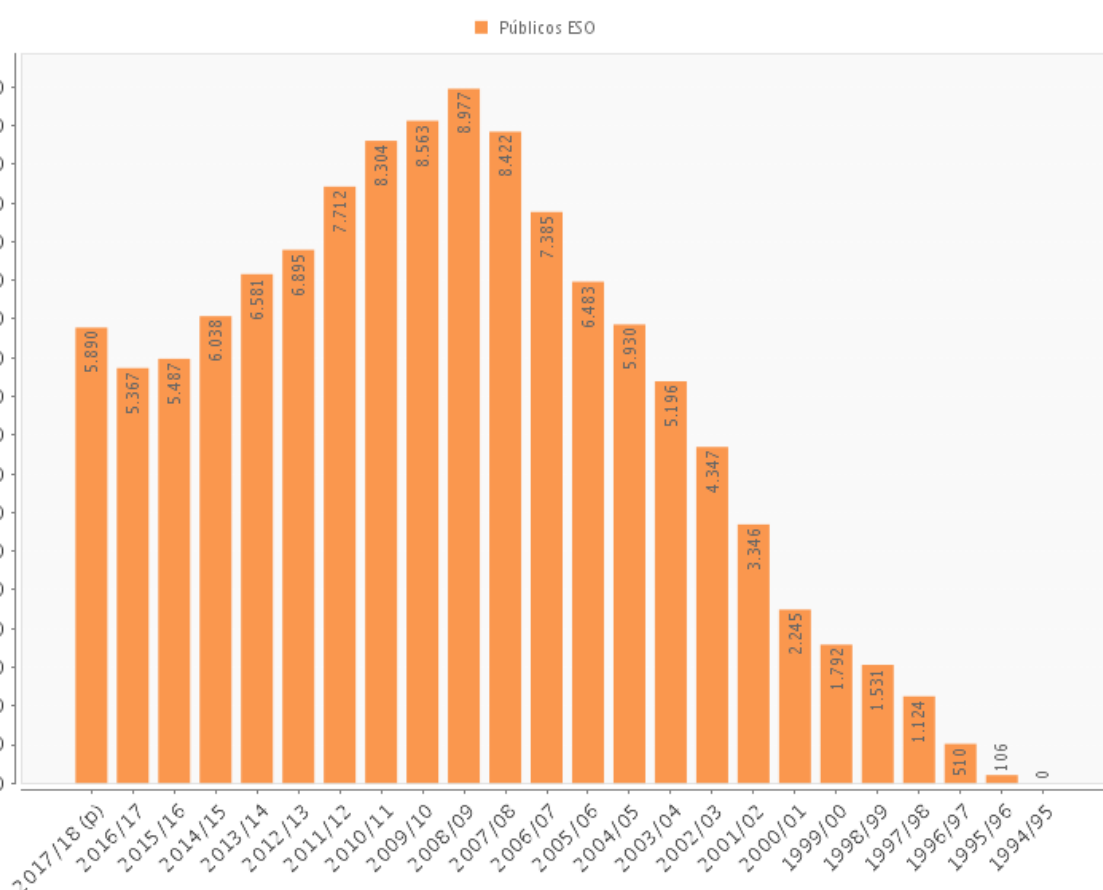
Therefore, it is essential to create an intercultural environment in the classrooms in which immigrant students have the opportunity to develop a strong identity, self-esteem and self-concept. At the same time, it is the teacher's responsibility to use techniques and tools to avoid that this type of students may feel disoriented, stressed and anxious, always favouring a healthy development of emotional intelligence and psychological adjustment (*LEY 6/2014*, p. 19068).

1.3. Immigrant students in Compulsory Secondary Education

Taking into consideration the immigration phenomenon in the Canary Islands, it is relevant to use the *Instituto Canario de Estadística*³ website to observe when the phenomenon of immigrant students begun in public Compulsory Secondary Education in the Canary Islands, the origin of these students and the areas within this Autonomous Community where they are most abundant.

Figure 1.

Non-university immigrant students in public Compulsory Secondary Education in the Canary Islands (ISTAC).



The figure above represents data related to immigrant students in public Canarian Compulsory Secondary Education between the academic years 1994/1995 till the most updated, and provisional to the date of the research, 2017/2018.

³ Abbr. ISTAC. The *Instituto Canario de Estadística* is a statistical system of the Autonomous Community of the Canary Islands and official research centre of the Government of the Canary Islands that provides statistics based on data provided by the Ministry of Education, Culture and Sports.

During the academic year 1994/1995, there is no recorded data related to immigrant students. This result is ambiguous as immigration and tourism began in the Canary Islands circa 1970s and teenage residents in this Autonomous Community must have enrolled in the Canarian education system. Therefore, it must be a technical error or problems in accessing the administrative data of this academic year.

Notwithstanding this problem, it is inevitable to recognise the increase of these students between the academic years 1997/1998 (1.124) and 2008/2009 (8.977) being this last one the academic year with the most immigrants in Canarian public Compulsory Secondary Education recorded to date.

There are many factors that have influenced the increase of immigrants between the late 1990s and early 2000s, but the most outstanding reasons are mainly because of political and educational laws such as European laws as the Treaty of Amsterdam in 1999 and the Lisbon Strategy in 2000, and national education laws like the Canarian autonomous legislations (CIDE⁴, 2005, p. 37):

- *Orden de 19 de mayo de 1995, de la Consejería de Educación, Cultura y Deportes, por la que se establecen las acciones de carácter específico de compensación educativa en la Comunidad Autónoma de Canarias.*
- *Orden de 27 de abril de 2001, de la Consejería de Educación, Cultura y Deportes, por la que se establece el marco para determinar Centros Educativos de Atención Preferente y se regula la compensación educativa frente a las desigualdades derivadas de factores socioeconómicos y culturales.*
- *Resolución de 20 de mayo de 2002 (B.O.C. de 20 de mayo), de la Dirección General de Ordenación e Innovación Educativa, por la que se dictan instrucciones para la regulación de materias optativas de carácter complementario y para la elaboración, aprobación y desarrollo del Plan de Atención a la Diversidad.*

⁴ In Spanish *Centro de Investigación y Documentación Educativa*, also known as CIDE. This centre of studies belongs under the Ministry of Education and Science, and their objectives are to conduct studies and analyse the Spanish educational system to contribute to its improvement by spreading knowledge and contributing to the social demands in relation to education aspects.

These are some examples of the reasons of the increase of immigration in the Compulsory Secondary Education in the Canary Islands. After these educational laws were proven and taken into practice, immigrant families felt secure for their children to incorporate to the Canarian education system in which guarantees the right of children and teenagers receiving quality education for all.

However, the number of immigrant students began to decrease after the academic year 2008/2009 because of the political and economic situations that Spain was suffering. During the same time as the world financial crisis of 2007, Spain also was experiencing a deep crisis known as the Great Spanish Depression. Although there was severe unemployment, this did not stop the immigration flows to Spain until 2011 when immigration shifted into emigration (Riggins, 2012).

Another reason, and the possible one for future ‘decrease’ of immigrant students, is because second, and even third generation of immigrant families are creating their own families in the Canary Islands in which, depending on the typology of the family, children are born in the Canary Islands and they obtain Spanish nationality or, they obtain dual nationality. Considering the filters regarding nationalities that ISTAC manages, dual nationals (having Spanish nationality and a different one from the Spanish) are considered as Spanish and, as a consequence, do not appear represented in this type of statistics (CIDE, 2005, p. 43). Therefore, although there is a decrease in the numbers of immigrant students, there is a high number of intercultural children and teenagers. For instance, the case of compound⁵ and coordinate⁶ bilingual teenagers or those who manage the official language of the country but have a different cultural background to the society where they live.

Regarding the origin of the students, Figure 2 does not represent data only in Compulsory Secondary Education, but it is an overall view of all academic phases. As

⁵ Def. Compound bilingual: the individual learns the languages in the same environment and context, and they are often used concurrently or even interchangeably. An example of this would be when a child is raised by bilingual parents and both languages are used at home. In the individual’s mind, the languages are not separate and can be switched between at will, even while speaking (Stacey, 2013).

⁶ Def. Coordinate bilingual: the individual learns the languages separately, in separate environments, and maintains this separation after mastering both. For example, a student who speaks one language at home, acquired via the parents and the home environment, and then learns a second language at school. In the individual’s mind, the languages remain separate (Stacey, 2013).

appreciated in the figure below, the students tend to come from countries that belong to the European Union, South America and Africa.

Figure 2.

Origin of non-university immigrant students in public Canarian education system, 2018 (ISTAC).⁷

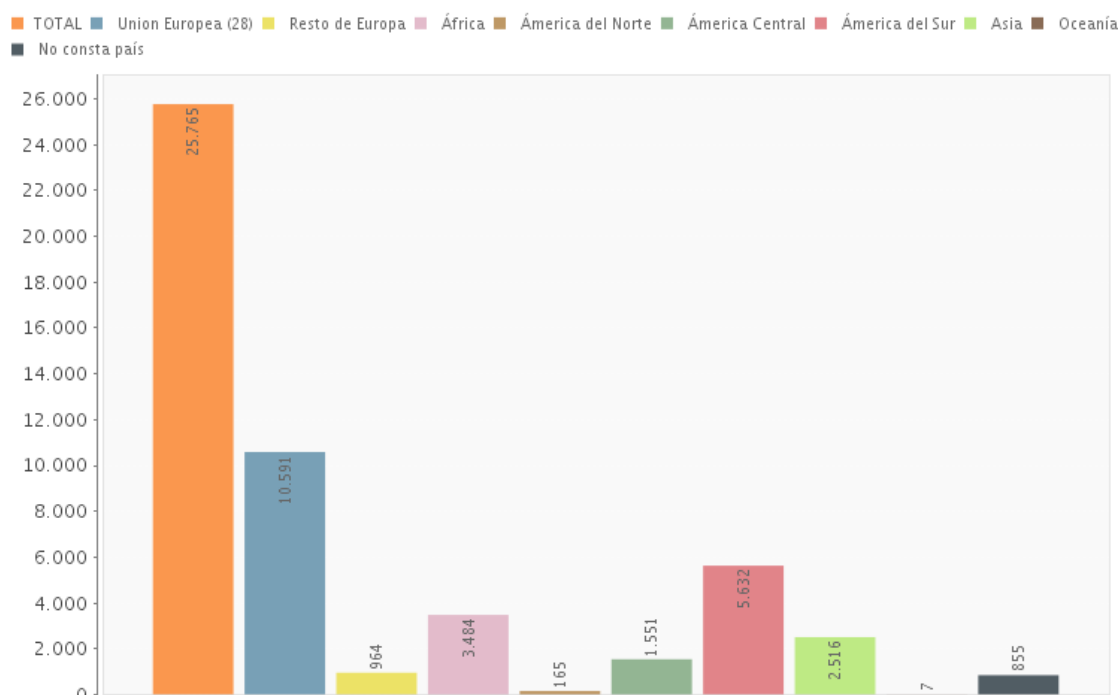


Figure 3.

Immigrant students in public Compulsory Secondary Education in the Canary Islands during the academic year 2016/2017 (ISTAC).

| | Educación Secundaria Obligatoria (E.S.O.) |
|-----------------|---|
| Públicos | |
| LANZAROTE | 782 |
| FUERTEVENTURA | 736 |
| GRAN CANARIA | 1.398 |
| TENERIFE | 2.318 |
| LA GOMERA | 48 |
| LA PALMA | 104 |
| EL HIERRO | 18 |

⁷ Figure 2. Legend translated:

ORANGE: Total TURQUOISE: European Union YELLOW: Rest of Europe PINK: Africa
 BROWN: North America GREEN: Central America SALMON: South America LIME: Asia
 DARK BROWN: Oceania BLACK: No detected country

As the island with most immigrants is Tenerife, further observations have been taken into account regarding the municipalities of this island concerning immigrant students in secondary classrooms. Figure 4 proves that Arona is the municipality with most immigrants in public Compulsory Secondary Education (738) during the academic year 2016/2017 followed by Adeje (339), Granadilla de Abona (319) and Santa Cruz de Tenerife (217). The first three municipalities with most immigrant students in Compulsory Secondary Education are located in the South of Tenerife.

Figure 4.

Immigrant students in the municipalities of Tenerife during the academic year 2016/2017 (ISTAC).

| | Educación Secundaria Obligatoria (E.S.O.) |
|---------------------------|---|
| Públicos | |
| Adeje | 339 |
| Arafo | 3 |
| Arico | 13 |
| Arona | 738 |
| Buenavista del Norte | 1 |
| Candelaria | 54 |
| Fasnia | 2 |
| Garachico | 1 |
| Granadilla de Abona | 319 |
| Guancha (La) | 10 |
| Guía de Isora | 81 |
| Güimar | 15 |
| Icod de Los Vinos | 18 |
| Laguna (La) | 122 |
| Matanza de Acentejo (La) | 9 |
| Orotava (La) | 28 |
| Puerto de La Cruz | 74 |
| Realejos (Los) | 21 |
| Rosario (El) | 2 |
| San Juan de La Rambla | 1 |
| San Miguel | 134 |
| Santa Cruz de Tenerife | 217 |
| Santa Úrsula | 20 |
| Santiago del Teide | 59 |
| Sauzal (El) | 6 |
| Silos (Los) | 4 |
| Tacoronte | 15 |
| Tanque (El) | 3 |
| Tegueste | 3 |
| Victoria de Acentejo (La) | 1 |
| Vilaflor | 5 |

For the purpose of this paper and considering that Arona is the municipality with most immigrant students in Compulsory Secondary Education, it has been considered to conduct a case study in this location. The methodology and results are explained further in this paper (see [2.2. Characteristics of IES Los Cristianos](#)).

1.4. Inclusive education

As this paper concentrates on immigrant students in Compulsory Secondary Education in the Canary Islands, it is relevant to acknowledge this type of diversity and to consider the appropriate educational approach to guarantee equal opportunities to all. As mentioned previously, it has been proven the interculturality found in Canarian secondary classrooms (see [1.3. Immigrant students in Compulsory Secondary Education](#)) and, therefore, there is a necessity of a pedagogical approach in which provides attention to the needs of these students. For this reason, inclusive education is the most effective pedagogy to teach and learn through intercultural dialogue. But, what does inclusive education mean?

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) describes [inclusive education](#) as the foundation for quality education through the removal of barriers which limit the participation and achievement of all learners, respect diverse needs, abilities and characteristics. Fundamentally, inclusive education must eliminate all forms of discrimination (sex, ethnic/social origin, language, religion, nationality, economic condition, abilities) in the learning environment.

During the [48th session of the International Conference on Education](#) (2008) it offered many definitions and perspectives regarding inclusive education. However, it is relevant to highlight that UNESCO's Guidelines for inclusion (p. 8) provides a complete vision about this matter:

[...] a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. [...] Inclusion is concerned with providing appropriate

responses to the broad spectrum of learning needs in formal and non-formal educational settings. Rather than being a marginal issue on how some learners can be integrated in mainstream education, inclusive education is an approach that looks into how to transform education systems and other learning environments in order to respond to the diversity of learners. It aims towards enabling teachers and learners both to feel comfortable with diversity and to see it as a challenge and enrichment of the learning environment, rather than a problem.

Booth and Ainscow (2000) emphasise the importance of participation when dealing with inclusive education as “it requires active engagement with learning and having a say in how education is experienced. More deeply, it is about being recognised, accepted and valued for oneself” (p. 3).

Furthermore, Mittler (2000, p. 10) explains inclusive education from a bureaucratic and systematic perspective and the difficulties schools experience to achieve the ideals of inclusive education:

Inclusion implies a radical reform of the school in terms of curriculum, assessment, pedagogy and grouping of pupils. It is based on a value system that welcomes and celebrates diversity arising from gender, nationality, race and language of origin, social background, level of educational achievement or disability. Schools can do great deal to reform their practice along these lines but national legislation concerning curriculum and assessment, recording and reporting set limits to how far they can go.

In a nutshell, inclusive education guarantees quality education through the removal of stereotypes, prejudice and ethnocentrism as barriers for education, and promote active participation and cooperation to encourage the students to learn from their peers. However, it is a process as there is no established methodology that adapts to all circumstances and, for this reason, it is a challenge for the education administration and schools to reach fully inclusive education.

1.5. Canarian educational laws and measures for immigrant students

Understanding the immigration phenomenon occurring in the Canary Islands and the impact it has in Canarian Compulsory Secondary education system, the Government of this Autonomous Community acknowledges the importance of immigration and supports these

children and teenagers through educational laws and measures. Educational laws such as *LEY 6/2014, de 25 de julio, Canaria de Educación no Universitaria* and *DECRETO 25/2018, de 26 de febrero, por el que se regula la atención a la diversidad en el ámbito de las enseñanzas no universitarias de la Comunidad Autónoma de Canarias* make particular emphasis on the importance of attention to diversity and inclusive education.

On the one hand, attention to diversity in the Canarian education system believes that everyone has the right to receive an education regardless their socio-economic and cultural background in which guarantees non-discrimination and equal opportunities in access, permanence, promotion and continuity through proposals and quality teaching processes (*DECRETO 25/2018*, p. 7808).

Attention to diversity is organised according to the principles of prevention, inclusion, normalisation, overcoming inequalities, globalisation, coordination and co-responsibility of all the members of the educational community (*LEY 6/2014*, p. 21169). Most importantly, attention to diversity ought to have an inclusive approach that responds to the characteristics and needs of all students, especially for those who may be at risk of dropping out of school early and, as a consequence, suffer social exclusion (*DECRETO 25/2018*, p. 7807). Educational actions related to attention to diversity are aimed to promote the educational progress of the students without forgetting their abilities, learning style and rhythms, motivations and interests, and social, economic, cultural-linguistic and health situations (*LEY 6/2014*, pp. 21169 – 21170). Through collaborative learning, it provides an opportunity to learn from another, enhancing self-esteem and autonomy, and the capacity of generating positive expectations among teachers, students and their family social environment (*DECRETO 25/2018*, p. 7808).

All in all, attention to diversity plays an essential role in quality education as it takes into consideration equitability and inclusivity. These are responsible of ensuring the students to not feel ‘integrated’ in the school but ‘included’ with the help of all the members of the educational community (*LEY 6/2014*, p. 21170).

Regarding the measures for attention to diversity, the Canarian [Consejería de Educación, Universidades, Cultura y Deportes](#)⁸ website proposes five measures to attend diversity in Compulsory Secondary Education:

- Language support for non-Spanish-speaking students (INTARSE⁹): Aimed for immigrant students who enrol in the Canarian education system late and need to strengthen their communicative competence in Spanish.
- Programmes for the improvement of coexistence (PROMECO): Programmes for students with problems of coexistence within the school.
- Learning and Performance Improvement Programmes (PMAR): Programmes intended for students who present significant learning difficulties not attributable to lack of study or effort.
- Specific attention in the fourth year of Compulsory Secondary Education (POSTPMAR).
- Other measures of attention to diversity (OMAD): Flexible groupings, support in ordinary groups, group unfolding, integration of subjects in areas, personalised treatment programmes for students with a specific need for educational support and curricular enrichment programmes.

Observing these measures proposed by the [Consejería de Educación, Universidades, Cultura y Deportes](#), the only measure that considers immigrant students is the first one, INTARSE. However, it only considers those students who do not reach the level of Spanish established by the Common European Framework of Reference of Languages (CEFR) and has incorporated late to the Spanish education system, helping them overcome the language barrier which is essential to incorporate to their new academic and social context and, also, to be able to follow and continue the curriculum as their classmates. In other words, this measure does

⁸ Trans. Regional education administration of the Canarian Government

⁹ Abbr. *Incorporación Tardía al Sistema Educativo* meaning Late Incorporation into the Educational System.

not apply for those students who have schooled early in the Spanish education system, and Spanish is not a language barrier for the learning process.

On the other hand, another fundamental element to guarantee quality education is inclusive education. Relying, once again, on the *LEY 6/2014* and *DECRETO 25/2018*, inclusive education must be the principal value and framework of action that governs teaching practices and the creation of curriculum. Inclusion implies the rights of people and especially of those who, for different reasons, may be at risk of exclusion and dropping out of school, to transform the education systems to respond to the diversity of the students, teachers, families and the community in which the schools are found (*DECRETO 25/2018*, p. 7806).

Moreover, inclusive education consists in maintaining high expectations with respect to all students and in establishing the different ways in which these can be achieved. This implies the focus on the students within the context. In other words, neither the conditions nor the characteristics of the student should determine the school's ability to receive, value and respond to the diversity that these needs (*DECRETO 25/2018*, p. 7806).

Baring these elements in mind, the Canarian educational system proposes to follow these main principles of the inclusive school (*LEY 6/2014*, p. 21171):

- a) The autonomy of schools to collect micro-cultures and school practices that respond to attention to diversity.
- b) The appreciation of the potential of students in an inclusive school context, removing any barrier that prevents access to education to any student and encouraging their participation.
- c) The real and effective response to the educational needs of the students.
- d) Establishing networks between schools and the context where they are located and building inclusive global projects.
- e) Organising the support within the classroom to respond to the educational needs.

Considering the definitions provided above, based on the *LEY 6/2014* and *DECRETO 25/2018*, inclusive education must be flexible to the various circumstances that a school detects and must follow a realistic approach, far from an idealistic pedagogical methodology. Above all, developing the students' abilities, skills and competences are the priorities of the school through specific attention and resources adapted to the students' needs.

1.6. English as a Foreign Language curriculum

In this section of this research it focuses on an educational approach regarding the importance on the subject English as a Foreign Language in the Autonomous Community of the Canary Islands, and the exploration of its curriculum to consider whether the measures to diversity are inclusive.

1.6.1. The importance of EFL in the Canary Islands

In the Spanish education system, English as a Foreign Language is mandatory subject in Compulsory Secondary Education in all the Autonomous Communities.

The Canarian EFL curriculum, *DECRETO 83/2016, de 4 de julio, por el que se establece el currículo de la Educación Secundaria Obligatoria y el Bachillerato en la Comunidad Autónoma de Canarias*, proves the importance of learning and acquiring English when focusing on the socio-economic factor in the Canary Islands. The main socio-economic activity is tourism and, therefore, 'relations between companies, the geostrategic location and multicultural nature of the population give greater relevance to the domain of one or several foreign languages¹⁰' (p. 18234).

Furthermore, the EFL curriculum emphasises the idea that languages should not only be seen as an open door for opportunities to appreciate other cultures but self-development and self-awareness in which students learn to respect and tolerate different cultures and traditions.

¹⁰ Original: [...] las relaciones entre empresas, la situación geoestratégica y el carácter multicultural de su población otorgan una mayor relevancia al dominio de una o varias lenguas extranjeras.

The moral values that they learn through languages are crucial, especially when considering the intercultural society that can be appreciated in the Canary Islands:

[...] due to the nature of this subject, the tasks and the materials must promote essential values to create responsible citizens such as equality and empathy, the democratic spirit, cooperation, teamwork, valuing historical and cultural heritage, personal and social development, critical attitude, among others¹¹. (p. 18239)

Immigration alone is not making the Canary Islands an intercultural community. Globalisation and ICTs are important factors that contribute to the importance of promoting an intercultural approach in secondary classrooms and, as mentioned above, it is necessary to develop Social and Civic competences and the Intercultural Speaker and Emotional Subject dimension in the students to comprehend and respect others:

Foreign language is undoubtedly an open door to a new reality, to other cultures and customs whose knowledge allows students to participate in a globalised, multicultural and multilingual society in which migratory flows are growing, and demand of their citizenship the exercise of dialogue and tolerance between cultures to build a more democratic society free of stereotypes and prejudices¹². (p. 18237)

1.6.2. Inclusive education in the EFL curriculum

Considering attention to diversity in the EFL curriculum, *DECRETO 83/2016, de 4 de julio, por el que se establece el currículo de la Educación Secundaria Obligatoria y el Bachillerato en la Comunidad Autónoma de Canarias*, it expresses recommendations to approach diversity through inclusive education, without forgetting equality of opportunities.

Through observation and analyses of the EFL curriculum, there are three notable fragments that are relevant to highlight as they promote and consider inclusive education:

¹¹ Original: [...] dada la naturaleza de esta materia, en la selección de tareas y materiales se deberán fomentar activamente valores imprescindibles en la formación de ciudadanos responsables como la igualdad y la empatía, el espíritu democrático y la práctica de la cooperación, el trabajo en equipo, la valoración del patrimonio histórico y cultural, el desarrollo personal y social, y el espíritu crítico, entre otros.

¹² Original: La lengua extranjera es, sin duda, una puerta abierta a una nueva realidad, a otras culturas y costumbres cuyo conocimiento permite a los alumnos y a las alumnas participar en una sociedad globalizada, multicultural y plurilingüe en la que los flujos migratorios son crecientes, y que demanda de su ciudadanía el ejercicio del diálogo y de la tolerancia entre culturas para construir una sociedad más democrática y libre de estereotipos y prejuicios.

Firstly, as there is an increasing cultural globalisation it is fundamental to acquire a language different from the mother tongue as it provides students accessibility, mobility opportunities and even social successful status and economic prosperity:

Managing a foreign language allows students to participate in contexts in which a language other than the mother tongue is used as the vehicular language. This directly implies that their speakers may have at their disposal greater sources of information, a broader intercultural awareness and ability to move, so they will have, in turn, more expectations of increasing their personal relationships, accessing jobs and to promote socially, among other multiple benefits, in order to be an active part of a globalised society and whose citizens are increasingly multilingual¹³. (p.18234)

Secondly, the EFL curriculum promotes ICTs as an educational tool as it is essential for everyday purposes. In the Canary Islands, most teenagers have access to Internet, and, for this reason, it is important to teach the students how to use responsibly electronic devices and the different platforms that the Internet provides. As ICTs provides a wide range of resources, the learning situations in EFL must consider adapting the needs of the students and allow students to manage real English content and websites:

The rich alternatives offered by ICTs, together with the increase in motivation they entail, not only improve learning and adapt it to the diversity of students, but also allow the approach to the assimilation of the target language in a more natural way¹⁴. (p. 18235)

The last fragment to highlight should not be confused. Inclusiveness does not mean homogenising the methodologies and techniques for teaching-learning purposes, but it means that the EFL teachers must diagnose the skills and competences where students struggle and those where they have an adequate level for the objectives of the academic year. In other words, providing students with resources and materials to their needs is, in fact, equal opportunities as every student has different abilities, rhythm, learning styles, motivations and interests.

¹³ Original: Manejar una lengua extranjera permite participar en contextos en los que se emplea como lengua vehicular un idioma diferente al materno. Esto implica directamente que sus hablantes pueden tener a su alcance mayores fuentes de información, una más amplia consciencia intercultural y capacidad de movilidad, por lo que tendrán, a su vez, más expectativas de incrementar sus relaciones personales, de acceder a puestos de trabajo y de promocionar socialmente, entre otros múltiples beneficios, para así formar parte activa de una sociedad globalizada y cuyos ciudadanos son cada vez más plurilingüe.

¹⁴ Original: Las ricas alternativas que ofrecen las TIC, junto al aumento de motivación que conllevan, no solo mejoran el aprendizaje y lo adaptan a la diversidad del alumnado, sino que también permiten el acercamiento a la asimilación de la lengua meta de un modo más natural.

Finally, measures will be taken to assist those students that require more specific attention. These can be directed to give support and scaffolding to students with more difficulties, to later remove it progressively, to prioritise the use of open activities on those that are closed, to provide reinforcement or extension material and to make a more constant follow-up of these students, among other actions, always observing the principle of inclusiveness¹⁵. (p. 18243)

1.7. Previous studies

Attention to diversity and inclusive education are popular topics that have been dealt with in recent published academic papers within the education field. Surprisingly, although it has been proven the phenomenon of the increasing population of immigrants in the Canary Islands, there are not many publications related to immigration in the Canarian education system. However, the publications found were related to mainland Spain and, when related to the Canaries, the information and data were outdated, especially the [study](#) conducted by the Centre for Educational Research and Documentation¹⁶ in 2005 which observes measures and laws regarding immigration in the education system that shows that Autonomous Communities of Spain differences within each other; and Zamora Fortuny's article *Qué escuela, para qué inmigrantes* (2008) which focuses on geographical areas of the Canary Islands where immigrant students were abundant, their origins and the type of schools they were enrolled (public or private).

The reasons for the lack of information about immigrant students in Compulsory Secondary Education in the Canary Islands are because it is a too recent phenomenon to observe and analyse in-depth and, most likely, to conduct this type of research would be costly and enduring. At the same time, different parts of the islands have different socio-economic characteristics that affect the decision of living in certain areas and, as a consequence, there are schools with high numbers of enrolled immigrant students and other with low numbers. For

¹⁵ Original: Por último, se tomarán medidas conducentes a atender a aquel alumnado que requiera una atención más específica. Éstas podrán ir dirigidas a dar apoyo y andamiaje al alumnado con más dificultades, para posteriormente retirarlo de forma progresiva, a primar el empleo de actividades abiertas sobre aquellas que sean cerradas, a proveer material de refuerzo o ampliación y a realizar un seguimiento más constante de estos alumnos y alumnas, entre otras actuaciones, siempre observando el principio de inclusividad.

¹⁶ Trans. *Centro de Investigación y Documentación Educativa*, also known as CIDE. This centre of studies belongs under the Ministry of Education and Science, and their objectives are to conduct studies and analyse the Spanish educational system to contribute to its improvement by spreading knowledge and contributing to the social demands in relation to education aspects.

this reason, it is essential to emphasise that we cannot homogenise measures and needs for these immigrant students as the profile of these vary regarding, for instance, the municipality where the research is being conducted.

2. METHODOLOGY OF THE STUDY

The methodology for this research paper consists in obtaining data related to inclusive and intercultural education as they are fundamental aspects when considering immigrant students in EFL lessons. Inspired by Booth and Ainscow's *Index for inclusion* (2002), ordinal-polytomous questionnaires were the research instruments to gather information about inclusivity in EFL lessons.

Based on the questionnaires, a case study was conducted in Arona as ISTAC proves that it is the municipality with most immigrant students in Compulsory Secondary schools in Tenerife (see Figure 4). For this reason, IES Los Cristianos was chosen as the representative sample for this paper because of the interesting demographical and socio-economic context Los Cristianos offers.

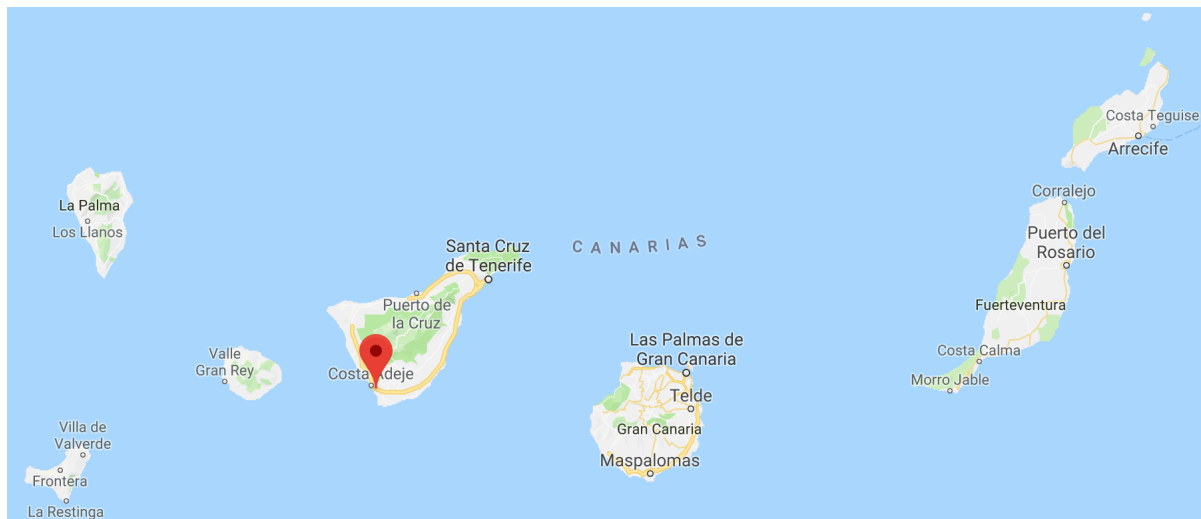
To comprehend the results of the questionnaires realised in IES Los Cristianos, it is necessary to understand the key elements that contribute to today's demographical and socio-economic factors of Los Cristianos as they influence deeply in the schools that are found in this location. Therefore, the context of the town is briefly explained, followed by the characteristics of the Compulsory Secondary school selected for the purpose of this paper.

The participants of these questionnaires were a group from the academic level 4th ESO, teachers from the EFL department, and the headmaster of the school. The questionnaires were executed differently adapted to their needs and to their roles in the school. The results were analysed independently and followed by discussions and conclusions of the overall results of the questionnaires.

2.1. Context of Los Cristianos

The town of Los Cristianos is located in the municipality of Arona, in the south of the island of Tenerife and is considered one of the main touristic areas of the island as it is situated at the coastline where hotels, restaurants and many recreational activities are popular.

Currently, the port of Los Cristianos is considered the port with most passenger traffic in Spain as it connects the islands of La Gomera, La Palma and El Hierro.



Los Cristianos location

Source: Google Maps

During the 19th century, with the arrival of industry and commerce, the port of Los Cristianos began to grow and became the main import and export port in the south of Tenerife. In 1934, there was an expansion of this port due to the development of commercial traffic and fishing which became suitable for larger ships, allowed the development of fishing and, as a consequence, increased the importance of commercial shipping (Artigas Roldán, Morales Arteaga and Slyus Pyzh, 2018).

The economy in the 20th century shifted from agriculture and fishing to tourism. De Vargas (2017) explains that the first immigrant who promoted Los Cristianos was a Swedish man called Bengt Rylander (locally known as Don Benito), who suffered from multiple sclerosis and visited the town hoping that the warm climate and clean air would help ease his condition. As he was a writer and TV commentator, the word spread quickly and, in 1957, he was joined by several friends who suffered from poliomyelitis and rheumatic diseases.



Swedes at Los Cristianos beach, circa 1960s

Source: Luis de Vargas, Blogspot (2017)

De Vargas (2017) describes that the growing numbers of visitors from other European countries began in 1970s, a number of huge hotels and apartment blocks were built to house the growing number of tourists and workers, but it was in the 1980s when the town began to expand massively.

Nowadays, Los Cristianos attracts a number of British who emigrate either permanently or semi-permanently to escape the cold British winters. For this reason, it is not surprising to find a number of British owned bars, restaurants, shops and services aimed predominantly at the tourist sector (De Vargas, 2017).

In 2015, Los Cristianos became the headquarters of the Islamic Federation of the Canary Islands, which is a Muslim organisation that welcomes the associations and communities of the Canarian archipelago of Islamic religion (Artigas Roldán, Morales Arteaga and Slyus Pyzh, 2018).

2.2. Characteristics of IES Los Cristianos

IES Los Cristianos is a public Compulsory Secondary school located in Los Cristianos (Arona, Tenerife). Considering ISTAC's statistics and data (see Figure 4), this school belongs

to the municipality with most immigrant students in Compulsory Secondary Education in Tenerife.

IES Los Cristianos was founded in 1990 and it was the first school of the municipality that counted with the academic level Bachillerato (post-obligatory education). Today, this school offers ESO including PMAR and POSTPMAR programmes, all Bachillerato modules (Sciences, Social Sciences and Humanities, and Arts), vocational teaching in administrative and in gardening, lifeguard and rescue training course, and Semi presential Bachillerato based on blended education for adults.



IES Los Cristianos entrance

Source: Google Images

Since the beginning of the arrival of immigrant students with different cultural backgrounds, the school has established different plans and programmes since 2004 such as PROCAP, PROA and Travesía to help these immigrants to integrate to the socio-cultural context of the area (PEC, 2018).

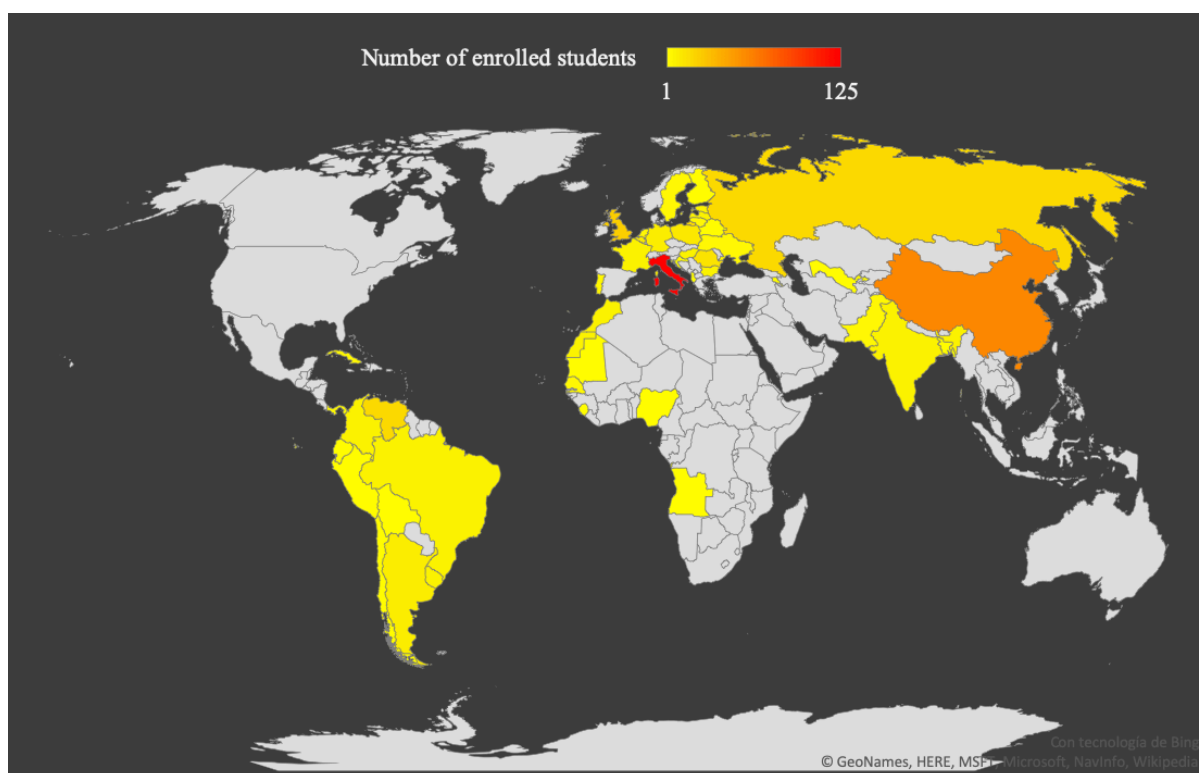
As the population in Los Cristianos has become into a young, growing, constant and increasing town because of the high employment rate that can be found in this area, promoted specially by tourism, the family income is the highest of all the Canarian archipelago and it has the lowest rate of unemployment of the island (PEC, 2018). In other words, social, economic and geographical factors of the island have contributed into the interculturality found at the schools in the municipality of Arona.

IES Los Cristianos facilitated different institutional documents where it is appreciated that the school had 1.019 enrolled students during the academic year 2018/2019 and there were 45 different nationalities who were schooling in IES Los Cristianos, a total of 374 students.

The map below represents a summary of the nationalities that were enrolled at this Compulsory Secondary school.

Figure 5.

Census of foreign students enrolled in IES Los Cristianos, 2018-2019.



Taking into consideration the data provided by the school, the top three nationalities in were 1. Italians (125) 2. Chinese (59) 3. British (24).

The census of foreign enrolled students in IES Los Cristianos shows that, within the 45 different nationalities, 22 nationalities were European and 10 of the total of nationalities had Spanish as a mother tongue (Argentiniens, Bolivians, Chilenos, Colombians, Cubans, Ecuadorians, Panamanians, Peruvians, Uruguayans and Venezuelans). This means that half of the immigrant population at the school had Western cultural background and that there was a small percentage of immigrant students that could speak Spanish as a mother tongue, meaning

that they would not need Language support for non-Spanish-speaking students and, probably, would have more facility to adapt to the social and academic context as language is not a barrier. However, it cannot be forgotten that the three top nationalities found in this Compulsory Secondary school did not have Spanish as a mother tongue.

Within each academic group in IES Los Cristianos it could be appreciated between eight to ten different nationalities in the classrooms. Therefore, there was no deny that there was a need for attention to diversity and inclusive education.

2.3. Questionnaires

For the purpose of this paper, questionnaires were realised with students, EFL teachers and the headmaster of IES Los Cristianos to consider whether the EFL curriculum and EFL lessons were inclusive and promoted interculturality. The questionnaires that were executed were based on Booth and Ainscow's *Index for inclusion: developing learning and participation in schools* (2002). This resource supports inclusiveness at schools, and it involves a detailed examination of how barriers related to learning and participation can be reduced for any student (p.1).

2.3.1. Questionnaire: students 4th ESO

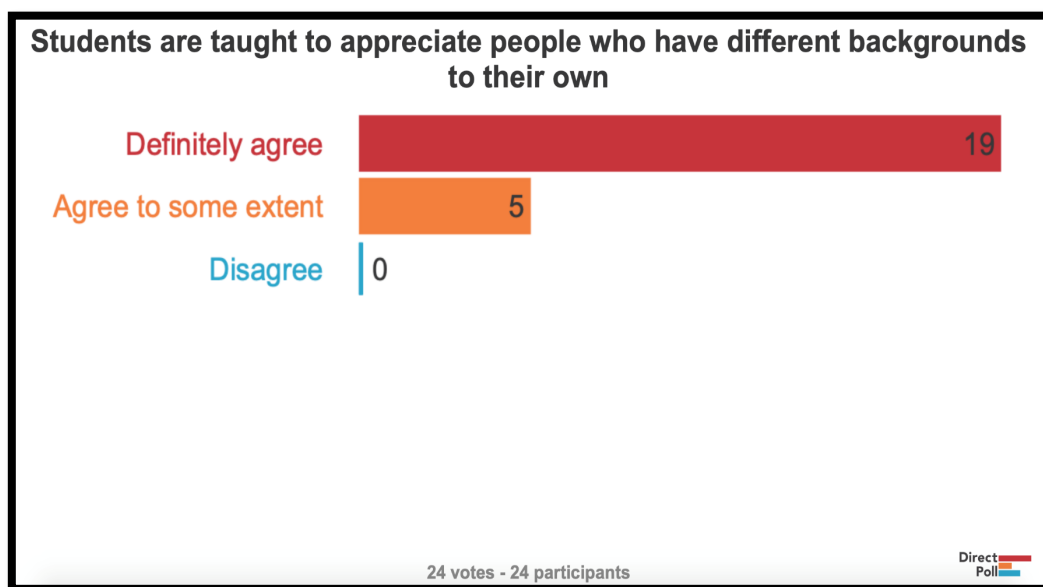
This paper considered to conduct the questionnaire with students in the last compulsory academic year, 4th ESO (15-16-year olds). Taken into consideration the mental maturity of these students, it was also considered fundamental to perform the questionnaires with this academic year as they understand the functioning of the school, an important aspect to obtain reliable results.

The questionnaire was realised with 4th ESO C. The total number of enrolled students in this academic group was 27 in which 24 participated (14 female and 10 male students). Regarding the nationalities of the participants in this group there were 5 Chinese, 2 Venezuelans, 3 Italians, 1 Colombian, 1 Cuban, 1 Polish, 1 Rumanian and 1 Russian. Within

these students, there was one who was attending Language support for non-Spanish-speaking students.

The questionnaire model used for the students was based on Booth and Ainscow (2002) *questionnaire 2: adapted indicators (students and parent/carers)* (pp. 90-91) and *questionnaire 4: my secondary school* (pp. 94-95). For this reason, the questionnaire had a total of 47 questions in which the students had to choose one answer: *definitely agree*, *agree to some extent* and *disagree* (see [Appendix 1](#)).

As the EFL curriculum of the Autonomous Community of the Canary Islands emphasises the use of ICTs, the questions were adapted onto an on-line poll as the students had access to electronic devices and access to Internet. The live on-line poll was created on [Directpoll.com](#), an on-line software, where the questions were added.



Example of the live on-line poll display

Source: Direct Poll

The advantages of doing the questionnaire via on-line poll rather than on paper is that all students are involved, and the questions were explained to all the class, promoting an inclusive approach to the poll. At the same time, it secured that all students were participating as the results were displayed live through the projector in which the participants were anonymous. In other words, using an on-line poll gathered plenty of information and data in a short period of time, making the analysis of this information more accessible.

2.3.2. Students' results

In this section, to analyse the answers of the students, the questions from the lengthy questionnaire (see [Appendix 1](#)) were re-grouped into five categories:

1. Preliminary questions
2. Inclusive school
3. The students' interaction with students, teachers and staff members
4. The students' EFL experience
5. English as a Foreign Language teachers' teaching methodologies

Two questions from the questionnaire were omitted as they made reference to teaching assistants in which the students had never encountered. These questions were: Q19 *Teaching assistants work with anyone who needs help*, and Q28 *Having a teaching assistant in some of my lessons helps me with my learning*.

Table 1.

Preliminary questions

| Questions | | Definitely agree | Agree to some extent | Disagree |
|-----------|--|------------------|----------------------|----------|
| Q4 | This school was the one I wanted to come to when I left primary school | 11 | 4 | 9 |
| Q6 | I think this is the best school in the area | 16 | 8 | 0 |
| Q5 | My family thinks this is a good school | 13 | 10 | 1 |
| Q7 | Most of the time I like being at school | 1 | 13 | 10 |
| Q10 | Parents feel involved in the school | 2 | 3 | 19 |
| Q24 | I enjoy most of the lessons | 3 | 15 | 6 |
| Q26 | I am learning a lot in this school | 7 | 15 | 2 |
| Q45 | I like my form tutor | 19 | 2 | 2 |
| Q46 | My form tutor likes me | 13 | 8 | 3 |

Although many students did not desire to enrol in IES Los Cristianos, the majority believed it was the best school in the area. At the same time, the students acknowledge that their parents agreed that it was a good school, but they did not have an active role in the school.

Even though there is a big percentage of students that admitted they did not like being at school, they considered that they enjoyed some of the lessons and they were learning plenty.

Table 2.

Inclusive school

| Questions | | Definitely agree | Agree to some extent | Disagree |
|-----------|---|------------------|----------------------|----------|
| Q2 | Everyone is made to feel welcome at this school | 9 | 14 | 1 |
| Q3 | When you first join this school you are helped to feel settled | 7 | 7 | 10 |
| Q11 | Teachers try to help all students to do their best | 4 | 11 | 9 |
| Q12 | Teachers like teaching all their classes | 4 | 8 | 12 |
| Q14 | The teachers work hard to make the school a good place to come to | 0 | 19 | 5 |
| Q19 | Teachers help everyone who has difficulties with lessons | 7 | 14 | 3 |
| Q37 | It's good to have students from different backgrounds in this school | 23 | 1 | 0 |
| Q38 | Disabled students are treated with respect at this school | 23 | 1 | 0 |
| Q39 | If you really misbehave at this school, you will be sent home | 21 | 3 | 0 |
| Q40 | The school is right to send a student home if they have behaved badly | 13 | 8 | 3 |
| Q42 | I worry about being bullied at school | 5 | 6 | 13 |
| Q44 | There are places in the school I can go to be comfortable during break-time | 11 | 5 | 8 |

Considering that the students experienced the lack of involvement of the teachers in the functioning of the school and their motivation in teaching, the students did not hesitate that the teachers provided help to those who had learning difficulties.

The students did not doubt when they were asked whether it was important to get to know the different background of their classmates as they all agreed that it contributed to their learning process.

Furthermore, the students considered that the disabled students were treated with respect and, also, they were not worried about being bullied at school.

Table 3.

The students' interaction with students, teachers and staff members

| Questions | | Definitely agree | Agree to some extent | Disagree |
|-----------|--|------------------|----------------------|----------|
| Q8 | Students help each other | 7 | 16 | 1 |
| Q9 | Staff and students treat one another with respect | 6 | 13 | 5 |
| Q18 | In most lessons, students and teachers behave well towards each other | 10 | 10 | 4 |
| Q25 | When I have a problem with my work, I ask the teachers for help | 9 | 8 | 7 |
| Q31 | The staff at this school are friendly to me | 12 | 10 | 2 |
| Q41 | I have some good friends in this school | 17 | 6 | 1 |
| Q43 | If anyone bullied me, I would tell a teacher | 8 | 9 | 7 |
| Q47 | If I have been away from school for a day, my form tutor wants to know where I have been | 17 | 1 | 6 |

The students expressed that there was a good atmosphere at the school as there were good relations within the students and between the teachers and staff members. However, it can be appreciated that the students rely more on their equals than their teachers when they had doubts related with schoolwork.

Moreover, although the students confirmed that their form tutor would show concern if they would miss class, and knowing that they have a good relationship with him/her (see Table 1, Q45), it is ambiguous whether, in the case of bullying, if the students would share their feelings and concerns to their form teacher. There are two possible reasons for this: the first reason is that, as the students considered that the teachers are not motivated nor do much to make the school a better place (see Table 2, Q12 and Q14), they did not feel they could trust them for this type of issue; the second possible reason is because the students were not worried about being bullied at school (see Table 2, Q42) and, therefore, not knowing what to answer.

Table 4.

The students' experience in EFL

| Questions | | Definitely agree | Agree to some extent | Disagree |
|-----------|--|------------------|----------------------|----------|
| Q27 | My friends help me in class when I am stuck with my work | 17 | 7 | 0 |
| Q30 | Teachers don't mind if I make mistakes in my work as long as I try my best | 10 | 10 | 4 |

| | | | | |
|-----|--|----|----|----|
| Q32 | I think teachers are fair when they punish a student | 3 | 15 | 5 |
| Q33 | I think teachers are fair when they praise a student | 2 | 9 | 13 |
| Q34 | I think some teachers like certain students more than others | 21 | 2 | 1 |

From the subject English as a Foreign Language perspective, students relied on their classmates when they had difficulties with their EFL work.

Another element to highlight is that most students agreed to some extent that the EFL teachers were fair when they punished a student. However, they did not agree that teachers were fair when they praised them. During the execution of this questionnaire, this question was explained and translated into Spanish as many students did not understand the question. Although it was explained and translated, the high frequency of *disagree* is probably because most students did not understand fully the question or, what is more alarming, EFL teachers did not praise their students.

Furthermore, the students expressed that the EFL teachers showed favouritism towards other students, meaning that they were not treating the students equally in lessons.

Table 5.

English as a Foreign Language teachers' teaching methodologies

| Questions | | Definitely agree | Agree to some extent | Disagree |
|-----------|--|------------------|----------------------|----------|
| Q16 | Teachers try to make the lessons easy to understand for everyone | 3 | 14 | 7 |
| Q17 | Students are taught to appreciate people who have different backgrounds to their own | 10 | 10 | 4 |
| Q21 | Homework helps with learning and is properly explained | 10 | 13 | 1 |
| Q35 | When I am given homework, I usually understand what I have to do | 4 | 13 | 7 |
| Q36 | I usually do the homework I am given | 6 | 7 | 11 |
| Q22 | Activities are arranged outside of lessons which interest everyone | 4 | 19 | 1 |
| Q29 | In lessons, teachers are interested in listening to my ideas | 2 | 15 | 7 |

Concentrating on the EFL teachers' methodologies from the students' perspective, the students considered that the EFL lessons were not accessible to everyone as it was difficult to

understand. Although they believe homework promotes learning, most of them agreed to some extent that they did not understand the tasks and, as a consequence, the majority did not do their homework.

Observing the data, it is considered that EFL followed an intercultural approach explaining to the students the importance of understanding different cultural backgrounds, however, the lessons the students received were teacher centred. In other words, the students had a passive role during EFL lessons, relied by instructional methods.

Teacher-centred approach contradicts the principals of attention to diversity and, consequently, inclusive education. For this reason, it is considered that the lessons are being taught homogenously and, at the same time, there is no dialogue nor conversation. Therefore, unilateral teaching is being carried out creating barriers to interculturality and, most importantly, not attending to specific needs of the students.

2.3.3. Questionnaire: EFL teachers

The English as a Foreign Language department in IES Los Cristianos was composed by six teachers in which four participated in the questionnaire. Two female and two male EFL teachers participated in the questionnaire in which three were civil servants being two of them their first year at IES Los Cristianos, while one of the teachers was a temporary worker substituting a teacher for a few weeks and, as a consequence, did not know the functioning of the school.

The questionnaire executed by the EFL teachers followed the same pattern as the questionnaire proposed in *Index for inclusion* by Booth and Ainscow (2002, pp. 88-89), *questionnaire 1: indicators* (see [Appendix 2](#)), in paper format, in which the participants had to choose from: *definitely agree*, *agree to some extent*, *disagree* and *need more information*.

This questionnaire is divided into three main dimensions as the authors believe that to develop an inclusive school, they must pay attention on: creating inclusive cultures (dimension

A), producing inclusive policies (dimension B), and evolving inclusive practices (dimension C) (p.7).

The three dimensions mentioned above are divided into two sections “to further focus attention on what needs to be done to increase learning and participation in a school” (p. 8).

Figure 6.

The dimensions and sections in the Index (Booth and Ainscow, 2002, p. 8)

| |
|---|
| DIMENSION A: Creating inclusive cultures |
| <i>Section A.1. Building community</i> <i>Section A.2 Establishing inclusive values</i> |
| This dimension creates a secure, accepting, collaborating, stimulating community, in which everyone is valued as the foundation for the highest achievements of all. It develops shared inclusive values that are conveyed to all new staff, students, governors and parents/carers. The principles and values, in inclusive school cultures, guide decisions about policies and moment to moment practice in classrooms, so that school development becomes a continuous process. |
| DIMENSION B: Producing inclusive policies |
| <i>Section B.1 Developing the school for all</i> <i>Section B.2 Organising support for diversity</i> |
| This dimension makes sure that inclusion permeates all school plans. Policies encourage the participation of students and staff from the moment they join the school, reach out to all students in the locality and minimise exclusionary pressures. All policies involve clear strategies for change. Support is considered to be all activities which increase the capacity of a school to respond to student diversity. All forms of support are developed according to inclusive principles and are brought together within a single framework. |
| DIMENSION C: Evolving inclusive practices |
| <i>Section C.1 Orchestrating learning</i> <i>Section C.2 Mobilising resources</i> |
| This dimension develops school practices which reflect the inclusive cultures and policies of the school. Lessons are made responsive to student diversity. Students are encouraged to be actively involved in all aspects of their education, which draws on their knowledge and experience outside school. Staff identify material resources and resources within each other, students, parents/carers and local communities which can be mobilised to support learning and participation. |

2.3.4. EFL teachers' results

In this section, the EFL teacher's results are displayed following the categorisation of dimensions and its corresponding sections developed by Booth and Ainscow (2002, p.8).

On the one hand, the paper considered omitting a question from the questionnaire. The question omitted was *Support for those learning English as an additional language is co-ordinated with learning support* which belongs to Dimension B: section B.2 (B.2.5). The paper considered not necessary for the study as it made reference to English as an additional language.

On the other hand, the question *Teaching assistants support the learning and participation of all students* from Dimension C: section C.1 orchestrating learning (C.1.9) has another approach considering the possibility of having teaching assistants in EFL lessons because, as previously mentioned, the EFL department in IES Los Cristianos did not have teaching assistants during this academic year.

At the end of the questionnaire, there was a section where the EFL teachers had the opportunity to provide suggestions or elements that need improving at the school and in EFL lessons. It is advanced that no teacher had proposals for improvement.

Table 6.

Dimension A: Creating inclusive cultures, building community

| Questions | | Definitely agree | Agree to some extent | Disagree | Need more information |
|-----------|---|------------------|----------------------|----------|-----------------------|
| A.1.1 | Everyone is made to feel welcome | 3 | 1 | 0 | 0 |
| A.1.2 | Students help each other | 1 | 3 | 0 | 0 |
| A.1.3 | Staff collaborate with each other | 1 | 3 | 0 | 0 |
| A.1.4 | Staff and students treat one another with respect | 1 | 2 | 1 | 0 |
| A.1.5 | There is a partnership between staff and parents/carers | 0 | 1 | 1 | 2 |
| A.1.6 | Staff and governors work well together | 0 | 3 | 1 | 0 |
| A.1.7 | All local communities are involved in the school | 1 | 2 | 1 | 0 |

Although at the school the students often helped each other and there was collaboration within the teachers, the students' families did not have an active role at the school which is a key element for quality education. The participation of the families was so little that two EFL teachers considered they needed more information about this matter.

Likewise, this dimension confirms the lack of interaction with the government and local communities and, therefore, hindering the promotion of an intercultural and inclusive academic community as these institutions are barriers of its growth by not providing access to resources that could maximise inclusivity.

Table 7.

Dimension A: Creating inclusive cultures, establishing inclusive values

| Questions | | Definitely agree | Agree to some extent | Disagree | Need more information |
|-----------|--|------------------|----------------------|----------|-----------------------|
| A.2.1 | There are high expectations for all students | 1 | 1 | 2 | 0 |
| A.2.2 | Staff, governors, students and parents/carers share a philosophy of inclusion | 1 | 3 | 0 | 0 |
| A.2.3 | Students are equally valued | 2 | 2 | 0 | 0 |
| A.2.4 | Staff and students treat one another as human beings as well as occupants of a 'role' | 2 | 2 | 0 | 0 |
| A.2.5 | Staff seek to remove barriers to learning and participation in all aspects of the school | 3 | 0 | 1 | 0 |
| A.2.6 | The school strives to minimise all forms of discrimination | 3 | 1 | 0 | 0 |

As mention in [1.5 Canarian educational laws and measures for immigrant students](#), the *DECRETO 25/2018*, (pp. 7806-7808) emphasises the importance of the role that expectations have in education, especially when referring to attention to diversity. Therefore, the data that the EFL teachers has provided is alarming. Only one participant agreed completely that there were high expectations for all students and two disagreed. This contradicts with the results of seeking to remove barriers to learning and participation as they are closely related. For this reason, there is a possibility that the definition of 'high expectations' is not clear.

Moreover, no participant disagreed when asked whether the students were equally valued. However, it has been proven that the students felt the opposite as they expressed the presence of favouritism in EFL lessons (see Table 4), being the second most agreed question by the students.

Table 8.

Dimension B: Producing inclusive policies: developing the school for all

| Questions | | Definitely agree | Agree to some extent | Disagree | Need more information |
|-----------|---|------------------|----------------------|----------|-----------------------|
| B.1.1 | Staff appointments and promotions are fair | 0 | 2 | 2 | 0 |
| B.1.2 | All new staff are helped to settle into the school | 1 | 2 | 1 | 0 |
| B.1.3 | The school seeks to admit all students from its locality | 2 | 1 | 0 | 1 |
| B.1.4 | The school makes its building physically accessible to all people | 2 | 1 | 0 | 1 |
| B.1.5 | All new students are helped to settle into the school | 2 | 2 | 0 | 0 |
| B.1.6 | The school arranges teaching groups so that all students are valued | 3 | 1 | 0 | 0 |

The school must admit students to enrol in the school to the municipality they are registered in. At the same time, by not excluding the students because of their origin, social class, cultural or religious background, and the family's economy; diversity is created within the classrooms and, for this reason, there is a need to develop a school for all, taking an inclusive education approach.

Likewise, it is important for those students who incorporate late to the Canarian education system to settle and feel comfortable in their new environment. However, only INTARSE promotes and secures their adaptability to the school and, as mentioned in [1.5. Canarian educational laws and measures for immigrant students](#), it is not accessible to all.

Apart from INTARSE, the institutional documents available on [IES Los Cristianos' website](#) does not provide any programmes nor procedures to follow to help students settle in the school.

Table 9.

Dimension B: Producing inclusive policies, organising support to diversity

| Questions | | Definitely agree | Agree to some extent | Disagree | Need more information |
|-----------|---|------------------|----------------------|----------|-----------------------|
| B.2.1 | All forms of support are co-orientated | 2 | 1 | 1 | 0 |
| B.2.2 | Staff development activities help staff to respond to student diversity | 3 | 1 | 0 | 0 |
| B.2.3 | 'Special education needs' policies are inclusion policies | 3 | 1 | 0 | 0 |
| B.2.4 | The Special Educational Needs Code of Practice is used to reduce the barriers to learning and participation of all students | 3 | 1 | 0 | 0 |
| B.2.6 | Pastoral and behaviour support policies are linked to curriculum development and learning support policies | 0 | 2 | 0 | 2 |
| B.2.7 | Pressures for disciplinary exclusion are decreased | 1 | 2 | 0 | 1 |
| B.2.8 | Barriers to attendance are reduced | 1 | 1 | 0 | 2 |
| B.2.9 | Bullying is minimised | 2 | 1 | 0 | 1 |

Considering the answers of this section, it proves that the EFL teachers in IES Los Cristianos had doubts when answering questions related to the functioning of the school and the curriculum to support diversity.

Table 10.

Dimension C: Evolving inclusive practices, orchestrating learning

| Questions | | Definitely agree | Agree to some extent | Disagree | Need more information |
|-----------|---|------------------|----------------------|----------|-----------------------|
| C.1.1 | Teaching is planned with the learning of all students in mind | 4 | 0 | 0 | 0 |
| C.1.2 | Lessons encourage the participation of all students | 4 | 0 | 0 | 0 |
| C.1.3 | Lessons develop an understanding of difference | 3 | 0 | 0 | 1 |
| C.1.4 | Students are actively involved in their own learning | 1 | 3 | 0 | 0 |
| C.1.5 | Students learn collaboratively | 1 | 2 | 1 | 0 |
| C.1.6 | Assessment contributes to the achievements of all students | 3 | 1 | 0 | 0 |
| C.1.7 | Classroom discipline is based on mutual respect | 2 | 2 | 0 | 0 |

| | | | | | |
|--------|--|---|---|---|---|
| C.1.8 | Teachers plan, teach and review in partnership | 1 | 3 | 0 | 0 |
| C.1.9 | Teaching assistants support the learning and participation of all students | 3 | 1 | 0 | 0 |
| C.1.10 | Homework contributes to the learning of all | 3 | 0 | 1 | 0 |
| C.1.11 | All students take part in activities outside the classroom | 2 | 1 | 1 | 0 |

The EFL teachers claimed that their teaching methods followed an inclusive approach as they took into account all the students when planning a lesson. In most of the cases, they were focused on the development and reflection upon the understanding of diversity through the students' classmates as they become a real and essential resource for teaching and learning.

However, it is important to highlight that the students expressed that the lessons were difficult to follow and, most of the times, homework was not explained in detail, leading the students not to do their homework (see Table 5). At the same time, if it is considered that the students are not involved in their own learning, it is due to the fact that the lessons were too instructional and did not provide the opportunity to the students to participate and to be heard and, unfortunately, leading to demotivation.

Another element to draw upon is the lack of teaching assistants in EFL in IES Los Cristianos. The majority of the participants considered it was essential to have teaching assistants in EFL lessons as it helps those students who struggle with the subject, adapting the content to the students' abilities and learning rhythms from an inclusive approach.

Table 11.

Dimension C: Evolving inclusive practices, mobilising resources

| Questions | | Definitely agree | Agree to some extent | Disagree | Need more information |
|-----------|--|------------------|----------------------|----------|-----------------------|
| C.2.1 | Student difference is used as a resource for teaching and learning | 2 | 1 | 0 | 1 |
| C.2.2 | Staff expertise is fully utilised | 1 | 3 | 0 | 0 |
| C.2.3 | Staff develop resources to support learning and participation | 3 | 1 | 0 | 0 |
| C.2.4 | Community resources are known and drawn upon | 3 | 0 | 1 | 0 |

| | | | | | |
|-------|--|---|---|---|---|
| C.2.5 | School resources are distributed fairly so that they support inclusion | 3 | 1 | 0 | 0 |
|-------|--|---|---|---|---|

Along the same lines as above, the EFL teachers continued emphasising the importance of the diversity found in the classrooms and knew all the resources that the municipality had to offer to potential inclusive education.

2.3.5. Questionnaire: Headmaster

The headmaster of the school is a Biology teacher for post-obligatory education, Bachillerato, and has been the headmaster of IES Los Cristianos for over ten years.

The questionnaire aimed for the headmaster was the same model as the one provided for the EFL teachers following the same dimension and section criteria by Booth and Ainscow (2002) (see Table 6), but in Spanish (Booth, Ainscow, & Kingston, 2007) (see [Appendix 3](#)), focusing on the subject English as a Foreign Language.

2.3.6. Headmaster's results

Analysing the headmaster's results was an easy task. In all the questions he selected *definitely agree*, except for two: *There is a partnership between staff and parents/carers* (A.1.5) and *The teachers elaborate materials that promotes learning and participation* (C.2.5) in which he considered that he agreed to some extent.

These two statements that the headmaster answered *agree to some extent* are crucial when valuing the results considering the data obtained by the students of 4th ESO and the EFL teachers in the questionnaires.

On the one hand, in IES Los Cristianos there was a lack of participation on behalf of the students' families with the school. At the same time, it was considered that the EFL teachers did not have the information or had knowledge about the procedures to do so and, therefore,

they neither contacted the students' families. In other words, there was a lack of interaction between families and the EFL teachers.

On the other hand, from a systematic approach, it is alarming that the headmaster considered that the EFL teachers were not promoting learning situations suitable for all in which all students were learning and participating. As a consequence, this leads to hypothesise that inclusive education was not taken into consideration when planning the EFL lessons. However, from an empirical point of view, this paper considers that this result is associated to the recent pilot project proposed by the Consejería de Educación, Universidades, Cultura y Deportes of the Canarian Government that has been implemented in the Canarian schools, [Proyecto Brújula 2.0](#)¹⁷. The EFL department expressed their discontent towards this project as they believed that the learning situations proposed were not flexible nor friendly to the profile and the characteristics of the students and, especially, did not attend to the diversity found at IES Los Cristianos.

At the end of the questionnaire, the headmaster added suggestions that he considered that needed to improve at the school: 'decrease the ratio of students per group, greater endowment to implement and apply ICT, and expand infrastructures such as laboratories, etc'.

2.4. Discussion and conclusions

After analysing the data obtained by the 4th ESO C students, EFL teachers and the headmaster of IES Los Cristianos, there are a number of points that ought to be highlighted.

There is a high chance that newly enrolled students have difficulties in settling in the school. Although the teachers and the students work hard to secure these students to feel included in the school, there is no existence of plans nor programmes with measures and procedures to follow to guarantee the inclusion of all newly enrolled students.

¹⁷ Def. [Proyecto Brújula 2.0](#): proposed by the Canarian Government, this pilot project is aimed for 3rd and 5th Compulsory Primary Education and 1st year of Compulsory Secondary Education during the academic year 2018-2019, being the following academic year levels 4th, 6th and 2nd ESO . Its goal is to expand the Learning Situation bank of all areas/subjects of each level, accompanied by digital educational resources, integrate the use of ICTs, transition from analogue to digital textbooks, and, curriculum development (Presentación Proyecto Brújula 2.0 Febrero 2018, Gobierno de Canarias).

Even though INTARSE is an effective measure, it is not available for everyone (see [1.5. Canarian educational laws and measures for immigrant students](#)) and, as a consequence, lacking in inclusive principals in which the Regional education administration of the Canarian Government must inspect and provide resources and tools for those municipalities who have a large volume of immigrant students in their schools.

The questionnaires prove that between the students at the school they have good relationships, even considering them as friends. Furthermore, students enjoy learning different cultural backgrounds from their equals and EFL teachers take diversity into consideration when planning the learning situations, making the students a real source of information to potential an intercultural environment in the classrooms.

Another positive data obtained by the students was that most of the students were not worried about being bullied at school. Considering the number of immigrant students who participated in this survey, this entails that their origin and cultural background did not affect in the students' well-being at the school which promotes an intercultural community.

Concentrating on the EFL lessons, contradictions were found when comparing the students and the teachers' results. While the EFL teachers recognised they took all the students into consideration when planning the lessons, most students considered that EFL lessons were not accessible to everyone and, at the same time, EFL teachers were not interested in listening to their ideas. Therefore, the hypothesis is that the EFL lessons were being conducted in a unilateral, instructional, teacher-centred approach, and learning situations were homogenised which contradicts inclusivity and, unfortunately, created barriers for interculturality; despite the fact that the students considered that the EFL teachers were teaching them to appreciate different cultural backgrounds.

Dialogue is essential, especially in EFL in which the curriculum *DECRETO 83/2016* emphasises its importance through the Social and Civic competences as 'the exercise of dialogue and tolerance between cultures builds a more democratic society free of stereotypes and prejudices'¹⁸ (p. 18237).

¹⁸ Original: [...] el ejercicio del diálogo y de la tolerancia entre culturas para construir una sociedad más democrática y libre de estereotipos y prejuicios.

Moreover, dialogue can also be practised through teamwork. Although the EFL teachers considered that the students do not learn through this method, it is more profitable to teach the students how to work collaboratively than continuing using a teacher-centred approach in lessons. The *DECRETO 25/2018* promotes the usefulness of collaborative learning as it provides an opportunity to learn from others, enhancing self-esteem and autonomy in the students, and the capacity of generating positive expectations among teachers, students and their family social environment (p. 7808).

Furthermore, when observing the EFL curriculum (*DECRETO 83/2016*) there are small evidences of inclusivity and interculturality when compared to the proposal from *Index for inclusion* (Booth and Ainscow, 2002, p.8). From a teaching point of view, *Dimension C: evolving inclusive practices* and its corresponding sections *C.1 Orchestrating learning* and *C.2 Mobilising resources* (see Table 6) are essential characteristics that the curriculum ought to seek if it wants to encourage an intercultural and inclusive education at Compulsory Secondary schools in the Canary Islands.

At the same time, the EFL curriculum, and even the EFL department of the school, must consider flexibility and comprehension regarding the background knowledge that the immigrant students have when incorporated to the Canarian education system. An immigrant student is not a student who does not speak the official language of the country. For this reason, INTARSE is a good measure, but it is not enough. Immigration is diverse and, therefore, has different needs.

Considering the census of foreign enrolled students in IES Los Cristianos (see Figure 5), students immigrate from countries in which, in some cases, the education system does not have English as a mandatory subject and, as a consequence, experiences difficulties when they incorporate to the Canarian education system and to follow the EFL curriculum. However, there are other students who belong to countries where English is the official language or the education system where they have come from has a more advanced and complex English curriculum, meaning that the students adapt easily to the Canarian English curriculum, but maybe not challenging enough to their linguistic competence. For this reason, it is essential that the EFL departments in intercultural schools diagnose and detects the different backgrounds, levels and rhythms of the students to potential the skills and competences required in EFL.

In brief, 4th ESO C students expressed that, although some did not like going to school, experienced difficulties in EFL and felt that EFL teachers treated the students differently, they considered that the school had a healthy environment and they had a good relationship with all members of the school. The EFL teachers believed that the lessons were accessible for everyone, however, they had difficulties in answering Dimension B when considering those elements to support diversity. As a result, even though IES Los Cristianos promotes PROCAP, PROA and Travesía since 2004, it suggests that the EFL department does not know what these plans and programmes constitute as the documentation are not facilitated.

3. PROPOSAL FOR IMPROVEMENT

After observing and analysing the methodology of the study, this section offers suggestions that the EFL curriculum ought to follow, and teaching methods and classroom set-up for EFL lessons to guarantee an inclusive and intercultural education in Compulsory Secondary Education in the Canary Islands, taking the volume of immigrant students into consideration.

3.1. EFL curriculum

The EFL curriculum from the Autonomous Community of the Canary Islands, *DECRETO 83/2016* (p. 18235), follows the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) as reference when creating the curriculum's guideline. It is appreciated in the document that it certainly displays the fundamental values and objectives that the CEFR proposes.

However, although the EFL curriculum attends to the CEFR main aspects, it may not be sufficient to attend an inclusive and intercultural approach in the lessons considering immigrant students in Compulsory Secondary Education. Therefore, the curriculum ought to seek for European and/or global education frameworks to meet their goals that are often related to achieve quality education, while using *Index of inclusion* (2002) to guarantee inclusive schools in the Canary Islands.

An example of a global education framework is the *Incheon Declaration and Framework for Action: Towards inclusive and equitable quality education and lifelong learning for all* (2015) which considers a new global vision for education in 2030 as its goal is to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' (p.iii).

For instance, this framework emphasises that the role of education must essentially facilitate 'intercultural dialogue and foster respect for cultural, religious and linguistic diversity, which are vital for achieving social cohesion and justice' (p.5). This proposal is

essential in EFL lessons as it concentrates in promoting dialogue and a student-centred approach rather than unilateral teaching.

An example of a goal recommended by *Incheon Declaration and Framework for Action*, which the EFL curriculum can achieve because of the socio-cultural condition found in the Canary Islands, is target 4.7 as it considers that:

By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development. (p.18)

Moreover, the document insists that education must prepare future citizens to have active roles both locally and globally to face and resolve global challenges through 'education for sustainable development and global citizenship education which includes peace and human rights education as well as intercultural education and education for international understanding' (p. 19) and its following indicative strategy encourages to:

Ensure that education acknowledges the key role that culture plays in achieving sustainability, taking into account local conditions and culture as well as building awareness of cultural expressions and heritage, and their diversity, while emphasizing the importance of respect for human rights. (p. 19)

For these reasons, to ensure inclusive and intercultural education, this paper highly suggests following a framework to create realistic goals for the EFL curriculum in which suits the Canarian context, and suggests the practice of cooperative learning in EFL lessons which entails the development of the Social and Civic competences and the Intercultural Speaker and Emotional Subject dimension.

3.2. EFL teaching method and classroom set-up

Taking into consideration the hypothesis made in the methodology of the study in which suspects that EFL lessons are being taught unilaterally and instructionally, and knowing that in Canarian Compulsory Secondary schools are vastly intercultural, cooperative learning is an

effective method as the students learn from each other. The protagonists are the students while the teacher executes as a guide through their learning processes. Meanwhile, it develops the Social and Civic competences and the dimension Intercultural Speaker and Emotional Subject, two essential elements in the EFL curriculum.

Through cooperative learning the students gain experience on how to work together and learn to function through critical thinking, problem solving and knowledge building, which enhances intelligence, creativity and solidarity when sharing tasks (Collazos and Mendoza, 2006, p. 65; Ferreiro and Calderón, 2006, p. 132). These attitudes and skills promote the development of norms of social and democratic relationship between them that entails the acceptance and respect of the other points of view. In addition, they learn to recognise one's values and limitations with respect to others and respect different points of view (Fuentes, Ayala, de Arce and Galán, 2003, p.35) and, most importantly, celebrating diversity as all contributions are valued.

Ferreiro and Calderón (2006, p. 134) defend this type of learning since it has been scientifically proven that cooperative work is superior to individual or merely group work because it emphasises learning more than teaching, tasks are adapted to skills, attitudes and values of the students and not purely knowledge.

There are multiple methods to create cooperative groups and to assign roles to the students. This paper suggests that the cooperative groups alternate each term and the roles shift in every learning situation as it provides the students the opportunity to learn from all the students and to experience the responsibility of each role. According to Barkley et al. (2007, pp. 52-53), the most frequent roles are:

1. Facilitator. Ensures that everyone can give their opinion, participate in sharing and that they have done their part of the task.
2. Secretary. Takes note during meetings and is in charge of the attendance sheets and writing task to submit to the teacher, among other functions.
3. Spokesperson. Represents the group, orally summarises the activities carried out and assists the secretary.
4. Timekeeper. Aware of time constraints, helps the facilitator and makes sure their working area is neat and tidy after each lesson.

5. Folder supervisor. Responsible for carrying and collecting group materials after each meeting.

Therefore, it is suggested that each cooperative group would have approximately five students per group.

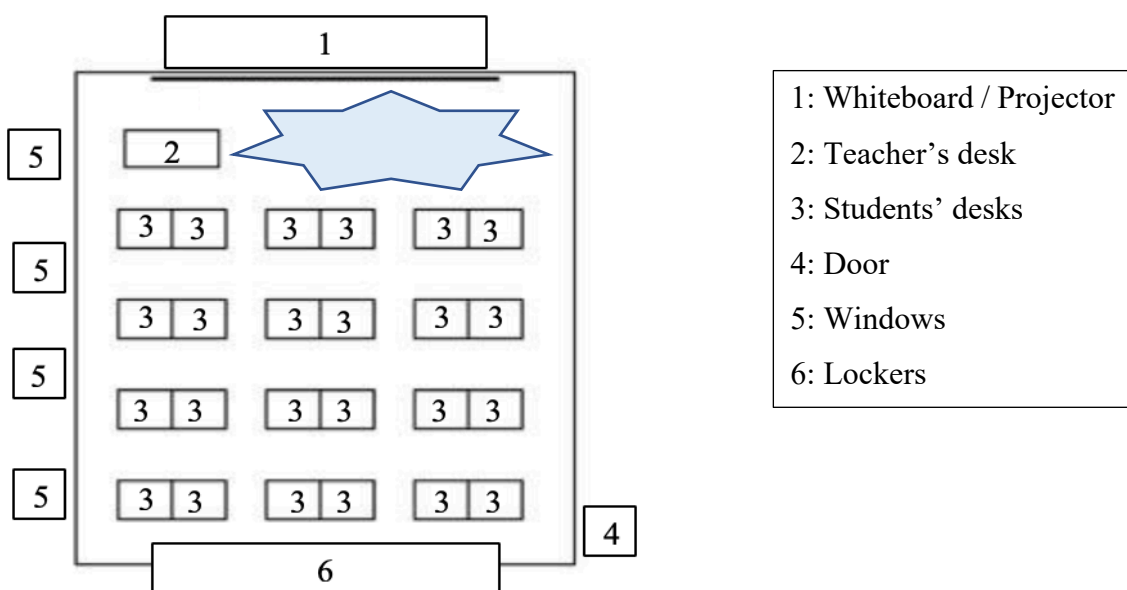
To achieve cooperative learning effectively, the setting of the classroom is an important factor. For this reason, the paper suggests that EFL lessons must be conducted in a Language Room. These are not common in Canarian Compulsory Secondary schools as most of the subjects are taught in the same classrooms. Each academic group are appointed their own room.

The suggested Language Room would have accessibility to all type of materials such as books, audio-visual equipment, Internet, tablets... where all the projects elaborated by students are displayed on the classroom's walls so that other students can appreciate them and learn from their peers.

Using the example of IES Los Cristianos, the setting of ordinary classrooms in Compulsory Secondary schools typically follows Figure 7.

Figure 7.

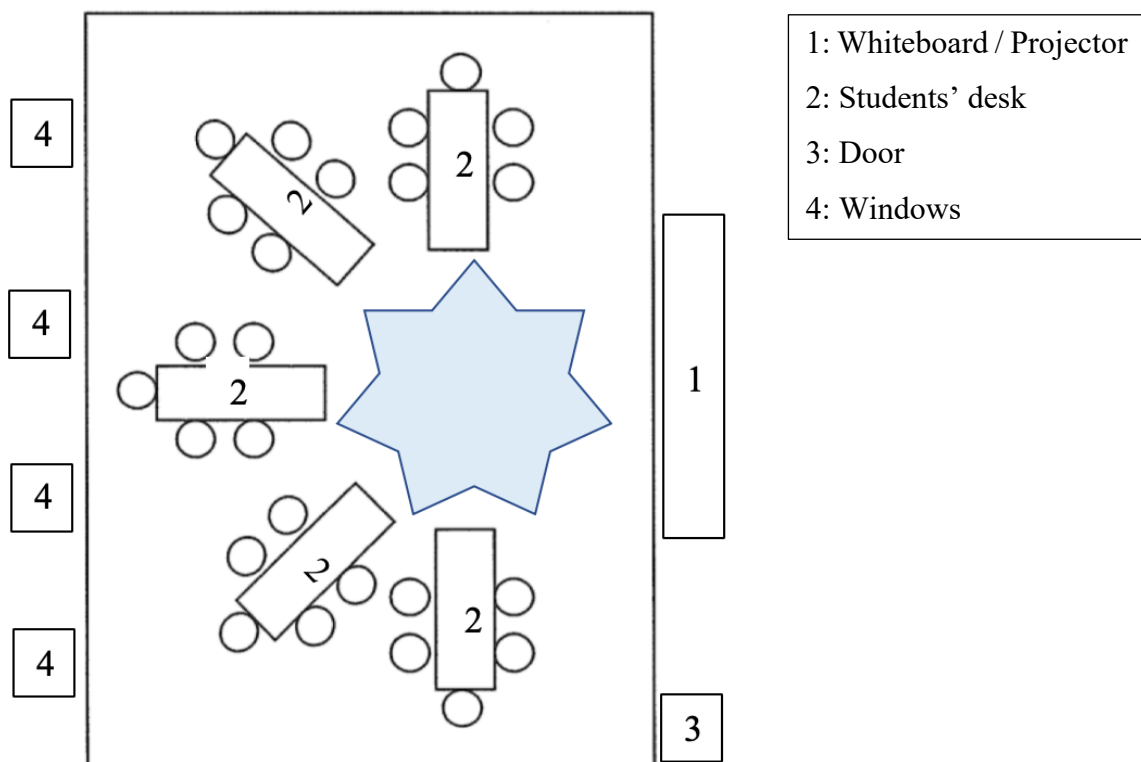
Traditional classroom, IES Los Cristianos



As appreciated in the figure above, the classroom's set-up does not facilitate cooperative learning, unless EFL lessons are focused on pair work. However, it is not ideal as students tend to sit with the same classmate and, therefore, not learning from others. Likewise, this type of setting can encourage to teach in a teacher-centred approach in which this paper highly suggests avoiding. Therefore, to attend student-centred learning, it is ideal that the EFL classroom, the Language Room, follows a similar the set-up to Figure 8 as it promotes an effective intercultural dialogue because the students are organised in groups.

Figure 8.

Language Room



When comparing the traditional classroom (Figure 7) with the proposed Language Room (Figure 8), there are many characteristics that differ from one another. The reduced number of desks that can be appreciated in the Language Room creates more space that can be used as a stage where students become the protagonists of their learning processes, for instance, they can use the space that the star-symbol represents to present their tasks, projects and activities from the EFL learning situation, such as role-plays. Meanwhile, it can be appreciated that there is no teacher's desk as the teacher will execute as a guide during the cooperative learning of the students. Therefore, the EFL teachers can supervise the classroom and have more control in the teaching-learning processes in EFL.

To finish, it is important to highlight that the classrooms are not only the sphere where students can learn. Such as the CEFR suggests, there are four essential domains that have to be practiced when learning a foreign language, which are: public, private, occupational and educational. All these domains cannot be developed only in EFL lessons in the Language Room and, therefore, it is suggested that the EFL department gets to know the demographical conditions of the Compulsory Secondary school and interact with the local town hall to arrange activities outside of the school where students can put these domains into practice and to approximate the students to the reality of citizenship using real situations and interaction. This promotes motivation and curiosity within the students which are fundamental aspects during learning processes.

4. CONCLUSIONS

The phenomenon of the demographical transition is inevitable in which the education system cannot predict. In the case of the Canary Islands, immigration in the archipelago is constantly changing because of internal and external economic and political factors. Therefore, the origins of these immigrants are unforeseeable and, as a consequence, the Canarian educational measures are not adapted to the reality of the present Canarian society. For this reason, this paper highly suggests that the Regional education administration of the Canarian Government considers to inspect INTARSE to determine whether this measure is suitable to the students' needs, and to provide more resources such as educational laws and measures that supports plans for those municipalities in the Autonomous Community of the Canary Islands where immigrant students are most abundant.

Immigrant students in Compulsory Secondary Education in the Canary Islands are becoming normalised which leads to positive and negative repercussions. As demonstrated in the methodology of the study, the questionnaires showed that there were good relationships between the students at the school and they considered that it was essential to learn about interculturality. However, normalising these students during the preparation of EFL learning situations, for instance, effects negatively in the development of linguistic competences and skills as the curriculum may not adapt to their background knowledge of this mandatory subject in the Canary Islands.

It is essential that in EFL students receive the attention and the resources adapted to their needs and carrying out the teaching-learning processes through an inclusive and intercultural approach. In other words, EFL ought to be seen as an open door for opportunities to learn about different aspects related to their surroundings, and not purely learning how to speak a foreign language. As mentioned throughout this research paper, EFL is a mandatory subject in the Canarian education system and provides a branch of opportunities for those students who successfully achieve the learning standards of the curriculum to develop into intercultural citizens where the students accomplish to follow an intercultural dialogue, freed from stereotypes, prejudice, ethnocentrism. Thus, immigrant students in EFL lessons are real sources of information as they experience different cultural backgrounds from the society. This ought to be shared in EFL lessons in which their peers can learn from and become part of the

EFL learning situation. This is the reason why the research paper proposes cooperative learning to encourage inclusive and intercultural education. Through sharing, it promotes the immigrant students' identity, self-esteem, and self-concept while the rest of students learn first-hand self-awareness and share their own personal experiences and exchange ideas.

The real fact is that we will never be able to accomplish a perfect education system because not everything is in the hands of the students, teachers, families and governors. Immigration is not an easy topic to tackle as there are various origins (nationality, age, gender, language, beliefs...), reasons (social, political, economic) and educational backgrounds hence why there is no correct form to construct EFL curriculum.

It is not a question of labelling the students but facing the fact that there are schools in the Canary Islands that need specific measures for this type of diversity. It is important to strive to do better and to aspire to reach an inclusive education as all students deserve a quality education. Society is continuously changing and, therefore, we need a curriculum that matches its dynamic nature so the two become homologous and evolve simultaneously and progressively.

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APPENDIXES

Appendix 1

Questionnaire for 4th ESO students (based on Booth & Ainscow, 2002, pp. 90-91, pp. 94-95).

| | <input type="checkbox"/> I am male <input type="checkbox"/> I am female | Definitely agree | Agree to some extent | Disagree |
|-----|--|------------------|----------------------|----------|
| Q2 | Everyone is made to feel welcome at this school | | | |
| Q3 | When you first join this school you are helped to feel settled. | | | |
| Q4 | This school was the one I wanted to come to when I left my primary school. | | | |
| Q5 | My family thinks this is a good school. | | | |
| Q6 | I think this is the best school in the area | | | |
| Q7 | Most of the time I like being at school. | | | |
| Q8 | Students help each other | | | |
| Q9 | Staff and students treat one another with respect. | | | |
| Q10 | Parents feel involved in the school. | | | |
| Q11 | Teachers try to help all students to do their best. | | | |
| Q12 | Teachers think all students are equally important. | | | |
| Q13 | Teachers like teaching all their classes | | | |
| Q14 | The teachers work hard to make the school a good place to come to. | | | |
| Q15 | Everything possible is done to stop bullying | | | |
| Q16 | Teachers try to make the lessons easy to understand for everyone | | | |
| Q17 | Students are taught to appreciate people who have different backgrounds to their own | | | |
| Q18 | In most lessons, students and teachers behave well towards each other | | | |
| Q19 | Teachers help everyone who has difficulties with lessons | | | |
| Q20 | Teaching assistants work with anyone who needs help | | | |
| Q21 | Homework helps with learning and is properly explained | | | |
| Q22 | Activities are arranged outside of lessons which interest everyone | | | |

| | | | | |
|-----|--|--|--|--|
| Q23 | In lessons, I often work with other students in pairs and small groups | | | |
| Q24 | I enjoy most of the lessons | | | |
| Q25 | When I have a problem with my work, I ask the teachers for help | | | |
| Q26 | I am learning a lot in this school | | | |
| Q27 | My friends help me in class when I am stuck with my work | | | |
| Q28 | Having a teaching assistant in some of my lessons helps me with my learning | | | |
| Q29 | In lessons, teachers are interested in listening to my ideas | | | |
| Q30 | Teachers don't mind if I make mistakes in my work as long as I try my best | | | |
| Q31 | The staff at this school are friendly to me | | | |
| Q32 | I think the teachers are fair when they punish a student | | | |
| Q33 | I think the teachers are fair they praise a student | | | |
| Q34 | I think some teachers like certain students more than others | | | |
| Q35 | When I am given homework, I usually understand what I have to do | | | |
| Q36 | I usually do the homework I am given | | | |
| Q37 | It's good to have students from different backgrounds in this school | | | |
| Q38 | Disabled students are treated with respect at this school | | | |
| Q39 | If you really misbehave at this school, you will be sent home | | | |
| Q40 | The school is right to send a student home if they have behaved badly | | | |
| Q41 | I have some good friends in this school | | | |
| Q42 | I worry about being bullied at school | | | |
| Q43 | If anyone bullied me, I would tell a teacher | | | |
| Q44 | There are places in the school I can go to be comfortable during break-time | | | |
| Q45 | I like my form tutor | | | |
| Q46 | My form tutor likes me | | | |
| Q47 | If I have been away from school for a day, my form tutor wants to know where I have been | | | |

Appendix 2

Questionnaire for the English as a Foreign Language teachers (Booth & Ainscow, 2002, pp. 88-89).

questionnaire 1 indicators

Please tick the group(s) below indicating your involvement with the school:

- Teacher Teaching assistant Other member of staff
 Student Parent/carer Governor Other (specify)

Please put a tick in the box that indicates your opinion

| | definitely agree | agree to some extent | disagree | need more information |
|---|------------------|----------------------|----------|-----------------------|
| DIMENSION A Creating inclusive cultures | | | | |
| A.1.1 Everyone is made to feel welcome. | | | | |
| A.1.2 Students help each other. | | | | |
| A.1.3 Staff collaborate with each other. | | | | |
| A.1.4 Staff and students treat one another with respect. | | | | |
| A.1.5 There is a partnership between staff and parents/carers. | | | | |
| A.1.6 Staff and governors work well together. | | | | |
| A.1.7 All local communities are involved in the school. | | | | |
| A.2.1 There are high expectations for all students. | | | | |
| A.2.2 Staff, governors, students and parents/carers share a philosophy of inclusion. | | | | |
| A.2.3 Students are equally valued. | | | | |
| A.2.4 Staff and students treat one another as human beings as well as occupants of a 'role'. | | | | |
| A.2.5 Staff seek to remove barriers to learning and participation in all aspects of the school. | | | | |
| A.2.6 The school strives to minimise all forms of discrimination. | | | | |
| DIMENSION B Producing inclusive policies | | | | |
| B.1.1 Staff appointments and promotions are fair. | | | | |
| B.1.2 All new staff are helped to settle into the school. | | | | |
| B.1.3 The school seeks to admit all students from its locality. | | | | |
| B.1.4 The school makes its buildings physically accessible to all people. | | | | |
| B.1.5 All new students are helped to settle into the school. | | | | |
| B.1.6 The school arranges teaching groups so that all students are valued. | | | | |
| B.2.1 All forms of support are co-ordinated. | | | | |
| B.2.2 Staff development activities help staff to respond to student diversity. | | | | |

continues

questionnaire 1

| | definitely agree | agree to some extent | disagree | need more information |
|--|------------------|----------------------|----------|-----------------------|
| B.2.3 'Special educational needs' policies are inclusion policies. | | | | |
| B.2.4 The Special Educational Needs Code of Practice is used to reduce the barriers to learning and participation of all students. | | | | |
| B.2.5 Support for those learning English as an additional language is co-ordinated with learning support. | | | | |
| B.2.6 Pastoral and behaviour support policies are linked to curriculum development and learning support policies. | | | | |
| B.2.7 Pressures for disciplinary exclusion are decreased. | | | | |
| B.2.8 Barriers to attendance are reduced. | | | | |
| B.2.9 Bullying is minimised. | | | | |
| DIMENSION C Evolving inclusive practices | | | | |
| C.1.1 Teaching is planned with the learning of all students in mind. | | | | |
| C.1.2 Lessons encourage the participation of all students. | | | | |
| C.1.3 Lessons develop an understanding of difference. | | | | |
| C.1.4 Students are actively involved in their own learning. | | | | |
| C.1.5 Students learn collaboratively. | | | | |
| C.1.6 Assessment contributes to the achievements of all students. | | | | |
| C.1.7 Classroom discipline is based on mutual respect. | | | | |
| C.1.8 Teachers plan, teach and review in partnership. | | | | |
| C.1.9 Teaching assistants support the learning and participation of all students. | | | | |
| C.1.10 Homework contributes to the learning of all. | | | | |
| C.1.11 All students take part in activities outside the classroom. | | | | |
| C.2.1 Student difference is used as a resource for teaching and learning. | | | | |
| C.2.2 Staff expertise is fully utilised. | | | | |
| C.2.3 Staff develop resources to support learning and participation. | | | | |
| C.2.4 Community resources are known and drawn upon. | | | | |
| C.2.5 School resources are distributed fairly so that they support inclusion. | | | | |

Priorities for development

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Appendix 3

Questionnaire for the headmaster (Booth, Ainscow, & Kingston, 2007, pp. 98-99).

cuestionario1 indicadores

Por favor, señale entre las siguientes opciones la que refleje su vinculación con el centro:

- | | |
|---|---|
| <input type="checkbox"/> Profesional | <input type="checkbox"/> Voluntario |
| <input type="checkbox"/> Equipo directivo | <input type="checkbox"/> Niño |
| <input type="checkbox"/> Padre / cuidador | <input type="checkbox"/> Otro (especificar) |

¿En qué medida los siguientes enunciados describen su centro?
Por favor, marque una respuesta para cada enunciado

| | totalmente de acuerdo | ni de acuerdo ni en desacuerdo | desacuerdo | necesito más información |
|---|-----------------------|--------------------------------|------------|--------------------------|
| Dimensión A. Creación de culturas inclusivas | | | | |
| A.1.1 Todo el mundo se siente bienvenido | | | | |
| A.1.2 Los niños se ayudan unos a otros | | | | |
| A.1.3 Los profesionales trabajan bien juntos | | | | |
| A.1.4. Los profesionales y lo niños se tratan con respeto unos a otros | | | | |
| A.1.5. Los profesionales y los padres / cuidadores colaboran | | | | |
| A.1.6 Los profesionales asocian lo que sucede en el centro con las vivencias de los niños en el hogar | | | | |
| A.1.7 Los profesionales y el consejo escolar trabajan bien juntos | | | | |
| A.1.8 Todos los grupos locales están implicados en el centro | | | | |
| A.2.1 En el centro todos comparten el compromiso con la inclusión | | | | |
| A.2.2 Las expectativas son elevadas para todos los niños | | | | |
| A.2.3 Todos los niños son tratados por igual | | | | |
| A.2.4 El centro ayuda a los niños a sentirse bien consigo mismos | | | | |
| A.2.5 El centro ayuda a los padres / cuidadores a sentirse bien consigo mismos | | | | |
| Dimensión B. Creación de políticas inclusivas | | | | |
| B.1.1 Se da un trato justo a los profesionales en relación con las oportunidades de empleo y promoción | | | | |
| B.1.2 Todos los profesionales nuevos reciben ayuda para la adaptación inicial | | | | |
| B.1.3 Se anima a que todos los niños de la zona formen parte del centro | | | | |
| B.1.4 El centro es físicamente accesible para todas las personas | | | | |
| B.1.5 Se ayuda a todos los niños en su adaptación inicial | | | | |
| B.1.6 Los profesionales preparan a los niños adecuadamente para pasar a otros centros | | | | |
| B.2.1 Todos los apoyos están coordinados | | | | |
| B.2.2 Las actividades de formación continua ayudan a los profesionales a responder a la diversidad de niños | | | | |
| B.2.3 La política de "necesidades educativas especiales" es inclusiva | | | | |
| B.2.4 La normativa vigente sobre necesidades educativas especiales se utiliza para reducir las barreras para el juego, aprendizaje y participación de todos los niños | | | | |
| B.2.5 El apoyo para aquellos cuya lengua materna es diferente al castellano beneficia a todos los niños | | | | |
| B.2.6 Las normas de conducta hacen que el centro funcione mejor | | | | |
| B.2.7 Existen pocas presiones para excluir a los niños considerados disruptivos | | | | |

continúa

| | <i>totalmente de acuerdo</i> | <i>ni de acuerdo ni en desacuerdo</i> | <i>de acuerdo</i> | <i>necesito más información</i> |
|---|------------------------------|---------------------------------------|-------------------|---------------------------------|
| B.2.8 Existen pocas barreras para la asistencia | | | | |
| B.2.9 Se intenta eliminar el bullying (acoso escolar) | | | | |
| Dimensión C. desarrollo de practicas inclusivas | | | | |
| C.1.1 Las actividades se planifican teniendo en cuenta a todos los niños | | | | |
| C.1.2 Las actividades fomentan la comunicación entre todos los niños | | | | |
| C.1.3 Las actividades fomentan la participación de todos los niños | | | | |
| C.1.4 Las actividades sirven para comprender mejor las diferencias entre las personas | | | | |
| C.1.5 Las actividades evitan los estereotipos | | | | |
| C.1.6 Se implica activamente a los niños en el juego y el aprendizaje | | | | |
| C.1.7 Los niños cooperan en el juego y el aprendizaje | | | | |
| C.1.8 Las evaluaciones fomentan los logros de todos los niños | | | | |
| C.1.9 Los profesionales fomentan una atmósfera tranquila basada en el respeto | | | | |
| C.1.10 Los profesionales planifican, revisan y se implican en actividades de colaboración | | | | |
| C.1.11 Los profesores de apoyo / ayudantes apoyan el juego, el aprendizaje y la participación de todos los niños | | | | |
| C.1.12 Todos los niños participan cuando hay actividades especiales | | | | |
| C.2.1 El centro está organizado para fomentar el juego, el aprendizaje y la participación | | | | |
| C.2.2 Los recursos se distribuyen de un modo justo | | | | |
| C.2.3 Se utilizan las diferencias entre los niños como recurso de apoyo al juego, el aprendizaje y la participación | | | | |
| C.2.4 Se utiliza plenamente la experiencia de los profesionales | | | | |
| C.2.5 Los profesionales elaboran recursos compartidos para apoyar el juego, el aprendizaje y la participación | | | | |
| C.2.6 Se conocen y utilizan los recursos del entorno | | | | |

¿Qué le gustaría cambiar de su centro?

1. -----
2. -----
3. -----
4. -----
5. -----