

UNIVERSIDAD DE GRANADA

Facultad de Ciencias de la Educación



The cultural diversity in English primary classrooms

Isabel María Macías Jover

**Trabajo Final de Grado
Grado en Educación Primaria**

2014



Universidad de Granada

ABSTRACT

On March 2014, I received a grant to do placement in Bradford, United Kingdom. I had already been there nine months as an Erasmus student. The majority of people who live in Bradford are from countries such as Pakistan, Bangladesh...and in schools you can rarely see English students. It is something that has always caught my attention, so that is why when I went again in March I decided to do an investigation between children from different countries. I observed for the whole month of March three students: one child from Lithuania, other from China and other from Pakistan and see the main differences between them. With this work what I pretend to know is why children of not English nationality have some kind of problem either in the academic as well as their behaviour in class and in the relationship with their peers.

KEY WORDS

Cultural diversity, primary, relationships, behaviourism, Bradford

The cultural diversity in English primary classrooms

Educational
investigation

Isabel María Macías Jover

Granada 2014

INDEX

1) INTRODUCTION AND JUSTIFICATIONS.....	3
2) LITERATURE REVIEW.....	4
3) METHODOLOGY.....	12
3.1) SAMPLE.....	12
3.2) PROCEDURE.....	13
3.3) TOOLS.....	14
4) RESULTS.....	15
5) DISCUSSION.....	16
6) CONCLUSIONS.....	19
7) REFERENCES.....	20

APPENDICES

1) INTRODUCTION AND JUSTIFICATION

The main objective of this research is to know how children of other cultures and nationalities study and live in an English school, how the relationship with peers and teachers is, and how they learn to write and read and as they get used to some habits that are not of their culture.

My research is going to take place in Horton Grange Primary school in the English town of Bradford. There are two schools with this name, one older and other more modern, which I will carry out my research. The school includes courses from kindergarten through sixth grade. Many of the children studying in this school are from Pakistan, Bangladesh., Iraq ... My research will be carried out in year 3. where my placement is going to take part.

The children in this class are between 7 and 8 years old and more or less all have the same level and keep on with the class.

The aims of this research are:

- Understand the integration of foreign students depending on the characteristics of school of registration.
- Show children the difference between Eastern and Western countries
- Analyze the relationship these children have with peers and teachers
- Watch for unusual or odd behaviour on the part of any of them
- Ask the teachers about the progress of these children and how they are integrated in the classroom
- See if they behave differently from other peers and try to explain why.
- Propose, based on the information gathered, modes of action for improving the inclusion of foreign students in the classroom.

The reason I choose this topic is because I had never heard about a city in which there was more population from other countries, and also because I thought it could be

interesting to analyze how the family and culture of the country affects children in school.

2) LITERATURE REVIEW

Next, we will see a series of papers and documents on which I have based my research.

SOCIAL DEVELOPMENT OF THE CHILD

M.a Del Pilar Valcarcel Gonzalez at the University of Valencia

El desarrollo social del niño by M.a Del Pilar Valcarcel Gonzalez Universidad de Valencia

The article talks about the three factors involved in the child's social development: family, school and peer group. Learning is the most important factor in the social development of the child. In the first years of school the most important developments such as are located:

The development of competitiveness and motivation on success and modeling and self-reinforcement.

From five, six years is when consciousness begins to be less limited to specific behaviours and relate to the development of more generalized abstract rules. According to Piaget children have two moralities:

- The unilateral moral respect or obedience
- Second morality, which is characterized by equality and reciprocity

As we said earlier, family school and peer group are most important in a child's development. This will play and interact with others, which will be their peers and not adults as they provide the possibility of asserting it.

CULTURAL DIVERSITY IN THE CLASSROOM E / LE:

María Isabel Iglesias Casal. University of Oviedo

Diversidad cultural en el aula de E/LE: la interculturalidad como desafío y como provocación by María Isabel Iglesias Casal

The main theme of the article is the main communication skills an adult has to have to be able to relate to someone of another nationality.

The intercultural learning objective is the development of learner's receptivity to different languages and different cultures, captivating curiosity and empathy to their members. When we approach learning a foreign language we are taking an intercultural learning process because we have to face this other culture that pokes our eyes. But we don't start from the beginning, in each of us live experiences and prior knowledge that we use to learn the language and address the culture.

MULTICULTURAL SCHOOL

Interview to Miquel A. Essombra

Escuela y multiculturalidad Entrevista a Miquel A. Essombra

In this interview with Professor Miguel A. Essombra from the Department of Applied Pedagogy UAB we can see are the problems in having a child from another culture and how they can afford. The main problem is that it will be involved in a lot of ethical and methodological debates. The best solution to these problems is the inclusion. The teacher asks the school not to forget, and to the teachers many books and a receptive and open attitude to change.

CULTURAL DIVERSITY AND CONTENTS SCHOOL

Torres Jurjo Santomé. Universidade da Coruña. Science Faculty of Education.
Pedagogy and Teaching Department.

A Coruña, Spain

Diversidad cultural y contenidos escolares by Jurjo Torres Santomé

Consider the issue of justice and equality of opportunity in education requires analyzing to what extent the school curriculum not respect the idiosyncrasies of the groups and people who have to live in that institution.

Educate involves helping students to build their own world view based on an organization of information to emphasize the way in which, in the past and in the present, were made and social gains are made , cultural and scientific. The education

system in recent years, has taken some steps to address diversity, for example, the creation of curricular diversification groups, educational support, curricular adaptations, compensatory education programs and social security programs, optionality increased, the splitting of classrooms, etc..

These types of measures are insufficient if we do not think seriously the content that the education institutions consider basic. We must remember who, how and why they select those contents. The educational institutions are one more element in the production and reproduction of hate speech. There are nine incorrect curricular strategies for the author: segregation, exclusion, silenced cultures, disconnection, partitioning subjects, misrepresentation, and naturalization and psychologising.

INTERCULTURALITY IN CLASSROOMS. A CHALLENGE FOR LIVING

Dori Valero.

Interculturalidad en las aulas. Un reto para la convivencia by Dori Valero

The increase in the immigrant population that has occurred in the last ten years in Spanish state has led to the emergence in the territory of new ways of living and thinking, which in some cases conflict with existing ones. We present a brief analysis and some solutions to the problems that arise in the classroom and aims to raise questions for reflection on this topic. Interculturalism requires contact between different cultures and shares the same space, coexistence. The immigrant population is growing very rapidly. To educate in diversity first thing to consider is communication, considering that in the classroom need to structure this communication on two levels: first between individuals and second among cultures. An international convention ensures that, at present, the best possible political system is democracy and we must help countries to achieve reach undemocratic.

REFLECTIONS ON CULTURAL DIVERSITY IN THE CLASSROOM

Eduardo Juan Lopez

Reflexiones sobre diversidad cultural en el aula by Eduardo Juan López Felices

Regarding cultural diversity we can highlight and consider the following:

1. All students are equal.

2. Students from outside are a problem to overcome.
3. Students can become a serious problem or danger.
4. We all have to readapt

Student tends to become synonymous with problematic or unwanted, so if we approach it with that "label or prejudice" it will cost us more to have satisfactory results, so it is important to abandon prejudice and be optimistic. The diverse, about teachers, is not addressed, so that we become more conservative and less willing to experience new situations. Cultural diversity leads us to a clear conclusion: the faculty are willing to assume in the best way possible, as it is a reality that is presented every day in the classroom, but doesn't have the sufficient resources available necessary to cover completely, but although we are working on it, it's important to move forward with the commitment of teachers, students, families and institutions.

HOW TO PROMOTE SOCIAL DEVELOPMENT IN CHILDREN

Ana B. Gutierrez Corridor

Cómo favorecer el desarrollo social en los niños y niñas. En Innovación y experiencias educativas by Ana B. Gutierrez Corridor

The aim of this article is to place theoretically by answering some basic questions how the socialization process occurs in the child, the agents who influence the process and the main conflicts that arise derivatives group life, later to move into daily classroom life, putting practical educational strategies and activities conducive to the development of the principle of socialization of students.

These are the Legal basis of the English National Curriculum:

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage and sex education to pupils in secondary education.

Maintained schools in England are legally required to follow the statutory National Curriculum which sets out in programmes of study, on the basis of key stages, subject content for core and other foundation subjects that should be taught to all pupils. All schools must publish their school curriculum by subject and academic year online.

All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

The aims of the National Curriculum in England are the following:

- The National Curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.
- The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons.

The structure is the following:

Pupils of compulsory school age in community and foundation schools, including community special schools and foundation special schools, and in voluntary aided and voluntary controlled schools must follow the National Curriculum. It is organised on the basis of four key stages and twelve subjects, classified in legal terms as ‘core’ and ‘other foundation’ subjects.

The Secretary of State for Education is required by legislation to publish programmes of study for each National Curriculum subject, setting out the ‘matters, skills and processes’ to be taught at each key stage. Schools are free to choose how they organise

their school day, as long as the content of National Curriculum programmes of study is taught to all pupils.

The proposed structure of the new National Curriculum, in terms of which subjects are compulsory at each key stage, is set out in the table below:

The proposed structure of the new National Curriculum, in terms of which subjects are compulsory at each key stage, is set out in the table below:

	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Age	5 – 7	7 – 11	11 – 14	14 – 16
Year groups	1 – 2	3 – 6	7 – 9	10 – 11
Core subjects				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Other foundation subjects				
Art and design	✓	✓	✓	
Citizenship			✓	✓
Computing ¹	✓	✓	✓	✓
Design and technology	✓	✓	✓	
Foreign languages / modern foreign languages ²		✓	✓	

¹ Subject to the outcome of consultation on changing the subject from 'information and communication technology' to 'computing'.

² At Key Stage 2 the subject title is 'foreign languages'; at Key Stage 3 it is 'modern foreign languages'.

Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical education	✓	✓	✓	✓

Figure 1 Proposed structure of the new National Curriculum

The objectives for Primary education in Spain are established in The Organic Law on Education (**LOE 2/2006**) in its article 27 and the **Royal Decree 1513/06**. Primary Education will contribute to the children`s development of certain abilities by the end of this school stage and they will allow them to:

a) Know and appreciate the values and rules of coexistence, learn how to behave according to them, prepare for acting as a citizen and respect human rights, as well as the plural character of a democratic society.

b) Develop individual and team work habits, in addition to the attitudes of self-confidence, critical sense, personal initiative, curiosity, interest and creativity in the learning process.

c) Acquire abilities to avoid and solve conflicts peacefully, abilities which allow them to cope with the family and domestic context in an autonomous way, as well as with the social groups they are connected with.

d) Know, understand and respect cultural and personal differences among people,, equal rights and opportunities both for men and women and the principle of non-discrimination of the disabled.

e) Know and use of the Spanish language appropriately and also the co-official language of the Autonomous Region, if any; develop reading habits.

f) Acquire in, at least, one foreign language, the basic communicative competence to produce and understand simple messages as well as to manage properly in daily situations.

g) Develop basic mathematical competences and begin to solve problems requiring calculation for elementary operations, knowledge about geometry and estimation, as well as be able to apply them in their daily life situations.

h) Know and value their natural, social and cultural environment, in addition to the possibilities for acting in and taking care of it.

i) Begin to use information and communication technologies in order to learn and develop a critical nature towards the messages they produce and receive.

j) Use different artistic representations and expressions and initiate themselves in the production of the visual proposals.

k) Value hygiene and health, accept their own and others` bodies, respect differences and using physical education and sports as a means of favouring personal and social development.

l) Know and value animals which are close to human beings and adopt the ways of behaviour that favour their care.

m) Develop their affective capacities in every field of their personality and in their relationship with the others, as well as an opposite attitude towards violence, towards any type of prejudice and sexist stereotype.

n) Foster traffic safety education and attitudes of respect which affect precaution in traffic accidents.

These general objectives for Primary are complemented by the Decree 230/07 for Primary Education in Andalusia. They will help them to:

- a) Develop pupils' confidence, their critical sense, personal initiative, their ability to learn, plan, take risks and decisions as well as responsibilities.
- b) Know and value the natural and cultural richness of Andalusia and cooperate actively in its maintenance and care; understand the linguistic and cultural diversity as a value of peoples and individuals as well as develop an attitude of interest and respect towards it.
- c) Know and appreciate the specific and different features of the Andalusian linguistic varieties.
- d) Know and respect the Andalusian cultural richness from the knowledge and understanding of Andalusia as a cultural meeting community.

3) METHODOLOGY

3.1) Sample

The Horton Grange Primary school serves children from 3-11 years old, from a variety of ethnic and cultural backgrounds. As a voluntary controlled school is a foundation of the church, controlled and funded by the Council. The school's goals are:

- develop the moral, spiritual, social, intellectual and physical of the child.
- the development of tolerance and understanding of all cultures and religions to ensure that all children have equal access to a broad, balanced and differentiated curriculum.

The expected participants are second-grade children aged 7 to 8 years.

3.2) Procedure

The main method I have used is direct observation of children in their working hours. The direct observation method is one of the most used. The analysis is performed by

observing the occupant of the office, in a direct and dynamic, in the exercise of their functions, while charges analyst makes key data his observation on the job analysis sheet. The characteristics are the following:

- The charges analyst collects data about a charge by observing the activities that the occupant of it makes.
- The participation of the analyst positions in the data collection is active, the occupant is passive.

Through observation will discuss different tables and results

The class is organized into 6 tables, with 6 students per table.. The most advanced students are sat at tables that are in front of the class door and less on end tables and the which they follow every Wednesday is:

School starts at 9. Children get changed shoes (everyone has the same to be in class on the carpet) removed their reading book and write the date. They also have time to read a text, answer the questions and write them in their notebook using punctuation and without using a rubber. They have math class in which they have a blackboard, eraser and a pen for each child and a science class in which the teacher explains everything through whiteboard. They also have a music class in which the teacher teaches them songs and finally the teacher tells a story or if there is a major event on that date she explains it to them. (Mother's Day, Valentine, Poppy day ...)

Through this routine what I intend to discuss with the observation is:

- The pace by which children learn (fast or slow)
- The type of calligraphy and numbers of children
- How they behave and what do they do in the playground time
- How is the relation related in class with peers
- What is their relationship with the teacher
- How they behave with me

The other method I will use is the califications. It will consist in asking the teacher for some test scores from different subjects (language, mathematics, science) and from there see:

- Which students or students have the best and worst marks
- Compare students between them
- Compare the subjects between them and their difficulty

The information written in this work is totally confidential as it is very important to keep the welfare of children and if they say that I am doing research they can get nervous, can tell the parents and the school have problems.

Therefore, the measures that will be taken to ensure that research is ethically promulgated will be:

- Not write the name of any child or teacher
- Not put any picture and if necessary ask permission from parents
- Do not force children to do anything they do not want and will never be interrupted in the work they are doing.

Data will be collected every Wednesday in school, both in the classroom and on the playground, auditorium, music room of year 3 between 9 am and 3 pm.

3.3) Tools

In the appendix 1, you will see some observation grids which I have done by myself and used in every class. The following results will be based on those observation grids.

4) RESULTS

Knowledge of children is necessary for any teacher. The observation, in this age, is the most suitable way of getting information. But an arbitrarily made observation won't be very useful as we would not get to have a complete idea of the person. Efforts are made to objectify the information through checklists, scales...

As I have said before there are several different nationalities in the class, so I have analyzed and observed 3 children from 3 different countries (China, Lithuania and Pakistan).

We can see five different types of tables:

- The first is a list of phrases that describe students in their day of class
- The second is an observation sheet on behaviour
- The third is an observation sheet on the reading skills
- The fourth is a form of observation about writing skills
- The fifth is a form observation about maths skills

These aspects provide an outline of observation and not a list of questions, so sometimes there will be issues that will not have answer or cannot be observed and, therefore, may be blank.

The objects of study are a girl from Lithuania, a girl from China and a child in Pakistan.

As shown in the tables there is a big difference between the 3 kids and I'll explain which they are.

The girl from Lithuania is selfish, disobedient, sometimes does not apologize when she makes a mistake, has an irresponsible behaviour isn't very nice, does not seem to feel guilty after doing something wrong, sometimes does not help colleagues and doesn't accept their help. Sometimes she doesn't organise well the work, does not show interest in the study or accept norms. On the other hand, does not talk much, does not have many difficulties in learning, finishes the work she has started, tries to overcome the difficulties, works with the teacher, is punctual, tidy and has hygienic correct habits. Related to academic results, she reads with an appropriate speed, understands what she reads and pronounces clearly. When writing, she does not omit letters or words, no dysgraphic traits, her lyrics, ligament and speed are adequate, does not change the order of the numbers or has difficulty reading them and she neither makes frequent mistakes, she handles well in all operations (addition, subtraction, multiplication and division) and reaches the average level of peers.

The Chinese girl is not selfish or asking much attention or is disobedient, not talk when it's not her turn, or has an irresponsible behaviour or speaks too much. Sometimes she has learning difficulties. Normally, she usually ends what she begins, ask forgiveness, helping peers, accept their help, just started work, trying to overcome the difficulties, working with the teacher, is punctual, tidy, well accepted standards and meets, greets and bids and have proper hygiene habits.

Reads at a good speed, understanding what she reads and pronouncing it in a clear way. As for writing, she doesn't omit letters or words, no dysgraphic and lyrics features and speed are correct.

Pakistan's child sometimes displays selfish, begs for attention, is disobedient, speaks when it isn't his turn, doesn't finish the work on time, sometimes doesn't organize well his work, nor indicated interest in the study and is a bit messy. Always ask for forgiveness, helps peers, accept help from them, tries to overcome difficulties, works with the teacher, is punctual, greets and says goodbye and has good hygiene. On the other hand, behaves responsibly and does not talk much.

Sometimes he doesn't read with an appropriate speed for his age, or understand 100 percent what he reads or has clear pronunciation. When writing, sometimes omits letters or words, doesn't neither write letters correctly nor unites properly. As for the calculation, sometimes changes the order of the numbers, has trouble reading them, makes frequent errors, does not reach the average level of peers and usually develops not quite right addition, subtraction, multiplication and division.

5) DISCUSSION OF RESULTS

Using the results we will proceed to discuss each child and see how it differs from the others and why. To start with I will say that the data are taken only on Wednesdays, the only day I could go and that I have answered in all sincerity and according to what I saw in children.

The girl from Lithuania is eight years old and came to school when she was 3. As shown in the tables and results in daily habits and behaviour in class with their teachers and peers is not very good. What I stand out the most is that she always wants attention; she always wants to be right and always gets dirty looks when she is told off. On the contrary, we can see that in all academic fields is an excellent student and has no

problem in learning. Her best are numbers and is able to add and subtract at a surprising speed and is one of the few in the class that when the teacher is explaining she first understands without having to repeat twice. She is also an excellent reader, with a reading ability and impressive speed. She has a lot of imagination so she has a great talent for writing and rarely has spelling mistakes. When I spoke to the teachers they told me that was possibly the most intelligent student in the class but that their ways of behaving were not always correct. When asking why they explained that she came to school with 3 years old without knowing any English, only spoke their native language (Lithuanian). So while learning English she had trouble adapting to the routine of their peers and interact with them because it was also a new country, a new school and a new class. She is also slightly higher than overall average in class. Through the following paragraph (Reference 1) we can see why she has such a good academic results: The education system in Lithuania is quite good. Almost 31 percent of the adult population has a college degree, while more than 60 percent finished high school as a program of not post-secondary college. Lithuania has twice as many people with higher education than the rest of the European Union countries, and is by far the most cultured nation of the three Baltic States. Even more impressive is the fact that 90 percent of the Lithuanian population speaks at least one foreign language, and more than half of adults in Lithuania have domain in two or more foreign languages.

The Chinese girl is seven years old. At this school from 3 years but unlike the Lithuanian girl, knew English. As we have seen in the results, in general, unlike the girl from Lithuania, has good classroom behaviour and habits of everyday also usually always correct. Sometimes she has a learning difficulty and sometimes when she is tired does not show much interest in the study. She is very outgoing, always friendly and attentive to others, behaves properly and does what her teachers say. She has a very good relationship with all his classmates. Knows how to use the art of origami (Japanese technique which consists of folding paper to obtain various forms) and some Wednesdays when I go into the class she gives me some. She is also a very smart girl, does not have many problems academically. She has an amazing talent for reading and writing, and sometimes has to do things different to others because she has a higher level than them. In calculating sometimes has trouble reading the numbers but it is usually an excellent student. She sits at the table with those who do better academically in the class. Honestly, we can't have many negative reviews of this student as both

academic and personal level is pretty good. In China the school day is from Monday to Friday from 8.00 to 16.00 and on Saturdays they have class until 12. The average number per classroom is 38 to 50. This is considered normal in Asia. There isn't any individualized education, students are divided into groups according to skill or speed. The Chinese school calendar is 240 days schooldays, in contrast to the American which is 180 days. I've always heard in the Tv, Radio, Newspapers that Chinese children are the most intelligent in the world and perhaps the example of this girl could be taken for granted, however, in these two recent articles you can see how children are genetically manipulated when they are born (Reference 2)

The child from Pakistan also has seven years and usually has a good behaviour but sometimes requires much attention and is disobedient. His academic results are not very good at all since both the reading and writing don't have a very good speed, sometimes has trouble reading a sentence and sometimes does not understand and doesn't know how to read well. When writing letters sometimes is confusing for him. The calculation is usually better but sometimes changes the order of the numbers and makes frequent mistakes. When I asked why his results were not very good the teacher told me that the boy had come to school when he was five years old and that the educational system of Pakistan is different than the English one. Through the following, (Reference 3) we can see why this student may not have as well academic results as the other two:

Despite recent advances in education, Pakistan still faces many challenges and issues, such as poverty, sectarian violence, inadequate teacher training, lack of resources and discrimination, especially against students. At present, the adult literacy rate in the country is only 58 percent (69 percent for males and 45 percent for women), well below the world average.

Also I have to say that these results do not only depend on the country of origin, which of course has a great weight, but also the family. Teachers teach them good manners and subjects, but every parent at home has to educate the child in the right way, to be educated, responsible, reviewing homework with him, ask him how school has been.

I think that the methodology would have been better if I had been able to go school more days; I would have had more time and perhaps could have done a questionnaire to teachers or parents.

6) CONCLUSION

In conclusion, we can say that the Lithuanian girl doesn't have a very good behaviour but her results are formidable, the Chinese girl has both behaviour and excellent academic results and that the child of Pakistan has good behaviour but not good academic results.

This, as I have shown with articles may be due to the culture of their country and its education system. In the case of the girl from Lithuania, their education system is good, as she went to school without knowing English, she struggles more in the relationship with peers and teachers.

The Chinese girl came to school knowing English and the education system in China is very good, so her behaviour and his grades are very good

Pakistan's child has no behaviour problems because when he arrived at school he knew English, but as there are problems of education in his country which I have mentioned above (poverty, violence, lack of staff) maybe that's why his results are not very good.

Although the child is studying in the UK and he has to adapt the English education system, the educational system of their home country influences.

My research, as well as the methodology could be extended by analyzing more children from other nationalities in the class, but I think these three have been enough as more nationalities would have been more complicated. I also found it a bit difficult because I could only record the results of the observation at the end of the class as I was most of the time with the kids.

I have to say that the class is divided into six tables; the first two have children who are more advanced, the middle ones those kids with medium level and the background with children less advanced. I don't think is bad, but the kids know which table they are sitting and I think is not very suitable for them and their self-esteem to know that they are sitting on the end tables because they have a lower level to the rest of the class

Moreover, in my research I have also observed that no textbooks are used, the teacher only explains through the whiteboard. I was surprised, because in Spain we also use the board but mostly it is used textbooks. It seems an appropriate method, as it is very

interactive, with many images and children also know how to use although I think there are some textbooks that help children's learning.

I have found this work very interesting because I learned things about the educational system of other countries and the English one, and having to do classroom observations I have been more aware of children and I have watched more carefully how they behave and how they learn.

7) REFERENCES

Essombra, M.A. (2005): "Escuela y multiculturalidad" *entrevista a Miquel.A Essombra*, available from:

<http://www.educaweb.com/esp/servicios/monografico/multiculturalidad/entrevista-a.html> accessed 18 March 2014

Gutierrez Corredor, Ana B (2010): "Cómo favorecer el desarrollo social en los niños y niñas". *En Innovación y experiencias educativas, No. 25 Octubre*, available from

http://www.csi-csif.es/andalucia/modules/mod_ense/revista/pdf/Numero_35/ANA_B_GUTIERREZ_CORREDOR_01.pdf accessed 23 March 2014

Inglesias Casal, M.I. (1998): "Diversidad cultural en el aula de E/LE: la interculturalidad como desafío y como provocación" *El español como lengua extranjera: del pasado al futuro : actas del VIII Congreso Internacional de ASELE*, 8: 463-462, available from:

http://cvc.cervantes.es/ensenanza/biblioteca_ele/asele/pdf/08/08_0461.pdf , accessed 19 March 2014

López Felices, E.J. (2006): "Reflexiones sobre diversidad cultural en el aula", *aldadis.net, la revista de educación, nº10.septiembre*, available from:

<http://www.aldadis.net/revista10/documentos/08.pdf> accessed 22 March 2014

Torres Santomé, J. (2008) "Diversidad cultural y contenidos escolares", *en Revista de Educación*, 345, available from:

http://www.revistaeducacion.mec.es/re345/re345_04.pdf accessed 20 March 2014

Valcárcel González, M.P. (1986): "El desarrollo social del niño" *Revista Educar* 9: 5-21, available from: <http://educar.uab.cat/article/view/469/450> , accessed 17 March 2014

Valero, D. (2012): “Interculturalidad en las aulas.Un reto para la convivencia” *Jornadas de Foment de la Investigació*, available from http://repositori.uji.es/xmlui/bitstream/handle/10234/79658/forum_2001_4.pdf?sequence=1 accessed 21March 2014

APPENDICES

1) List of sentences that describe the children. It will be scored as followed:

- 2- If it's always or almost always true
- 1- If it is sometimes true
- 0- If it doesn't adjust to the child

	Lituania	China	Pakistán
Participates in class	1	1	2
Argues a lot	2	0	1
Replies to the teachers	2	0	1
Finishes things that starts	2	2	2
Is cruel and selfish	2	0	1
Requires a lot of attention	0	0	1
Is disobedient	2	0	1
Asks for forgiveness	1	2	2
Lies	2	0	0
Speaks although when it's not his turn	1	0	1
Behaves irresponsible	2	0	0
Talks too much	0	0	0
Is kind	1	2	1
Has difficulties in learning	0	1	2
Doesn't fill guilty after having a bad	2	1	1

behaviour			
-----------	--	--	--

2) Behavioural traits

It will be punctuated “2” “1” “0”

	Lituania	China	Pakistán
Helps his classmates	1	2	2
Accepts the help from classmates	1	2	2
Finishes the work started	2	2	1
Attempts to overcome the difficulties	2	2	2
Organizes well his work	1	1	1
Distract other	2	0	1
Expresses interest in studying	1	1	1
Tries to have the attention of the teacher	2	0	2
Always comes to class	2	2	2
Collaborates with the teacher	2	2	2
Is punctual	2	2	2
Is tidy	2	2	1

Accepts the rules of the class	0	2	1
Normally says hello and goodbye	1	2	2
His hygienic is good	2	2	2

3) Reading

It will be marked “yes” “no” “sometimes”

	Lituania	China	Pakistán
Speed	Yes	Yes	Sometimes
Correct comprehension of what he is reading	Yes	Yes	Sometimes
Clear pronunciation	Yes	Yes	Yes
Changes the order of syllables	No	No	No

4) Writing

It will be marked “Yes” “No” “Sometimes”

	Lituania	China	Pakistán
Letter or words omission	No	No	Sometimes
Dysgraphic features	No	No	No
Correct form of the letters	Yes	Yes	Sometimes
Joins letters correctly	Yes	Yes	Sometimes

Speed	Yes	Yes	Sometimes
-------	-----	-----	-----------

5) Calculation

It will be marked “yes” “no” “sometimes”

	Lituania	China	Pakistán
Changes the order of numbers	No	No	Sometimes
Struggle in Reading them	No	Sometimes	Sometimes
Operations: addition, subtraction, multiplication, division (Depending on the level he understand them successfully)	Yes	Sometimes	Yes
Has frequent mistakes	No	No	Sometimes
Reaches the medium level of peers	Yes	Yes	Sometimes