



**PEDAGOGICAL PRACTICES AND TEACHER  
COLLABORATION IN INTERCULTURAL RECEPTION  
CLASSES IN GREEK PRIMARY SCHOOLS**

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**Abstract:**

This study, which utilizes Basil Bernstein's theoretical framework, aims to investigate the pedagogical practices implemented in the Reception Classes in Educational Priority Zones (RC EPZ) in primary schools, which were set up in Greece as support for the educational needs of socially and interculturally vulnerable student groups (such as refugee children). In addition, it aims to investigate the development of collaborative relationships between the teachers in these reception classes and their colleagues who teach in the normal classes that the RC EPZ pupils come from. The research was conducted using semi-structured interviews and with the participation of 18 teachers who taught in RC EPZ primary schools in the region of Central Greece. The main findings of this study revealed that the pedagogical practices of the teachers in the RC EPZ are characterised by weak classification and framing and lean towards the rules of implementation of an invisible pedagogical practice. What's more, it emerged that

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collaborative relationships between the RC EPZ teachers and the normal class teachers were significantly limited and scant.

**Keywords:** reception classes, educational priority zones, pedagogical practices, collaborative relationships, interculturality

## 1. Introduction

Globalization, fundamental changes in the international economic landscape, and the increase in human mobility through migration flows, have collectively led to a vast diversity of citizenship across the world (Giddens & Sutton, 2020). This increased migration also resulted in the massive influx of linguistic minority students into the Greek education system, changing the makeup of the school classes, most notably in the primary school (Nikolaou, 1999). This is a new reality which impacts the teachers who are expected to handle the existing curricula in conjunction with the diverse character and particular conditions that take shape within their classrooms (Xenofontos, 2015).

Modern Greek reality is depicted in the existence of second-generation immigrants and returning nationals, as well as more than 21,000 refugee children who are in need of educational services (UNHCR, 2022). The Greek state, following international trends, set the target to have all newcomer students in Greece following school lessons regardless of their social or cultural background (Kikidis, 2020; Thoma, 2017). Consequently, this new situation is inextricably linked to the need for educational interventions of an intercultural nature.

Official intercultural educational measures were taken in Greece with the establishment of Law 2413 in 1996 as the 90s saw a massive influx of immigrants from Balkan countries, and mainly from Albania. Then, the fallout from the economic crisis in Greece from 2009 and on led, initially, to the establishment of Law 3879/2010 for the introduction of the institution of the Educational Priority Zones (EPZ) aimed at reducing the conditions of poverty and social exclusion suffered by students from sensitive intercultural social groups (Trouki, 2012). Following on from this, with the establishment of Law 4415/2016 (Article 22) by the Ministry of Education, Religious Affairs and Sport, Reception Classes in the Educational Priority Zones were established within the normal general schools, aimed at *“the participatory-active and effective education of primary school pupils who do not have the requisite knowledge of the Greek language so that they can then be integrated into the Greek educational system”*.

The review of the international scientific literature revealed that the teaching style of the teachers in the intercultural classes was influenced by the existence of students who spoke other languages, differed from how they taught in typical classes and, to a large extent, was shaped in a way that respects the cultural and linguistic knowledge of those students (Biasutti *et al.*, 2020; Obondo *et al.*, 2016; Papapostolou *et al.*, 2020). Moreover, most research revealed the use of mixed pedagogical practices and teaching styles, at times teacher-centered due to the problems in linguistic communication (Sharif, 2020;

Steffensen & Havgaard, 2018) and at others student-centered with an emphasis on more simplified, participatory and collaborative teaching methods (Agostinetto & Bugno, 2020; Biasutti *et al.*, 2020; Tsaliki, 2017). In addition, it was revealed that in intercultural classes, traditional models of learning assessment are avoided (Obondo, 2018). Difficulty in implementing strict rules in intercultural school classrooms also emerged (Devine & McGillicuddy, 2016), along with the modification of the official curricula and their adaptation to the needs of students with an intercultural background (Gözpınar, 2019; Obondo, 2018; Obondo *et al.*, 2016), as well as the tendency to 'rupture' the status quo in comparison with the normal classes, offering the particular students alternative ways of learning through fun activities and the use of digital tools (Biasutti *et al.*, 2020; Hedman & Magnusson, 2021; McDevitt, 2021).

The review of the relevant Greek scientific literature revealed the 'autonomy' of the teachers who teach intercultural classes with the shaping of a teaching programme that is entirely theirs in the face of the lack of an official curriculum for intercultural schools (Kantzou *et al.*, 2017), implementing for the most part traditional and anachronistic teaching methods (Aggelopoulou & Manesis, 2017; Kantzou *et al.*, 2017; Karagianni, 2020; Maligkoudi & Tsaousidis, 2020; Xenofontos, 2017). A lack of relevant studies was discovered in the investigation of the pedagogical practices that are implemented in Greek intercultural classes, as the research that has been carried out in Greece focuses its interest on the intercultural preparedness of the teachers and the pedagogical climate that is shaped in the particular classes (Gogola, 2021; Kantzou *et al.*, 2017; Sgoura *et al.*, 2018).

In regards to the collaborative relationships that develop within the school space, both the international and the Greek literature reveal that despite the teachers' apparently positive attitude to collaboration (Borg & Drange, 2019; Forte & Flores, 2013; Johnson, 2003; Milteniene & Vencloaitė, 2012), the development of truly collaborative relationships is limited. In addition, the collaborative relationships between teachers are usually fragmentary, and occasional and mainly to do with issues related to the technical operation of the school (Borg & Drange, 2019; Bottia *et al.*, 2016; Giakoumi & Theofilidis, 2012; Corrie, 1995; Louloudis, 2020; Muckenthaler *et al.*, 2020; Penna, 2012; Sakkoulis *et al.*, 2019; Tologlou, 2020; Villavicencio *et al.*, 2021; Yuan *et al.*, 2018).

This paper aims to highlight and analyse the pedagogical practices that the teachers implement at the micro-level of the Reception Classes in Educational Priority Zones (RC EPZ) in primary schools for teaching students who speak a foreign language. At the same time, it investigates the existence, or not, of collaboration as well as the kind of collaborative relationships that develop with the teachers of the normal classes to which these particular students belong.

## 2. Theoretical framework

Basil Bernstein's theoretical framework, and in particular the concepts of code, border, classification and framing, as well as pedagogical practices, was used in order to approach and analyse the data in this research sociologically.

According to Bernstein (1989), code refers to a regulatory principle that is adopted silently by the subjects, selects and unifies appropriate meanings, the forms of their actualization, and the framework for highlighting them and regulating the behaviour of the subjects. More specifically, the code regulates the relationships between frameworks just as much as it does within the frameworks (Bernstein, 1989, 2003). In addition, the code, as a regulatory principle, permeates various message systems, especially the curriculum, pedagogy and evaluation (Morais, 2002). In the case of this research, we suppose that the code that shapes the pedagogical practices of the RC EPZ primary school teachers will be differentiated from the official curriculum in the normal classes and will appear in the form of an unofficial curriculum for the teaching of the Greek language to the specific student population, which is determined by the Institute of Educational Policy (I.E.P.) and the Ministry of Education (2017).

The concept of border according to Basil Bernstein is a social contract and practice that separates social groups, cognitive areas and the stages of the processes, in time and space (Moore, 2001). It can be something concrete or something abstract (Bernstein, 1989, 1998). In this case, we suppose that the likely 'weakening' of the borders in the space of the RC EPZ by the teachers that teach there will lead to the appearance of various 'changes' in their pedagogical practices. The strength of the border depends on the semantic subtractions of the classification and framing and on the values that these have each time (Bernstein, 1989; Hoadley, 2008; Koustourakis, 2018).

*"Classification is the strength of the border between various categories and refers to the power that determines what can be placed together with what, forming a category, and how powerful the distinction is between one category and another"* (Koustourakis, 2007; Solomon, 1989). Classification is strong when there are strong borders and distinct cognitive contents well isolated from each other and weak when the borders are 'blurred' and, consequently, the separation between the contents is reduced, resulting in intersubjectivity (Lamnias, 2002). Here, we suppose that the teachers in the RC EPZ will focus on teaching the dominant cognitive subject areas of the official curriculum found in normal classes, which are Language and Mathematics.

Framing refers to the degree of control the teacher, and the learner have in the selection, organization, pacing, sequencing and evaluation of the knowledge that is transmitted and received in a pedagogical relationship (Muller & Hoadley, 2010; Walford, 2007). Strong framing means that the borders between what can and what cannot be transmitted are clear, while weak framing means that the border is blurred (Bernstein, 1989). In this case, we imagine that the different framing values will weaken or tend to weaken in relation to corresponding values in the normal classes, with the RC EPZ teachers having a greater degree of control in the choice and organization of as much

of the content as of the pacing, sequencing and evaluation of the cognitive subject areas taught in these classes, utilizing covert communicative strategies with their students.

Pedagogical practice is a broad term; it examines the 'how' and the 'what', the process, and the content of the pedagogical mechanism (Sadovnik, 1991). Bernstein's model examines three fundamental rules that shape the 'internal logic' of the pedagogical practice, and which are: the hierarchical rules, the sequencing and pacing rules and the criteria rules (Koustourakis, 2018; Sadovnik, 1991).

The hierarchical rules are rules that define the relationship between the transmitter (teacher) and the receiver (student) and regulate 'what' is considered 'desirable' and 'undesirable' communication during the actualization of the pedagogical relationship. The rules of sequencing and pacing decide as much the trajectory of the transmission (sequence) as the speed with which the student is expected to approach and comprehend (pacing) (Lamnias, 2002). The rules of criteria permit the student to understand what is 'desirable' or 'undesirable' during the educational process.

Bernstein's model for pedagogical practices revolves around the degree to which the three aforementioned rules are explicit or implicit (Bernstein, 2003). There is a visible pedagogical practice when we have explicit regulative rules as well as strong classifications and framings. It focuses on transmission and performance, in other words, on the child's external product (Moore, 2001). In contrast, an invisible pedagogical practice has implicit, discursive rules and focuses on comprehension and ability. In other words, it focuses on internal, cognitive, linguistic, motivational and emotional processes (Bernstein, 1989). In this research, we expect that the texture and tropes of the pedagogical practices of the teachers who teach in the RC EPZ will follow the rules of an invisible pedagogical practice, focusing mainly on the students, the learning process and their abilities and to a minimal extent, on transmission and performance.

### **3. Research questions – methodology**

The research questions that we attempted to answer are:

- 1) What pedagogical practices do the Primary Education teachers who teach in the Reception Classes of the Educational Priority Zone primary schools implement?
- 2) Do collaborative relationships develop between the teachers in the Reception Classes of the Educational Priority Zones and the teachers in the normal classes, and what forms do they take?

In order to provide answers to the questions above, we made use of qualitative research, which was conducted between March and May 2022 and included primary schools in the geographical region of Mainland Greece. The research sample was made up of eighteen (18) teachers, of whom eight (8) were men and ten (10) were women, who were selected using deliberate sampling (Creswell, 2011; Patton, 2002), as in the particular time they were working as supply teachers in the RC EPZ, with Roma students or children with an immigrant/refugee background. It should be noted that the average age of the participants in our research was 30 years old.

The semi-structured in-person interview was used to collect valid and reliable research data and to approach the beliefs of our research subjects with relative accuracy. It is appropriate for communicative forms of the interviewees' daily lives and gives a significant degree of flexibility to both the interviewer and the teachers (Cohen *et al.*, 2008; DiCicco-Bloom & Crabtree, 2006; Patton, 2002). The code of conduct and rules of ethics were adhered to during the interview process. So, in the early stages, explicit reference was made to the research aim, the duration of the research and the use of the research results when the research was completed (Nova-Kaltsouni, 2006) and then consent to participate, anonymity as well as the protection of the interviewees' personal data was ensured (Cohen *et al.*, 2008). The individual interviews were recorded after the consent of the participating teachers in the research. The average length of the interview was 30 minutes, and they were conducted in the staffroom after the completion of teachers' daily work. When the interviews and data collection had been completed, they were processed using the qualitative content analysis technique (Stemler, 2015). The data were classified, with the theme as recording unit, and the following conceptual analysis categories were created, which are directly linked to the aim and theoretical framework of our research (Koustourakis, 2018):

- A. The implicit pedagogical practices implemented in the RC EPZ
- B. RC EPZ as a corrective system and the second site for the acquisition of school knowledge
- C. The collaborative practices mentioned by the RC EPZ teachers.

#### **4. Presentation and analysis of research findings**

The findings that emerged from the interviews with the teachers who participated in this research are analysed according to the above-mentioned categories of analysis.

##### **4.1. The implicit pedagogical practices implemented in the RC EPZ**

The RC EPZ teachers' first act prior to starting their pedagogical work is to select the students who will study in their classes. This selection is carried out with the application of certain formal and compulsory criteria (students' performance in official tests) that are explicitly defined in the official educational code, which regulates the operation of the RC EPZ. Once the initial assessment of the students with an intercultural background has taken place through the official certification tests to check the knowledge they possess, the RC EPZ classes I and II are created so the teachers too can begin to carry out their teaching work. The extracts that follow are characteristic:

*"In the beginning the head teacher had given me some tests from the Ministry that are especially for the RC EPZ students, so we can see their level and I can form groups with the students."* (Interview with 4th teacher – T4)

*“At the beginning of the year, I gave them some diagnostic tests that the RC EPZ has, and certain things became apparent from there. I put them into class groups, and then we started the lessons.” (T18)*

Regarding the rules of sequencing, it emerged that most of the teachers who took part in the research (15 individuals, 83%) didn't follow stable linearity during the transmission of the cognitive subject area of language due to the heterogeneity of the children's cognitive level. Hence, they shaped their lessons at times for the cognitively low level and at other times for the cognitively high-level students, with correspondingly low- or high-level teaching objectives. The statements of the two teachers are indicative:

*“The days in the class vary and differ, and it has to do with who you have in front of you. The day when I have a student who doesn't know any Greek is different from the day with the older children whose level is satisfactory enough and they just need some learning support.” (E5)*

*“With the older children who have some writing skills, I initially teach spelling and then enrich the vocabulary, and, finally, I do slightly more complex grammatical exercises so that we can manage to advance to the production of the written word.” (T8)*

Regarding the implementation of the rules of pacing, it emerged that these are directly influenced by the linguistic and cognitive levels of the students in the RC EPZ. In fact, it was observed that the teachers who teach these classes (14 individuals, 77%) differentiate the pace of the expected uptake of the sequencing rules depending on the cognitive level of the group of children they teach each time, relaxing or intensifying the pace of the transmission of knowledge:

*“Since most of the children in the smaller classes don't know the language very well, they are from foreign countries and are still in the very early stages, we are forced to go more slowly, and so we often don't have enough time.” (T1)*

*“If some can work and do the task I have given them, I move them on a little more quickly, with slightly faster steps.” (T6)*

Nevertheless, a large portion of the teachers in the research (11 individuals, 61%) stated that the pedagogical practices that they implement, which derive from teaching rules, are influenced by the RC EPZ students' incomplete school attendance. For this reason, they themselves 'relax' the teaching/discursive rules that they themselves implement when carrying out their teaching work:

*“There’s no flow. They don’t come systematically in order for us to move forward. We are back to the beginning when they come again. You start from zero again because they forget, they don’t remember anything.” (T8)*

*“Since most of the children don’t attend on a regular basis, we lose our pace, and then it’s difficult to pick it up again.” (T9)*

Concerning the criteria rules implemented in the RC EPZ, the majority of the teachers in the sample (15 individuals, 83%) mentioned that they assess the outcome of their students’ learning effort informally based on their experience and the cognitive goals that they themselves had set for the children’s learning progress. In this case, the evaluation criteria that are applied are, as a whole, implicit as there aren’t any officially defined written tests for checking the learning progress of the students from the Ministry of Education. In fact, based on the current educational code (Ministry of Education Circular F1/114378/D1), grading the RC EPZ students on a numerical scale, as happens in normal classes, is not permitted. Hence, the teachers in the RC EPZ orient towards implicit descriptive evaluation of their students, implementing pedagogical and lenient means of assessment. This is an internal ‘rupture’ in comparison with the visible pedagogical practices that are implemented in normal school classrooms, and it is linked to the adoption of implicit evaluation criteria, such as praising the students, giving them the opportunity to acquire the transmitted knowledge without having to ‘chase’ good grades (Bernstein, 1989). The following extracts from the interviews with the teachers in the sample are representative:

*“Since the level of most of the children is so low, I assess very basic things. The learning goals are set by me and are very fundamental. I then evaluate the achievement of those goals.” (T17)*

*“I don’t grade. If there is a mistake, I will explain it. There is some kind of reward, for example, a sticker. But not a numerical grade as in normal classes.” (T1)*

#### **4.2. RC EPZ as a corrective system and the second site for the acquisition of school knowledge**

According to Bernstein (1989), for the students who do not manage to follow the sequencing rules, the teachers choose to implement one of the following three strategies while carrying out their teaching work: a) the implementation of a corrective system with an explicit stratification of students, b) a relaxing of the rules of pacing, and c) maintenance of the rules of pacing and sequencing with a simultaneous reduction in the quantity/quality of the contents that the students are likely to attain. In fact, the establishment of the RC EPZ by the Ministry of Education, which constitutes the implementation of the official educational code (L.4415/2016, article 22), appears as a corrective strategy within the general education school unit. The implementation of this



corrective strategy focuses on the students who do not have adequate knowledge of the Greek language and by integrating these students into the autonomous RC EPZ, the aim is for it to function to supplement and support the work in the normal school classrooms. The corrective techniques that the teachers in the sample who work in the RC EPZ apply are: individualized teaching, intensive teaching, positive reinforcement, relaxation of the rules of pacing, and reduction in the quantity and quality of the contents that are to be transmitted and acquired by the students. The following interview extracts are revealing:

*"I work with the children every day, and I try to make use of every second. So, each week we try to work intensively on their own linguistic needs." (T18)*

*"There are rewards, so they understand that they are doing well. The 'well done' that we say." (T9)*

*"In general, I try to go slowly, as if it were first grade." (T6)*

*"I make the material easier. I lower the level and my objectives start from further back, from a younger age group, or I change the activities." (T16)*

The wide range of activities and corrective techniques that the RC EPZ teachers implement to support their foreign language-speaking students appeared to be influenced as much by the complete lack of cooperation from the parents as by the lack of the necessary parental control at home. Hence, the majority of the RC EPZ teachers in the sample (15 individuals, 83%) state that they select to modify their pedagogical practices in the sense of avoiding setting the students any kind of educational activity to do at home:

*"Their greatest problem is the deprivation of the home environment. Help from home is non-existent, at least in terms of learning." (T6)*

*"There's no cooperation from the parents. Because they are nowhere to be seen." (T14)*

*"I never set homework because the student never hands it in." (T1)*

### **4.3. The collaborative practices mentioned by the RC EPZ teachers**

In the framework of improvement of support for the student population that is educated in RC EPZ I and II, and in accordance with the official educational code (Ministry of Education Circular F1/114378/D1), explicit provision is made for collaboration between the RC EPZ teachers and the rest of the teaching staff. The majority of the teachers in the sample (11 individuals, 61%) made reference to the existence of collaboration mainly with the teachers of the classes from which the RC EPZ students are drawn, although it is restricted to basic contact and superficial discussions concerning their initial briefing on

the cognitive level of the children or the solution to procedural school matters. The following interview extracts are revealing:

*“With all the teachers of the classes that I am involved with, there was collaboration, but only in the beginning. We had an initial discussion where they informed me about the children’s cognitive level and the lessons that I would take them from. After that, there was no further attempt at collaboration to set common learning objectives.” (T2)*

*“There’s only a briefing on the cognitive level of the children, there are the basic objectives regarding what we want each student to achieve, according to his level. That’s all.” (T1)*

According to Circular F1/181945/D1 and in particular, Ministry of Education Act no. 41/10-10-2017, provision is made for *“the development of collaborative relationships between the teachers involved with parallel teaching within the normal class as well as outside it, with their teaching interaction in all or some of the phases of the teaching process, in order for the teaching staff to follow the course of study, the acquisition of Greek as well as the adaptation of the students, with the ultimate goal being the full integration of the foreign language students into the normal class”*. This supplementary and corrective character assigned to the teaching work of the RC EPZ teachers, who are expected to aid the work of the normal class teachers, appears to influence the frequency and quality of the collaborative relationships that they develop with the particular teachers. More specifically, all the teachers in the sample pointed to the complete absence of implementation of the model of parallel teaching within the normal class, while the collaborative relationships and interactions were significantly limited outside the classroom. In addition, as emerges from the following extracts, the non-existence of common teaching practices as well as common educational objectives was observed:

*“We never co-teach.” (T1)*

*“I don’t have a particular collaboration with the class teachers. We’ll have a discussion; we’ll talk about how the children are doing, but that’s all. I wouldn’t call that collaboration.” (T15)*

*“There are some class teachers who simply want me to take the children out of the class as much as possible on the off chance they learn Greek and can communicate with them in the Language lesson and Mathematics mainly.” (T8)*

Finally, the findings of this study revealed the development of a special form of unofficial collaborative relationship between the RC EPZ teachers, whether they belong to the same school unit or another one. In fact, the teachers in the RC EPZ, both realizing and silently accepting their supplementary role in the school unit, often seek help only from teachers who work under the same conditions as them in order to reduce the feeling

of isolation they frequently experience within the primary schools they work in and in this way, they can comprehend and deal with the complex issues that arise and are related to the way the RC EPZ operate. In particular, the majority of the teachers in our research (10 individuals, 55%) revealed the creation and existence of a kind of 'inter-school' collaborative network between RC EPZ teachers, which exists and is activated outside the school context they work in. The creation of this 'inter-school' collaborative network appears to have an unofficial non-institutionalized character, put together on the initiative of the RC EPZ teachers themselves and constitutes an attempt to make up for the lack of collaborative relationships with the teachers in the school unit:

*"Paradoxically, I collaborate with EPZ teachers from other schools. Since I have a very good friend who works EPZ in a different city, we have common ground, so we talk." (T6)*

*"I often work with EPZ teachers from other schools. Because I think they are the ones who can understand you better, who face the same problems, and one certainly gives ideas to the other." (T7)*

## 5. Discussion and conclusions

The aim of this research was to investigate the pedagogical practices implemented by primary education teachers who teach in the RC EPZ primary schools and to examine the potential collaborative relationships and the forms these take between the RC EPZ teachers and those in the normal classes.

With regards to the first research question, concerning the pedagogical practices that the RC EPZ teachers implement, it was noted that they display significant differentiations compared with those implemented by the teachers in the normal classes. As far as the rules of sequencing and pacing are concerned, these appear to be implicit, not strictly defined and unclear, following the principles of an invisible pedagogical practice (Bernstein, 1989; Kantzoy *et al.*, 2017; Sharif, 2020; Xenofontos, 2017). Regarding the rules of criteria, an internal 'rupture' in the visible pedagogical practice of the official curriculum was observed, with the adoption of implicit, multiple and unclear criteria for student evaluation, and the complete absence of formal written tests and a turn to more lenient means of assessment (Bernstein, 1989; Obondo, 2018). In terms of the hierarchical rules, it was discovered that the RC EPZ teachers implement mixed explicit and implicit hierarchies during the educational process.

Significant factors that were discovered to influence the RC EPZ teachers' pedagogical practices proved to be the cognitive and linguistic level of the foreign language students, their infrequent school attendance as well as the complete absence of parental involvement. In other words, a lack of maintenance of the teaching rules by the parents at the second site of knowledge acquisition, which is the home (Bernhard & Freire, 1999; Bernstein, 1989).

Regarding the second research question concerning the growth of possible collaborative relationships between teachers, it was discovered that the majority of RC EPZ teachers mentioned the existence of collaboration with the other teachers but that it was lacking in quality as it is limited, superficial and hurried, and completely lacking in even a basic continuity and consistency in its 'construction' as it refers to only initial discussions on the cognitive level of the foreign language students (Corrie, 1995; Giakoumi & Theofilidi, 2012; Forte & Flores, 2013; Villavicencio *et al.*, 2012). It was also discovered that teachers were very strongly insulated from each other, avoiding collaborative practices, such as co-teaching and parallel teaching, which are provided for in the legislative framework of the regulative principle (Ministry of Education) (Penna, 2017; Tologlou, 2020). In addition, another basic factor that seemed to influence the formation of collaborative shaping within the school space is the subsidiary role assigned to the RC EPZ teachers, which leads to a complete absence of common teaching practices (Louloudis, 2020).

With regards to the forms that the collaboration between the teachers takes, whenever this occurs, the research data showed a peculiar form of unofficial collaboration between the RC EPZ teachers who work in the same or different school units. Given the fact that these teachers silently accept the strong classifications and different categories of teachers that are constructed in the school due to the strong classifications of the cognitive subject areas, they tend to seek help from this informal micro-community of theirs, which is made up of teachers who work under the same work conditions.

Coming to the end of our conclusions, we discovered that although the RC EPZ teachers use a wide range of teaching approaches to cope with the diversity in their intercultural classes, all their practices tend to converge, creating an invisible pedagogical practice with weak framings and classifications and in general implementing the principles of an integrated code (Bernstein, 1989, 2003). In terms of collaboration, this appeared to be rushed, superficial, and occasional, and it fell short in terms of quality and authentic collaborative formations.

Seeing as migratory flows continue at an unabated rate and given that our research did not exhaust all the possibilities for studying the data, it would perhaps be interesting in the future to investigate the influence of the RC EPZ teachers' pedagogical practices on the effective integration of foreign language students into classes in normal education, as well as on their long-term school success. Finally, it would be interesting to examine the way in which the professional development and further training of the teachers in the normal classes influences the development, or not, of a collaborative culture with the speciality teachers in the school space.

### **Conflict of interest statement**

The authors declare no conflicts of interest.

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