



(“figure” is referred to the file DATA PRESENTATION WITH DIAGRAMS and “table” to the file DATA PRESENTATION WITH TABLES)

- Teachers mention that, foreign students don't have great problems concerning their emotional (figure/Table C1) and social sector (figure/Table C3), but they “some times” and “often” have problems with the learning sector (figure/Table C2). At the same time students show, up to “moderate grade”, disappointment because of this (figure/Table C7)
- Teachers mention that, foreign students face up to “moderate grade” marginalization problems (figure/Table C4), show “low grade” rejection by their peers (figure/Table C6) and up to “low grade” negative attitude towards school (figure/Table C5)
- Teachers mention that, foreign students create obedience problems (figure/Table C8), up to “moderate grade” and have aggressive behavior (figure/Table C11), feel unsafe (figure/Table C9) or show anxiety into the school environment (figure/Table C10), up to “low grade”
- Teachers encounter difficulties (in general) in their educational work with foreigners (figure/Table D2), difficulties because of behavior (figure/Table D4), difficulties because of cultural differences (figure/Table D5) or difficulties because of the different educational systems (figure/Table D6), up to “some times” . Teachers encounter difficulties because of language “some times” and “often” (figure/Table D3)
- Teachers encounter difficulties in their work because of the cooperation with families and guardians of foreign students (figure/Table D7) or because of their relationship with the natives (figure/Table D8), up to “some times”. A quite percentage is spotted at the “very rarely” case (figure/Table D8)
- Teachers encounter difficulties in their work because of the lack of knowledge and (or) training on the issues of interculturalism/inclusion of foreigners (figure/Table D9), or because of lack of appropriate materials/means of teaching for foreign students (figure/Table D10), or because of problems/inconsistencies/gaps/non-renewal of the institutional framework (figure/Table D11), up to “some times”. A high percentage is spotted at the “very rarely” case (figure/Table D11)

- In order to cope with the difficulties in their work, teachers rely “often” and “very often” on their experience (figure/Table D12) or rely “often” or even “very often” on their specialist knowledge (figure/Table D13). Teachers think that, when relying on their experience (figure/Table E1), or when relying on their special knowledge (figure E2) they cope with the problems “well” and more. Especially when relying on their experience they cope with the problems “very well” (figure/Table E1)

- In order to cope with the difficulties in their work, teachers ask for advice from experienced colleagues (figure/Table D14) or ask for advice from the School Advisor (figure/Table D15) “some times” and “often”. A high percentage is spotted in the “often” case (figure/Table 15).

Teachers think that, when asking for advice from the experienced colleagues (figure/Table E3) or from the School Advisor (figure/Table E4), they cope with the problems “well” and more. They think that if the school had a special advisor on the issues of interculturalism, it would be helpful for their “quite good” and “very well” coping with the issues (figure/Table E5)

- In order to cope with the difficulties in their work, teachers collaborate with students’ guardians/family (figure/Table D16) or discuss with the students “some times” and more (figure/Table D17). This practice, they think, enables them to cope with the problems “well” and more (figure/Table E6, E7)

- In order to cope with the difficulties in their work, teachers look for information in the current bibliography/internet “very often” (figure/Table D18) but they look for opportunities for training “some times” (figure/Table D19). When doing these, teachers think that they cope with the problems “well” and “quite good” (figure/Table E8)

Additionally, teachers think that when they receive the appropriate training for the communication and management associated with interculturalism or have access/receive instructions for the use of the appropriate material and tools, they cope with the problems “well” and more (figure/Table E9, E11). If the training seminars could be applied in class, teachers think that they could cope with the problems “well” and more, too (figure/Table E10)

- Teachers think that the recognition of the difficulties when working with foreign students and the offer of incentives as a reward, is quite important in order to improve their effectiveness (figure/Table E12)

- Almost all the teachers think that, if intercultural classes had fewer students, they would cope with the problems “well” and more (figure/Table E13)