

Research Article

María del Carmen Fernández López*

The Linguistic and Cultural Atlas of Immigration: Multidisciplinary Research for Spanish Classrooms

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Abstract: This study presents a model for researching the integration of the immigrant population in educational contexts based on a multidisciplinary approach. *The Linguistic and Cultural Atlas of Immigration* (ALCI) is a working tool designed for teachers who must serve students in their classrooms from languages and cultures other than that of instruction. The information the Atlas contains is the product of various research and documentation projects on the demographic variables of the foreign population located in central Spain, the habits and customs of their culture of origin and important aspects of their native, family or heritage language. The ALCI raises awareness of the results of linguistic and cultural research carried out with the collaboration of the immigrant population (students, their families and other participating adults) and teachers, so that they can be leveraged and employed in the classroom.

Keywords: educational contexts, immigrants, linguistic corpora, multidisciplinary research, linguistic atlas, cultural atlas

1 Introduction

In recent decades, a variety of initiatives have been undertaken by Spanish educational institutions aimed at integrating immigrants into school contexts. Immigrant children and adolescents' adaptation to and inclusion in the host society will have an impact on the social well-being of the household; and their integration into the corresponding school context, with a group of peers with whom they can share learning and experiences, and an important group of adults (teachers, school staff, family members, etc.) who organise and guide frequent socio-cultural activities and encounters, will be one of the keys to achieving the immigrant family's emotional, sociolinguistic and cultural success and comfort.

Researchers have repeatedly remarked upon the need to appropriately train teachers and professionals who serve the immigrant population that enters the school environments of the Spanish compulsory education system; we have also emphasised that this training must be approached from a multidisciplinary perspective that considers the complexity of education today. Teachers who work in primary and secondary schools with a large percentage of immigrants in their classrooms must have the training to help them resolve cultural and social conflicts between peers and to strengthen attitudes of respect and social commitment. This training must understand the richness of shared diversity and describe said social, cultural and linguistic diversity, the repercussions of contact between languages and cultures, etc. Finally, such training must also consider the stages of psychological development, personality development, and discovery and learning that the agents who make up the social fabric of a school environment are undergoing.

*Corresponding author: María del Carmen Fernández López, University of Alcalá, Alcalá de Henares 28801, Madrid - España, E-mail: carmen.fernandez@uah.es

In an educational context marked by the continuous coexistence of very different cultures and languages which are often unconsciously used in alternation, the work of a teacher who wants to suitably meet the needs and adapt to the unique nature of each student is clearly difficult.

Almost a decade separates the two textbooks in the images below. Figure 1, which belongs to a textbook published in 2000 in Spain for Stage One of Primary Education¹, contains a text that today would be seen as inappropriate and socially incorrect, as the grammatical structure chosen by the author to express the ideas excludes a large part of the students who may currently make up any primary education classroom in a public school in central Spain. Thus, when an immigrant student, or a student from a Romanian, Polish, Arab, Chinese, etc. family reads the second paragraph of the text, they may feel excluded; the text seems to be written by *Spaniards* for a *Spanish* reader, as there is a disagreement in number between the subject and the verb, and the author has chosen to use the first person plural, including themselves as an agent: *Los españoles no tardamos mucho tiempo en acostumbrarnos a este alimento.* [It didn't take us Spaniards long to get used to this food.] Immigrant students or, more commonly in today's classrooms, second-generation students, may not feel represented when reading the text. This would be an issue, especially because in some public schools they outnumber native Spanish students. The representation of a diversity of races, ethnicities and cultures portrayed in Figure 2 is quite different. This image is also from a textbook for Stage One of Primary Education, published nine years later.



Figure 1: Global Method Stage One of Primary School, year 2000. Source: González and Sáenz de Urturi (2000: 62).



Figure 2: Global Method Stage One of Primary School, year 2009. Source: Ferrándiz et al. (2009: 175).

This is the same situation we find a decade later in schools: the multiculturalism that characterises Spanish society today is evidenced in the classrooms. Teachers who are in charge of sharing classroom experiences with students from different cultures, who know and use different varieties of Spanish and different languages, must be supported by an epistemological framework that combines training content and the results of multidisciplinary research that have been conceived with the common objective of helping achieve immigrant students' full integration into schools, without disconnecting them from their roots, and without causing them to forget their prior knowledge. This is the fundamental objective of the didactic

¹ This image was used to encourage reflection on language, immigration and diversity in schools in a presentation we did a few years ago (Fernández López 2011: 119).

tool we present below, the *Linguistic and Cultural Atlas of Immigration* (ALCI). The Atlas was created using information extracted from several research projects on demographic variables and the sociocultural and linguistic diversity of the foreign population of central Spain. The ALCI was made with the collaboration of administrators and teachers from different schools, students from various education levels (native Spaniards and immigrants) and the foreign adult population from the main cultures present in schools. Therefore, it provides access to information updated by the agents of the migratory process themselves, who are participating in the preservation of the intangible heritage of the culture and language in which they were educated or that they inherited.

The richness offered by a pluralistic society is an advantage for teaching, but it can become an issue, a source of cultural and behavioural clashes, if it is not managed properly. Instruments like the one we present below, the result of up-to-date research and field work, will help interpret the identity of each language and culture present in the classroom, the use that should be made of them in an educational environment, the feeling of social identity and group belonging inherent to their use, the importance of the varieties of the languages, etc. Knowledge of the linguistic and cultural background of classmates will be a way to help respect and value diversity and view it as enriching education.

2 Methodological Approaches to the Integration of Immigrant Students in Schools

2.1 Service-Learning (SL): the Ideology of School Integration Specialists

The current picture of Spanish classrooms differs greatly from that of a few decades ago; methodological approaches, the analysis of relations within the group and the content and design of teaching programmes are also very different. A period of national migratory movement resulted in a cultural homogeneity in classrooms that persisted until waves of immigrants began to arrive from Eastern Europe, Spanish-speaking countries, and Asia and Africa. Teacher training curricula have adapted to these changes very slowly; on many occasions, teachers have had to educate themselves and society has relied on their social implication and sense of professional responsibility. In surveys taken by teachers responsible for teaching immigrant students in *aulas de enlace* or link classrooms (classrooms for immigrant students who need extra support) at schools in the Community of Madrid (Grupo ÍNDICE 2009), satisfaction is expressed for the work they do, which is very gratifying social work of incalculable value; however, teachers also complain about the lack of preparation and/or institutional support. These teachers require a personal learning process, with specific training, that will allow them to perform this socio-educational work securely, with academic grounding and with the appropriate didactic materials.

Commonly, the integration of immigrants at schools is achieved thanks to teachers' committed, supportive, cooperative attitude, and is based on the voluntary service and civic commitment of the people involved in the process. Therefore, the teachers' training process should include a pedagogical methodology that combines "learning content, competencies, and values in a single activity by performing service tasks in the community" (Puig 2009: 9); i.e., training for teachers specialised in immigrants (for all teachers, for that matter) should be based on Service-Learning (SL), where the *learning*, or knowledge, must improve something in the community; and the *service* associated with this methodology is another aspect of learning, "an experience that provides the students, future teachers, with specific knowledge and personal and civic educational values" (Fernández López and García Paredes 2018: 132). The teacher's work, therefore, benefits the social, linguistic and cultural integration of immigrant students into the school.

Universities are currently incorporating Service-Learning (SL) into their teaching philosophy and curricula as a way of working and understanding. According to the CRUE Sustainability Committee (2015), this methodology, which can be integrated into teaching programmes, internships and Degree Thesis or Master's Thesis Projects, emphasises "critical analysis and an understanding of social issues and needs, and allows students to get involved in solving them in a creative manner". Applied to teacher training, this

methodology would lead to raising awareness across the entire host society (students, classmates, school staff, neighbours and citizens in general) “to participate in and experience social commitment and achieve an educational action that goes beyond the boundaries of the school environment” based on “cooperation among the school’s entire staff to receive, understand and integrate the students’ different cultures, customs, attitudes, linguistic varieties and even languages; support and collaboration in meeting the needs and overcoming the difficulties of students and their families; and civic responsibility in order to achieve objectives and proposals” (Fernández López and García Paredes 2018: 134). Thus, the curricular design for new study plans aimed at training new teachers and education researchers must reflect these ideas.

The organisation and curricular design we propose for the Service-Learning (SL) methodology is summarised in the following image:

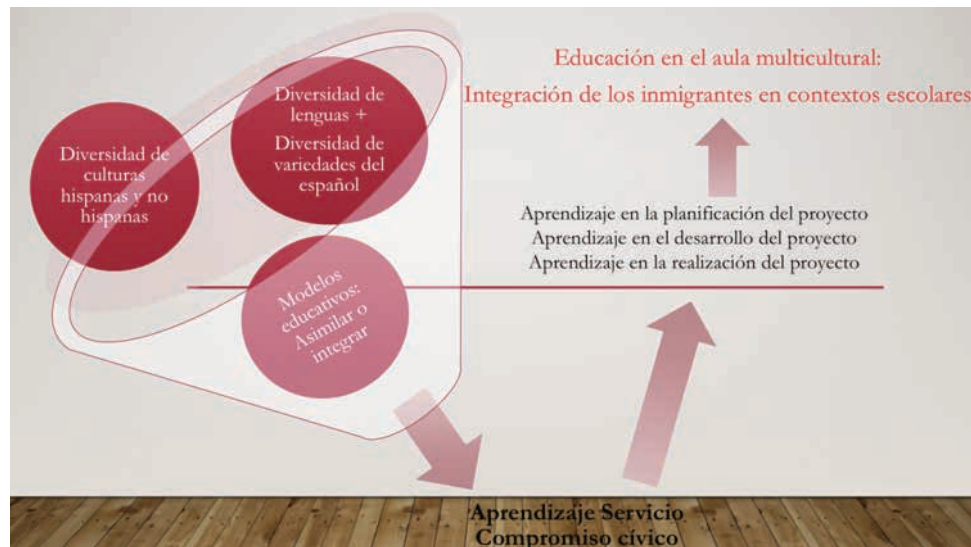


Figure 3: Education in Multicultural Classrooms Based on Service-Learning (SL)².

Source: Fernández López and García Paredes (2018: 135).

Planning course content and objectives, developing them and implementing them in the classroom must be based on a civic commitment to listen to, serve, learn about, understand, assimilate and integrate the entire social, cultural and linguistic background that new students joining the school context bring with them. The cultural diversity contributed by Hispanic and non-Hispanic immigrants, dialect varieties, new languages, but also new content, knowledge, customs, habits, behaviours, holidays, rites, etc. must be articulated in the curricular design, compared and taught in a respectful, tolerant manner along with other learning. This way, students will be able to acquire the cross-cultural competency in which diversity is viewed as enrichment and a source of knowledge. The process of assimilating and appropriating this competency in the classroom is based on *identifying* the defining characteristics of different languages and cultures, which will allow for a degree of *awareness* about the diversity that surrounds them; only then can students *understand* and *be sensitive* to this diversity with attitudes of curiosity, interest, acceptance, tolerance and respect.

² Translation, from left to right:

Diversity of Hispanic and non-Hispanic cultures

Diversity of languages + Diversity of varieties of Spanish

Educational models: Assimilate or integrate

Service-Learning

Civic commitment

Learning through project planning

Learning through project development

Learning through project implementation

Education in the multicultural classroom: Integration of immigration into school contexts

2.2 Multiculturalism, Interculturality, Transculturality

When immigrant students of different origins first began to join classrooms, educational models began to be implemented that were focused on promoting diversity and multiculturalism from a descriptive, respectful standpoint of enrichment; however these approaches were static. Based on difference theory, schools are viewed as multicultural spaces in which the vernacular language of immigrants is strengthened and positive attitudes toward diversity are encouraged (Martín Rojo 2003: 51-52; Fernández López 2011: 124-126). Unlike prior educational models that touted assimilation, initiatives are being generated that encourage maintaining the immigrant's identity and linguistic and cultural traits, such as ELCO (Teaching the Language and Culture of Origin) Programmes. However, these programmes have also become instruments for group segregation, as they are experiences in which only members of a single culture participate.

Classroom experience has demonstrated that a more dynamic presentation of diversity is much more effective for students' comprehensive learning. Such a dynamic programme allows for all cultures to interrelate and exchange customs, habits and content that are intrinsic to each social group every day at school. Only with this understanding of interculturality in the classroom, based on an integrating ideology, can true sociocultural and sociolinguistic enrichment be achieved. In this educational model, educational procedures and programmes to promote immigrants' languages and cultures of origin are aimed at the entire school population, not just the community for whom they are vernacular forms; they are included in the school's curriculum to strengthen the development of intercultural linguistic and communicative competencies.

In 2010, the European Commission published its reflections from seven years of work on best practices and common solutions in terms of the social integration of immigrants in its *Handbook on Integration for Policy-Makers and Practitioners*. The Handbook highlights how improved quality and effectiveness of immigrant education and training creates more numerous and better professional opportunities: "Socio-economic factors and language knowledge can have a significant impact on the opportunities and challenges that those with a migration background face at each stage of their education, from infancy to young adulthood" (2010: 132); this also affects the second and third generation of immigrants, and in general those who belong to families that do not know the language of schooling. Intercultural education cannot be implemented in an isolated fashion; rather it must encompass a school's curriculum, teaching materials and extra-curricular activities in order to raise awareness among native students and increase immigrant students' confidence (2010: 143). Knowledge of the home country's language and culture "contributes to the human capital of a country of immigration" (2010: 148).

The highest degree of development of intercultural competence would be the transcultural level described by Meyer (1991); in this state, the pupil is above the different cultures and, regardless of the knowledge received from each one, acts as a mediator of all of them (Rico Martín 2009: 723). This is a complex state which carries with it a certain amount of emotional and behavioural demands upon the student, as it refers to their capability to "go beyond their own culture, leave behind its limits to place themselves above two or more cultures" (Rico Martín 2009: 721, note 1).

The document that most closely adapts to this educational landscape is presented in the CARAP or *Framework of reference for pluralistic approaches to languages and cultures* (Candelier 2013), which has been promoted by the European Council to tackle multilingualism in the classroom from a perspective of enrichment. The *pluralistic approaches* in this tool refer to "didactic approaches which use teaching / learning activities involving several (i.e. more than one) varieties of languages or cultures" (Candelier 2013: 6). The CARAP is organised around knowledge (linguistic, social, cultural, etc.), skills and attitudes that are valid for all languages and cultures. In this regard, as will be seen below, teaching practices must be organised from a reflective, aware stance.

The following image presents the competencies included in CARAP that are valid for any language and culture. By reflecting upon and internalising the knowledge that comprises each competency, language students can manage linguistic and cultural communication in contexts of otherness and build and expand their repertoire of linguistic and cultural resources; all of this enables pupils to act appropriately in different situations. To acquire these competencies, the CARAP establishes the resources that students

must assimilate, which are distributed according to their degree of priority as *essential* (for example, in the image, K 5.7. Knows that there are multilingual, plurilingual situations in one's own environment and in other places, near or far), *important* (K 11.1.3) and *useful* (K 11.1.3.1).

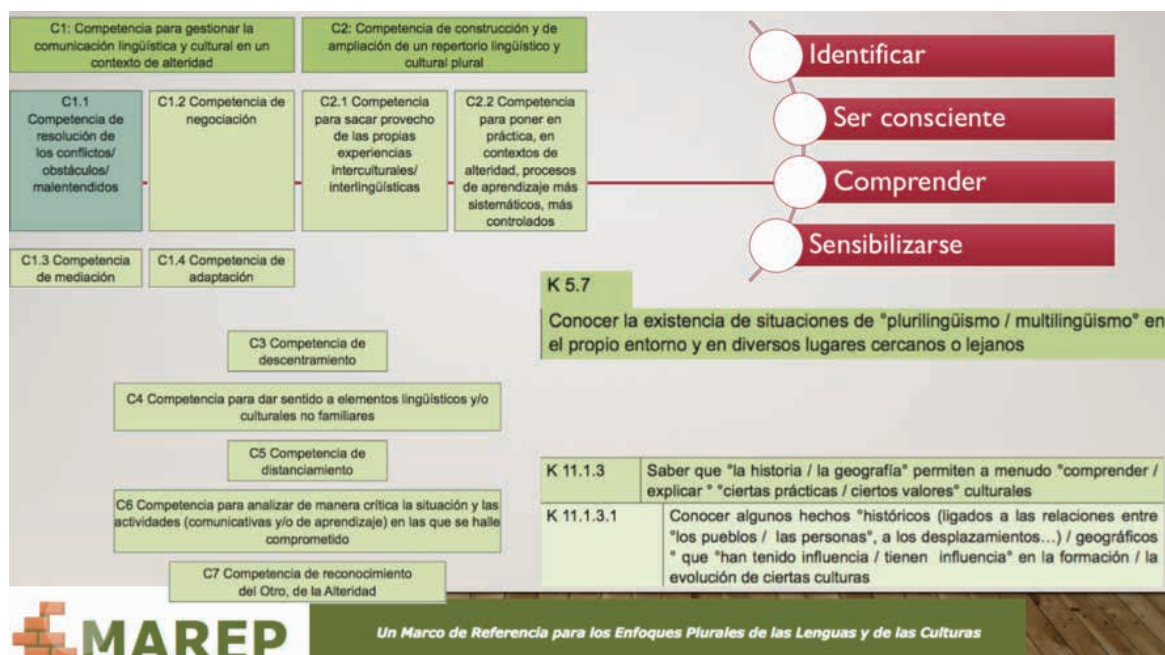


Figure 4: Proposal for organising learning according to CARAP³.

Source: Created by author based on Candelier 2013.

The materials used in the classroom must lead students to reflect on all of these aspects, exchange opinions and experiences and attain behavioural agreements and attitudes of tolerance and acceptance of sociocultural and linguistic variety. Consequently, the learning achieved must be assessed by taking into account indicators and criteria such as those proposed by Rico in her study on transcultural competence:

- Student demonstrates attitudes of respect and consideration toward the opinions, culture or feelings of others in a multicultural communicative situation.
- Identifies positive and negative attitudes in simulated situations of multicultural interaction (2013: 180-181).

However, teachers must ensure that students have truly internalised this learning and are not simply responding as expected, conditioned by the academic environment. To do so, practicums and classroom work must be based on realistic experiences that, as mentioned above, allow students to identify linguistic and cultural diversity, become aware of its existence, understand it and become sensitive to its social impact.

2.3 Linguistic Policies and Educational Models

The European Commission considers “newly-arrived migrant students” to be “children and young adults born outside of their current country of residence, to parents who were also born in a country other than

³ Translation of text in red boxes:

Identify

Be aware

Understand

Be sensitive to

the host country, who are school-aged or younger (in accordance with national regulations on compulsory education) and who enter formal schooling in the host country late” (European Commission/EACEA/Eurydice 2017: 136). This is the core population that needs to be integrated into the school context for their education and social inclusion.

According to the *Handbook on Integration* (European Commission 2010), actions designed to improve the educational system are needed, with a special focus on students’ socio-economic status, their linguistic competence and whether or not they come from an immigrant background. Access for all to compulsory education (primary and secondary) must be ensured, and the concentration of immigrants in the same school must be dealt with appropriately, whether it is due to free school choice, to identification of immigrant students and ethnic minorities as students with “special needs”, or their integration into younger age groups due to problems identifying the student’s earlier learning. Educational support and reinforcement must also be analysed and studied. On the one hand, there are programmes based on *integrated models*, which provide linguistic immersion in the ordinary classroom supplemented by systematic reinforcement during and outside of school hours (reinforcement programmes in the Community of Castilla-La Mancha, for example); and on the other there are *differentiated models*, which teach newly-arrived pupils in different classes until they achieve a certain degree of mastery of the language and can be included in the general class (e.g. link classrooms in the Community of Madrid). The different Autonomous Communities have developed different educational proposals aimed at achieving the inclusion of immigrant students, while guaranteeing non-discrimination. In general, these educational procedures and programmes offer a monolingual linguistic immersion model, based on either an integrated or differentiated approach, which involves continuous exposure to L2 in all subjects. According to Grañeras *et al.* (2007), all these educational policies share the common feature of so-called *linguistic classrooms*, which fall into three categories:

- *Temporary* classrooms, either because their intervention in the schools is temporary, or because students only spend a limited amount of time during the week in these classrooms; they include the Temporary Linguistic Adaptation Classrooms (ATAL) in Andalusia, the Temporary Linguistic Immersion Classrooms (PROA) in Extremadura and the Balearic Islands, the Zonal Classrooms of the Basque Country, the Spanish Classrooms for Immigrant Students (CAREI) in Aragón, the Language Acquisition Groups in Galicia, the Linguistic Support Teams for Immigrant and Refugee Students (EALI) in Castilla-La Mancha and the Welcome Classrooms in Murcia and Cantabria.
- Linguistic immersion classrooms, where students spend the entire day over a period of several months in order to acquire linguistic competency. Examples of this model are the Temporary Linguistic Immersion Classrooms (ATIL) in Asturias, the Linguistic Immersion Programmes and Classrooms in Navarre and the Welcome Schools Programmes and Link Classrooms in the Community of Madrid.
- Comprehensive, integrative classrooms, which, in addition to serving students from other cultures, carry out intercultural activities with the families. This structure can be seen in the Intercultural Support Classrooms in Cantabria, the Linguistic and Social Adaptation Classrooms (ALISO) in Castilla-León and the Educational System Welcome Programmes (PASE) (Linares Garriga 2007 and Fernández López and García López 2017).

In general, the linguistic classrooms tend toward assimilation; in some types, such as in the Link Classrooms in the Community of Madrid, there is even a certain interest in achieving monolingual Spanish students, which results in a model of underlying subtractive bilingualism (Grupo ÍNDICE 2009: 10-11; González, Cerrillo and Sebastián 2009; Fernández López 2017). An environment of greater inclusion and integration can be seen, for example, in Castilla-La Mancha, where the Linguistic Support Teams for Immigrants (EALI) work inside the classroom and promote interest and more open attitudes among students toward knowledge of other languages and cultures.

The OECD (Organisation for Economic Co-operation and Development) is in favour of early inclusion in the general classroom; it states that “it is neither necessary, nor advantageous for immigrant children to perfectly master the language of instruction before they are allowed to enter the mainstream classroom. Language and cognitive development go hand-in-hand, meaning that immigrant pupils will better learn the

language in meaningful, practical and interactive settings” (European Commission 2010: 131-140). This will, therefore, require teachers to be suitably specialised to work with this new reality in the classroom.

2.4 Educational Linguistics: Epistemological Foundation for Training Teachers

According to education experts, teachers are the most important factor in improving student performance, and student/teacher ratios and teacher training are particularly significant (European Commission 2010: 142). The training for teachers who must manage the teaching/learning process in a classroom in which there are children and adolescents entering the educational system from cultures and languages other than those of instruction must include both the basic competencies of primary and secondary school teachers, along with those of specialists in teaching Spanish as a foreign or second language. These teachers must understand students’ cognitive development and maturation; classroom integration processes; the theory and practice related to the Spanish language and, more specifically, to teaching that language in school contexts (the formal, academic language of instruction); and the processes of language acquisition and the development of linguistic skills in children and adolescents. In addition, they must understand the unique features of the teaching/learning process for a foreign or second language that is being introduced through total immersion (Fernández López 2017).

Therefore, the basic content for teacher training encompasses four large categories (Fernández López 2015b):

- *Cognition* or the neurological foundations of language, the processes of language acquisition, mechanisms and strategies for processing information in children and adolescents. Disciplines such as psycholinguistics, neurolinguistics, clinical linguistics, biolinguistics, cognitive linguistics studies and research, the philosophy of language, etc. would be useful in this category.
- The *structure of the language* on its different levels (pronunciation and phonological acquisition, word formation, the combination of units with meaning, lexical precision, correction and appropriateness, sociopragmatic, pragmalinguistic, paralinguistic, etc. aspects); the knowledge of linguistic disciplines will allow teachers to understand children’s development of linguistic skills, assess said development and act accordingly if the samples of language received are interpreted as errors related to maturity level or interference from contact with the different languages they experience (with family, at school, etc.).
- *Social issues*, given that the individual is learning a language immersed in a society with whose members they establish functional and utilitarian communicative relationships and linguistic exchanges. A child’s development process will allow them to begin to perceive a social and communicative perspective other than their own in order to construct their thought and arrive at an understanding of communicative exchanges between members of different cultures (Cordero Seva 2013). Teachers will benefit from studying content in disciplines such as sociolinguistics, the ethnography of communication, non-verbal communication and semiotics.
- *Linguistic and curricular planning*. Training content from disciplines such as pedagogy, general didactics and the didactics of language in particular are also necessary, as teachers require knowledge about how schools are organised, their specific documents, curricula, compliance with current educational regulations, the requirements and demands of linguistic policy and planning in the region in which their school is located, etc.; teachers must also learn about issues such as incorporating technological and teaching innovations into the classroom (digital whiteboards, virtual classrooms, etc.).

Educational linguistics is the discipline that combines the theoretical foundations, concrete lines of research and specific action procedures that comprise the epistemological framework that will offer consolidated, comprehensive training for teachers of the Spanish language. Educational linguistics could be interpreted as another branch of applied linguistics if it were not for the fact that the former is interested in aspects that the latter does not encompass, such as curriculum planning and design in different educational systems, the implementation of the various decrees that regulate minimum educational requirements in

each educational stage, general teacher training and training on classroom dynamics, comprehensive student education through global methods suitable for each age, etc. Moreover, educational linguistics focuses mainly on teaching in schools in which students need language as a vehicle for communication, an instrument that will help them unlock other learning and mature as an individual and as a member of a group (Fernández López 2015a: 338).

3 Multi-disciplinary Research for the Integration of Immigrant Students in School Contexts

Multi-disciplinary research has become the most comprehensive path for serving the immigrant population entering school contexts. Thus, below we present research carried out in different fields (sociology, human geography, corpus linguistics, language didactics, etc.) which is essential for describing, analysing and attaining an in-depth understanding of the social, linguistic and cultural characteristics of immigrant students, and the basic training needs of teachers who must prepare for their inclusion in schools. The didactic application that we propose for use in the classroom based on this entire research process is the *Linguistic and Cultural Atlas of Immigration* (ALCI), which includes the demographic variables of the foreign population, as well as the habits and customs of their culture of origin and important aspects regarding the native, family or heritage language.

3.1 Sociodemographic Analysis of the Immigrant Population

Acceptance of immigrant students in schools and successful coexistence with their peers is easily achieved if there is an awareness and understanding of the individual's migration situation and their social and cultural background. If their classmates, teachers and all the staff involved in their education are aware of the students' languages and cultures of origin and a description of the living conditions in their home countries, or even the country they currently live in, this will allow them to understand and respect the individual and their difficulties and, as a result, their full integration and well-being at the school will be achieved. Furthermore, this type of knowledge will help classmates and teachers recognise the linguistic and cultural heritage passed down to children and adolescents who were born in Spain to immigrant families. Teachers' intervention in this regard will help improve the individual's identity, self-esteem and social integration in their peer group (Achotegui 2009, Buitrago 2009).

The Innovation in Teaching Spanish to Children Group (GIELEN, UAH-GI13-59) has been working since 2013 to provide the appropriate services for students from other cultures, whether immigrants or the second generation of an immigrant family⁴. One of the first actions it implemented was to select the nationalities that are most common in central Spain, given that they have a high rate of school-aged children. For each nationality selected, the Group described the demographic, social and economic characteristics of the country of origin; thus, they recorded variables such as percentage of population by age, birth and death rates, average number of children per woman, the percentage of married women using birth control, adolescent pregnancy rates and men and women's life expectancy at birth. They also examine the average income per capita, the percentage of the population that lives in urban areas, the ratio of male and female students enrolled in secondary schools or higher education, etc. All of these data are compared to the corresponding figures from the host country.

To make this information visible, the Group uses the open access electronic platform ArcGis Online (<https://www.arcgis.com/home/index.html>), which was created by the company ESRI – Environmental Systems Research Institute. Through the use of geographic information technologies and this platform, a Web Mapping Application has been designed called “Población inmigrante en contextos escolares”

⁴ Their website can be viewed at <http://www3.uah.es/gielen>.

[Immigrant population in school contexts]⁵ which only requires an Internet connection to access. With this tool, all members of the educational community can view different maps of up-to-date sociodemographic and cartographic information, given that the base maps from the Spanish National Geographic Institute (IGN) and the Statistical Institute of the Community of Madrid include data from the Municipal Census and from the Spanish National Statistical Institute (INE). See, for example, in the following images, the map from the Community of Madrid with the number of foreigners by municipality (Figure 5) and the number of foreigners by continent of origin in the Madrid East educational region (Figure 6).

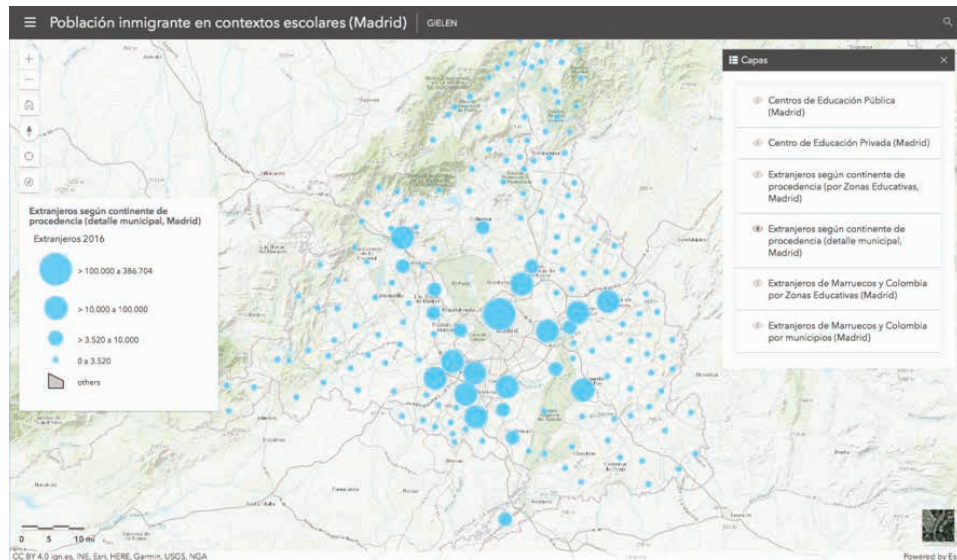


Figure 5: Sample of sociodemographic study performed using the Web Mapping Application “Immigrant population in educational contexts”

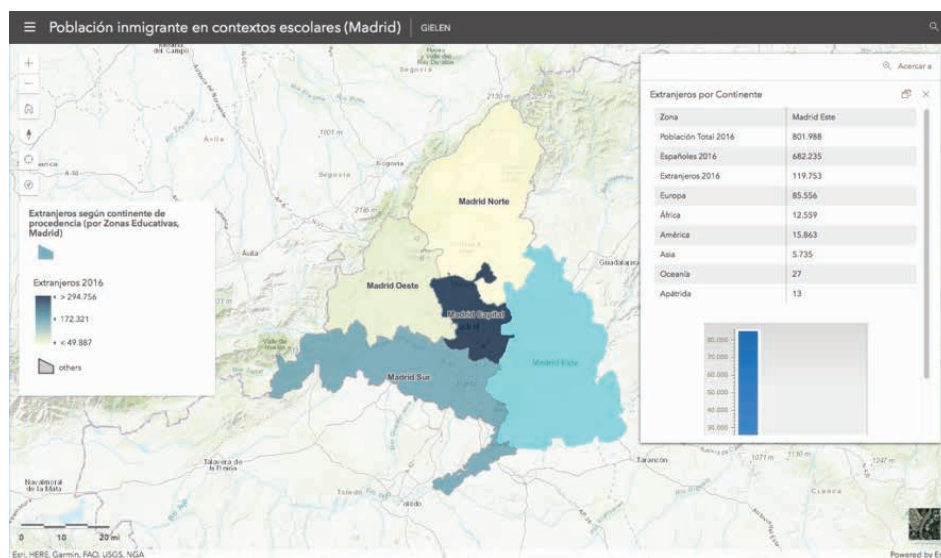


Figure 6: Sample of sociodemographic study performed using the Web Mapping Application “Immigrant population in educational contexts”.

Lastly, if we focus on two of the most prevalent Spanish- and non-Spanish-speaking nationalities, Colombian and Moroccan, we can see the geographic distribution of their presence jointly and comparatively in different areas in the Community of Madrid.

⁵ Available at <https://www.arcgis.com/apps/Style/index.html?appid=6dab4f67b0724aed8bc651cb612e2cc8>

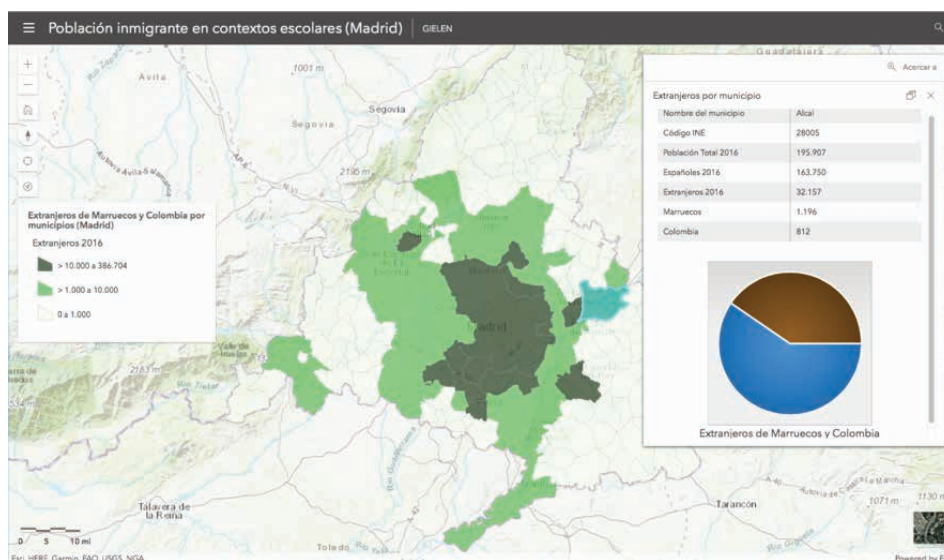


Figure 7: Sample of sociodemographic study performed using the Web Mapping Application “Immigrant population in educational contexts”.

Analysing this information regarding the different foreign population groups present in school systems and presenting said information in instruments that can be easily consulted and assimilated will greatly assist school planning and organisation and teachers’ work (see the didactic application set out in section 3).

3.2 Sociocultural Study of Immigrant Students

The ethnographic study of immigrants will help all those involved in their education (teachers, creators of materials, school administrations, etc.) to understand the attitude and behaviour of students and their families in certain learning contexts and common communicative situations. Analysing the sociocultural characteristics inherent to each group of immigrants (political, educational and family contexts, habits and customs, etc.) allows for an interpretation of the socioeconomic and demographic data presented in the prior section. This type of analysis is essential for raising awareness of their issues, needs and affective and educational gaps. Aspects such as the political situation of the country of origin, its history, identity, associated ethnic relations and conflicts, education, conception of the family, marriage, gender equality, religion, holidays and rituals, etc. constitute the intangible heritage of the group to which the student belongs. Presenting all of this content in the classroom and making classmates aware of it will allow them to understand the diversity of the sociocultural panorama that surrounds them and how that contributes to their personal enrichment and education, so as to create an open, tolerant and comprehensive personality.

This information is gathered in different phases:

1. A first phase of documentation and bibliographic research on aspects related to the country’s culture, customs, education, religion, food, holidays and traditions, etc. All of this work is used to create a document with the information needed to understand the newcomers.
2. A second phase of first-hand data collection with the immigrant population, in the framework of the ethnography of education, which will allow for true access to the migrant’s intangible heritage. Different techniques have been employed to this end:
 - First, semi-structured interviews have been carried out with the adult family members of students, enquiring into the immigration process (how and when they arrived in Spain, their first impressions, similarities and/or conflicts with Spanish culture, difficulties in the adaptation process, etc.), the process of learning Spanish (how and when they learned the language, difficulties learning it on different linguistic levels, attitudes toward the target language and its use, etc.), childhood (customs,

school, family and friends), family relationships, education and employment, religion, diet and food, holidays and traditions. An adapted version of these questionnaires is also presented to the children or adolescents in the educational system⁶.

- Secondly, observation of the internal dynamics of a classroom is used, with an analysis of the sociocultural differences, student interactions and reactions with their peers and the teacher, observation and recording of learning strategies, methodologies, educational actions, etc. The material collected will allow the teacher to understand and interpret how linguistic and communicative skills are developed among speakers and, as a result, will help them to create didactic proposals in line with the student's needs and their particular learning process, which is the end goal of this teaching/ethnographic work (Castellote Herrero and Fernández López 2017). Case studies and participant observation in the specific context of the classroom allow the teacher to understand the student's process of coexistence and integration into the school community and their peer group.

The school environment is a natural context for research and data collection, as the figure of the school or teacher ethnographer who performs participant observation, from their position close to the pupil and their family, a mediator in the cultural conflicts and shocks that arise, is capable of gathering truly relevant information for the immigrant's integration and seamless incorporation into the classroom⁷.

3.3 Study of Multilingualism in the Classroom through Linguistic Corpora

After the sociodemographic and cultural studies regarding the nationalities that are directly present or present through heritage in the classrooms, teachers must analyse what their students' native language is, if they speak other languages, who they speak them with and in what communicative situations (Fernández López 2019: 148). In other words, they must identify the languages and linguistic varieties of the students' idiolect in general; only by doing this can they implement educational actions that will correct problems with the language of instruction, with possible interferences caused by language contact, the creation of interlanguages, etc.

Once again, there are two different phases for collecting this information:

1. The first phase is to collect specialised sources and studies on the influence of the different languages on learning Spanish as a second language, comparative studies of the languages in contact, of learning issues, etc.
2. The second phase involves comparing and supplementing all this information with the samples of language directly observed and recorded in schools.

To do so, we propose the creation and use of linguistic corpora that contain language produced by immigrant students in educational contexts, interacting with their peers, teachers and other members of the educational community. This is the objective of the *Corpus of Spanish in School Contexts* (ESCONES), which is being managed by the GIELEN Group at the University of Alcalá (Corredor, Fernández and Gómez 2017); it includes samples of oral and written language produced in situations of communication with their usual interlocutors in schools in central Spain. These samples allow for observation and an understanding of how Spanish learners acquire different levels of linguistic awareness (phonetic, morphological, syntactic, lexical and pragmatic), examining both students for whom Spanish is their native language and students who must learn it as a foreign or second language. Given that one of the teacher's main tasks will be to

⁶ An important source of information were the life stories recorded in the framework of the ISPIE Project, ref. HUM2006-01237/FILO; these interviews and transcripts may be consulted in the repository available at www.linguas.net/inmigrantes.

⁷ Various studies and field work have been carried out in primary school classrooms (García López 2016, Cabedo Alférez 2017, De Loma Romero 2017, Díaz Ruiz 2017, García Velasco 2017, Gómez Herrera 2017 and Ladrón de Guevara 2017), demonstrating that as a result of the curricular content taught in school subjects, situations of cultural conflict and shock often arise among students of different origins (dietary restrictions, religious celebrations, holidays and rituals, etc.) that require teacher mediation.

meet educational needs in the classroom and create suitable materials for thoughtful, conscious learning, the corpus includes spontaneous samples generated in a school environment. It also features production directed by an adult in which certain linguistic sequences are provoked that allow for the study of the learner's mechanisms to develop their communication skills.

The school context presents a unique idiomatic situation, given that communicative exchanges largely take place between subjects of a very specific age (among peers or with their usual teachers), who are willing and immersed in an ongoing learning process. Often times, this environment requires that the individual be mindful of their linguistic production, that they exercise some control over their use of language, even that they come to consciously reflect on the linguistic system employed.

The spontaneous language occurs in situations of group interaction; teachers stimulate children's oral or written production. In the case of oral samples, the production occurs in assemblies or large group interactions in the classroom; as for the written samples, after prompting from the teacher, students focus on producing the text, always in the classroom context.

To collect the structured oral samples, an interview between child and adult was carried out; this adult was either the teacher/researcher or the usual classroom teacher, but always in the school context. To generate the written samples, students filled out questionnaires related to tasks and learning planned by the teacher⁸.

The linguistic corpus presented here allows users to extract information related to the Spanish language learning process, the influence of the learner's first language on this process and the main characteristics of the languages present in the classroom. Therefore, it is an essential tool for teacher/researchers and creators of materials and curricula that aims to understand the nature of certain problems and errors in language learning, attitudes and linguistic habits.

4 The *Linguistic and Cultural Atlas of Immigration*: Description and Uses

The *Linguistic and Cultural Atlas of Immigration* (ALCI) was developed based on all of the documentation, experimentation and research discussed in the prior sections. We are presenting the Atlas for applications and use in multicultural and plurilingual educational contexts. The information the Atlas contains will be very useful when creating a programme and curricular design that meet the needs of the different immigrant populations in the classroom.

Atlases characteristically structure and organise information in a schematic, very visual manner, facilitating the consultation of data and allowing for quick, agile interpretation and assessment of said data. Similar studies based on information mapping – although with a slightly different focus – were conducted by Carrera Díaz (2009) for Andalusia, and the Basque government (2014) in its sociolinguistic maps initiative, among others.

In its pages, the ALCI includes demographic and socio-economic infographics and historical, ethnographic, cultural and linguistic information that allows for an understanding of the habits and behaviour of immigrant students and their families, possible educational gaps, behavioural expectations in the school environment, main difficulties for language learning, interference caused by the first language, etc. Furthermore, as it is based on primary information sources (interviews and questionnaires with students at different educational stages and their adult family members), up-to-date information is presented on specific experiences, which are compared to documentary sources specific to each culture.

⁸ On the value of linguistic corpora as repositories of real samples of language use, see Torruella and Llisterri (1999) and Fernández Pérez (2007). The first research that arose from the ESCONES corpus was done by Gómez Herrera (2017) based on samples collected in schools and link classrooms in Alcalá de Henares (Madrid). This study described the Spanish language learning process and intercultural education in contexts of linguistic immersion. Another study using the corpus was done by Fuentes Gutiérrez (2019); it examined processes of lexical recovery and auditory perception among students in Guadalajara and the eastern region of Madrid, and their effects on immigrant students' communication skills in general classrooms.

The Atlas includes the most prevalent groups in school contexts in central Spain, which according to the statistical data consulted are the Moroccan, Romanian, Chinese, Bulgarian, Ukrainian, Russian, Portuguese and Italian cultures for non-Spanish speakers, and Ecuadorian, Colombian, Bolivian and Argentine cultures in terms of Spanish speakers. School visits and classroom realities evidenced the need to also include the Syrian population.

The Atlas is organised into easy-to-manage individual booklets, each one dedicated to the above-mentioned populations. For each nationality, there is a section dedicated to sociodemographic and economic infographics, and a second section that includes both socio-cultural information and the main conclusions from comparative studies between the Spanish language and the students' native or heritage languages.

The socio-cultural information section captures the country of origin's political situation which, in many cases, is the cause of migration; the history of the people; their identity; associated relations and conflicts between ethnic groups; education in the country of origin; the concept of family and marriage; gender equality; religion, holidays and rituals, etc. The description of certain knowledge, traditions and modes of expression will allow users to understand the intangible heritage of the culture that the students' families often times yearn for and are fighting to perpetuate at home.

The preliminary research conducted among the immigrant population for the booklet dedicated to Romanian culture allows us access to conversations which provide relevant information for teachers on individuals' feelings and impressions during the linguistic and cultural adaptation process, as can be seen in the following fragments:

In terms of the sociolinguistic information in the ALCI, in addition to documentation from specialised sources, the different materials that are part of the *Corpus of Spanish in School Contexts* (ESCONES – commented upon above) were used; the Corpus provided us with oral and written samples of language produced spontaneously or in a structured fashion in schools, from native speakers and those from other languages and cultures. The ALCI records the main characteristics of each linguistic variety spoken by the immigrant population in question and lists the traits to which the Spanish teacher must pay special attention, as they are more difficult or could cause possible linguistic interference. Thus, for example, in the booklet prepared for the Romanian population presented in Fernández, García and Fuentes (2019), there is information about the possible effects on Spanish learners due to the fact that the interdental sound [θ], [ð] does not exist in Romanian; this will clearly have an impact on the interlanguage of Spanish learners (e.g. *disfrac*, documented in ESCONES, EDU 011). In addition to phonetic interferences (*ecibocado*, in ESCONES, PAU 002, perhaps because the sound [k] is not associated with the letter q, but rather ch), learners with Romanian as a first language will have problems with the use of accent marks and may miss case markers in word inflection, or some of the five letters with diacritical marks that do not exist in Spanish (ă, â, î, ș, ț).

Spanish teachers can plan their classes and design activities that are appropriate for a linguistically diverse classroom if they are aware of the issues that their students may encounter because they have a different first language, and if they have solid documentary support that enables them to understand the possible causes of said interference. A tool such as the ALCI offers this information, contextualised and framed within the sociodemographic and cultural description of each community of speakers.

5 Conclusions

The integration of the immigrant population into educational contexts has become a vital focus of interest among teachers, creators of didactic materials, teacher trainers, and even those responsible for designing curricula for compulsory education stages. As a result, several interesting volumes have been published on the topic (Moreno García 2004, Cabañas Martínez 2008, Nikleva 2017). However, we believe it is necessary to approach this issue from an interdisciplinary perspective, based on field work, research and the resulting

Figure 8: Interview with a 20-year-old man, of Romanian origin, who has been in the Community of Madrid (Móstoles) for four

Sobre Educación

E: ¿Hiciste hasta bachiller? ¿no?
 I: No, el bachiller no lo he hecho.
 E: ¿No lo hiciste?
 I: Sí, terminados los primeros ocho clases, que no sé cómo se dicen aquí, creo que es el gimnasio.
 E: Se llama primaria.
 I: Primaria, bueno.
 E: Seis años primaria y luego secundaria cuatro.
 I: No así, no es así. Aquí hay ocho clases que están obligatorios.
 E: Mh
 I: Ocho, luego te pasas al liceo, que se hace en la escuela profesional, o lo que quieras pero después de, eh, un examen que lo das después de ocho años; das un examen. Si apruebas a los tres, que se dan tres materias, por ejemplo, matemática, lengua, lengua rumana y luego qué eliges, historia o geografía.
 E: Mh
 I: Tres materias, las apruebas y te pasas al liceo; si no lo apruebas te pasas a la escuela profesional.
 E: Mh. ¿Y tú qué has hecho? ¿Has ido al liceo?
 I: No, he hecho una escuela profesional.
 E: ¿Una escuela profesional? ¿Y qué profesión?
 I: Pues, agricultura
 E: ¿Agricultura?
 I: Sí
 E: ¡Anda! ¡Qué bonito!

Sobre Equidad de Género

I: Sí, en una familia normalmente debe ser así, que un hombre manda en casa. (...)
 E: ¿Y en Rumanía es así?
 I: Sí, en Rumanía es así.
 E: ¿Y aquí en España, qué piensas, es así?
 I: No sé, que hay familias que puede ser diferente, que puede mandar la mujer en casa también, o los dos. (...)
 E: ¿Pero en Rumanía los hombres son los que tienen autoridad en la casa?
 I: Sí, los hombres.

Sobre Indicadores Sociales

E: ¿Era muy diferente el trabajo que tú tenías aquí con el de Rumanía?
 I: No, el trabajo que es en Rumanía es igual, pero es diferente el sueldo.
 E: ¿Sí?
 I: Porque en Rumanía puedes ganar doscientos euros al mes y aquí mil, así que es muy diferente
 E: Y muy diferente también en que la gente que trabaja en la construcción en Rumanía hace todo, ¿no?
 I: Sí, hacen todo. Y sin embargo aquí hay el pladur, el del suelo... Sí, pero la gente que trabaja en construcción, no sé si gana hasta cuatrocientos euros al mes.
 E: ¿En Rumanía?
 I: Sí, que es poco, aquí ganas mil quinientos, mil seiscientos, y en Rumanía cuatrocientos.

Sobre Religión

E: ¿Sí? Y, ¿tú eres religioso?
 I: Sí, soy religioso.
 E: ¿Y aquí en España te sientes a gusto? ¿puedes ir, tienes posibilidad de hacer tu religión?
 I: Sí, tengo posibilidad pero, que es muy lejos.
 E: Está muy lejos.
 I: Sí, la iglesia que tenemos aquí es muy lejos.
 E: ¿Aquí en Móstoles hay o no?
 I: No, aquí no hay.
 E: ¿Tienes que ir dónde?
 I: A Alcalá; puedo ir a Chamartín y no sé por dónde más en Madrid.
 E: Claro, sí, sí, es verdad, porque no hay, no.
 I: Por ejemplo cuando es la de Semana Santa, cuando es la Misa, ir a Alcalá para ver la misa y luego cuando se acaba a las tres cuatro de la madrugada...
 E: No hay forma de venir.
 I: No hay forma de venir, y mi padre no tiene coche para... Vamos y luego volvemos.
 E: Claro, porque no hay, o sea, no hay iglesia ni siquiera en Madrid, ¿no?
 I: No
 E: ¿No hay iglesia...es una iglesia ortodoxa?

years (taken from Fernández, García and Fuentes 2019)⁹

educational action. Thus, we decided to create corpora with primary data (life experiences and stories, samples of oral and written language) which could be used for research purposes and to draw conclusions that would allow for a comparison with information taken from specialised documentary sources. All of this information is organised in a tool that is easy to consult and use for the different people involved in the process of integrating immigrant students into school contexts (teachers, administrative and service staff, mediators, families, etc.).

The *Linguistic and Cultural Atlas of Immigration* provides the information that teachers need to organise their planning in accordance with the Service-Learning dynamic presented above; it allows students to reflect upon the aspects established by CARAP and attain the competencies and knowledge needed to become a sensitive, tolerant language user in situations of multiculturalism and plurilingualism; and it is a useful tool for the most common educational model in Spanish classrooms, which tends toward monolingual linguistic immersion, either following an integrated or differentiated approach. In short, this material was created from school contexts with the involvement of students and their families for their own benefit, as its final objective is to achieve their well-being and integration into their peer group.

⁹ The interviews included in these booklets are from the project “Sociolinguistic integration of the immigrant population in Spain” (ISPIE) (Ref. HUM2006-01237/FILO, available at: www.linguas.net/inmigrantes), which was used as the basis for collecting samples for the ALCI. Interesting fragments on other nationalities can be read in Fernández López (2019: 151-154).

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