

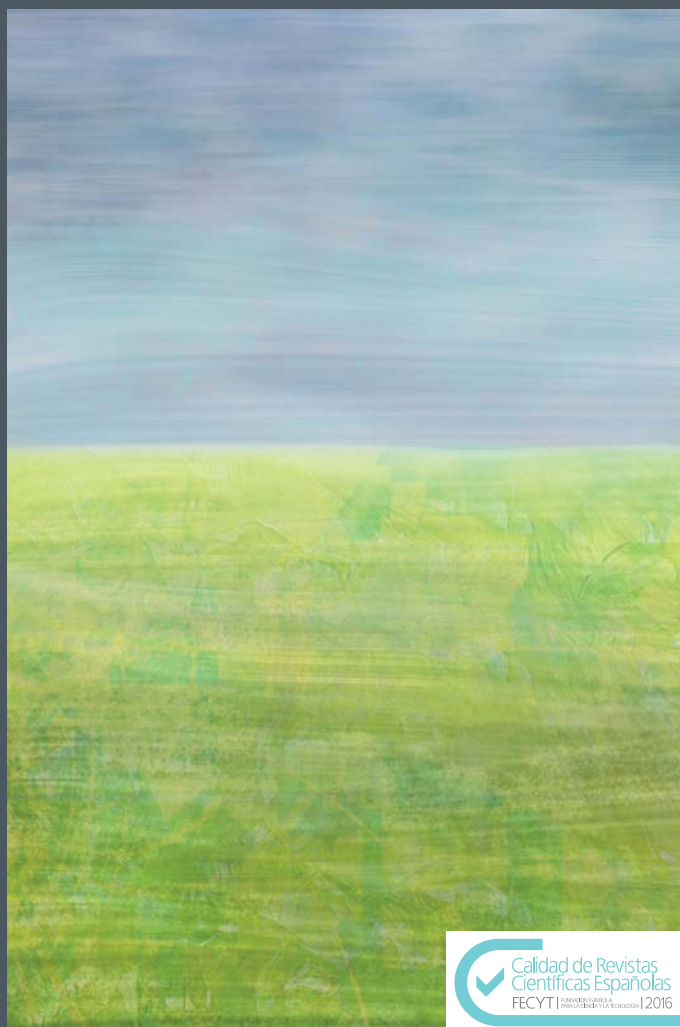
revista de
eEDUCACIÓN
Nº 379 ENERO-MARZO 2018



Atención educativa al alumnado inmigrante: en busca del consenso

Educational attention to immigrant students: in search of consensus

María José Arroyo González
Ignacio Berzosa Ramos



Educational attention to immigrant students: in search of consensus

Atención educativa al alumnado inmigrante: en busca del consenso

DOI: 10.4438/1988-592X-RE-2017-379-367

María José Arroyo González

Universidad de Valladolid

Ignacio Berzosa Ramos

Universidad Internacional de la Rioja

Abstract

This paper examines the status of educational attention to immigrant students in our country, through analysis of the opinions of different experts cognisant of this educational reality. Initially, we focus on the main issues which they consider this subject presents. In a second phase, we go on to seek solutions and propose inclusive measures for all students. The Delphi method was the instrument used for data gathering, through two questionnaires. The sample consisted of 100 experts belonging to three groups: administration and teaching staff, students and family. The participants' anonymity was guaranteed throughout the process. The first round of consultation, based on closed questions with scaled responses, enabled us to determine the main problems related to the subject studied. The second questionnaire was constructed with open-ended questions and a content analysis of the responses was performed. This second instrument investigated proposals to improve the attention provided to students in compensatory education, with the aim of ensuring genuine equality of opportunity and access to the same educational achievements as their peers. The main conclusion reached in our work is the gap between theory and practice that underlies educational measures to support immigrant students, immersed in the duality of inclusion, theory and the segregating nature of many of the measures put forward

in practice. Different proposals to improve the educational attention of this group are put forward, related to the improvement of student schooling processes, the creation of educational measures that improve their academic trajectories, a greater presence of the language of origin in the learning process and the use of new methodologies. A new approach is required to learning of the vehicular language, based on the contributions of bilingual programmes.

Keywords: Immigrant students, compensatory education, academic achievement, consensus, educational inclusion, language learning.

Resumen

El artículo analiza el estado de la atención educativa al alumno inmigrante en nuestro país, a través del análisis de las opiniones de distintos expertos conocedores de esta realidad educativa. En un primer momento, nos centraremos en los principales problemas que a su juicio esta temática presenta, para en una segunda fase, buscar soluciones y plantear medidas inclusivas para todo el alumnado. El método Delphi ha sido el instrumento utilizado en la recogida de información a través de dos cuestionarios. La muestra estaba formada por 100 expertos pertenecientes a tres grupos: administración, profesorado, alumnado y familia. Se ha garantizado el anonimato de los participantes en todo el proceso. La primera ronda de consulta, a partir de cuestiones cerradas con preguntas tipo escala, nos permitió conocer los principales problemas en relación con el tema estudiado. El segundo cuestionario se construyó con preguntas abiertas, y posteriormente, se realizó un análisis de contenido de las respuestas. Este segundo instrumento indagaba sobre las propuestas de mejora de la atención educativa del alumnado de compensación educativa, con el objetivo de garantizar una auténtica igualdad de oportunidades y el acceso a los mismos logros educativos que sus iguales. La principal conclusión arrojada en nuestro trabajo es el desencuentro entre la teoría y la práctica que fundamenta las medidas educativas de apoyo al alumnado inmigrante, inmersa en la dualidad inclusión, en la teoría y el carácter segregador de muchas de las medidas planteadas en la práctica. Se realizan diferentes propuestas para mejorar la atención educativa de este colectivo relacionadas con la mejora de los procesos de escolarización del alumnado, la creación de medidas educativas que mejoren sus trayectorias académicas, una mayor presencia de la lengua de origen en los aprendizajes y el uso de nuevas metodologías. Es necesario replantear el aprendizaje de la lengua vehicular desde las aportaciones de los programas bilingües.

Palabras clave: alumnado inmigrante, Educación compensatoria, logros académicos, consenso, inclusión educativa, aprendizaje de la lengua.

Introduction

For years, Spanish legislation on the issue has treated education as an essential service, and assurances that school education is possible for all boys and girls are therefore necessary, without distinction of any kind and guaranteeing equality of learning for all. In the international scope, the same guidelines are also set and in 2006 the European Commission urged Member States to design educational actions based on the results of scientific research into which actions have served to improve the academic performance of culturally disadvantaged students or, in contrast, have given rise to greater segregation (INCLUD-ED, 2011).

We cannot forget that one factor highlighted in the different studies of access to these educational achievements is the social origin of the student. Although this is not the only aspect affecting students' dropout or failure rates, its influence on academic achievement has been known for years (as evidenced by PISA test outcomes), as well as its influence on the academic progress of pupils noted by Fernández, Mena and Riviere, (2010). Shavit and Blossfeld (1993) previously stated that "the likelihood of access to higher education is six times higher for the children of the middle classes than for those of the working classes" (p.35)

All this leads us to question the educational actions focused on this student body. Spain's law on educational improvement, the LOMCE (2013), states the obligation of the different educational administrations to guarantee the schooling of foreign students and, in particular, attention to those entering the school system at a later date, allowing for different educational measures. These measures ensure that the school and the education system in general help in the achievement of educational milestones, not only in school performance, but also other in other areas aimed at the development of cultural identity and equity (Gay, 2000; Baraibar, 2004). According to López (2011, p.1):

When discussing educational achievement, we allude to the set of variables that account for the probabilities of children and young people: a) remaining at school; b) achieving the expected learning; and, c) engaging in continuous and complete school trajectories (...). In addition, we add the self-perception and expectations that students and their families have regarding the relevance of learning and their ability to take advantage of it.

In this work, we provide a theoretical review of the results of the main scientific research into the pedagogical pillars upon which educational support measures should be designed to achieve the educational success of all students, and how learning the host language should be organised in students who do not know it, the first challenge to overcome to access the curriculum. From this theoretically optimal standpoint, we analyse the reality of schools to assess the actual measures taken to attend to immigrant students, the issues brought to light by the experts consulted, and possible solutions whereby the measures created might ensure the equality and equity of all students.

What scientific research says about how education support policies should be addressed

There is a limited number of research works in the international scope on the assessment of educational policies to prevent inequality and school failure, based on parameters such as schooling rate, educational quality, equal opportunities and educational reinforcement (Cox and Schwartzman, 2009; INCLUD-ED; 2011; OCDE, 2012; Marchesi, Tedesco and Coll, 2009), which should be the starting point for the design of educational support and reinforcement measures. Thus, we see how Compensatory Education and Special Education in the domestic and international scope have taken a turn, recommending the move to inclusive instead of segregating actions, as they are designed to overcome the notion of diversity as a problem rather than a learning opportunity.

The INCLUD-ED (2011) project, which assesses actions aimed at improving academic performance and overcoming the disadvantages from the outset, merits our special attention. Among other ideas upon which to support educational measures, it suggests: increasing the time given over to learning and the development of inclusive educational policies, as well as the participation of families and the educational community in the students' education.

Another aspect that appears as a determining factor in the educational success of disadvantaged students is the type of grouping in which they participate. In this sense, the outcomes of international scientific research indicate that homogeneous groupings by level of competence and performance, designated tracking or streaming (Bauer and Riphahn, 2006;

Brunello and Checchi, 2007; European Comission, 2006), have negative repercussions on the educational outcomes of students (Valls, 2012; Wößmann and Schütz, 2006; INCLUD-ED, 2011). These reports show that inclusion is the most successful choice in terms of academic performance and enhanced coexistence, taking advantage of the heterogeneity and resources present in the classroom.

Language learning by immigrant students: a particular case

A second aspect of analysis in our work consists of verifying what scientific evidence is available about how the learning of second languages should be approached and what the cornerstones are on which these programmes must be founded to achieve access to the curriculum and meet the objectives of compulsory education.

The teaching-learning of Spanish must be understood as a means to access basic training, integration and social participation of those children with a language other than ours. The first aspect to be analysed is the term «linguistic immersion» used to describe programmes whereby late-starter pupils are schooled. But, is this description accurate? Vila (2000) distinguishes between *language immersion programmes* and *submersion programmes*. Among the main features of the former, the author cites: their voluntary nature, as the students freely decide to take part in them, and the fact that the family language (L₁) of the students is used. The curriculum includes the approach to the mother tongue and the teachers are bilingual; they know and use the language of the students. In contrast, foreign pupils joining our schools later than usual are schooled in “*linguistic submersion programmes*” and the language of the students’ families is not taken into account, either in the curriculum or in their educational practice. The outcome of these programmes is usually academic failure and social exclusion. As time passes, these pupils tend to find the school context and education less and less interesting, perceiving that they never manage to master either the second language or their own and finding difficulty in following school contents insofar as they do not dominate the language used to transmit them.

The research into bilingualism that has flourished in recent years should also throw some light upon the design of these educational measures focused on learning of the vehicular language. These

programmes are based on the participation of specialist teaching staff, a well-developed curriculum and sufficient material means to carry it out. In contrast, differences in the language immersion classroom are noticeable. The aim is limited to teaching of the language spoken in the (host) country, so there are no specialist teachers or material resources (Helot and Young, 2002). As reported by Villalba and Hernández (2004), second language teaching is given only marginal consideration, reflected among other aspects in the fact that any teacher may be assigned this task, as the only requirement is to be a native speaker. There is no specific curricular design or teaching qualification for Spanish as a second language. The main consequence of this is the absence of a theoretical framework in which to situate and organise the teaching work in Spanish for immigrants.

In addition to serving as an instrument of communication, Spanish has another function: to serve as support for access to the school curriculum, i.e., as a *language of instruction*. In this regard, there is a long-standing debate in the specialised literature on the time devoted to learning of second languages and the time that late-starter students usually spend on it. So, it is usually acknowledged that, by the end of a school year, or two at most, the majority of foreign students reach an acceptable level of general communicative competence in the new language. The problem resides in whether this level is sufficient to take an active part in all the school dynamics, or if it only provides certain basic communicative frameworks (instructional scaffolding). The school must anticipate the difficulties which these students will face when they leave the language immersion programmes to follow the classes normally in the remaining curricular areas. This raises one of the most controversial issues, which consists of determining the minimal degree of language instruction needed to achieve a good understanding and use of classroom and scholarly tasks (Pastor Cesteros, 2006; Villalba and Hernández, 2004). The results of the classical research carried out by Collier (1987) showed that despite being able to communicate in the new language, they find it difficult to respond to the demands that arise in school. In this regard, Cummins (2002) concludes that achieving the linguistic knowledge of their native-speaking peers takes a minimum of five years.

The importance of the mother tongue in Second Language (L₂) learning is manifested through affective factors such as self-esteem or confidence (Huguet, 2006; Perez Milans, 2007; Mijares, 2007). This was

confirmed by studies carried out in Catalonia (Bernaus, Moore and Cordeiro, 2008; Huguet, Janés and Chireac, 2008), from which it was also deduced that those who feel more valued and socially integrated develop more favourable attitudes towards the Catalan and Spanish languages, an aspect with a knock-on effect on their linguistic learning. The studies by Vila, Canal, Mayans, Perera, Serra and Siqués (2009) and Siqués, Perera and Vila (2012) in host classes for immigrants in Catalonia showed a positive relation between school integration and the knowledge of Catalan, in other words, the greater the social adaptation, the better the linguistic knowledge.

Regarding the teaching methodology for second languages, Mijares (2007) claims that it does not take into account the source languages of learners, which is why they try not to use them during the learning period of the new language. So, it seems that approaches based on abandoning the source language in order to learn a new one are prevalent; something along the lines of “forget yours in order to learn mine” (Martín Rojo and Mijares, 2007)

The *methodology* used in learning the language is presented as a determining factor in the success or failure of the same. The term *community language learning* refers to the fact that both the teacher and the students form a community, fostering cooperation in the classroom. The best way to learn a language is to interact with those who speak it, i.e., one’s classmates and whenever possible in the main classroom, avoiding segregation.

A final aspect is highlighted by the research works analysed, namely the need for specific teacher training to meet the needs of disadvantaged groups (Besalú and Costa, 2004). On the one hand, it should focus on knowledge of the source languages or the educational systems of the countries of origin, and on the other on educational success strategies endorsed by the international community, so that they can be carried out in classroom practice.

Objectives

The purpose of this research is to establish a minimum consensus on how educational measures should be organised to serve immigrant students. The main issue is that the definition of these processes has so far been

in the hands of the administration, sometimes drawing up an educational curriculum hurriedly, with some objectives that do not correspond to the real needs of disadvantaged students. Our goal is to create valid knowledge through a group of experts, related in one way or another with the reality of education: immigrant students and their families, different levels of teaching staff, management teams, university academics expert in the subject ... We approach this question on two levels; the first refers to the problems presented by educational measures aimed at immigrant students. In the second level, we put forward, discuss and agree upon proposals for improving the educational attention to this group and ensuring access to the school curriculum.

Thus, the overall aim of the research is to generate knowledge that will help us improve the educational response of immigrant students and their educational trajectories, which in turn would take the shape of the following specific objectives:

- To identify the main problems presented by the schooling of immigrant students, as well as the educational measures created to assist them.
- To review the suitability of the existing educational resources currently focused on immigrant students to ensure achievement of the academic milestones leading to school success.
- To profile the cornerstones upon which the educational strategies that welcome late-starter students should be designed, both for learning of the (host) language, and in the subsequent educational supports they receive.

Methodological design

The Delphi method: main features

We therefore seek to generate knowledge that enables us to understand and improve the issues raised in the research objectives. The Delphi method is framed in this context, understood as a group communication strategy rather than an information-gathering technique.

The origins of this qualitative method lie in the business world, but its advantages in relation to group communication processes when

researching a subject have encouraged its use in other disciplines, albeit with variations in its application. It gives access to individual, group, stand-alone and consensual opinions (Gordon and Pease, 2006; Pozo and Gutiérrez, 2007). One of the method's main advantages compared to other information-gathering techniques is that it makes it possible to handle a greater number of factors than when only one person is taking part. Each person brings their own particular vision, knowledge and experience to the subject of study.

Expert panel selection

Before starting the consultation process, we defined the profiles of the participants and the criteria for their selection. We enjoyed the collaboration of 100 experts with whom we sought to represent all the realities and points of view of the educational community. To this end, we defined groups according to their theoretical, practical, technical and political knowledge of the subject, as well as the type of linkage with the educational measures studied. In view of the above, we proposed the following three profiles: teachers, educational administration staff, and students and their families, who we considered could provide differentiated information on the issues raised and who also had different expert knowledge on the subject.

TABLE I. Participants

Teachers	<ul style="list-style-type: none"> ▪ Primary and secondary teachers ▪ Secondary school guidance and psychopedagogical team counsellors. ▪ Primary and secondary school language immersion classroom teachers. ▪ University teachers, experts in the subject area.
Administration	<ul style="list-style-type: none"> ▪ Educational consultants from the provincial executive. ▪ School inspectors. ▪ Directors and heads of study (primary and secondary or junior and senior high schools).
Family and students	<ul style="list-style-type: none"> ▪ Secondary and High School/College students incorporated into the education system later than usual ("late starters"). They attended different language immersion courses. ▪ Parents of immigrant pupils.

Source: Own creation (2017).

A total of 100 people took part. Of these, 95 subjects answered the two questionnaires. The area of application was in the domestic scope. Contact with participants was by email.

Information gathering instruments: Delphi questionnaires

For information gathering, we used two questionnaires. The first consisted of 7 questions on hot topics arising from previous research on the importance of language in the integration of immigrant students (Arroyo, 2014). Through these questions, we identified certain topics about which there were very different realities and opinions regarding how the processes of educational support for these students should be organised. Therefore, in drafting the first instrument, we proposed seven situations of daily school life that were presented as problematic and offered four possible options, which interviewees had to rank (from 0 to 15). This would help us determine what is perceived as a problem, from the degree of consensus/discrepancy in each situation. The criteria whereby we estimated whether there was a consensus were set between 70% and 95%, depending on the item in question.

The second questionnaire was drawn up on the basis of the issues identified in the first questionnaire and the aim was to seek consensus on measures to ensure the educational success of foreign students. This questionnaire was made up of open questions based on seven daily problem situations in schools, which allowed the experts to provide reasons and to explain their own values, through contributions not considered in the previous survey.

TABLE II. Questionnaire structure. Issues approached

DELPHI QUESTIONNAIRE I Identifying problems	DELPHI QUESTIONNAIRE II Possible solutions to the problems- Improvement proposals: aspects to work on
Schooling process for foreign pupils.	Criteria for immigrant pupil schooling.
Difference between immigrant student academic trajectories vs. native students.	Improvement of the academic trajectory of immigrant students.
State of teacher training in terms of attention to cultural diversity.	Educational guidelines for learning the vehicular language in the classroom.
Presence of the source language and culture of the students in schools.	Role the mother tongue and culture should have in the school.
Criteria for locating educational resources to assist immigrant students and language learning immersion programmes.	Contributions of language learning approach and bilingual teaching programmes.
Organisation and running of host classrooms (language level, n° of hours, teacher profile, linguistic evaluation, age of participants).	Design of Spanish teaching for immigrants: place, time, length of stay, learning location.
Educational support for immigrant pupils after leaving hosting classrooms.	New methodologies to focus on diversity.

Source: Own creation (2017).

Results obtained

The basic criteria that we used in our analysis arose from the search for consensus in the information provided by the experts consulted in the two rounds. In the first questionnaire, we performed a statistical analysis using central tendency measures (mean and median) and indices of dispersion (standard deviation). The results obtained in the analysis showed the meanings shared by the experts regarding the problems involved in each thematic area (Tables III and IV).

Contributions from the first consultation round

The outcomes of analysis of the first questionnaire are shown below. We also offer a summary of the main problems detected by our experts in the educational care of immigrant students.

TABLE III. Contributions from the first consultation round. Analysis of Questionnaire I

MAIN ISSUES OF ANALYSIS: PROBLEMS FOUND		Mean	Dev.	Convergence percentage (consensus at 75%)	
1. SCHOOLING FOR FOREIGN PUPILS	Arbitrate measures for free choice	95	11,47	4,338	82%
	Fair share	95	10,53	4,325	81%
	Schools with vacancies	95	7,63	4,821	45%
	Concentrating pupils in certain schools	95	6,26	7,724	65%
2. ACADEMIC TRAJECTORY OF IMMIGRANT STUDENTS	Educational support measures fail to meet their objectives	95	10,47	4,695	78%
	The measures are sufficient (educational support, compensatory education)	95	5,05	4,352	76%
	No specific intervention required	95	2,58	3,469	87%
	A question of time; no measures required	95	6,74	4,689	64%
3. TEACHER TRAINING IN ATTENTION TO STUDENT CULTURAL DIVERSITY	Specific training in schools	95	13,30	2,557	79%
	Compulsory with incentives	95	7,40	5,355	64%
	Freedom in training	95	5,95	5,216	67%
	Only for specialists	95	4,70	4,462	72%
4. PRESENCE OF STUDENT LANGUAGE AND CULTURE IN SCHOOLS	Host project and School Linguistic Project	95	11,25	3,919	78%
	Festivals, L1 workshops	95	9,45	4,08	63%
	Only in Spanish in all areas	95	9,79	5,709	62%
	Only in the home/family setting	95	5,30	4,28	68%
5. PRESENCE OF MEASURES TO ASSIST LATE STARTER PUPILS IN SCHOOLS	All schools should have them	95	10,79	3,190	77%
	Voluntary basis	95	9,89	3,857	70%
	Depends on the school/centre	95	9,37	5,580	65%
	In schools/centres with higher numbers of immigrant pupils	95	7,53	4,338	80%
6. ORGANISATION AND FUNCTION OF EDUCATIONAL MEASURES FOR LANGUAGE LEARNING	3rd cycle of Primary and Secondary Education	95	10,79	3,190	83%
	Primary and Secondary	95	10,42	4,807	64%
	Also PCPI (Initial Professional Training) and Baccalaureate	95	9,16	5,922	53%
	All pupils	95	7,47	4,659	57%
6.1. Assessment of the linguistic level acquired in host classrooms	Specific vocabulary knowledge of subject areas	95	10,58	3,963	76%
	Basic level indispensable for relationships	95	10,00	3,944	81%
	Reading and writing skills acquisition	95	9,53	4,707	63%
	Temporal criteria	95	3,47	3,339	80%
6.2. Daily attendance time in immersion programmes	Should never be all hours of the (school) day	95	10,94	4,92	79%
	Prioritising class group attendance and Physical Education and Art subjects	95	7,78	4,23	81%
	2/3 hours a day	95	7,00	4,243	65%
	As per school criteria	95	6,83	5,216	58%
6.3. Teacher profile in Spanish language learning programmes	Compensatory Education	95	10,30	4,366	78%
	Therapeutic Pedagogy	95	7,95	4,454	65%
	No specific training required; any profile	95	7,00	5,516	63%
	Spanish Philology	95	5,60	5,623	78%
7. SUBSEQUENT ROUTES TO ACCESS THE CURRICULUM	Taking part in school support programmes	95	13,21	1,903	87%
	Within the compensatory programme	95	10,21	4,529	85%
	Seeking new educational success formulas	95	9,21	3,599	76%
	No specific intervention needed	95	2,68	3,163	80%

Source: Own creation (2017).

TABLE IV. Main problems detected in educational assistance for immigrant students.

- | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">▪ Schooling of immigrant pupils: generates artificial concentrations and ghettoisation processes.▪ Educational trajectories of immigrant students different from those of native pupils.▪ Teacher training is homogenous; there is no undifferentiated training in accordance with personal needs and problems of schools/centres.▪ The source language and culture of immigrant students is not present in schools.▪ Educational measures to assist immigrant pupils are not present in all schools. This gives rise to concentration in certain schools/centres.▪ Regarding organisation and function of immersion classroom is: there is no clear agreement on the objectives in terms of resources, recipients, teaching staff or language level.▪ The current educational methods are not allowing immigrant pupils to access the curriculum. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Source: Own creation (2017).

Contributions from the second consultation

After analysing the first questionnaire, we identified the main issues around the topics identified and constructed the following questionnaire as the basis for the second round of the consultation process. This second instrument was designed to identify proposals for improvement of the problems identified in the first questionnaire. We took into account the dispersion or convergence of the input from each of the experts. For each of the questions, we drew up a summary table featuring the information provided in the questionnaires. This procedure helped us gain an overall view of those dimensions whose arguments were more frequent, which underwent a categorisation process based on the text.

The outcomes of analysis of the second questionnaire are shown below. We also provide a summary of the proposals for improvement of the issues raised put forward by our experts.

TABLE V. Analysis of questionnaire II

Problem - Situations	CATEGORY		
	Educational improvement proposals	Agree	Disagree
Schooling procedures for immigrant students: towards the search for criteria	Free choice of school	90%	10%
	Equal distribution of resources for attention to foreign students	20%	80%
	Concentrating pupils in other schools	25%	75%
	By n° of immigrants: distribute: teachers, ratio.	75%	25%
Improvement of academic trajectory of immigrant students:	Intervention on linguistic and/or integration issues	70%	30%
	Working on the family's expectations	60%	40%
	Other types of support and measures to promote academic success	70%	30%
	Improving teachers' expectations and stereotypes about them	70%	30%
Educational guidelines for language teaching	Classroom language learning	45%	55%
	Greater reinforcement time out of class	5%	95%
	Differentiation of diversity attention measures (immigrant students, ACNEAE)	70%	30%
	Usefulness of the immersion classroom in the reception process	5%	95%
Role of the mother tongue and culture of origin in the school: encouraging measures undertaken.	Maintaining maternal language and culture	75%	25%
	Assessment of bilingualism	65%	35%
	Positive role of mother tongue in learning of other languages	5%	95%
Contributions of bilingual education	Methodological contributions from other foreign languages	40%	60%
	Learning the language in community	50%	50%
	Value and social status given to languages	40%	60%
Inclusive methodologies for attention to diversity.	More learning extension time	60%	40%
	Joint work of teaching staff	75%	25%
	Cooperative learning. Learning through projects.	50%	50%
	Family participation in the school	40%	60%

Source: Own creation (2017).

Discussion

We have organised the discussion of the results from both questionnaires in relation to the analysis topics presented in Table VI.

TABLE VI. Dimensions of the questionnaire analysis: main topics

Schooling and language learning by immigrant pupils
Differences in the educational trajectories of immigrant students vs. native students
Teacher training in attention to cultural diversity
Presence of the source language and culture of the students in the school
Educational measures for immigrant students: location
Guidelines for learning Spanish as L2: age, attendance time, language level, teacher training profile
Access to the instruction language and curriculum subjects: subsequent educational measures
Contributions of bilingual teaching and inclusive methodologies focusing on diversity

Source: Own creation (2017).

In relation to the first topic surveyed, i.e. the schooling process for immigrant students, we see that the concentration of foreign students is perceived by our experts as a problem, and proposals to avoid it varied between the free choice of school (90%) and the allocation of resources (75%) depending on the immigrant ratio. Regarding the difference in the academic trajectories of immigrant students compared to native pupils, the people taking part in our research perceived it as a real problem calling for specific interventions. They consider that the current measures are not serving to compensate for the inequalities (78%, Table III), as they do not fulfil the objectives that were set. Main lines of action to carry out the educational intervention would include promoting new forms of support and school success (70%), in other words, overcoming the traditional system of support outside the classroom and, in particular, prioritising the work on linguistic and/or integration aspects (70%). Concerning the intervention in expectations, we can point to the apparent overlooking of what families expect (60% consensus) as an influential factor in academic results.

In relation to teacher training in specific measures to address student cultural diversity, the majority opinion favours specific training in schools, adapted to the real contexts (79%).

As for inclusion of the language and culture of origin of foreign students in schools, one of the issues detected in the specialised literature

is the lack of their presence in the educational scope, despite being a key factor in the learning of another language. We see how most of our experts do agree that schools have instruments to guide the learning of languages and language learning management, such as the School Language Project (*Proyecto Lingüístico de Centro*) (78%).

Regarding the location of measures to address the cultural diversity of students, one of the main difficulties detected is that these activities are only found in some institutions (77%) and are voluntary for schools (70%), which means that the highest numbers of immigrant pupils tend to accumulate in those that do provide them. The majority proposal is that all centres of education should accommodate these measures (80%).

The next topic we asked about was the organisation and implementation of educational measures for language learning. We must bear in mind that our informants come from different autonomous communities and in general, are evaluating the actual resources deployed for language learning, regardless of the particular features that may be found in each community or region. The main issues found revolve around the ultimate meaning of the resource. In the first place, we find a focus of divergence on the recipients of the host classrooms: it is clear that elementary and middle school students (3rd cycle of Primary and Secondary) should attend (83%), but not whether it should be extended to students from other educational stages. The linguistic objectives to be achieved in these courses range from the basic and essential level for relationships (81%) to a greater knowledge of specific vocabulary areas (76%). As for the hours of classroom attendance, the opinions of the experts have more inclusive profiles, which advocate prioritising attendance to Physical Education and Arts classes (81%), compared to a longer stay in the immersion classroom (79%). Regarding the educational profile of the teaching staff, we find a plurality of opinions on the suitability of their training: the majority favoured Compensatory Education (78%) or Hispanic Philology (78%). Worthy of note was the lack of consensus (63%) regarding the option that no specific training is required (Table V), as they consider that it is, above all, a question of attitude and will.

In the second questionnaire we find guidelines for teaching the (host) language. The first consists of differentiating measures to assist immigrant students from those aimed at students with specific educational needs (70%), as well as the importance of remaining as long as possible in the

(main) class group (95%) and the low ranking assigned to the host classroom (5%). Much further from the consensus are the considerations regarding the contributions of bilingual methodologies, (50 % at most) and which we understand have to do with the bias towards the concept of bilingualism in the Spanish educational system. Nor does the use of inclusive methodologies to address diversity garner considerable consensus, probably due to the diversity of possibilities that arise and the novelty and lack of knowledge that generally prevails about their implementation. As an exception, we can point out the agreement on the need to extend joint working among teaching staff (75%).

Conclusions

It is time to establish the conclusions drawn in our study. To this end, we use the data from the relevant research on the subject and the two questionnaires we applied to approach this reality and find out first-hand the problems and possible solutions provided by our «experts». The following table presents the conclusions reached and subsequently developed from the study.

TABLE VII. Aspects to be worked on to attain academic achievements in educational attention to immigrant students.

<p>Schooling of immigrant students.</p> <ul style="list-style-type: none"> ▪ In their natural neighbourhoods. ▪ Developing educational actions to enhance prestige of certain schools with a high percentage of immigrants. ▪ Reviewing the pupil ratios in schools with a high number of immigrant students. ▪ Provision of specific teaching staff.
<p>Differences in the academic trajectories between immigrant and native students.</p> <ul style="list-style-type: none"> ▪ Working on teachers' expectations regarding immigrant pupils. ▪ Working on expectations both in families and in schools. ▪ Seeking positive experiences and successful educational actions with immigrant students.
<p>Teacher training on attention to immigrant pupils</p> <ul style="list-style-type: none"> ▪ Specific in their schools; should be differentiated in each school. ▪ Incentivising group work in schools ▪ Specific teacher training plans for schools
<p>Optimum place for vehicular language learning</p> <ul style="list-style-type: none"> ▪ The class group ▪ Work shared with immersion class
<p>Organisation of language learning measures</p> <ul style="list-style-type: none"> ▪ Optimum place for language learning: the class group ▪ Shared work with immersion classes, always as complement ▪ Freedom in schools when it comes to managing diversity: seeking singular educational measures ▪ Different resources for Primary and Secondary pupils. ▪ Importance of teaching staff with a specific professional profile for teaching Spanish to immigrants ▪ Drafting an official curriculum for Spanish as a Second Language. ▪ Profiling Spanish language level evaluation processes in relation to the MCRL.
<p>Educational measures to promote educational achievements by immigrant students</p> <ul style="list-style-type: none"> ▪ Reorganising the Compensatory Education programme ensure equal opportunities and guarantee the educational inclusion of all students ▪ Rethinking the Spanish language teaching-learning processes ▪ Extending the learning time for late starter pupils. ▪ Involvement of educational community and families of pupils from other countries. ▪ Use of active methodologies for learning: cooperative learning, multiple intelligences, problem-based learning, learning through projects.

Source: Own creation (2017).

An initial conclusion points to a failure in the immigrant student schooling processes, which promotes a greater concentration of immigrant students in certain less favoured schools (“artificial concentrations”), something which the State Schools Council had already warned the different administrations about in 2009. The high number of immigrant students is perceived in the schools as a problem that reduces

quality in teaching, a perception shared by immigrant students and their families. What really hides behind this idea is the notion that greater cultural diversity in schools gives rise to a decrease in learning, thus undermining pupils' preparation for the future (Arroyo, 2014). It would be advisable to disassemble this statement with actual data, attempting to take actions to raise the prestige of schools with high numbers of immigrant students, such as bilingual programmes, development of educational innovation initiatives, more material and personal resources, lowering the ratio of students... Measures of this kind would favour the return of the native population to these schools (Martín Rojo, 2007).

Another aspect to be worked upon is the equality of the academic careers between immigrant and native students. First, by seeking out successful educational experiences with these groups and putting them into practice. Second, by working on expectations. The Pygmalion effect (Rosenthal and Jacobson, 1968) seems to influence these situations. Expectations determine our behaviour and, finally, the academic achievements of the students.

Teacher training is another aspect to be taken into account when improving educational assistance for late starter students. Far from the educational proposals of the administration, which pursue homogenisation, it is necessary to rethink training and adapt it to the real problems of schools, always encouraging group work in schools and allowing for the imagination of new, contextualised organisational formulas to manage the diversity that concerns them.

Learning of the vehicular language by those children who are late starters in our educational system is the first major obstacle they have to overcome, to be able to communicate in school, but is also the key that will allow them to access learning on the whole and achieve the same academic milestones as their peers. Rethinking the organisation of these processes is therefore worthwhile. The first idea that appears is the lack of direction with which these host classrooms have often been designed and how they forget the contributions from the scientific literature on how to learn a language, which on the other hand are applied to bilingual programmes. Language is learned alongside peers. It is necessary to set up work sharing between the main classroom and the immersion programmes. We must devise differentiated processes according to the age of the students. Designing a Spanish curriculum for immigrants becomes indispensable, with its own syllabus and specific objectives,

which legitimise the teachers who will have to deal with it. The design of this curriculum would help in the assessment of linguistic communication and other aspects that appear as problematic in educational practice (teacher profile, age of programme participants...)

This leads us to another robust idea expressed in the opinions of the experts - the Compensatory Education programme for immigrant students is not fulfilling the purpose for which it was created and does not contribute to the educational inclusion of these pupils. So, it seems that educational actions focused on this group are urgently required, and should be based on the results of the research into which actions improve the academic performance and which the segregation. Likewise, another evident need is that the creation process for these educational measures should not be solely in the hands of the educational administrations and that other agents with valid knowledge on the subject should also participate, contributing new perspectives on the issue.

The gap between theory and practice is highlighted in our work. The legislation that underpins educational measures defends diversity as a challenge. In contrast, the actions designed by the different educational administrations continue to understand the difference from the standpoint of «deficit theory», something to be delegated away and which should be managed by others, specialists, host classrooms... On many occasions, the measures segregate more than they equalise, giving rise to contradictory scenarios. Diversity and difference are present in all educational processes and contexts, and this is something which we, as teachers, should quickly take on board. Our training must necessarily involve learning how to manage it positively. Diversity may be an opportunity or a problem, but it all depends on how we position ourselves and what we do with this experience.

Bibliographic references

- Arroyo, M.J. (2014). *Aprendizaje de la lengua y alumnado inmigrante. Un acercamiento a las aulas de adaptación lingüística y social*. Madrid: MEC.
- Baraibar, J. M. (2004). *Familia y escuela en contextos multiculturales*. Madrid: Los Libros de la Catarata.

- Bauer, P. y Riphahn, T. (2006). Timing of school tracking as a determinant of intergenerational transmission of education. *Economics Letters*, 91 (1), 90-97.
- Bernaus, M., Moore, E. y Cordeiro, A. (2007). Affective factors influencing plurilingual students' acquisition of Catalan in a Catalan-Spanish bilingual context. *The Modern Language Journal*, 91(2), 235-246.
- Besalú, X y Costa, X. (2004). La formación inicial en interculturalidad. En AA.VV. *La formación del profesorado en educación intercultural*. Madrid: Los libros de la Catarata.
- Brunello, G. y Checchi, D. (2007). Does school tracking affect equality of opportunity? New international evidence. *Economic Policy*, 22 (52), 781-861.
- Collier, V.P. (1987). Age and rated f acquisition of second language for academic purposes. En *TESOL Quarterly*, 21, 617-641.
- Comisión Europea (2006). *Eficiencia y equidad en los sistemas europeos de educación y formación*. Bruselas: Comisión Europea.
- Consejo Escolar del Estado (2009). Informe sobre el estado y situación del sistema educativo. Curso 2009/2010. En <http://www.mecd.gob.es/cee/publicaciones/informes-del-sistema-educativo/informes-anteriores.html>
- Informe sobre el estado y situación del sistema educativo. Curso 2009/2010
- Cox, C. y Schwartzman, S. (Eds.). (2009). *Políticas educativas y cohesión social en América Latina*. Santiago: Uqbar.
- Cummins, J. (2002). *Lenguaje, poder y pedagogía*. Madrid: MECD-Morata.
- Fernández, M; Mena, L. y Riviere, J. (2010). *Fracaso y abandono escolar en España*. La Caixa: Barcelona
- Gay, G. (2000). *Culturally Responsive Teaching: Theory, Research and Practice*. New York: Teachers College Press.
- Gordon, E. y Pease, E. (2006). RT Delphi: An efficient «Round-Less» almost Real Time Delphi Method. *Technological Forecasting and Social Change*, 73, 321-333.
- Helot, C. y Young, A. (2002). Bilingualism and Language Education in French Primary School: Why and How should migrant languages be valued? En *International Journal of Bilingual Education and Bilingualism*, 5, 96-112.
- Huguet, Á. (2006). Attitudes and motivation versus language achievement in cross-linguistic settings. What is cause and what effect? *Journal of Multi-lingual & Multicultural Development*, 27(5), 413-429.

- Huguet, Á., Janés, J. y Chireac, S.-M. (2008). Mother tongue as a determining variable in language attitudes. The case of immigrant Latin American students in Spain. *Language and Intercultural Communication*, 8 (4), 246-260.
- Huguet, A; Sansó, C; Chireac, S. (2012). Acerca de la competencia lingüística del alumnado de origen inmigrante en la Educación Secundaria en Cataluña. El papel del tiempo de estancia y la lengua familiar. En *Anales de Psicología* 28, pp. 457-464.
- INCLUD-ED (2011). *Actuaciones de éxito en las escuelas europeas*. Madrid: IFIIE.
- López Salmorán, L. (2011). El concepto de logro educativo en sentido amplio. *Artículo Blog Canaseb*, 1-6
- LOMCE (2013). Ley Orgánica para la Mejora de la Calidad Educativa. Disponible en https://www.boe.es/diario_boe/txt.php?id=BOE-A-2013-12886
- López Salmorán, L. (2011). El concepto de logro educativo en sentido amplio. *Artículo Blog Canaseb*, 1-6
- Lyche, C.S. (2010). Taking on the completion challenge. A literature review on policies to prevent dropout and early school leaving. OECD Education working papers, N° 53.
- Marchesi, A., Tedesco, J. C. y Coll, C. (Coords.). (2009). *Calidad, equidad y reformas de la enseñanza*. Madrid: Fundación Santillana
- Martín Rojo, L. y Mijares, L. (2007). Sólo en español: una reflexión sobre la norma monolingüe y la realidad multilingüe en los centros escolares. En *Revista de Educación*, 343, 93-112.
- Mijares, L. (2007). *Aprendiendo a ser marroquíes. Inmigración, diversidad lingüística y escuela*. Madrid: Ediciones del Oriente y del Mediterráneo
- OCDE (2012). *Equity and Quality in Education. Supporting Disadvantaged Students and Schools*. Paris: oecd.
- Pastor, S. (2007). Enseñar una y en una segunda lengua: hacia una nueva formación del profesorado de español para inmigrantes. En *Linred*, V. Pedro, F. (2012). Políticas públicas sobre apoyo y refuerzo educativo: evidencias internacionales. En *Revista de Educación* 212, 22- 45.
- Pérez, M. (2007). Las aulas de enlace: un islote de bienvenida. En Martín, M. y Mijares, L. (eds). *Voces del aula. Una etnografía de la escuela multicultural*. Madrid: CREADE.

- Pozo, T. y Gutiérrez, J. (2007). El uso del método Delphi en la definición de los criterios para una formación de calidad en animación sociocultural y tiempo libre. *Revista de Investigación Educativa*, 25 (2), 350-366.
- Rosenthal, R. Y Jacobson, L. (1968). *Pigmalion in the classroom*. Nueva York: Holt, Rinehart y Winston.
- Sansó, C; Navarro, J. L; Huguet, A. (2015). The evolution of language acquisition in immigrant students in Catalonia: The role of the home language. En *Electronic Journal of Research in Educational Psychology* 13, 409-430.
- Shavit, V. y Blossfeld, H. (1993). *Persistent inequality: changing educational attainment in thirteen countries*. Boulder: Westview.
- Siqués, C., Perera, S. y Vila, I. (2012). Variables implicadas en la adquisición del catalán en las aulas de acogida de educación primaria de Cataluña. Un estudio empírico. *Anales de Psicología*, 28(2), 444-456.
- Valls, R. (2012). Mixstrin. Formas de agrupación del alumnado y su relación con el éxito escolar: Mixture, streaming e inclusión. *Organización y Gestión Educativa*, 20 (2), 30-31.
- Vila, I. (2000). Inmigración, educación y lengua propia. En AJA, E. La inmigración extranjera en España. Barcelona: La Caixa.
- Vila, I., Canal, I., Mayans, P., Perera, S., Serra, J. M. y Siqués, C. (2009). Las aulas de acogida de la educación primaria de Cataluña el curso 2005-2006: sus efectos sobre el conocimiento de catalán y la adaptación escolar. *Infancia y Aprendizaje*, 32(3), 307-327.
- Villalba, F. y Hernández, M.T. (2004). La enseñanza del español a inmigrantes en contextos escolares. En Santos, I. y Sánchez, J. (coord.). *Vademécum para la formación de profesores. Enseñar español como segunda lengua (L2) /lengua extranjera (LE)*. Madrid: SGEL.
- Wößmann, L. y Schütz, G. (2006). *Efficiency and Equity in European Education and Training Systems. Analytical Report for the European Commission prepared by the European Expert Network on Economics of Education*. Bruselas: Comisión Europea

Contact Address: María José Arroyo González. Universidad de Valladolid. Facultad de Educación. Campus María Zambrano. Pza. Universidad 1. 40005 Segovia. E-mail: mjarroyo@edu.uclm.es