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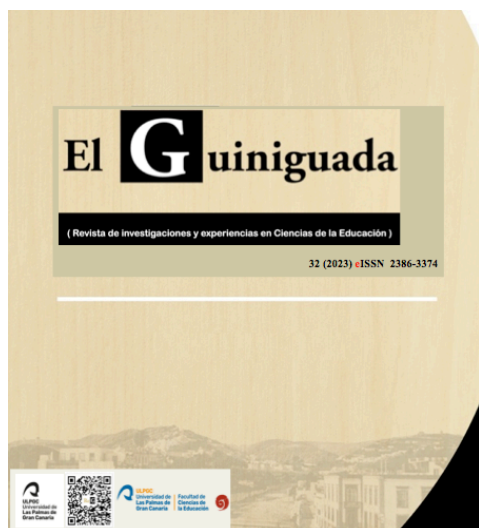
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Aulas temporales de adaptación
lingüística (ATAL)

María Victoria Galloso Camacho

Universidad de Huelva
Huelva, España

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Temporary linguistic adaptation classrooms (ATAL) **Aulas temporales de adaptación lingüística (ATAL)**

María Victoria Galloso Camacho

Universidad de Huelva. Huelva, España

vgaloso@dfesp.uhu.es

RESUMEN

El sistema educativo español y andaluz debe seguir respondiendo con políticas de apoyo e integración a las necesidades educativas que presenta el alumnado inmigrante. Con el fin de apoyar la adquisición de competencias lingüísticas y comunicativas del alumno desconocedor de nuestro idioma, se crearon en Andalucía las Aulas Temporales de Adaptación Lingüística (ATAL). Este programa será el encargado de acoger en nuestros centros públicos andaluces al alumnado inmigrante con desconocimiento del español como lengua vehicular. El objetivo de este artículo es abordar lo que dispone la ley en aquellos casos en los que los alumnos de origen extranjero no presenten el dominio necesario del español como lengua vehicular; qué actuaciones prevé la Junta de Andalucía en nuestro caso; y cómo se afronta la enseñanza de español como lengua extranjera para este colectivo minoritario en el programa ATAL.

PALABRAS CLAVE

LINGÜÍSTICA APLICADA, INMERSIÓN, INMIGRACIÓN, APRENDIZAJE DE LA LENGUA

ABSTRACT

The Spanish and Andalusian educational system must continue responding with support and integration policies to the educational needs presented by immigrant students. In order to support the acquisition of linguistic and communicative skills of the student unfamiliar with our language, the Temporal Classes of Language Adaptation (ATAL classrooms) were created in Andalusia. This program will be responsible for hosting immigrant students in our Andalusian public centers with no knowledge of Spanish as a vehicular language. The objective of this article is: to address what is provided by law in cases where students of foreign origin do not present the necessary mastery of Spanish as a vehicular language; what actions the Junta de Andalucía envisages in our case; and how the teaching of Spanish as a foreign language is dealt with for this minority group, in in the ATAL programme.

KEYWORDS

APPLIED LINGUISTICS, IMMERSION, IMMIGRATION, LANGUAGE LEARNING

INTRODUCTION

The presence of immigrants in Spanish classes is currently seen as a reason for concern, despite the fact that the migratory phenomenon is not new in our country. However, it seems that society makes a very clear distinction between the origins of this type of alumni, as well as pointed out by professors Navarro and Huguet (2006: 71):

Esta inquietud se constata cuando hay presencia de personas inmigrantes que provienen de los llamados países subdesarrollados (africanos, latinoamericanos, europeos del este), pero no cuando estas personas presentan situaciones económicas satisfactorias y con altos niveles de instrucción: en este caso no parece ser relevante su distinta cultura, lengua, religión, etc.

The immigrant student who joins late in the last courses of Primary Education or Secondary Education in Spanish classes needs measures to facilitate language learning, in addition to complementary measures of support and compensation measures. If this is how it is and where you come from, this type of alumnus does not always go to our centers with a sufficient command of Spanish as a vehicle language, but not for that reason and so you can stop joining the educational system, making teaching in our country is mandatory from 6 to 16 years of age. For this reason, on the part of public institutions, both at state and autonomous level, educational policies and pedagogical projects have been planned over the last few decades with respect to this minority group, on occasions recognized as compensatory education, intercultural education or education in diversity, to meet your needs. According to the Consejería de Educación y Ciencia de la Junta de Andalucía (2001: 10), the non-resolution of these needs or the deficient resolution:

Puede implicar, en muchos casos, la consolidación de déficits y retrasos escolares que no se acaban de superar nunca. Cuando una persona no habla el idioma escolar tiene problemas, no sólo en cuanto a sus resultados escolares, sino también en sus relaciones con sus compañeros y profesores, en definitiva, con el entorno escolar y social.

One of the main objectives of the schooling of these immigrant students is, therefore, to teach them to master the language of the receiving society in which they now live immersed, because this will be a key instrument to develop as citizens with full rights and to develop as people .

The increasing affluence of immigrant groups in Spain is a latent reality in our classes. According to the Instituto Nacional de Estadística, in the press release: Estadística de migraciones. Provisional first semester 2022 and definitive 2021: “La población de España aumentó en 182.141 personas durante la primera mitad del año y se situó en 47.615.034 habitantes. El crecimiento se debió a un saldo migratorio positivo de 258.547 personas, que compensó un saldo vegetativo negativo de 75.409 personas”. That's how they came denouncing in articles like the one published by El País: “España se ha convertido en el destino de millones de migrantes: en 1998, solo el 1,6% de los empadronados es extranjero, poco más de medio millón de personas. Hoy la cifra supera los cuatro millones y medio, lo que equivale a casi el 10% de población”. (Delle and Alameda, 2017).

It is no wonder, then, that the latest data from the Ministry of Education, Culture and Sports (MECD) (2020-2021 course) calculate a total of 715,409 foreign students, of which 278,667 belong to Secondary Education. However, little attention is paid to the

following data: according to the report on the Social Situation of Immigrants and Refugees in 2019, up to 44% of foreign children fail in school, and that is to say, they drop out before graduating in Education Secondary Obligatory (ESO); while the national average is at 31%. Cordero Ferrera (2014: 33) maintains that being an immigrant means a greater risk of school failure, regardless of other factors. In this way, Matencio-López (2015: 22), who, after analyzing the responses of numerous professors about the migrant student, states the following:

Hay ciertas reservas hacia el alumnado culturalmente minoritario por los posibles obstáculos que puede ocasionar en el desarrollo del currículo ordinario al resto de compañeros, lo cual pone de manifiesto (de forma implícita) que se sigue identificando la diversidad cultural con el fracaso escolar.

If we inquire into the causes of this early abandonment, numerous scholars hablan of the different disadvantaged social contexts they provide, such as Soler et al. (2021). It is clear that a large number of these teenagers live conditioned by the political, social and economic instability of their countries of origin; however, this is not the only cause of school failure. We are referring especially to non-Spanish-speaking migrant students in whom the lack of knowledge of the language is, without a doubt, an essential factor that causes difficulties in adapting and integrating into the ordinary classroom. There are students who encounter great difficulties in subjects such as Spanish Language and Literature, Social Sciences or Natural Sciences, while others manage to overcome practical subjects such as Technology, Plastic and Visual Education, Physical Education or Computing. This type of student attends to oral instructions; however, they don't have enough knowledge to correctly elaborate written texts. According to MECED, in Andalucía, 5.9% of ESO students are immigrants. Among the three provinces of the community with the largest number of immigrant students, Huelva is found at 6.2%. It is clear and evident the apathy that accompanies the part of our students throughout all the educational stages, leading to their maximum expression at ESO. Así lo supports Goenechea Permisán (2006: 5): “En general, las investigaciones concluyen que existe una falta de motivación entre los alumnos inmigrantes. Esta puede explicarse por la falta de identificación de estos niños con la cultura que se refleja en el currículum y en la vida del centro.”

For all of them, and with the aim of supporting the acquisition of linguistic and communicative skills of the student unfamiliar with our language, the ATAL classes were created in Andalucía. This program is in charge of welcoming in our Andalusian public centers to immigrant students with a lack of knowledge of Spanish as a vehicle language.

The Consejería de Educación de la Comunidad Autónoma de Andalucía is in charge of regulating the measures of the project we are dealing with. The first and most important document is the Ley 17/2007 of December 10 de Educación en Andalucía (LEA). In Title III of this document we can find Chapter I dedicated to students with specific needs for educational support (2007: 23):

Se considera alumnado con necesidades específicas de apoyo educativo aquel que presenta necesidades educativas especiales debidas a diferentes grados y tipos de capacidades personales de orden físico, psíquico, cognitivo o sensorial; el que, por proceder de otros países o por cualquier otro motivo, se incorpore de forma tardía al sistema educativo, así como el alumnado que precise de acciones de carácter compensatorio.

Another document of great importance and centered on the attention of immigrant students is the Order of January 15, 2007 (BOJA 14-02-2007). This title regulates the measures and actions that are developed to cater for this type of student, with particular emphasis on ATAL, our work center. This document, as stated in it, is intended for Andalusian public teaching centers that impart teaching both in Primary Education and in ESO.

The ATAL program in the province of Huelva currently has a total of 20 intercultural teachers who are responsible for providing specific attention to immigrant students who do not know Spanish in 43 schools in 13 different locations. This type of intervention “permite la integración del alumnado inmigrante en el centro y su incorporación a los ritmos y actividades de aprendizaje propios del nivel en que se encuentren escolarizados” (2007: 8). The main objective is to support the acquisition of the linguistic and communicative skills necessary for their full integration into the school environment. This program embraces students educated from the Second Cycle of Primary Education and up to the end of ESO. The students are divided into four levels attending to the following characteristics:

LEVEL 0. «Absence of knowledge of Spanish». According to the guidelines of the European Common Reference Framework (MCER), we could translate it as the previous grade at LEVEL A1.

LEVEL 1. «Certas nociones de español, at an oral level, clearly insufficient to follow the classes».

LEVEL 2. «Difficulty in Spanish, especially in reading and writing».

LEVEL 3: «Sufficient knowledge of Spanish to follow the curriculum».

The Equipo Técnico Provincial para la Orientación Educativa y Profesional (ETPOEP), which coordinates the teaching staff of the ATAL classes, organizes these four levels among three profiles catering to different characteristics:

Profile 1: Priority students who spend less than one year in the program and who have more hours.

Profile 2: students with more than one year of participation in the program.

Profile 3: students who take between 2 and 3 years of schooling.

Article 5 of the Ordinance of January 15, 2007 recognizes the need to carry out this program in the ordinary classroom, “pudiéndose organizar grupos de apoyo atendidos por profesorado específico para llevar a cabo la atención fuera del aula ordinaria cuando circunstancias especiales en la comprensión expresión de la lengua española así lo aconsejen”. This need to develop the activity in the ordinary classroom comes from the desire to integrate this student into the school and social environment in the shortest possible time, thus guaranteeing their progress in the ordinary classroom. Article 8 of the same document contemplates the assistance of these students to the ATAL program during a school course, being able to extend to a maximum of two courses. However, the results of the evaluation continue to be able to determine at any time the completion of your assistance.

In addition to the Temporal Classes of Linguistic Adaptation, we can find another program for foreign students, with or without language difficulties:

The Refuerzo, Orientation and Support Program in public teaching centers in Andalucía (PROA Andalucía) approved through the Accord of August 1, 2014 by the Council of Government. This program has as its main objective to guarantee “que los centros incluyan en sus proyectos medidas de compensación educativa que posibiliten la integración social, la normalización educativa y la reducción del desfase escolar”,

will be in Annex V of the Instructions of November 18 where we will find an action called PALI: Linguistic Support Program for Immigrants “dirigido al alumnado de origen extranjero que presenta dificultades para la comprensión y uso del español como lengua vehicular”. This program differs from the performances of the ATAL program in two main aspects: firstly, the teaching schedule, the PALI is always going to be held outside the school schedule (afternoon schedule); on the other hand, this program eliminates the fourth course of the ESO.

In this proposal we analyze the results divided into the sections on what is meant by motivation and what is its importance in the ATAL class; the importance (despite the shortcomings of the educational system) of ICT in the ATAL classroom; Literature is approached in Spanish learning as L2; and emphasis is placed on the importance of maintaining culture and maintaining the culture of origin of migrant students, in order to safeguard and promote knowledge and the valuation of different cultures.

RESULTS

Motivation in the ATAL class

When we talk about demotivation we are referring to a reality known and experienced by the entirety of teachers. But, what do we mean when we talk about motivation? At first, we can define motivation as “un conjunto de actitudes positivas de una persona a la hora de desempeñar una tarea”. A motivated student, therefore, carries out the activities proposed by the teacher in an active way, with spirit and enthusiasm. So says Madrid Fernández (1999: 9): “En general, se considera que un alumno está motivado si quiere hacer, y hace, aquellas cosas que se piensa que debería hacer. Por la misma razón, un alumno está desmotivado si no hace aquello que se piensa que debería hacer”.

In recent years, numerous works have been carried out on demotivation, its causes and its proposals to alleviate it. One of the most recent studies is Rabadán Zurita's (2013). However, there is no abundance of studios that center their work on motivation in more reduced areas such as ATAL, where cultural diversity and the adolescent stage completely mark learning. However, we can refer to studies such as Cabañas (2008) or Muñoz López (2003), both focused on school contexts. In the first one, greater importance is given to affective and personal factors, recently affected by García Pérez (2021), in which the adolescent stage stands out (2008: 63):

Hay que tener en cuenta la importancia de la etapa en la que se encuentran los aprendices en los que se ha centrado el trabajo. Todos ellos son estudiantes de instituto, por lo que tienen aproximadamente entre 13 y 17 años. Es decir, se encuentran en el periodo conocido como adolescencia. En esta etapa, crucial en el aprendizaje en general y de transición hacia la edad adulta, tendrán que asentar y reafirmar su identidad y su propia personalidad, afrontando numerosos cambios físicos y psíquicos.

The second focuses its study on all the factors that affect Spanish learning in school contexts. Muñoz López ranges from personal factors: age, motivation, values or religion, to external factors such as space or time. Muñoz López quotes Gimeno Sacristán y Pérez Gómez (2000: 309):

El diseño para el profesor, además de su participación en la elaboración y desarrollo de todo el proyecto de centro, significa acciones como (...) planificar trabajos fuera del ámbito escolar,

acomodar el espacio y mobiliario del aula en la medida de sus posibilidades, prever la utilización de recursos o lugares de uso común del centro, considerar estrategias de trabajo dentro del aula y fuera de ella para diferentes tipos de alumnos y ritmos de aprendizaje, distribuir el tiempo escolar y actividades semejantes. Son tareas enmarcadas en una institución, en una jornada concreta y con múltiples alumnos que atender.

These factors would allow the use of common spaces in the center in order to finish the classroom routine. The use of the different installations would favor the teacher-student relationship since it would break with the distance caused by the spatial distribution of conventional classes. Albaladejo Mur (2007: 127-130) dedicates a chapter to the distribution of space in the educational center. The author does not propose a single classroom model, moreover, she invites us to transform the space according to the needs of the students and the activity.

However, there are numerous studies on motivation for teaching second languages which, although not centered on school contexts, can help us to develop tools to increase motivation in the ATAL classroom. The different motivational tools in the highlighted language class in our work come from studios such as Dörnyei (2008), Díez Santos (2000) and Moreno Bruna (2014). Those that have greater relevance in the context of the ATAL class are the following: affective dimension (enthusiasm, commitment, group cohesion), relevant teaching materials and increased participation.

The TIC in the ATAL classroom

The new technologies of information and communication are already part of our everyday life in the classroom and in some way have transformed the educational context. When we talk about ICT tools we are referring to the exchange of information and communication between people through the Internet. Of course, así lo ponen de manifiesto in their investigations on motivation or self-learning, among others, Colás Bravo et al. (2018) and Yagüe Barredo (2017). The use of ICT in any class involves planning greater than that of the ordinary class: knowing how to manage the programs or websites used, predicting the problems that may occur and learning how to solve them, requesting a specific class, etc. However, the benefits that are obtained after the correct use of these resources are greater:

- They allow for an individualized treatment, offering each student activities to reinforce or expand according to their needs.
- Increase the motivation, always and when we use them in a moderate way.
- Expand the information channels; after the explanation in class, the students tend to be able to consult the content offered again.
- Enables access to the materials outside the ATAL classroom.
- Allows the gamification of the information.
- Autonomous learning.
- Self-evaluation.

Literature in Spanish Learning as L2

Following it reflected in the European Common Framework of Reference (MCER) “Las literaturas nacionales y regionales contribuyen de forma importante a la herencia cultural europea, que el Consejo de Europa considera «un patrimonio común valioso que hay que proteger y desarrollar»” (2002: 72), the use of literary texts is fundamental for the elaboration of the didactic proposals in the ATAL classes due to the need to contextualize the language, due to the desire to facilitate the student's

follow-up of the assignment of Castellana Language and Literature and for the student's immersion in our cultural context. Some of the studies we have highlighted in the literature in the teaching of ELE are those of Albadalejo García (2007) and, more recently, Peñas Ruiz (2021).

Literary resources allow us to elaborate a multitude of activities (reading, reading comprehension, composition, theatrical works), all of them aimed at learning Spanish. In addition, they allow the student to know indirectly such an important part of our culture. They are fundamental to carry out a language teaching in a way that improves the communicative competence of the students, regardless of what they were not designed for: a real language is recreated in different contexts, according to the times, spaces, situations the personajes, es decir, the pragmatic ingredients of the language (González Cobas, 2009).

On the other hand, the context of the ATAL class obliges us to adapt the texts to the level of the students. For this, adapted texts must be taken, not only for the greater simplicity of the language or the brevity, but also for the faithfulness of the story that is told. So says Sáez Martínez (2011: 63): “adaptar el Quijote no es resumirlo, ni meter “morcillas”, sino entresacar lo esencial y actualizar el lenguaje, pero conservando su pátina”.

Maintenance of the original culture

Article 2 of the ORDEN of January 15, 2007 on the attention of immigrant students is among the most important aspects: the maintenance of the culture of origin of immigrant students, with the aim of promoting knowledge and appreciation of different cultures . This section assumes the need to develop group and individual activities that ensure the conservation of the native culture, but also the teaching of Spanish culture. It is the educational center and the ideal place to carry out activities related to knowledge and appreciation of cultures, helping foreign students to break down and feel part of the community. However, Molina (2009) cited in Matencio-López et al. (2015: 22) states:

Los datos no son demasiado positivos al comprobar que cerca de un 70% del profesorado de los centros públicos no comparte la idea de que la escuela sea el lugar para cultivar la cultura de los alumnos inmigrantes, así como casi un 60% considera que prioritariamente este alumnado debe adaptarse a la cultura del país de acogida frente al mantenimiento de su propia cultura en la escuela; es decir, se defiende más el paradigma asimilacionista que el intercultural.

This belief causes the isolation of foreign students, who feel cut off from the reality that surrounds them. Working with different cultures within the ATAL class creates greater group awareness, fostering empathy between them. Olmos and Rubio (2013) focus on a socio-anthropological study for the construction of “buen estudiante migrante” in secondary schools in Spain. And, on the other hand, a comprehensive work on the concept of integration, the integration of migrant students in Spain, the linguistic component or the attitudes of teachers towards migrant students at European level is Alcántara et al. (2023). The incorporation of this aspect in the ordinary class is indispensable; The knowledge of the cultures they bring to their own favors respect and proximity, which are very important factors for the inclusion of foreign students. For the correct execution of this section, the professor of the ATAL class must: know the culture of origin of its students; coordinate activities with the faculty and the

management team of the centre; foster the relationship with the tutors of the students; develop training courses to meet the cultural and linguistic diversity of the classroom.

DISCUSSION

The Spanish and Andalusian educational system must continue responding with policies of support and integration to the educational needs that the immigrant student presents, to direct our efforts towards success and to avoid, as far as possible, the school failure of the students who are found in this situation.

Its integration requires measures that, preferably, should be carried out within the school environment, to avoid the possible inequality and discrimination that it is supposed to be carried out in centers for the reception of immigrants, since the inclusive education that we have as a goal is based on intercultural coexistence, in the the segregation of foreigners and natives.

Carrying out successfully the learning of the Spanish language is an indispensable condition for the assimilation of other contents, conveyed through linguistic supports in the majority of cases, and for the development of other fundamental learnings.

For greater efficiency and greater chances of success, the teachers who carry out the linguistic support programs that are carried out in all communities should have training in teaching second languages, which is not always the case. This type of training is essential for teachers to face and solve specific problems in the process of learning the Spanish language and intercultural education.

Sociedad encomienda a la escuela evermore responsibilities. We could refuse to accept them, but the sensible thing is to claim the help needed to be able to serve them well. The ATAL program works to improve the academic results of immigrants, with an inclusive methodology, acquisition of communicative skills and integration protocols.

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