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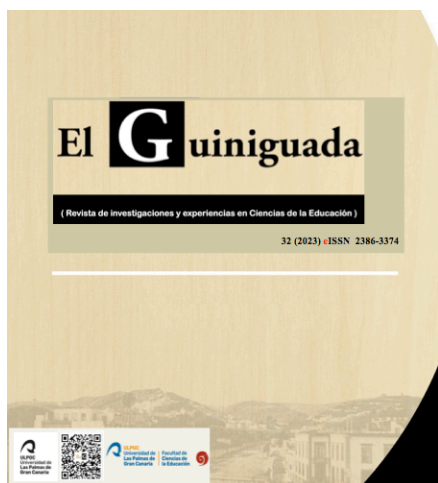
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**University and Mediation:
Linguistic and Socio-educational Aspects**
Universidad y Mediación:
vertientes lingüística y socioeducativa

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RESUMEN

La sección monográfica del número 32 de *El Guiniguada*, titulada **Universidad y Mediación: vertientes lingüística y socioeducativa**, centra su interés en el análisis de la mediación lingüística e intercultural en el sistema educativo escolar y universitario desde un posicionamiento empírico, ya que ambos enfoques comparten una interdependencia que no consiente la visión de una sin la otra durante el recorrido académico y profesional. Por ello, el volumen contempla reflexiones e investigaciones llevadas a cabo en Costa de Marfil, España y Estados Unidos que abarcan diferentes necesidades educativas: la situación del español en diferentes centros internacionales, el análisis de las aulas de adaptación lingüística dirigidas al alumnado extranjero, la percepción de los programas bilingües de varios centros públicos por parte de las familias y la creación de unidades didácticas.

PALABRAS CLAVE

MEDIACIÓN, MONOGRÁFICO, PERSPECTIVA SOCIOEDUCATIVA, ENSEÑANZA DE SEGUNDAS LENGUAS

ABSTRACT

The monographic section of issue 32 of *El Guiniguada*, titled **University and Mediation: Linguistic and Socio-educational Aspects**, focuses on the analysis of linguistic and intercultural mediation in the school and university educational systems from an empirical standpoint. Both approaches share an interdependence that does not allow for the view of one without the other during academic and professional development. Therefore, the volume includes reflections and research conducted in Ivory Coast, Spain and the United States, covering different educational needs: the situation of Spanish in different international centers, the analysis of language adaptation classrooms for foreign students, the perception of bilingual programs in various public schools by families, and the development of teaching units.

KEYWORDS

MEDIATION, MONOGRAPHIC, SOCIOEDUCATIONAL PERSPECTIVE, SECOND LANGUAGE TEACHING

This monographic section of *El Guiniguada* shows interest in the linguistic and socio-educational aspects within the school and university system, through qualitative and field studies, given the growing interest in research on the integration and inclusion of students in today's educational society.

Initially, the linguistic aspect concerns the teaching of second languages or Spanish instruction aimed at immigrants in the educational system, such as late incorporation programs, teaching of the target language as a second language (EL2), or immersion programs, among others. In this regard, the role of mediators in schools to support minority groups is crucial, as they must integrate not only educational and mediation skills but also linguistic competencies, representing a broad intersection of disciplines. We are facing a plural, heterogeneous, and inconsistent society, where educational institutions must respond to these identities and safeguard their rights (Monsalve Lorente & Cima, 2018). Furthermore, the concept of linguistic and cultural mediation is not only limited to the professional field but also appears in the CEFR in the teaching and learning of foreign languages. Specifically, while in 2001 it was indicated in sections 2.1.3, 4.4.4, and 4.6.4 the need to facilitate communication between two interlocutors and act as an intermediary, along with the ability to switch channels (oral-written), the new 2014-2017 project expands the descriptors to include not only interlinguistic mediation but also communicative and sociocultural mediation, due to the composition of current classrooms and the presence of the CLIL method (Council of Europe, 2020). Nevertheless, the lack of institutional support translates into a lack of financial resources and action plans, leading teachers and educational staff in general to substitute for the necessary figure of the mediator, with their competencies and training. Therefore, there is a lack of pedagogical skills, knowledge about mediation, and a lack of experiences on which to build experiential learning (Escobar, 2011), which could be addressed through teacher training in inclusion, in order to reflect on interculturality and its intervention strategies (Ortega et al., 2019).

Subsequently, the socio-educational aspect encompasses the analysis of empirical and field studies on inclusive language projects carried out in specific contexts from legislative, scientific, and educational perspectives. In this regard, the observation of research that examines the profile of families and students helps reconstruct statistical data on the educational society and opens new horizons and lines of research related to the affective, cognitive, and social development of individuals. However, universities do not always succeed in offering a novel and empirical overview due to a lack of studies that establish a connection between the inclusion of foreign students and new educational resources. This is because, although teaching as a profession should involve attending to diversity, it is challenging to alter the idiosyncrasies traditionally associated with the university system while simultaneously being aware of the importance attributed to the field of research (Alcaín Martínez & Medina-García, 2017).

Therefore, the interaction among members of the educational community is crucial to prevent social exclusion, which becomes evident in cases where the staff lacks adequate training. In order to achieve comprehensive education, a balance of all

educational components is needed to develop social and communication skills in individuals for conflict resolution (García-Longoria Serrano & Vázquez Gutiérrez, 2013). Thus, educational experiences regarding the processes of schooling and social integration of immigrant families, support programs for learning Spanish as a second language (L2), and projects for international interaction and cooperation are crucial for achieving educational outcomes that promote peaceful and normalized intercultural coexistence in educational institutions.

Based on these aforementioned premises, the four contributions in this monographic section are presented:

L'espagnol et le portugais comme langues étrangères en Côte d'Ivoire (**Spanish and Portuguese as foreign languages in Ivory Coast**), by Koffi Yao and Bi Drombé Djandué (**Felix Houphouet-Boigny University**), emphasizes the issue of learning and teaching second languages in Ivory Coast. Specifically, they analyze the importance of the emergence of Portuguese in secondary school classrooms, thanks to the agreement signed between Ivory Coast and Portugal in 2015 to expand its teaching. They argue that the presence of Portuguese may lead to a decrease in the number of students studying Spanish, considering that English and German are also studied as foreign languages. However, they question whether there will be significant implications for Spanish, as it enjoys a high prestige in the country due to its widespread presence, which even influences the local slang known as *nouchi*.

Aulas temporales de adaptación lingüística, ATAL (**Temporary linguistic adaptation classrooms, ATAL**), by María Victoria Galloso Camacho (**University of Huelva**), explores the functioning of these integration spaces in classrooms in Andalusia, Spain. It also examines the regulatory considerations and actions established by the Junta de Andalucía for their implementation and application in teaching Spanish as a Foreign Language (ELE). These classrooms are characterized as inclusive environments that promote communication skills and integration. The Spanish language serves as the foundational vehicle for other areas of learning for immigrant students. Therefore, the article emphasizes the importance of implementing these classrooms in educational institutions to avoid inequalities and highlights the need for teachers to possess expertise in second language instruction.

Redesigning a Spanish undergraduate course considering affordability, diversity, equity, and learning styles. Plan and results (*Rediseño de un curso de Pregrado en español considerando la asequibilidad, diversidad, equidad y estilos de aprendizaje. Programación y resultados*) by Dra. Teresa Fernández-Ulloa (**California State University, Bakersfield**), highlights the different aspects that an inclusive, flexible, functional, and integrative curriculum should encompass. Based on Baroque literature, the course aims to provide accessible content through open-access sources, present the works in film format, emphasize the role of women in the canon, and incorporate the Flipgrid platform as a technology tool. Additionally, the central role of the student as the driving force behind the teaching and learning process is emphasized, along with a series of methodological recommendations for an effective and engaging implementation of the content.

Lastly, we have the contribution by Professor María Begoña Ruiz Cordero (**University of Castilla-La Mancha**) titled **La opinión de las familias sobre el programa bilingüe de la Comunidad de Madrid (Parents' opinion about the bilingual program in the Autonomous Community of Madrid)**. This study presents the perception of 444 families regarding the bilingual program implemented in five public schools in the Community of Madrid. The main result reveals positive feedback both in terms of students' English proficiency and the efforts made by educational stakeholders, including families, for the program's successful implementation. While half of the respondents note that students' knowledge in subjects such as History or Natural Sciences may not be at the same level as their counterparts in monolingual programs, it is highlighted that the overall satisfaction level, as well as the students' interest and motivation, compensate for this curricular gap.

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