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## RESULTS OF THE SURVEY

### COUNTRY FOCUS: SPAIN

#### *Hominem Challenge*



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*Hominem forwarded 37 invitations to teachers and trainers who have experience in delivering trainings and classes to immigrants.*

*The main outcomes are the following:*

***What challenges/difficulties amongst the students have you encountered when you've started teaching a new class/group with a foreign background?***

*Almost all responses insisted on the fact that the language is the most important barrier. However, there are other aspects such as difficulties to follow the methods of teaching in Spain based on a more active participation in the classroom, as the students feel shy and have difficulties to express in an open way what they want to say in every moment. Another important point that has been mentioned was that the level of previously received education or training can be very different, especially when the regions from*



where they come from are very different from Spain, if we consider the culture and also the GDP of their country (the budget dedicated to education in their country).

**2) Do these challenges alter over time when the student's progress? If so, in what ways?**

All of respondents stated that being aware that the language barrier requires time to be sorted out, they managed ("did their best" is the most used explanation) to explain things in different ways, creating sometimes two levels of teaching in the same classroom, which is not the best way to teach.

However, for the relationships within the classroom, most of respondents responded that after a certain time, they noticed a significant improvement. They put in place specific actions such as: mixing students, asking them direct questions, involving them in group works, giving them as much positive feedback as possible and asking them to talk about they were used to learn in their countries in order to try and use similar things when possible.

**3) Are the challenges/difficulties different depending on sex, ethnicity, culture, religion, and/or educational background? If so, in what ways**

Here, the respondents stress the fact that there are three different groups of learners: European students, South-Americans and the others. The level of integration and the speed of integration of these three groups are very different. For the European students, the only barrier that they face at the beginning is the language, whereas the South-Americans do not have this problem. The difficulties they find are more related to the differences in the educational methods, systems and the level of demand (higher). The third group is the most challenging one in terms of all the variables (sex, ethnicity, educational background, religion...). Indeed, in the case of this third group, dealing with discussions related to religion, sexuality and cultural differences is very delicate and is a real challenge that can create conflicts between students at any time.

**4) Have you found a working strategy/method for finding a common ground when teaching students who face different kinds of challenges/have different difficulties in the same class/learning situation? If so, what strategy?**

The following are the most relevant responses mentioned by respondents:

- Finding time, although it is not easy, to try and work with specific students at individual level.
- Customise certain course contents.
- Organise support classes when possible and when the differences are very important.
- Learn about the country of origin of the students.

**5) After how long can you detect signs of acceptance, adaptation and/or assimilation (if any) amongst the students?**



*In the case of our Spanish respondents, there is no clear response about this question. They all mentioned that it is not easy for them to establish any range of time. However, most of them agree that after one academic course, aspects like relationships with teachers and the local students and integration within the educational systems and methods are overcome. Also, they agree that the language aspect starts to become less critical after one academic year. Specific topics remain delicate and the differences in terms of levels require more time.*

**6) Does the degree of adaptation differ depending on sex, ethnicity, culture, religion, and/or educational background? If so, could you give some examples?**

*“Yes” is the most mentioned response. Some of the teachers added some aspects such as people born in the country but from immigrants’ fathers (better integration) and the case of young people (faster integration).*

**7) Have you noticed any differences in degrees of integration between teaching a single cultural class/group and a multicultural class/group? If so, what differences?**

*Responses are very varied but there is a certain consensus about the fact that with South-American students, they find it easier when they deal with a single cultural class when as they have a deep knowledge of the culture.*

**8) Have you detected any topics that are difficult to teach/talk about in a multicultural class/group? If so, what topics?**

*Yes. Talking and dealing with topics such as sexuality, religion and certain aspects related to the history (wars, colonization, and political conflicts) are very delicate especially for some groups (generally non-European).*

**9) Are there situations where students end up in heated debates and can’t seem to be able to regain focus? If so, does the degree of intensity differ between single cultural classes and multicultural classes? Could you give an example?**

*All respondents stated that they have not seen it themselves.*

**10) If you end up in such a “trap”, have you found a strategy/“trick” to get out of the “trap” and get the class back on track? If so, what strategy/“trick”?**

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**11) Are there any areas in teaching a multicultural class you feel you struggle more with than other areas? If so, what areas?**



*Yes: sexuality, religion and certain aspects related to the history (wars, colonization, and political conflicts).*

***12) Would you like to be able to get support, tips and/or concrete exercises online designed for specific teaching situations? If so, in what format would you prefer it (for instance chat, searchable databank, videos etcetera)?***

*All respondents generally respond that any support in such topic, especially taking into account the emigration challenge, is welcome. They could like to have: Videos, or to seminars with experts, access to a specific course, exchanges with other teachers who have more experience.*

***13) Does the teachers/educators background (ethnic, cultural etcetera) affect the dynamics, perception, influence and reception regarding challenges and integration in the class/learning situation? If so, could you give an example?***

*Yes. Most of respondents state that it is an important factor. They mention that if a teacher has had a personal experience as learner in a different environment, obviously he/she can be much more empathetic and could understand easier the foreign students.*