

A COMPETÊNCIA SOCIOLINGÜÍSTICA COMO UM MECANISMO DE INTEGRAÇÃO DE MIGRANTES. UM ESTUDO SOBRE AS EXPECTATIVAS PRAGMÁTICAS DO ESPANHOL EM TRÊS SITUAÇÕES COMUNICATIVAS BÁSICAS: TRABALHO, SAÚDE E EDUCAÇÃO

LA COMPETENCIA SOCIOLINGÜÍSTICA COMO MOTOR DE INTEGRACIÓN DE LOS MIGRANTES. UN ESTUDIO SOBRE LAS EXPECTATIVAS PRAGMÁTICAS DE LOS ESPAÑOLES EN TRES SITUACIONES COMUNICATIVAS BÁSICAS: TRABAJO, SANIDAD Y EDUCACIÓN

THE SOCIOLINGUISTIC COMPETENCE AS A DRIVE FOR THE INTEGRATION OF MIGRANTS. A STUDY ON THE SPANISH PRAGMATIC EXPECTATIONS IN THREE BASIC COMMUNICATIVE SITUATIONS: WORK, HEALTH AND EDUCATION

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RESUMO: Trabalhar a competência sociolinguística na segunda língua é necessária, pelo menos, por duas razões fundamentais: porque é um tipo de informação cuja ausência ou violação gera preconceitos e dificulta a integração e porque a simples exposição ao ambiente não é suficiente para que o aluno possa aprender. Nesse sentido, sua apresentação na sala de aula da ELE é especialmente importante quando os alunos são uma população migrante. Neste capítulo, apresentaremos três situações comunicativas específicas: a entrevista de emprego, a tutoria com o professor das crianças e a visita ao médico assistente. Passamos um questionário de expectativas pragmáticas para os falantes de espanhol peninsular como língua materna e coletamos os itens em que houve um consenso superior a 70%. Se os alunos souberem como a população anfitriã espera que eles se comportem nessas situações, sua integração será mais fácil.

PALAVRAS-CHAVE: Competência sociolinguística. Alunos migrantes da ELE. Entrevista de trabalho. Explicações. Visita medica.

RESUMEN: Trabajar la competencia sociolingüística en clase de segundas lenguas es necesario, al menos, por dos razones fundamentales: porque es un tipo de información cuya ausencia o violación genera prejuicios y dificulta la integración y porque la simple exposición al entorno no es suficiente para que el aprendiente la adquiera. En este sentido, su presentación en el aula de ELE es especialmente importante cuando los aprendientes son población migrante. En este capítulo vamos a presentar tres situaciones comunicativas concretas: la entrevista de trabajo, la tutoría con el profesor de los hijos y la visita al médico de cabecera. Hemos pasado un cuestionario de expectativas pragmáticas a hablantes de español peninsular como lengua materna y hemos recogido aquellos items en los que ha habido un consenso mayor

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al del 70%. Si los aprendientes saben cómo espera la población de acogida que se comporten en estas situaciones, su integración será más sencilla.

PALABRAS CLAVE: Competencia sociolingüística. Aprendientes migrantes de ELE. Entrevista de trabajo. Tutoría. Visita médica.

ABSTRACT: Teaching Sociolinguistic Competence in second language class is necessary, at least, for two fundamental reasons: (i) because it is a type of information whose absence or violation generates prejudices and makes integration difficult and (ii) because simple exposure to the environment is not enough for learners. In this sense, their presentation in the ELE classroom is even more important when learners are migrants. In this chapter we will present three specific communicative situations: the job interview, the tutoring with the form teacher of the children and doctor's appointment. We have passed a questionnaire of pragmatic expectations to speakers of Peninsular Spanish as their mother tongue and we have collected those items in which there has been a consensus greater than 70%. If the learners know how the host population expects them to behave in these situations, their integration will be easier.

KEYWORDS: Sociolinguistic competence. Migrant learners of Spanish. Job interview. Meeting with the form teacher. Doctor's appointment.

Introduction

The concept of *sociolinguistic competence* emerged in 1980, when Canale and Swain recovered Hymes' terminology (1971) and his idea of *communicative competence*. They divide it into three areas of knowledge: *grammatical* or *linguistic competence*, *sociolinguistics* and *strategic*³. In 1983, Canale decides to include a fourth competency, the *discursive*, which he separates from *sociolinguistics*. Thus, his theory of the areas of knowledge of communicative competence is finally based on the existence of four (sub)competences: i) *grammatical* or *linguistic*, ii) *sociolinguistics*, iii) *discursive* and, iv) *strategic*. Sociolinguistic competence is, from then on, considered an independent subcompetence, defined as the domain of social norms according to certain variables, such as the hierarchical relationship between the interlocutors, the type of situation (formal versus informal) or social conventions.

In parallel, Bachman (1990) introduces the term *pragmatic competence* among the subcompetences of communicative competence. He defines it as that which corresponds to the relations between the language system, the interlocutors and the context. It includes

³ Canale and Swain (1983) define grammatical or linguistic competence as the verbal and non-verbal code of a language. In turn, the discursive refers to the creation of cohesive and coherent oral and written texts and the strategic to the mastery of strategies to solve communication failures that may be related to both grammatical and sociolinguistic competence.

sociolinguistics and *illocution*⁴ as subcompetences. Like Canale and Swain, he considers that sociolinguistic competence is responsible for the adequacy of statements in different social contexts, according to the age, culture or sex of the speaker.

In turn, the Common European Framework of Reference for Languages (2002) talks about *linguistic*, *sociolinguistic* and *pragmatic competences*. It states that sociolinguistic competences are related to the socio-cultural conditions of using a language and includes in them the linguistic markers of social relations, such as greetings, presentations or forms of treatment, depending on the context and the hierarchical level of the interlocutors.

In fact, since the appearance of the *Communicative Method* in the 1970s, an environment has been promoted in which the sociolinguistic component is especially relevant in the studies of a second language (from now on L2) for the complete formation of communicative competence (BYRAM; ZARATE, 1994; NATIONAL STANDARDS, 1996; BARROS; VAN ESCH, 2006). Accordingly, the student needs to be able to interpret and reproduce the sociolinguistic schemes at the same time as the spoken and written signs of a foreign language. Thus, it is necessary to be able to perform different communicative acts and, simultaneously, acquire a global and unified view of the foreign language and culture. In conclusion, learning a language is also learning its culture.

Miquel and Sans (1992) and Santamaría Martínez (2012) also argue that the learning and development of the sociolinguistic aspects of L2 benefit the integration of the learner in the L2 society, since their lack of knowledge can cause problems in intercultural communication and hinder integration in host society. This is mainly due to the existence of a universality bias in relation to the sociolinguistic components of languages, which implies the emergence of stereotypes against those who do not meet expectations.

Currently, the study of Acquisitions of Second Languages (from now on ASL) is supposed to meet sociolinguistic competence in several main ways. On the one hand, it must incorporate the influence that different social variables, such as socioeconomic level, age or sex, have on linguistic variation (MORENO FERNÁNDEZ, 1994; 2007); on the other hand, it must incorporate context and culture as decisive elements in all types of communicative interactions (intra- and intercultural). In addition, they must consider the experience (vital, psychological and cultural) and the education of the student as influential factors in the acquisition of an L2; finally, attention should be focused on the various strategies that the speaker uses to convey a certain communicative intention.

⁴ It is defined as the ability to transmit a particular communicative.

The review of the different teaching methods of the sociolinguistic characteristics of an L2 shows that, although teaching the language in isolation from these elements can facilitate the merely linguistic learning of an L2, the communicative situations in that L2 would be much stranger to the learner (OMAGGIO, 1986) and intercultural conflicts and prejudices could be generated, due, among other reasons, to the very likely socio-linguistic transfer. The more different and distant the two societies and/or cultures are, the more information gaps can arise in intercultural communication and, therefore, the emergence of intercultural misunderstandings among the interlocutors more possibly (Blum Kulka, 1996; Rodrigo Alsina, 1999; Escandell, 2004).

In line with Schuman (1978), Bardovi-Harlig (2001) or Kasper and Rose (2002) affirm that the explicit instruction in the sociolinguistic contents of an L2 improves the acquisition of the relative competence of these students and that the mere linguistic immersion is not enough to the acquisition of that knowledge and skills. These authors, therefore, are against the assumptions of the socialization of language chain, which affirmed that the advance in the knowledge of a language tended to lead to an abandonment of the transference and that it was not necessary that sociolinguistic and sociocultural knowledge needed to be explicitly addressed in the classroom. Thus, teaching this competence in an L2 is totally essential and must be conceived as a process that must evolve in parallel with the other aspects of language (MIQUEL; SANS; BAULENAS, 1997; BARROS; VAN ESCH, 2006). In addition, it must be incorporated from the initial levels of learning (KASPER; ROSE, 2001; 2002; VICENTE; HORNO, 2016). Only in this way, it is possible to avoid “cultural shocks” (GALINDO, 2005; HOFSTEDE; HOFSTEDE, 2005).

The acquisition of sociolinguistic competence by migrant students⁵ of ELE deserves special interest. The migration process is accompanied by certain problematic circumstances: the loss of family relationships, cultural, linguistic ties and even loss of status. In addition, “cultural shocks” usually occur (GALINDO, 2005) and, in the medium and long term, difficulties in integrating these individuals. Likewise, there is a risk of marginalization, which can lead to difficult labor and social insertion.

⁵ The Manual for the Design and Management of Social Action Projects with Immigrants (1998) states that the term immigrant refers to an individual situation, which can be temporary or definitive. It is, therefore, a social or economic condition *a priori* free of connotations (VILLALBA; HERNÁNDEZ, 2004). However, the media has contributed to filling in negative connotations, usually associated with the low socioeconomic and cultural level of these individuals. To avoid these derogatory connotations throughout the article, we call individuals with these characteristics migrants or simply migrants.

Fernández Merino (2011, p. 86), in his studies on the characteristics of this type of student in Spain, emphasizes that several aspects must be considered: i) migrant students represent the group of ELE students with the highest degree of separation from hostess society; ii) most professionals who teach this group are volunteers and few have specific training in language teaching; therefore, the ELE acquisition process is deficient; iii) these students do not regularly attend classes due to work and / or life circumstances; iv) levels are generally mixed to meet your job needs; v) the contents exposed in class are generally not in accordance with those proposed by MCER (2002), at least until reaching an A2; vi) there are still few manuals adapted to this type of student and their peculiarities, and the centers prefer to develop their own materials, even without knowing or ignoring the characteristics of the learning population; and vii) a significant percentage is generally illiterate in their L1. For all these reasons, explicit instruction on the sociolinguistic content of Spanish is particularly necessary and beneficial for this type of ELE student.

In the following sections, we will focus, first (2. *Three vital communicative situations in the ELE classroom*), on the relevance of Spanish classes, especially aimed at the migrant population, specifically addressing the three communicative situations here. chosen (job interview, orientation with the teacher and medical visit). For that, we will contextualize our work under the postulates of MCER (2002) and PCIC (2007). In addition, we will see how this information manifests itself in some of the most used manuals with migrant populations. Next, the data collection we performed will be presented and the results obtained will be discussed (3. *Pragmatic expectations of native Spanish speakers: data collection and discussion*). Finally, section 4. *Conclusions* will end this work.

Three vital communicative situations in the ELE classroom

One of the goals of today's multicultural societies should be to integrate the migrant population, avoiding, as much as possible, the creation of *ghettos*. And to achieve this, the language classroom is a privileged tool, as it can provide the newcomer with the necessary information to know how the host population expects him to behave in different situations⁶. Among them, we highlight three in this study, due to their special relevance to the student's

⁶ With this, we are not necessarily advocating here a complete assimilation of the migrant in the host society. On the contrary, we believe that the final decision on how to proceed depends on the individual, but for this, information is the only guarantee that the choice is free. In addition, the tool will be even more effective when it is bidirectional and the host population also knows what are the pragmatic expectations that the migrant brings from their native language. But this will be the object of study in later works.

personal life: the job interview, guidance with the children's teacher and the medical visit. These three contexts are moments of special importance for the integration of migrants, as they form the basis of their support, the future of their children and their health. Difficulties in accessing these contexts can have serious consequences for their vital development: difficulties in exercising their rights and social participation and the risk of not achieving good health, in addition to inadequate access to education (CARRASCO, 2004 apud ILIE *et al.*, 2014). Achieving success in these situations is, therefore, an individual and collective objective of this group of ELE students.

MCER (2002) assumes that the sociolinguistic component affects all communication between interlocutors from different cultures and is highly sensitive to social conventions. It includes different elements that an L2 speaker must master in order to achieve a socially and culturally appropriate communicative interaction (MORENO FERNÁNDEZ, 2007): the linguistic markers of social relations (among others, greetings and goodbyes, presentations, forms of treatment, use courtesy and different forms of registration), all depending on the context and hierarchical level of the interlocutors.

Nevertheless, as noted, the description of the content of sociolinguistic competence is a particularly problematic subject within the scope of ASL. Very few descriptors appear in most official documents, with very generic and inaccurate expressions of the following type (PCIC, 2007): *The speaker recognizes a wide variety of idiomatic expressions* (at level C1), *Usually performs a wide variety of linguistic functions* (in B1), etc. So much so that both MCER (2002) and PCIC (2007) warn of the absence or wide generality of some descriptors in sociolinguistic competence, especially at lower levels. These deficiencies are justified by the fact that the complete formulation of the sociolinguistic elements is very difficult or impossible, due to the breadth of the content or the little study carried out to date.

As for manuals, the outlook is not very encouraging. After a review of the most common in the ELE classroom, aimed at migrants, we can say that we found practically no reference to the pragmatic expectations of the speakers in the chosen communicative situations. For example, in the *ELE A1 Backpack* in Santillana, there is no specific sociolinguistic content in any of the three communicative contexts analyzed. Only in some communication sections (theme 2. *My family and me*, theme 6. *Shopping* and theme 7. *A party*) some functions are presented, such as *asking and giving the phone number, introducing someone, responding to the presentation and express capacity or skills, express agreement and disagreement and give an opinion*. In addition, in some themes (Theme 5. *It's my life* and 7. *A party*), the characteristics of certain paralinguistic elements of communication are exposed, such as the intonation of

expressions of rejection, proposal and acceptance, as well as that of interrogative and exclamatory phrases. All this information is essential for the ELE student to successfully interact in any of the three areas: work, health and education. However, there is no specific information about these three decisive situations.

In the manual, *Español para ti: iniciación en ambientes educativos multiculturales*, from the Department of Education and Science of Andalusia, Jurisdiction of Almería, we also did not find any sociolinguistic content related to the communicative contexts studied. In this manual, only one section, 5, is dedicated to vocabulary about trades and professions, as well as the materials and instruments used at work: for example, *a doctor uses the thermometer, the fireman uses the hose*.

A little more extensive is the space he dedicates, *¿Cómo se dice? Manual de español para inmigrantes Nivel 1 a 2* of the communicative interactions proposed as an object of study: the job interview and the medical visit. In Lesson 3. *I'm not feeling well* in Unit 2, we found specific vocabulary, like body parts, expressions used to express pain (it hurts/ n), communicative functions, like advice and suggestions (*Take this syrup*) and some hearing understanding on the subject. The manual also dedicates a section to explain how the Spanish health card works. However, the interaction between the doctor and the patient does not appear specifically. With regard to the job interview, this manual, in Lesson 1. *Plans for the future* of Unit 3, develops this topic through the lexicon about work, professions and actions. This manual also works on this topic from a communicative and oral perspective⁷: through proposals for oral interaction and listening comprehension: *making an appointment for a doctor*. In addition, this manual introduces tasks such as creating a CV, a cover letter and responding to a job offer. And there is a specific section that deals with non-verbal language in the communicative interaction of the job interview. Finally, it presents as sociolinguistic content, the explanation of what INEM is and what a payroll is. In this sense, although it does not directly present the pragmatic expectations of the job interview, it does provide very interesting related information.

Of all the analyzed manuals, the only one in which we found a unit dedicated exclusively to the real development of a job interview is at Cruz Roja and Media Luna Roja, *Learning a language to work*, where students are offered possible questions that may appear in a job interview. This manual attaches great importance to the socio-cultural context, the activities are very well directed and are presented in the form of targeted oral interactions with linguistic, lexical and sociocultural content.

⁷ This activity may not be adjusted to the level, as it is intended to make, at Level 1, a comparison between the labor market in Spain and their country.

Pragmatic expectations of native Spanish speakers of the peninsula: data collection and discussion

To find out what are the pragmatic expectations of native Spanish speakers, we conducted three questionnaires using the *Google Drive* tool. In them, a series of statements is presented organized before, during and after the communicative interaction, which address crucial aspects in linguistic exchanges (ORTÍ, 2003; VICENTE; HORNO, 2016) and which are dealt with in the PCIC's *Inventario de Saberes Socioculturales* (2007): the context, the relation with the interlocutor, the paralinguistic elements (intonation, body language, proxemia, kinesia, alternation of speech, duration of interaction) or the treatment of information, among others. The informants' task was to respond to a *Likert* scale with five positions (from 1 strongly disagree to 5 totally agree). Once the responses had been collected, the analysis was performed due to the degree of agreement obtained by the informants, considering unitary responses 1 and 2, on the one hand (negative value) and 4 and 5, on the other (positive value). We present the results of this analysis below. We believe that it is important that the Spanish student as an L2 can access this information so that their integration into our society is faster and more satisfactory. Given the space restrictions⁸, we will comment only a few items in each category with a high level of agreement, for and against.

Job interview

The questionnaire dedicated to the job interview was answered by 31 people (29 women and 2 men), with an average age of 34.41 years (23 to 52 years). It consisted of 61 statements that specifically addressed four categories. Here are 5 questions for each of them:

I. How to get a job:

- P1. I think it's normal to have a job interview before hiring me. (93.53% agree);
- P2. It is rare to get a job if I don't know someone at the company. (74.18% disagree);
- P6. It is rare to put a photo on your resume. (87.12% disagree);
- P11. I would be surprised if there were more candidates waiting. (80.7% disagree);
- P29. It would be more comfortable if the interview was done by someone I know. (77.41% in agreement).

II. Information you expect to be asked for in a job interview:

- P40. I would be surprised if they asked about my language level. (93.54% disagree);
- P42. I would expect to be asked if I am married or single. (87.09% disagree);

⁸ The researchers make available to interested readers the complete questionnaire with the answers.

- P43. I would be surprised if they asked me about my religious or cultural customs (70.96% agree);
P44. I would be surprised if they asked me about my diet (87.09% agree);
P50. I would expect them to ask me why I want to work with them. (96.77% agree).

III. Related questions about external aspects of the interview (duration, location, clothes):

- P4 It is normal for me to be well dressed for a job interview. (96.76% agree);
P7 It is normal to arrive before the scheduled interview time. (87.12% agree);
P8 It is rare that the interviewer receives me directly. (87.12% agree);
P17 I would feel more comfortable if the interviewer were of the same sex (70.96% disagree);
P34. I would expect there to be a comfortable temperature in the interview room. (74.18% agree).

IV. Questions about the interviewer-interviewee relation:

- P15 I would expect the interviewer to introduce or identify himself/herself. (90.31% of agreement);
P22 It is rare that he speaks to me in a soft, unhurried tone. (87.09% disagree);
P24 It is common for me to call you, sir. (80.64% disagree);
P55. Usually, the interviewer would stand up and ask me out. (100% agreement);
P61. If they don't call me to inform me, it's normal for me to call. (96.99% disagree).

As we can see, in the job interview, Spaniards do not consider friendship relations decisive, although they feel more comfortable if they know the interviewer. They expect to be chosen on the basis of their merits, so they consider it customary to submit a resume, pass an interview, have more candidates for the position, that in the interview you will be asked about your skills at work and that you need to wait for them to call to find out if it was chosen. It is not considered usual, however, for them to be asked about particular subjects, such as religion, eating habits or marital status. In this sense, we can say that the Spanish pragmatic expectation is that the work environment and the staff are as different as possible. As for the relationship with the interviewer, it is expected to be cordial and respectful, without bondage on the part of the interviewee or unpretentious treatment on the part of the interviewer.

The medical visit

The questionnaire dedicated to the medical visit was answered by 32 subjects (1 man and 31 women). The average age was 34.93 years (from 23 to 52 years). It consisted of 83 statements that specifically addressed three categories. To maintain the percentages of the previous questionnaire, here are seven questions from each:

I. Information that is expected to be treated in a medical consultation:

- P67 It would be strange for me to have to lie to the doctor. (75% agree);
P69 It would be uncomfortable to talk about sexual matters directly and without using other words if you were of a different sex (100% disagree);

P72 It is normal for the doctor to ask me about food, sports, allergies, old or family illnesses, alcohol consumption. (78.12% agree);

P78. I think it is natural for me to talk to the doctor about advice or suggestions that other people have made to know their opinion (87.5% disagree);

P79. I would expect the doctor to give me the bad news with a smile. (96.87% agree);

P82. It is normal for the doctor to ask me for all the information. (100% agree).

II. Questions related to external aspects of the medical visit (duration, location, clothes):

P2. I would expect the doctor to see me without asking for an appointment first. (71.87% disagree);

P3. I think I have to get ready (shower, wash, wear clean clothes) to go to the doctor's visit. (90.62% agree);

P25. I would expect other people to witness my question, for example, nurses. (100% agree);

P26. I would feel better if the doctor and the healthcare team were of the same sex. (85.08%);

P34. I expected employees to wear a white coat or some kind of uniform. (100% agree);

P35. It is normal for the doctor to use a nameplate. (87.49% agree);

P40. I would be surprised if the visit lasted less than 10 minutes. (96.87% disagree).

III. Questions about the doctor-patient relationship:

P15 I think it is normal for the doctor to assist me more quickly and gently if I offer him money (100% disagree);

P10. It is rare that I look the doctor in the eye. (78.72% disagree);

P55. It is rare to answer your cell phone during consultation. (96.88% agree);

P80. I would be surprised if the doctor damaged my social image (embarrassed me, yelled at me). (84.37% agree);

P61. I think it is the doctor's obligation to give the patient complete information (96.87% agree);

P64. It is normal for me to go to the doctor intensely, with demands (100% disagree);

P77. It is rare to accept the doctor's words without hesitation. (100% disagree).

From the information collected, we can say that the Spaniards consider that a medical relation produces a relationship of trust, in which the patient accepts what the doctor tells him, provides all the information (without hiding data or lying in any way) and does not bothers you with questions about other possible treatments. Likewise, they expect the doctor to be respectful, offer all the information to the patient and do not accept extra money in return. The relationship between the two is also expected to be of mutual respect. Therefore, it does not seem strange that they look each other in the eye and are expected not to treat the other with contempt or to waste time, for example, answering the cell phone.

Orientation with the teacher

Finally, the questionnaire dedicated to the orientation of the child's teacher was answered by 38 informants, all women, with an average age of 32.05 years (from 20 to 52

years). It consisted of 60 statements that specifically addressed three centers of interest. This time, we present 5 questions per category:

I. Information expected to be addressed at an orientational meeting:

Question 49. I would be surprised if my son's tutor asked me personal questions such as: number of family unit members, circumstances of his arrival in Spain (71.04% disagree);

Question 52. It is rare for me to lie to the teacher in my answers. (92.09% agree);

Question 53. I would expect the teacher to tell me the truth, even if it hurts. (97.35% agree);

Question 54. Usually, the teacher provides me with the complete information. (100% agree);

Question 56. It is rare for the tutor to inform both parents equally. (73.67% disagree).

II. Issues related to external aspects of teacher guidance:

Question 1. I usually make an appointment before interviewing my child's teacher. (94.73% agreement);

Question 5. It is common for the tutor to wear a badge that identifies him. (92.1% disagree);

Question 10. Usually, the teacher tells me where the meeting will be held. (92.1% agreement);

Question 37. It is normal for the teacher to avoid interruptions. (76.31% of agreement);

Question 60. I think that, after the meeting is over, he/she will get up first. (73.67% disagree).

III Teacher/parent relationship:

Question 22. I would be surprised if the teacher told me that I can call you (informally) or by name. (76.3% disagree);

Question 26. I think the teacher should treat me with respect (94.78% agree);

Question 30. It is normal for me to keep the phone in silent mode. (100% agree);

Question 44. I usually make physical contact if the teacher is the same sex as me. (92.09% disagree);

Question 48. I think I should speak in a loud and demanding voice (97.36% disagree).

The interview with the child's teacher is another area where Spanish peninsulars expect a relationship of trust. Therefore, parents and guardians are expected to provide all information, look each other in the eye and do not lie to each other. However, this relationship of trust does not involve physical contact, as it is mediated by a relation of distant respect. A respect that demands that both interlocutors treat each other with dignity and avoid interruptions during classes.

Conclusions

The integration in a new country implies, among other things, knowing the pragmatic expectations of its speakers, for this, it is important to have objective and detailed information. In this article, we wanted to present, even if only briefly, what we discovered when we asked a group of peninsular Spanish informants about three basic communication situations for migrants: the job interview, the visit of the family doctor and the orientational meeting with the

teacher. In the three, the formally symmetrical relationship between the interlocutors stands out, in which respect and, as far as possible, trust is imposed, without losing the perspective of the role that each one plays.

Migrants living in our country and trying to find a future here and need to know this information in detail; otherwise, they can be based on the expectations generated by their mother tongue and this can lead to situations of misunderstandings that slow down the speed of their full integration.

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