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The Dynamics of Language in the Valencian Community from the Context of Immigration Policy and Refugee Programs

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May 2019

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May 2019

The Dynamics of Language in the Valencian Community from the Context of Immigration Policy and Refugee Programs

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ABSTRACT

The Dynamics of Language in the Valencian Community from the Context of Immigration Policy and Refugee Programs

by Mark Hansberry

The European Union has experienced a refugee influx since 2015. Spain has also seen an increase in the number of refugees since 2015. However, unlike the historical flow of Latin American immigrants, immigrants entering Spain since 2015 are increasingly from the Middle East, Africa, and Asia. This can pose an issue towards their integration into Spanish society, as they do not have the same historical and cultural ties to Spain like Latin America. I argue that language is an important resource which allows immigrants to access social capital and resources in the country of reception. The role of language with immigration will be analyzed in the Valencian Community of Spain. Immigration and integration data from Spain are discussed alongside data from 4 other European countries to serve as comparative analysis.

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Introduction

The case-study of this project is immigration into Spain. The country will be placed within the wider context of increased immigration into the European Union since the 2015 refugee influx. The number of migrants and refugees entering Spain has increased since 2015. Unlike the past when Spain saw a significant migrant and refugee flow from Latin America, the number of migrants coming from places like Africa, Asia, and the Middle East has grown. Latin American migrants have a historical, cultural, and linguistic connection to Spain, while people coming from the regions of Africa, Asia, and the Middle East do not have such prior connections to the country.

This poses a problem because migrants who do not have a prior historical, cultural, or linguistic connection may become isolated when they enter the country. It could negatively impact their ability to integrate into Spanish society, whether that be finding employment, or adjustment to the education system. On the other hand, Latin American migrants who come to Spain have these prior connections and knowledge which allows them to integrate more effectively. Their knowledge of the language and culture can benefit them in their adaptation to the new environment. It is precisely because of a disparity between migrants' experiences when they enter Spain that has compelled me to see this as an important issue which then motivated this study.

The literature review sheds light on the current migration situation in Europe. As a result of increasing immigration into Europe, members of the United Nations launched The Global Compact for Safe, Orderly, and Regular Migration in 2018 to address the situation. However, various European states rejected it which has reflected how some European countries increased their anti-immigration stance. The experience of Latin American migrants and their integration in Spain is analyzed. Integration efforts for migrants by Spain is compared to other integration models through language experienced in France and England.

The situation migrants faced when they arrived in Spain was investigated further and was analyzed alongside several European countries. These countries included Sweden, Italy, France, and Malta. The refugee flows into these countries were compared to Spain. The refugee policies of these countries and what they provide to refugees were examined as well. These help to paint a picture of different migrant integration efforts in other parts of Europe compared to Spain.

Based on the research it seemed there was limited literature on how much migrants use the Valencian language when they enter Valencia. A sample of interviews with Spanish-speaking migrants at a local NGO in Valencia were conducted. The interviewees consented to answering questions about a variety of topics. Topics included their migration experience to Spain, and their general view of migration into Europe and how migrants are treated in Spain as well. Another set of questions was directly related to the Valencian language, to gauge how much they saw the Valencian language as useful in the country and if they were interested in opportunities to learn the Valencian language.

The methodology section includes a literature review about the strengths and weaknesses of certain types of qualitative research. The section then details the methodology of this research project. The methodology revolves around the NGO in Valencia where the interviews were conducted. Setting up the interviews are discussed, as well as needing to adapt due to only conducting one face-to-face interview. The response was to construct a questionnaire for one of the internship supervisors to pass out to Spanish-speaking migrants in the organization, as well as informed consent forms to ensure consent of their participation in the research.

Literature Review

Language is widely considered central to society and human relationships. The choice of language can influence human capital, as people who speak a country's official language can access more economic or political opportunities[1]. Refugees who enter Spain may not have learned the official language of the country they seek asylum in. As a result, they could face hardships because they cannot fully communicate or understand Spanish. This linguistic barrier can limit refugees' abilities to successfully integrate into Spanish society.

In July of 2000, the United Nations High Commissioner for Refugees published a document on the reception standards for asylum seekers into the European Union. In Spain, asylum-seekers admitted to a status determination procedure, in accordance with Article 15 of the Asylum Law 9/94, can benefit from social, educational, and health services provided by public institutions and programs[2]. Article 9 of the new aliens legislation 4/2000 allows a possibility of aliens to receive grants solely provided for Spanish nationals in the past, but it remains to be seen how this will be implemented by the Ministry of Education and the effect on asylum seekers. Some refugee reception centres provide Spanish language lessons to children before they join regular classes at school, and free Spanish courses are available at NGOs or public institutions outside the centres[3]. As a part of the European Union, Spain is required to provide education opportunities to refugees, with avenues available for them to learn the language.

These sources cumulatively discussed the importance of language and the available Spanish language opportunities for migrant adults and children in school, but something missing was a discussion on how many refugees use Spain's co-official languages like

[1] David Laitin and Rajesh Ramachandran, "Language Policy and Human Development" *American Political Science Review* 110.3 (2016): 457-480. p. 2. Available at: http://cpd.berkeley.edu/wp-content/uploads/2015/09/Lang_Devp_DL_RR_Aug_2015.pdf

[2] N.a., "Reception Standards for Asylum Seekers in the European Union". *UNHCR*. July, 2000. Accessed: 15, March 2019. p. 139 www.unhcr.org/4aa763899.pdf

[3] N.a., "Reception Standards for Asylum Seekers in the European Union". *UNHCR*. July, 2000. Accessed: 15, March 2019. p. 152 www.unhcr.org/4aa763899.pdf

Valencian. This is important because the use of Castilian gives high social status and institutional support and is used by many. However, the use of Valencian gives medium-to-low social status and medium institutional support, while being used by a medium number of Spaniards. While Castilian is widely used in Central and South America as well as Spain, Valencian is primarily used in rural areas while urban areas like Valencia city use mostly Castilian (Mira, 1981)[4]. The use of Castilian is deep-rooted in the Spanish autonomous communities like Valencia which can make it more beneficial to use Castilian instead of regional languages.

I will argue the importance of analyzing the linguistic environment in Valencia, Spain, because not learning the official or regional languages could have a negative impact on the livelihood of refugees entering Spain. This negative impact could be seen through a linguistic barrier that prevents the integration of refugees in Spain, which could affect a variety of factors including employment status and social networks. In the autonomous communities like Valencia it is mandatory to use and study both official languages, Castilian and Valencian, in education at all levels besides university[5]. The use of Valencian was once rare in administrative, political, and cultural contexts, but recently the government has created a system to increase the knowledge, use, and status of the Valencian language[6]. The efforts to revitalize the Valencian language in Valencian society, and it being mandatory in the regional education system, could signify an increase in the status of the Valencian language which arguably makes it important for migrants and refugees to learn both Castilian and the Valencian languages.

Valencian social/linguistic integration of Latin American and other migrants

[4] Ros, Maria, J. Ignacio Cano, and Carmen Huici. "Language and intergroup perception in Spain." Journal of Language and Social Psychology Volume 6, no.3-4 (1987): 243-259. Accessed December 10, 2018. https://www.researchgate.net/publication/247744126_Language_and_Intergroup_Perception_in_Spain

[5] Pinilla-Padilla, C. "Multilingualism in the educational system in Valencia, Spain." Teaching English as a foreign language in primary school (2006): 9-19. p. 11

[6] Pinilla-Padilla, C. "Multilingualism in the educational system in Valencia, Spain." Teaching English as a foreign language in primary school (2006): 9-19. p. 12

There is a large amount of empirical evidence about the positive effects of social integration on both health and well-being[7]. These effects have been observed with immigrant populations[8]. The literature has underlined the vulnerability of immigrant population to psychological distress, most likely due to stressful characteristics of their migration[9]. The goal of this study from Fuente and Herrero is to analyze possible influences of the community on Latin American social integration into Spain, focusing on insecurity, discrimination, and informal community support[10]. The potential distresses or benefits faced by migrants make the community context important for their migration experience.

The study from Fuente and Herrero used data from 407 Latin-American immigrants living in Spain. One of the main recruitment methods was giving self-administered questionnaires to voluntary participants. Another main recruitment method was reaching out to NGOs and other associations that worked with Latin American migrants and invited both migrants and organization staff to participate in the study. Twenty organizations collaborated on the study and they linked the study to migrants from 30 localities in both the Asturias and Valencia regions of Spain[11]. Recruiting through migrant-servicing organizations allowed the study to gain a sample from Latin Americans in Valencia.

Results from the study showed that socio-demographic characteristics were mostly unrelated to community social integration with the exception of age. Depressive mood has a positive and statistically significant influence on social integration ($\beta = -.10$, $p < .05$). Insecurity has a negative and statistically significant influence on social integration ($\beta = -.10$, $p < .001$). Discrimination is negative and statistically related to social integration after controlling the effect of variables like informal community support, insecurity, depressive mood, and socio-

[7] Fuente, Asur et al. "Social Integration of Latin American Immigrants in Spain: The Influence of the Community Context." *The Spanish Journal of Psychology* Volume 15, no. 3 (2012): pp. 1201-1209. Accessed December 8, 2018. https://www.redalyc.org/pdf/172/17224489029.pdf p. 1202.
[8] *ibid,* p. 1202
[9] *ibid,* p. 1202
[10] *ibid,* p. 1202
[11] *ibid,* p. 1203.

demographic factors such as age, education, and household income ($\beta = -.11$, $p < .05$)[12]. A sample of Latin American migrants in both Valencia and Asturias demonstrated the various influences the community has on immigrant integration.

On June 17th, the open city of Valencia welcomed 630 migrants from the Aquarius rescue ship of the NGO Sos Mediterranee after being rejected by Italy 8 days before. The Archdiocese of Valencia has made all its resources available (reception centers, services, families, volunteers) to ensure 'unlimited' welcome in the period that will follow the preliminary reception procedures coordinated by public institutions[13]. After Italy refused the Aquarius ship they said Malta should let it in, but Malta refused and argued it was under Italy's jurisdiction[14]. The French president criticized Italy for not taking in the ship, and the Italian Prime Minister responded by calling the French stance on migrants 'hypocritical'[15]. The Caritas model of integration in Valencia, Spain can be analyzed in the context of other European integration models such as France.

France's strong assimilation policy towards its external colonies and domestic regions is also exerted on immigrants entering France. The Hmong ethnic group of Asia in Thai refugee camps were accepted by French officials to immigrate to France if they exhibited some knowledge of the French language. When they arrived, Hmong immigrants lived for 6 months in temporary housing centers and attended class everyday to improve their reading and writing abilities in French. However, Asian immigrants into France have come under much xenophobic attack, while Arab and African immigrants are stereotyped as submissive and hardworking

[12] Fuente et al., "*Social Integration of Latin American Immigrants",* p. 1205.
[13] Caiffa, Patrizia. "Valencia, open city. The Caritas model of social integration for Aquarius migrants". Servizio Informazione Religiosa. Last modified 20 June, 2018. Accessed December 8, 2018. https://agensir.it/europa/2018/06/20/valencia-open-city-the-caritas-model-of-social-integration-for-aquarius-migrants/
[14] "Spain to Accept Disputed Migrant Ship Aquarius." *BBC News*, BBC, 12 June 2018, www.bbc.com/news/world-europe-44441386.
[15] "Stranded Migrants: Macron Scolds Italy over Aquarius Ship." *BBC News*, BBC, 12 June 2018, www.bbc.com/news/world-europe-44452760.

which gives them favorable treatment by French citizens[16]. The Hmong group facing discrimination despite extensive assimilation efforts in France can be compared to the English model of integration.

The United Kingdom followed in the footsteps of other European states since 2001 in tightening its citizenship and integration requirements, which includes formal English language requirements and passing a 'Life in the UK' citizenship test. Since October 2013, every applicant needed to pass both the language test and citizenship test to be accepted for settlement in the UK (Home Office, 2013; my emphasis). These changes have acted as a deterrent towards citizenship applications, exhibited by the decrease in foreign citizens naturalized as British citizens in 2014 and 2015 (Blinder, 2017). However, people who received a degree taught in English or nationals from majority English-speaking countries are exempt from the language and citizenship test (white settler societies and countries in the West Indies; Home Office, 2013: Appendix)[17]. The United Kingdom has demonstrated preference towards accepting resettlement applicants who have prior experience in English-speaking societies or with English language ability.

Migrants from white settler societies or educated elites in the New Commonwealth have resettlement advantages in this system. In 2016, the largest groups obtaining British citizenship were from India, Pakistan, Nigeria, and South Africa (Blinder, 2017). The legacy of English imperialism underlie migration and citizenship linguistic requirements as English has operated and still operates as a gatekeeper to social, economic, and geographical mobility in the world (Pennycook, 1998). The new British "citizenisation" measures were seen as a way to solve the 'weakness' of community cohesion and to 'rebuild a sense of common citizenship' (Home

[16] Xiong, Khou. "Hmong in France: Assimilation and adaptation." UW-L Journal of Undergraduate Research Volume II (2004). pp. 1-7. Retrieved March 10 (2004) Accessed December 9, 2018. p. 2. https://www.uwlax.edu/urc/jur-online/PDF/2004/xiong.pdf

[17] Fortier, Anne-Marie. "On (not) speaking English: Colonial legacies in language requirements for British citizenship." Sociology 52.6 (2018): 1254-1269. p. 4

Office, 2002: 10; see Fortier, 2010)[18]. The English language as a gatekeeper to advantages is exemplified in the contemporary system of British citizenship requirements.

An argument can be made that language acquisition is a form of social capital for immigrants in their host societies. Theodore Schultz argued attributes of human beings, such as education, job skills, and health care can be considered forms of capital[19]. The volume of social capital depends on the size of the network and capital of other agents in the network and is subject to change[20]. Ernesto Cortes, a regional director of the Industrial Areas Foundation, said that social capital is "crucial to the resolution of crises and the alleviation of poverty"[21]. Social capital involves the networks and resources that groups have access to, and the ability to acquire social capital can be the result of different characteristics.

Dutch political scientists Fennema and Tillie claim differences in political participation of ethnic minorities are linked to differences in 'civic community', primarily seen as the amount of 'ethnic' social capital (participation in ethnic associational life) of the relevant group. The denser the network of associations of an ethnic group, the more political trust they will have and the more they will participate politically[22]. There are forms of social and cultural capital which are differentially distributed amongst ethnic groups and are influential for integration into the 'host society', including language proficiency[23]. Figure 1 shows a path model to explain ethnic political participation, where language proficiency is linked to employment status, ethnic membership, cross-ethnic membership, and trade union membership[24]. Language proficiency and access to networks based on similar ethnicity can contribute to immigrants' political participation and group involvement in the host society.

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[18] Fortier, Anne-Marie. "On (not) speaking English: Colonial legacies in language requirements for British citizenship." Sociology 52.6 (2018): 1254-1269. p. 4-5

[19] Smith, Stephen Samuel, and Jessica Kulynych. "It may be social, but why is it capital? The social construction of social capital and the politics of language." *Politics & society* 30.1 (2002): 149-186. p. 153

[20] *ibid,* p. 155

[21] *ibid,* p. 170

[22] Jacobs, Dirk, and Jean Tillie. "Introduction: social capital and political integration of migrants." *Journal of ethnic and migration studies* 30.3 (2004): 419-427. p. 420

[23] *ibid,* p. 422

[24] *ibid,* p. 425

Immigrants' knowledge of a language can be viewed as increasingly desirable by a host society based on changing circumstances. In Britain, funding that was once offered for learning mother tongue languages in ethnic minority communities has been replaced by English language classes and citizenship education to promote the learning of a 'common' language, and 'core' values and culture among newer immigrants. As seen in the run-up to the 2005 General Election, there is a fear that newer migrants, increasingly from outside the post-colonial countries, pose a threat to the strength of the social fabric and prosperity of Britain[25]. Refugee immigrants in the United Kingdom sometimes have health and living conditions that are worse than in their home countries[26]. Migrants demonstrating English language proficiency could help alleviate fear from the British they are a threat to social cohesion and allow them to access more opportunities which could improve their living conditions.

Language proficiency can act as a source of social capital in relation to educational achievement in a host society. A study by White and Kaufman examined the effects of ethnicity, language usage and social capital on high school completion in the United States[27]. Students who only spoke a language other than English had a 27% dropout rate, while English monolinguals had a 20% dropout rate. Bilingual students had a lower dropout rate than English monolinguals at 18%[28]. However, socio-economic status had a higher effect on the high school dropout rates for bilingual students and students who speak another language besides English[29]. In the United States high school system, language ability and socio-economic status impacted the level in which students dropped out.

[25] Cheong, Pauline Hope, et al. "Immigration, social cohesion and social capital: A critical review." *Critical social policy* 27.1 (2007): 24-49. p. 27
[26] *ibid,* p. 33
[27] White, Michael J., and Gayle Kaufman. "Language usage, social capital, and school completion among immigrants and native-born ethnic groups." Social Science Quarterly (1997): 385-398. p. 385
[28] *ibid,* p. 390
[29] *ibid,* p. 395

Contemporary immigration into Spain and the importance of learning Spanish

There are currently over 258 million migrants around the world living outside their country of birth. This number is expected to grow for several different reasons. Migration provides opportunity and benefits for migrants, host communities, and communities of origin. Yet when badly managed, it can create significant problems. These problems include overwhelming the social infrastructures with the unexpected arrival of large numbers of people and the death of migrants undertaking dangerous journeys[30]. There is a large migration situation that has potential benefits if managed well and potential disasters if managed poorly.

The Global Compact for Safe, Orderly, and Regular Migration is the first inter-governmentally negotiated agreement under the U.N. to cover all dimensions of international migration in a comprehensive manner. September 2016 saw the General Assembly adopt the 'New York Declaration for Refugees and Migrants' to develop a global compact for safe, orderly, regular migration. The process to develop this started in April 2017, and there were 18 months of consultation and negotiation. July 13, 2018, is when the U.N. Member States finalized the text for the Global Compact, and a conference will be held in Marrakesh, Morocco on December 10th and 11th, 2018, to adopt the Global Compact[31]. The Global Compact is the most recent and extensive effort for the international community to address the international migration situation.

The Global Compact was rejected by various European states including Poland, Bulgaria, Czech Republic, Hungary, Austria, and Slovakia[32]. The Visegrad Group has become a united front that opposes mass migration made up of Poland, Hungary, Slovakia, and the Czech Republic. The Visegrad Group has even helped Balkan countries like Serbia, Macedonia, Albania, and Bosnia-Herzegovina to oppose migration and tackle human trafficking. Even a

[30] United Nations. "Global Compact for Migration." Refugees and Migrants. Last modified October 22, 2018. https://refugeesmigrants.un.org/migration-compact. Accessed December 9, 2018.

[31] United Nations, *"Global Compact",* October 22, 2018.

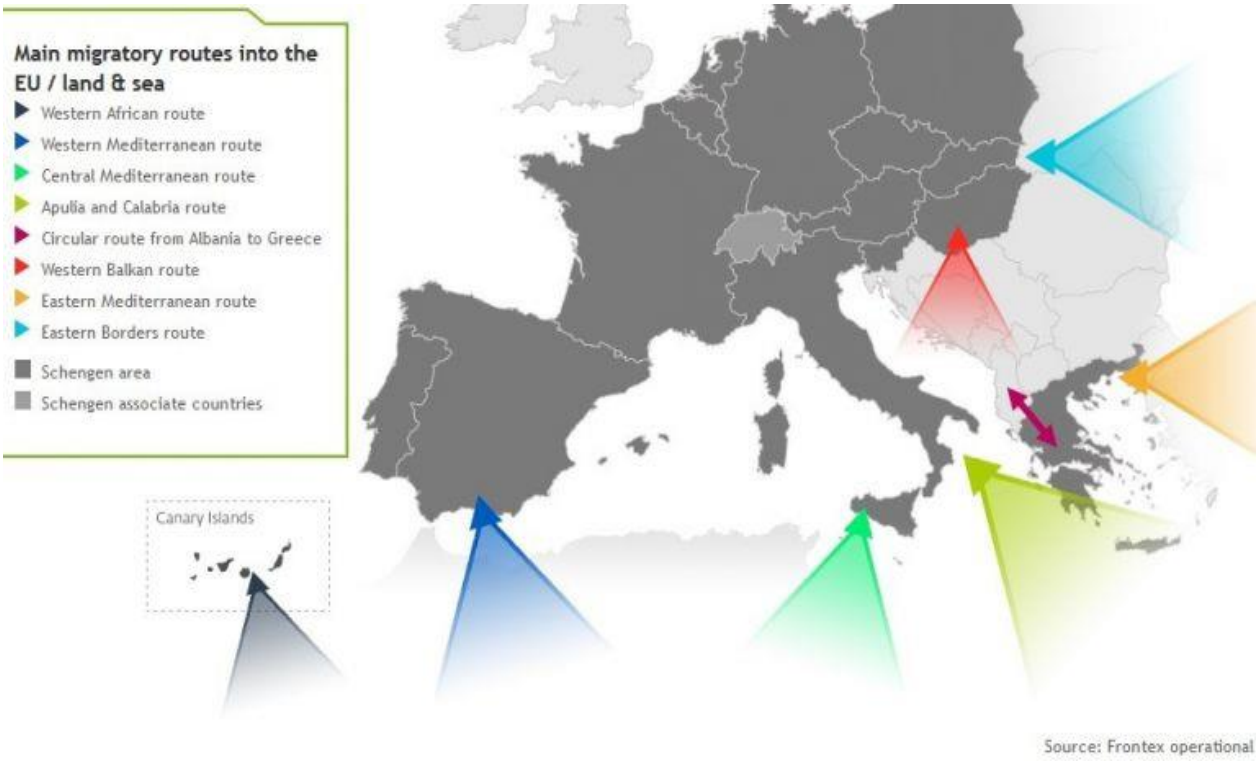
[32] Peel, Michael. "European States Reject Divisive UN Compact on Migration." *Financial Times*, Financial Times, 3 Dec. 2018, www.ft.com/content/00624c22-f176-11e8-ae55-df4bf40f9d0d.

migrant-accepting country like Germany sees Angela Merkel trying to prevent a government mutiny over the prior stance towards accepting migrants[33]. The Visegrad Group has solidified an anti-immigration stance in Eastern Europe, and has exported anti-migration efforts to the Balkan states.

In 2018, the total of illegal border-crossings into Europe was 92% below the peak of the migratory crisis into Europe in 2015. This drop was made possible by a significant decrease in the number of migrants taking the Central Mediterranean route to Italy. However, the number of arrivals in Spain through the Western Mediterranean route doubled last year for the second year in a row to 57,000 which makes it the most active migratory route into Europe since Frontex (The European Border and Coast Guard Agency) started collecting this kind of data in 2005. On this route, Morocco has became the main point of departure into Europe. Most migrants on the Western Mediterranean route are from sub-Saharan countries, but recent months have seen Morocco as the most frequent country of origin[34]. Attempts to enter Europe through the Central Mediterranean have declined, while the Western Mediterranean has become the most populous migrant route in recent years.

[33] Al Jazeera. "Poland: Eastern Europe Remains Firm on Anti-migrant Stance." Breaking News, World News and Video from Al Jazeera. Last modified 26, June 2018. Accessed December 9, 2018. https://www.aljazeera.com/news/2018/06/poland-eastern-europe-remains-firm-anti-migrant-stance-180626141653561.html.

[34] "Number of Irregular Crossings at Europe's Borders at Lowest Level in 5 Years." News Release, Frontex, 4 Jan. 2019, frontex.europa.eu/media-centre/news-release/number-of-irregular-crossings-at-europe-s-borders-at-lowest-level-in-5-years-ZfkoRu.



35

The Western Mediterranean route has been a primary path by criminals to smuggle drugs into Europe, but in recent times it has become the main setting for significant increases in irregular migrant crossings. In 2016, detections of illegal border crossings on the Western Mediterranean route reached almost 10,000. In 2017, the number of migrants detected reaching Spain from northern Africa jumped to 23,063. The Rif region of Morocco along with the growing use of high-capacity boats allowed more migrant departures from the Moroccan coast to reach Spain. In 2018, the number of migrant detections doubled again to a record high of 57,034[36]. The closure of the Central Mediterranean, and factors with Morocco made it a launch pad for unprecedented migrant crossings into Spain.

The decrease in migration from Africa and Asia to Italy from the Mediterranean is the result of simultaneous developments. Rome has teamed up with the European Union to shut down the Libya-to-Italy route, which included shutting down NGOs that rescue migrants at sea,

[35] Frontex operational. "About Hungary Beta." About Hungary - Frontex, Frontex, 2017, abouthungary.hu/frontex/.
[36] "Migratory Routes." Western Mediterranean Route, Frontex, 2019, frontex.europa.eu/along-eu-borders/migratory-routes/western-mediterranean-route/.

training and offering supplies to Libya's coast guard, and funding authorities in Libya, Niger, and Sudan to block the migrants. Since 2016, the E.U. has given 230 million euro to Niger, and by 2018 the northbound flow of migrants through Niger dropped by 75%. In 2017, Italy made a deal with tribes across southern Libya to cooperate in preventing migrants and people smugglers along the route[37]. A joint effort by Italy, the European Union, and the governments of countries on the migrant path significantly reduced the number of migrants departing to Italy which increased pressure on Spain with more migrant flows.

These efforts to reduce migrants travelling to Italy has led them to seek other routes. The overall number of migrants into Europe have decreased in recent years, but the Libya-Italy route closure has diverted migrants to depart from Morocco in hopes of reaching Spain. In 2018, there were 65,000 migrants that reached Spain which was almost twice the size of migrants reaching Italy in 2018. In the first two months of 2019, Spain received 5,700 migrants which was more than 20 times the amount Italy received in the same period[38]. Despite the general trend of decreasing migration into Europe since 2015, migrants are still active in reaching Europe and have increasingly used the Western Mediterranean route instead of the once-popular Central Mediterranean route.

The Possibility of Migrant Integration through Military Service

The Spanish government has recently sought military integration with other European Union members. The Spanish Minister of Defense, Margarita Robles, will sign an agreement in Brussels to join the French-German Future Combat Air System. This FCAS program seeks to replace European combat aircraft currently in service beginning in 2040. The Spanish Air Force has already asked the Spanish government to purchase 40 new Eurofighter aircraft, with the

[37] Legorano, Giovanni, and Jared Malsin. "Migration from Libya to Italy, Once Europe's Gateway, Dwindles After Clampdown." The Wall Street Journal, Dow Jones & Company, 10 Mar. 2019, www.wsj.com/articles/migration-from-libya-to-italy-once-europes-gateway-dwindles-after-clampdown-11552219204.

[38] Legorano, Giovanni, and Jared Malsin. "Migration from Libya to Italy, Once Europe's Gateway, Dwindles After Clampdown." The Wall Street Journal, Dow Jones & Company, 10 Mar. 2019, www.wsj.com/articles/migration-from-libya-to-italy-once-europes-gateway-dwindles-after-clampdown-11552219204.

initial need to replace currently-employed aircraft in the Canary Islands, Madrid, and Zaragoza[39]. Spain has joined European Union counterparts in seeking military integration and renewed equipment for its Air Force members throughout the Spanish territory.

There is an argument that army service could be an answer to Europe's integration problem. France's Foreign Legion is made up of mostly foreign men serving the French government successfully as mercenaries, but this French model cannot be imported as is by other countries because only a small amount allows foreigners in their armed forces[40]. The Spanish Foreign Legion was formed by a royal decree in 1920, but during this time it was filled primarily by native Spaniards with foreign members coming from independent Cuba. In modern times foreigners from select nationalities like Central and South America are accepted, while the Spanish Legion is currently used mostly for NATO peacekeeping missions[41]. The French and Spanish Legions show different cases of being able to recruit foreigners into military or peacekeeping operations.

This argument is not to say that entering the armed forces is a 'catchall' solution for Europe's integration woes with migrants. Daniel Yar Hamidi, an Iranian born university professor in Sweden who arrived as an asylum-seeker 30 years ago, has argued that intense military life could help migrants learn rules and customs of their new country. This practice could also help migrants learn the society's language faster. Immigrants can offer considerable benefits to Europe's stretched militaries in other ways besides joining the armed forces, such as

[39] "Spain to Join French-German FCAS Fighter Program." DefenseAerospace1998-2018.com, Defense-Aerospace, 11 Feb. 2019, www.defense-aerospace.com/article-view/release/199874/spain-to-join-french_german-fcas-fighter-program.html.

[40] Braw, Elisabeth. "Army Service Could Be the Answer to Europe's Integration Problem." Foreign Policy, Foreign Policy, 18 Apr. 2018, foreignpolicy.com/2018/04/18/army-service-could-be-the-answer-to-europes-integration-problem/.

[41] "The Spanish Foreign Legion." Soldiers of Fortunate Mercenary Wars , Mercenary Wars, www.mercenary-wars.net/elite-units/spanish-legion.html.

assisting in natural disaster relief, logistics, or even U.N. peacekeeping[42]. Migrants assisting in the armed forces could help them contribute to their new countries, and even aid them in a quicker integration process.

Another case study of migrant integration through military service is the United States. The Immigration and Nationality Act allows people who are born in other countries to gain U.S. citizenship through military service. Foreign nationals who serve one year in the U.S. military during peace time can apply for citizenship one year after receiving a green card, instead of the normal wait time of five years (See Section 328 of the Immigration and Nationality Act, or I.N.A.). However, like everyone else applying for U.S. citizenship, they still are held to normal conditions including knowledge of writing, speaking, and reading in the English language[43]. Immigrants who join the U.S. military on the path towards citizenship are required to have prior knowledge of the English language, and they have the opportunity for more language acquisition while in military service.

[42] Braw, Elisabeth. "Army Service Could Be the Answer to Europe's Integration Problem." Foreign Policy, Foreign Policy, 18 Apr. 2018, foreignpolicy.com/2018/04/18/army-service-could-be-the-answer-to-europes-integration-problem/.

[43] Bray, Ilona. "How to Get U.S. Citizenship Through Military Service." *www.alllaw.com*, Nolo, 5 Mar. 2015, www.alllaw.com/articles/nolo/us-immigration/how-get-citizenship-through-military-service.html.

Methodology of the Research Project

I will be conducting research in Valencia, Spain, while at an internship with the America-Spain Solidarity and Cooperation Organization from May 23, 2018 to July 20, 2018 for a minimum of 240 work hours. The primary data collection method during the internship will be interviews. I have been approved to interview people during the internship and am awaiting a response from my internship supervisor to discuss the parameters of the interviews while abroad. Those I plan on interviewing will either be people who receive services from the organization, or individuals who work within the organization. The interviews will mainly be conducted during the internship, but if necessary, I can schedule interviews outside of the organization while in Valencia.

Before I interview people, I will discuss with my internship supervisor who I am able to interview. From there I will provide informed consent forms and follow up with them to verify verbal consent to conduct the interviews, so I am not pressuring the individual. I plan on interviewing each person for about 30 to 45 minutes and depending on how long it takes and what is discussed I would like to ask about the possibility of continuing the conversation in a future interview. If given permission by the interviewee, I will record the conversation so I don't miss anything, and I will assure them the information is being kept confidential and stored safely. I will have prepared questions to ask each person I interview, and I will seek translation from a native Spanish-speaker once I arrive at the internship so the questions will sound as professional as possible based on the regional use of the Spanish language.

The interview subjects will primarily be migrants from Latin America living in Spain. The organization provides services to more than solely Latin American migrants, as they offer resources to other refugees as well. If I can interview someone from this group, I would like to ask them basic demographic information and then about their experiences with services from the internship organization. Then I will ask questions about their knowledge of the Valencian

language, and if they have seen anyone from the organization or in public use Valencian during their time in Valencia. I prefer a 30 to 45-minute interview in case of follow-up questions.

The study's methodology will be divided into two categories: during the internship and post-internship. During the internship I had a component of a face-to-face interview. The post-internship phase will see electronic interviews. I consider these methods taking place at different times all a part of the study. Just because the internship has ended does not mean my study is finished, as I will continue the study with the organization to collect data through the alternative approach of electronic interviews.

It has been vital for my research to remain open to unsuspected phenomena. I was approved to conduct face-to-face interviews with individuals in the Spanish organization I had an internship with. I received approval from the supervisors just before the internship began to interview Latin American 'program users', a pre-dominantly Colombian population active in the AESCO organization. By the end of the internship, I only held one face-to-face interview. It is because my interview sample size is very small, and my ability for cross-case comparison of interview data is highly limited, that I actively seek to increase the sample size.

The face-to-face interview I had was with a Colombian program user, engaging in the voluntary and productive return to Colombia. I did not have a standardized set of questions prepared, just general questions and ideas I wanted to ask about. This allowed the interview to be flexible, and I was able to ask follow-up questions about anything I wanted to discuss further. This provided me with information from the program-user about his experiences in Colombia as well as in Spain, and his perspective on the value of the Valencian language. I wrote down all the questions I ended up asking him in the interview.

Upon analysis of how the face-to-face interview was conducted, I feel I can draw from both the emotionalist and constructionist implications for interview data. The interview was more flexible, and the questions reflected a focus of learning about the individual's personal

account. This included emotional experiences and how they processed them or adapted as a result. However, including the method of electronic interviews over space and time in my research design can alter the implication of the interview data. The positivist implication typically derives from standardized questions to create data independent of the setting or parties involved. The inclusion of electronic interviews could allow for the three different kinds of interview data implications based on the different interview methods used.

Another one of my supervisors was someone I developed a close professional relationship with. She and I had been in contact since before the internship, and we regularly saw each other and spoke. She accepted my request to interview individuals in the organization, and she helped to define the parameters of people I could interview as Colombian program users taking classes with AESCO. By providing me access to interview individuals within the culture, and overseeing the sole face-to-face interview, she served as a 'gatekeeper'. Her presence reflected overt research action based on informing subjects and getting agreement through the cultural gatekeeper.

There are several important considerations about research interviews when determining the research design. I argue the chosen research topic is significant because language can play a role in the situations that refugees face in Europe as a result of the 2015 influx. Because I had access to a migrant population coming into Europe from another part of the world, I feel it is necessary to use various methods to accumulate data. Face-to-face interviews, and electronic interviews will allow me to compile information about a very specific population residing in Europe. Based on the number of interviews I can get, as well as different texts I will analyze, I will try to provide not the big picture, but a partial picture of what it is like for a very specific community migrating to Europe from Latin America.

Because I had only one face-to-face interview during the internship, I needed to seek out more data to create a larger sample. I decided to conduct electronic interviews with program users of the internship organization. This way I could communicate and receive data

electronically from Spain while still being in the U.S. I went through the Institutional Review Board process and got the study procedure approved. From there, I started communicating with my internship supervisor.

The first e-mail I sent to my internship supervisor was to request 30 electronic interviews with Colombian program users of the organization. I explained the provision of a consent form document, and I requested the total amount which was agreed upon with my thesis adviser. The supervisor responded and stated that carrying out electronic interviews would be very complicated. She said I could send her a questionnaire. She would then print paper copies of the questionnaire to pass out to program users.

I responded to this e-mail saying that questionnaires would be an acceptable method, and I attached the questionnaire. Because I was seeking interview data from Colombian program users, I took the questions from my face-to-face interview and put them into this questionnaire. Per discussion with my thesis adviser, I explained that the questions could not be paraphrased, and that documents need to be destroyed following the study to protect the identity of the program users. I also explained that my university needs a consent form signed by the willing participants and attached that in the e-mail as well. 12 days later on October 15th, I sent the internship supervisor an e-mail about how the questionnaires were going, and if she had any questions for me.

The internship supervisor responded by asking me if I could re-send her the questionnaire, if only Colombians program users could fill it out, and how many I would like? Upon discussion with my thesis adviser, I responded to the e-mail with the internship supervisor to address her questions. I told her that any program user from the organization can fill out the questionnaire. I re-iterated 30 responses and the consent form, while also sending her an updated questionnaire. There were 4 more questions than with the face-to-face interview, and they were altered to be directed at a more general program user audience.

My internship supervisor responded to this e-mail by saying she will pass out the questionnaires and asked me to re-send her the consent form. I responded by thanking her for passing out the questionnaires and by attaching the consent form again. 9 days later on October 26th, I sent her another e-mail not to be pushy and check on the progress but rather to ask if she had any questions or if there was any way I could help with the process. She responded the same day by saying that program users are not very willing to participate in the questionnaires, and she only had 2 responses and does not know how to complete the amount requested. I responded by expressing sympathy for how difficult it has been, and that I would reach out to my thesis adviser about the situation.

On October 27th, I sent an e-mail to my thesis adviser about receiving 2 questionnaires, and not being sure on the possibility of completing 30 electronic interviews. On October 29th, the internship supervisor responded by saying that she will await what my adviser has to say. On October 30th, I met with my thesis adviser to discuss how to move forward. We decided to reduce the number of electronic interviews requested from 30 to 10, to make it a more achievable minimum amount based on what the internship supervisor told us about the situation there. We also discussed getting electronic interviews filled out by organization staff who regularly work with the program users.

On October 31st, I emailed the internship supervisor about changing the desired number of electronic interviews to 10 from 30 and asked if the internship supervisor or any other organization staff could fill out questionnaires as well. On November 5th, the internship supervisor responded by saying that 10 is much more accessible than 30, and that she could fill out a pair of questionnaires as well. The supervisor mentioned notifying me at the end of the week how many they filled out. On November 7th, I responded to the internship supervisor thanking her for the response and that I await her response at the end of the week. On November 8th, the supervisor attached 9 additional electronic interviews filled out by program users.

On November 13th, I met with my thesis adviser to discuss the total of 12 electronic interviews as enough, along with re-iterating to the internship supervisor getting other staff to fill the electronic interviews. The same day I sent an e-mail to the internship supervisor thanking her for sending the number of electronic interviews requested and asked for her input as well as any other organization staff. On November 14th, the internship supervisor responded by saying good luck and hoping that everything goes well and contacting them if I need anything. I discussed this response with my supervisor, and we determined getting electronic interviews from organization staff was not likely. I responded to the message thanking the internship supervisor and notifying her that we would send her a finished copy of the thesis project.

Data Analysis

Comparative analysis of migrant integration between 5 European countries

The case-study of Spain is the focus of this project, however other European countries have received significant migrant flows and must address migrant integration as well. Spain can be compared with 4 other countries to analyze the similarities and differences between their migrant flows and how they address migrant integration. The sample to be compared with Spain will include France, Sweden, Italy, and Malta. Sweden received a large amount of migrant flows during the 2015 migrant influx, while migrants flows into France have been steadily increasing since 2015. The migrant flow to Italy has substantially decreased in the last couple years, while Malta being a much smaller country has received migrant flows that are significant relative to its size.

Spain outlines the rights of refugees and beneficiaries of subsidiary protection, which include non-refoulment and their right to remain in the country. They are also entitled to receive an ID card and travel documents, social service benefits, along with legal residence and work permits. They also can access information on rights of their international protection, social integration programs and voluntary return programs, freedom of movement, and right to family reunification. Family reunification allows refugees or beneficiaries of subsidiary protection to apply for international protection of their family members, while resettlement allows a refugee to move to a third-party country and receive permanent protection[44]. Spain provides integration programs for refugees, but also provides opportunities to engage in voluntary return or to resettle in a separate country.

Information on Spain's asylum statistics for the year 2017 was provided. Spain had 31,758 asylum applications in 2017, and by the end of the year they had 35,261 pending applications. 617 applicants were granted refugee status, while 4,191 applicants were granted

[44] "Refugee Law and Policy in Selected Countries." Library of Congress, Library of Congress, Mar. 2016, loc.gov/law/help/refugee-law/refugee-law-and-policy.pdf. p. 232-234

subsidiary protection status. 7,083 applications were denied for a rejection rate of 59.6%[45]. Spain had the second highest rejection rate despite its smaller application amounts, while compared to Sweden, France, and Italy it had the smallest amount of refugee and subsidiary protection status given to applicants.

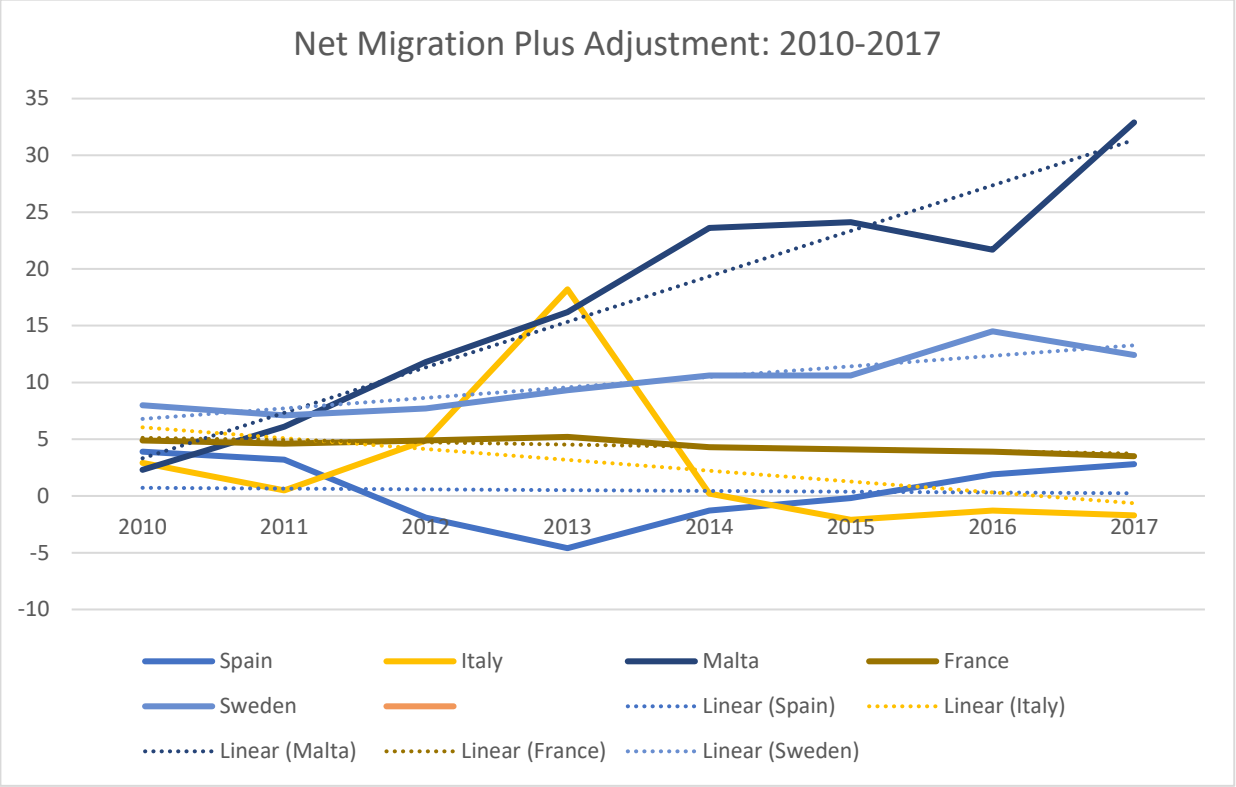
Data was collected on surveyed attitudes towards migration by Spaniards. A graph sought to determine whether European integration policies and public opinion contrast or compare, by providing the MIPEX 2007 total score from 20-85 and general view of migrants as a threat from 0 to 10. Spain had a MIPEX 2007 score of approximately 61, and a general view of migrant threat approximately 5.8[46]. Spain's MIPEX 2007 score puts them 24 points below the maximum level for supportive migrant integration policies. On average, more than half of the people surveyed viewed migrants as a threat coming into Spain.

The organization Eurostat as part of the European Commission provided a graph on total population changes for the E.U.-28 countries which included the net migration plus adjustment rates. Net migration plus adjustment is the difference between the total change and natural change of the population. Spain saw an increase from 17.4 migrants per 1,000 in 2006 to 19.6 migrants per 1,000 in 2007 before experiencing a decrease to -4.6 migrants per 1,000 in 2013. The rate then undergoes an increase from -4.6 migrants per 1,000 in 2013 to 2.8 migrants per 1,000 in 2017[47]. Overall, Spain's net migration plus adjustment rate started off higher before a gradual decrease to negative, before returning to a positive amount.

[45] Accem, and OAR. "Statistics - Spain." Asylum Information Database, European Council on Refugees and Exiles, www.asylumineurope.org/reports/country/spain/statistics.

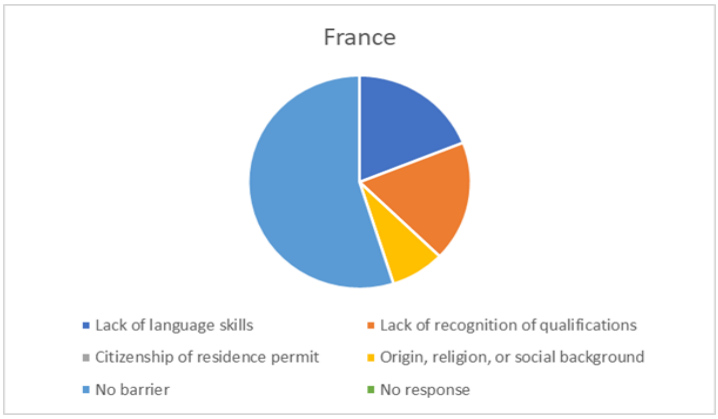
[46] European Social Survey, et al. "Attitudes towards Immigration in Europe: Myths and Realities." European Social Survey, European Parliament, 19 June 2017, www.europeansocialsurvey.org/docs/findings/IE_Handout_FINAL.pdf. p. 5

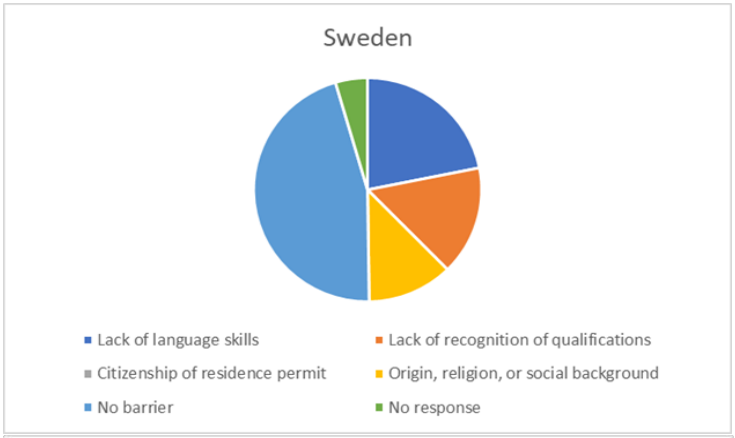
[47] Eurostat. "Population Change - Crude Rates of Total Change, Natural Change and Net Migration plus Adjustment." Eurostat - Tables, Graphs and Maps Interface (TGM) Table, European Commission, 17 Aug. 2018, ec.europa.eu/eurostat/tgm/refreshTableAction.do?tab=table&plugin=1&pcode=tps00019&language=en.

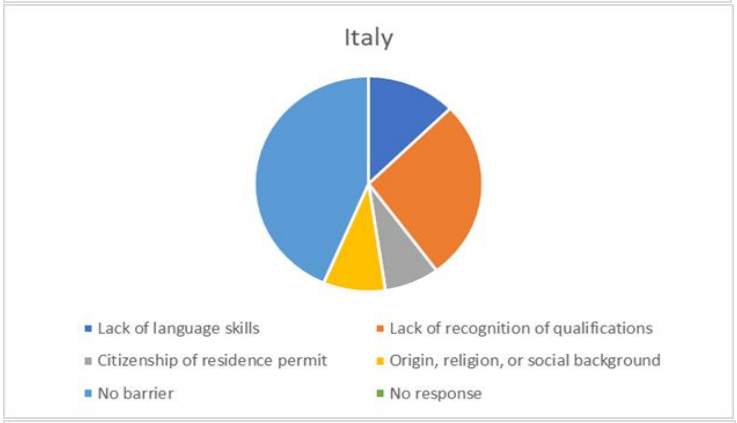


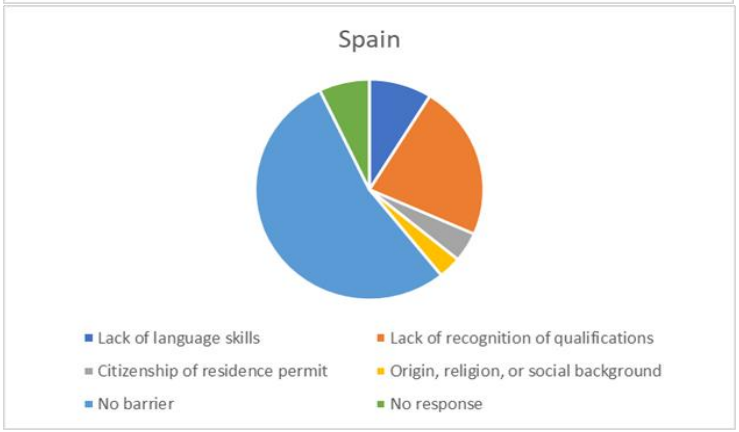
A second graph by Eurostat provided obstacles to getting a suitable job by factors including migration status, labor status, and educational attainment level in 2014. In Spain, 5% of unemployed first-generation immigrants said lack of language skill was a barrier, while 4.1% of employed first generation immigrants said this was a barrier. However, only 1.9% of unemployed first-generation immigrants said lack of recognition of qualifications was a barrier, while 10.5% of employed first-generation immigrants said this was a barrier. 25.3% of unemployed second-generation immigrants said no barrier. 31.6% of employed second-generation immigrants said no barrier[48]. First-generation immigrants had differences in language obstacles and lack of recognition based on employment status, while employed second-generation immigrants were more likely to respond with no barrier.

[48] Eurostat. "Obstacles to getting a suitable job by migration status, labour status and educational attainment level (%)." Eurostat - Tables, Graphs and Maps Interface (TGM) Table, European Commission, 22 Feb. 2019, http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfso_14oeduc&lang=en









A third graph by Eurostat gave annual aggregate data for asylum applicants and first-time applicants into E.U. countries from 2008 to 2018. Asylum applicant means a person

having applied for international protection or having been included in such application as a family member during the reference period. Spain's asylum and first-time asylum applicants decreased from 4,515 in 2008 to 2,565 in 2012. The applicants continuously increased from 4,485 in 2013 to 54,050 in 2018 (see page 35)[49]. Spain's applicant amount started low but had a significant increase over time.

Like Spain, Sweden provides for a variety of needs of refugees entering the country. The benefits include monetary aid, health and dental care, schooling, health and dental care, schooling, housing, passports, and priority for asylum seekers in schools with a waiting list. The Swedish Minister for Education in 2015 announced a piece of legislation that requires schools with waitlists to prioritize asylum seekers over ordinary citizens. People who arrive in Sweden receive free housing and monetary support while their application is pending[50]. While Spain provides for education as well, Sweden mandates that schools with wait-lists prioritize asylum-seekers.

Sweden had 25,666 asylum applicants in 2017 with 31,160 pending applications by the end of 2017. 13,464 applicants were granted refugee status, while 12,494 applicants were granted subsidiary protection. 1,894 applicants were granted humanitarian protection. 31,312 asylum applications were denied for a rejection rate of 52.9%[51]. Sweden had 4,000 less pending applications than Spain and a lower rejection rate, while they granted more individuals the status of refugee or subsidiary protection.

Swedes were also surveyed on the relationship between integration policies and public opinion. Sweden had a MIPEX 2007 score higher than 80 out of 85. They also held a general

[49] Eurostat. "Asylum and First Time Asylum Applicants - Annual Aggregated Data (Rounded)." Eurostat - Tables, Graphs and Maps Interface (TGM) Table, European Commission, 17 Aug. 2018, ec.europa.eu/eurostat/tgm/table.do?tab=table&plugin=1&language=en&pcode=tps00191.

[50] "Refugee Law and Policy in Selected Countries." Library of Congress, Library of Congress, Mar. 2016, loc.gov/law/help/refugee-law/refugee-law-and-policy.pdf. p. 241-243

[51] FARR, and Migration Agency. "Statistics - Sweden." Asylum Information Database, European Council on Refugees and Exiles, www.asylumineurope.org/reports/country/sweden/statistics.

view of migrant threat just over 5 out of 10.[52] Sweden had a MIPEX 2007 score that was higher than Spain by 19 points on average. They saw migrants as less of a threat by close to 1 point on average compared to surveyed Spaniards.

Sweden's net migration plus adjustment rate grew from 7.2 migrants per 1,000 in 2006 to 9.1 migrants per 1,000 in 2009. The Swedish rate then decreased to 7.1 in 2011. From 2011 the rate for Sweden more than doubled to 14.5 migrants per 1,000 in 2016. The rate then decreased to 12.4 in 2017 (see page 26)[53]. Sweden stayed in a much smaller range compared to Spain and ended up much higher than Spain by 2017.

The obstacles to employment by migrants in Sweden was surveyed. 21.2% of unemployed first-generation immigrants said lack of language was a barrier and 29.9% said no barrier. 14.4% of employed first-generation immigrants said lack of language was a barrier, 10.4% said lack of recognition of qualifications was a barrier, and 30.1% said no barrier. 46.2% of unemployed second-generation immigrants said no barrier, while 45.7% of employed second-generation immigrants said no barrier (see page 27)[54]. Unemployed first-generation immigrants in Sweden reported the highest of the 4 countries in having lack of language as a barrier, which was four times larger than in Spain.

Sweden's asylum applicant total decreased from 24,785 in 2008 to 24,175 in 2009. Sweden's amount then increased to 31,850 in 2010 before decreasing back to 29,650 in 2011. It increased from 43,885 in 2012 to 162,450 in 2015. A decrease followed of 28,790 in 2016 to

[52] European Social Survey, et al. "Attitudes towards Immigration in Europe: Myths and Realities." European Social Survey, European Parliament, 19 June 2017, www.europeansocialsurvey.org/docs/findings/IE_Handout_FINAL.pdf. p. 5

[53] Eurostat. "Population Change - Crude Rates of Total Change, Natural Change and Net Migration plus Adjustment." Eurostat - Tables, Graphs and Maps Interface (TGM) Table, European Commission, 17 Aug. 2018, ec.europa.eu/eurostat/tgm/refreshTableAction.do?tab=table&plugin=1&pcode=tps00019&language=en.

[54] Eurostat. "Obstacles to getting a suitable job by migration status, labour status and educational attainment level (%)." Eurostat - Tables, Graphs and Maps Interface (TGM) Table, European Commission, 22 Feb. 2019, http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfso_14oeduc&lang=en

then 21,560 by 2018 (see page 35)[55]. Sweden saw a much higher amount of asylum applicants in 2015 than Spain, but by 2018 their applicant amount was much lower than Spain.

France differs from Spain on rights of refugees which include benefits of asylum include the right to stay, travel documents, assimilation, and social benefits. One of the benefits afforded to asylum seekers in France is gaining the right to a residency permit of an initial 10 years before needing to be renewed for an indefinite term. In terms of assimilation, refugees and beneficiaries of subsidiary protection like other immigrants entering France are required to sign an "accommodation and integration contract" which commits them to respect French values and cultures and attend language courses if necessary. This contract gives them access to a one-day civic-training program, as well as individualized assistance to determine their professional competencies and where they could find employment[56]. France does not seem to provide as wide an array of benefits to refugees as Spain and Sweden, but their focus on integration through assimilation demonstrates an objective to naturalize people entering the country.

In France, the total number of asylum applications in 2017 was 100,412. 13,020 were granted refugee status. 10,985 were granted subsidiary protection. 65,302 were rejected for a total rejection rate of 73.2%[57]. Of the 5 countries, France had a higher amount of asylum applications for 2017 than Spain with a 13.6% increase in the rejection rate.

French citizens were surveyed on their views of migrants as a threat and compared to France's MIPEX policies. France had a MIPEX 2007 score of approximately 55 out of 85. They

[55] Eurostat. "Asylum and First Time Asylum Applicants - Annual Aggregated Data (Rounded)." Eurostat - Tables, Graphs and Maps Interface (TGM) Table, European Commission, 17 Aug. 2018, ec.europa.eu/eurostat/tgm/table.do?tab=table&plugin=1&language=en&pcode=tps00191.

[56] "Refugee Law and Policy in Selected Countries." Library of Congress, Library of Congress, Mar. 2016, loc.gov/law/help/refugee-law/refugee-law-and-policy.pdf. p. 122-124

[57] Forum Réfugiés - Cosi. "Statistics - France." Asylum Information Database, European Council on Refugees and Exiles, www.asylumineurope.org/reports/country/france/statistics.

had a general view of migrant threat as 5.5 out of the total 10[58]. Spain had a slightly higher MIPEX score than France. However, Spain also had a slightly higher general view of migrant threat than France.

The net migration plus adjustment rate of France started off at its highest in 2006 with 6.5 migrants per 1,000. It decreased to 4.8 migrants per 1,000 in 2009. The rate then increased to 5.2 migrants per 1,000 in 2013. From 2013 it decreased to 1.8 migrants per 1,000 by 2017 (see page 26)[59]. France, unlike Spain, did not hit a negative rate and yet it had a smaller total range of change.

Of the migrants in France, 14.3% of unemployed first-generation immigrants said origin/religion/social background was a barrier and 44.9% said no barrier. 16% of employed first-generation immigrants said lack of language skill was a barrier, and 46.3% said no barrier. 15.4% of employed first-generation immigrants said lack of recognition of qualifications was another barrier. 64.2% of unemployed second-generation immigrants said no barrier, while 70.1% of employed second-generation immigrants said no barrier (see page 27)[60]. Like Spain, employed first and second-generation immigrants were more likely to say no barrier than those who were unemployed, and yet unlike Spain more data provided for employed first-generation immigrants than unemployed first-generation immigrants.

France's asylum applicant total increased from 41,840 in 2008 to 66,625 in 2013. It then decreased to 64,310 in 2014. From 2015 to 2018 it increased from 76,165 to 119,190. The most

[58] European Social Survey, et al. "Attitudes towards Immigration in Europe: Myths and Realities." European Social Survey, European Parliament, 19 June 2017, www.europeansocialsurvey.org/docs/findings/IE_Handout_FINAL.pdf. p. 5

[59] Eurostat. "Population Change - Crude Rates of Total Change, Natural Change and Net Migration plus Adjustment." Eurostat - Tables, Graphs and Maps Interface (TGM) Table, European Commission, 17 Aug. 2018, ec.europa.eu/eurostat/tgm/refreshTableAction.do?tab=table&plugin=1&pcode=tps00019&language=en.

[60] Eurostat. "Obstacles to getting a suitable job by migration status, labour status and educational attainment level (%)." Eurostat - Tables, Graphs and Maps Interface (TGM) Table, European Commission, 22 Feb. 2019, http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfso_14oeduc&lang=en

significant spike was from 99,330 in 2017 to 119,190 in 2018 (see page 35)[61]. The asylum applicant rate into France saw increases and decreases like Spain, but its range has been completely above the entirety of Spain's application amounts from 2008 to 2018.

Like Spanish refugee law, Italian refugee law protects the family unit of a member who receives refugee status or is a beneficiary of subsidiary protection. Except in limited circumstances, refugees and protected persons may circulate freely in the national territory. Refugees and beneficiaries of subsidiary protection may access public-sector employment under conditions and limitations of the European Union, as well as access the Italian general education system and professional training. Residence permits can be provided to family members of refugees in a variety of situations[62]. The Italian system seems to include limitations in some of the provisions, yet they are like Spain in their protection and provision for family members of refugees and beneficiaries of subsidiary protection.

Italy had 130,119 asylum applications in 2017 with 145,906 pending applications at the end of 2017. 6,820 were granted refugee status while 6,880 were granted subsidiary protection status. Another 20,166 applicants were granted humanitarian protection. The total amount of applications rejected were 42,700 which gave Italy a rejection rate of 58.2%[63]. Italy had a much higher asylum applicant rate than Spain in 2017, and still had a slightly less rejection rate than Spain as well.

The net migration plus adjustment of Italy had an increase from 2.7 migrants per 1,000 in 2006 to 7.3 migrants per 1,000 in 2007. It then had a decreasing trend from 7.3 migrants per 1,000 in 2007 to 0.5 migrants per 1,000 in 2011. Italy's rate then increased from 0.5 migrants

[61] Eurostat. "Asylum and First Time Asylum Applicants - Annual Aggregated Data (Rounded)." Eurostat - Tables, Graphs and Maps Interface (TGM) Table, European Commission, 17 Aug. 2018, ec.europa.eu/eurostat/tgm/table.do?tab=table&plugin=1&language=en&pcode=tps00191.

[62] "Refugee Law and Policy in Selected Countries." Library of Congress, Library of Congress, Mar. 2016, loc.gov/law/help/refugee-law/refugee-law-and-policy.pdf. p. 187-188

[63] ASGI, and CNDA. "Statistics - Italy." Asylum Information Database, European Council on Refugees and Exiles, www.asylumineurope.org/reports/country/italy/statistics.

per 1,000 in 2011 to 18.2 migrants per 1,000 in 2013. The country then experienced a decrease to -1.7 migrants per 1,000 by 2017 (see page 26)[64]. Italy's rate went negative by 2017 while Spain's rate hit a negative amount in 2013.

In Italy, 13.7% of unemployed first-generation immigrants said language was a barrier, while 12.4% of employed first-generation immigrants said this was a barrier. 6.1% of unemployed first-generation immigrants said lack of recognition of qualifications was a barrier, while 26.6% of employed first-generation immigrants said this was a barrier. Interestingly, 56% of unemployed first-generation immigrants said no barrier, compared to 42.6% of employed first-generation immigrants. Also, 94.1% of unemployed second-generation immigrants responded no barrier compared to 91.9% of employed second-generation immigrants (see page 27)[65]. While lack of language skills was a higher barrier for first-generation immigrants in Italy than in Spain, unemployed first and second-generation immigrants were more likely to say no barrier than those who were employed.

The amount of asylum applicants for Italy decreased from 30,140 in 2008 to 10,000 in 2010. It then increased to 40,315 in 2011 before decreasing back to 17,335 in 2012. It spiked from 26,620 in 2013 to 128,850 in 2017. It then dropped to 53,700 in 2018 (see page 35)[66]. Italy's total asylum applicant amount was consistently much higher than Spain during the timeframe, until 2018 when it dropped below the asylum applicant rate into Spain.

Unlike Spain, Malta had 1,619 asylum applicants in 2017 and 1,254 pending applications by the end of 2017. 188 applicants were granted refugee status and 604 applicants

[64] Eurostat. "Population Change - Crude Rates of Total Change, Natural Change and Net Migration plus Adjustment." Eurostat - Tables, Graphs and Maps Interface (TGM) Table, European Commission, 17 Aug. 2018, ec.europa.eu/eurostat/tgm/refreshTableAction.do?tab=table&plugin=1&pcode=tps00019&language=en.

[65] Eurostat. "Obstacles to getting a suitable job by migration status, labour status and educational attainment level (%)." Eurostat - Tables, Graphs and Maps Interface (TGM) Table, European Commission, 22 Feb. 2019, http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfso_14oeduc&lang=en

[66] Eurostat. "Asylum and First Time Asylum Applicants - Annual Aggregated Data (Rounded)." Eurostat - Tables, Graphs and Maps Interface (TGM) Table, European Commission, 17 Aug. 2018, ec.europa.eu/eurostat/tgm/table.do?tab=table&plugin=1&language=en&pcode=tps00191.

were granted subsidiary protection status. 49 applicants were granted humanitarian protection. 171 applications were denied for a rejection rate of 17%[67]. Malta, due to factors such as sheer size difference, had much less applicants than Spain, and yet they provided humanitarian protection to asylum applicants in 2017 while Spain did not.

Maltese citizens were surveyed for their views of general migrant threat and compared to the country's MIPEX score. Malta had a MIPEX 2007 score of approximately 41 out of 85. The general view of migrant threat in Malta was over 8 out of 10[68]. Spain had a significantly higher MIPEX score than Malta. However, Malta's view of migrant threat was much higher than the general view of migrant threat in Spain.

Malta saw their net migration plus adjustment rate grow from 1.5 migrants per 1,000 in 2006 to 7.6 migrants per 1,000 in 2008. It then decreased to 2.3 migrants per 1,000 in 2010 before increasing to 24.1 migrants per 1,000 by 2015. The rate decreased from the 2015 amount to 21.7 migrants per 1,000 in 2016. It then spiked back up to 32.9 migrants per 1,000 in 2017 (see page 26)[69]. Malta's rate of change was much higher than Spain, which could be in part attributed to its relatively smaller size and capacity than Spain.

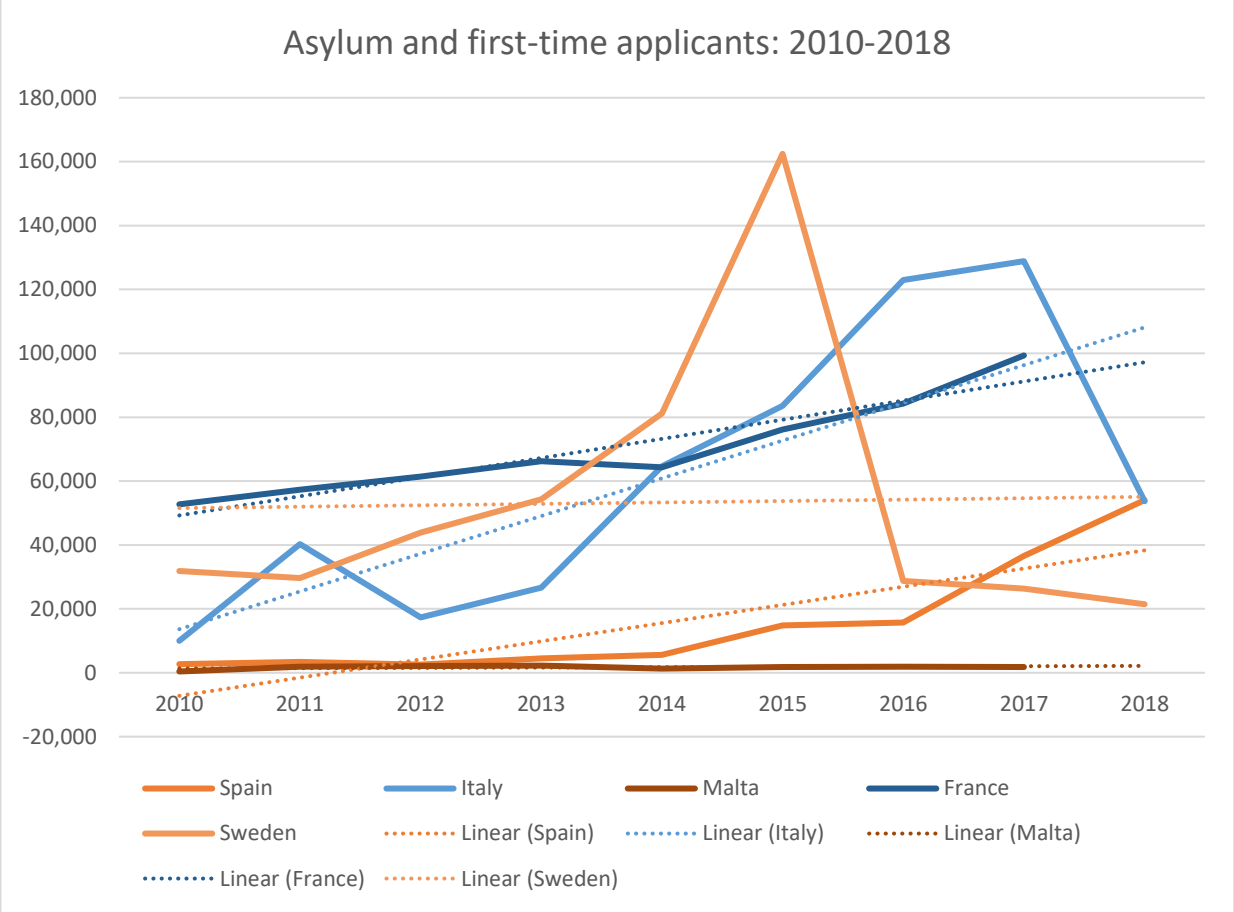
The asylum application total in Malta decreased from 2,605 in 2008 to 405 in 2010. From 2011 to 2013 it increased from 1,890 to 2,250. A decrease followed to 1,350 in 2014 before increasing to 1,845 in 2015. It increased to 1,930 in 2016 then went down to 1,840 in

[67] aditus, et al. "Statistics - Malta." Asylum Information Database, European Council on Refugees and Exiles, Jan. 2019, www.asylumineurope.org/reports/country/malta/statistics.

[68] European Social Survey, et al. "Attitudes towards Immigration in Europe: Myths and Realities." European Social Survey, European Parliament, 19 June 2017, www.europeansocialsurvey.org/docs/findings/IE_Handout_FINAL.pdf. p. 5

[69] Eurostat. "Population Change - Crude Rates of Total Change, Natural Change and Net Migration plus Adjustment." Eurostat - Tables, Graphs and Maps Interface (TGM) Table, European Commission, 17 Aug. 2018, ec.europa.eu/eurostat/tgm/refreshTableAction.do?tab=table&plugin=1&pcode=tps00019&language=en.

2017. An increase to 2,130 followed in 2018 (see page 35)[70]. It had a much smaller amount of total asylum applicants than Spain, yet similarly to Spain it had various periods of increase and decrease.



Structured Interviews

As part of the research project, there was an opportunity to interview individuals with a migrant organization called AESCO in Valencia, Spain. These individuals were primarily Latin American migrants, and they participated in job formation courses and other educational classes. The goal was to enhance their skills to gain employment in Valencia, which could help them integrate more effectively. A group of 12 individuals taking classes with the organization

[70] Eurostat. "Asylum and First Time Asylum Applicants - Annual Aggregated Data (Rounded)." Eurostat - Tables, Graphs and Maps Interface (TGM) Table, European Commission, 17 Aug. 2018, ec.europa.eu/eurostat/tgm/table.do?tab=table&plugin=1&language=en&pcode=tps00191.

consented to participating in the interview. Their responses to a specific set of questions will be provided and analyzed.

When asked where they were from, 10 of the interviewees said Latin America. 2 respondents originated from outside Latin America, the regions being Central America and West Africa. 6 out of the 12 were from the 2 countries of Colombia and Venezuela. The other Latin American interviewees came from Ecuador, Bolivia, and Brazil. The Central American respondent was from Honduras, while the West African respondent was from Senegal.

In response to the question about their business in their country of origin, 7 of the 12 respondents stated they did not own or work with a business. 2 of these without a business were a student and a housewife. Of the 5 who responded with owning or working in businesses, 3 interviewees said they worked in sales. 2 had jobs in separate categories: The Brazilian respondent worked in visual arts, while one of the Colombian respondents was a cattle-rancher and a city councilman. All the Venezuelan/Ecuadorian respondents, and the 1 Senegalese respondent did not own or work in businesses.

About violence or crime affected their business in the country of origin, 5 of the 12 respondents said yes to either violence, crime, or conflict affecting their business. 1 of those 5 said it affected them indirectly because it affected their customers more, while another said it affected everything. 7 of the 12 said violence/crime/conflict did not affect their business. The Senegalese respondent declined to state. Of the 7 respondents that said no, 2 had businesses and said that violence/crime/conflict did not affect their business.

To respond to the question of what course they were taking in Valencia, 8 of the 12 respondents were attending 1 training course. 4 of the 12 interviewees attended multiple courses. Of the 12 respondents, 8 took at least 1 course in training to be a cashier/re-stocker. Both Ecuadorian respondents took more than 1 course, and both took the cashier and re-stocker/high school degree courses. Outliers included 1 Colombian respondent taking a course

in electrical energy, the Senegalese respondent taking a course in administration/finances, and the Honduran respondent declined to state.

When asked how the course is going, 6 of the 12 respondents explained that the course/courses they were taking gave them a level of satisfaction to say it's going well or higher. 3 of the 12 said the course ended. I presume they interpreted the question as how the course was going presently, versus how I intended the question to evaluate the overall course. The Honduran respondent declined to state, the Senegalese respondent said they were learning a proper amount. 1 of the Ecuadorian respondents said it was useful enough.

A question was offered about participation in the voluntary return program, and if they wanted to return to their country of origin and work in the professions they are learning at the AESCO organization? 3 of the 12 interviewees said if they participated in the voluntary return program to their countries of origin, they would like to work in the profession they are learning at AESCO. 7 of the 12 respondents said if they participated in the voluntary return program back to their countries of origin, they would not like to work in the profession they are learning at AESCO. This shows an unwillingness to use the profession they are learning in Valencia if they voluntarily returned to their countries of origin. Others were unwilling to participate in the voluntary return program back to their countries of origin, despite the program being encouraged and advertised by the AESCO organization.

On their knowledge of the Valencian language, half of the 12 respondents said they do not know the Valencian language (1 of them saying they know only a little Valencian). The other half said they know the Valencian language. The Brazilian respondent quantified their knowledge of Valencian to 50%. 2 of the 3 Colombian respondents said they knew the Valencian language. The Latin American interviewees were divided on knowledge of the Valencian language, while the Central American and African respondents did not know the Valencian language.

In response to the question of a course in the Valencian language being of interest to them, 7 of 12 interviewees said they would be interested in a course for the Valencian language. 5 said they would not be interested in a course for the Valencian language. 2 Colombian respondents both have prior knowledge of Valencian, yet they were divided on being interested in a Valencian course or not. The Venezuelans all were interested in a Valencian language course. Both Ecuadorian respondents said they were not interested in a course for the Valencian language, and they both had prior knowledge of the Valencian language.

In terms of being interested in another opportunity to learn the Valencian language, 6 of 12 respondents said they would like to take advantage of another opportunity to learn the Valencian language. 5 said they would not like to take advantage of another opportunity to learn the Valencian language. 2 of the 3 Colombian respondents had answers change from the previous question on learning Valencian in the classroom to another learning opportunity of the Valencian language. 1 Venezuelan respondent said right now no, later yes. The Senegalese respondent said yes to the classroom and declined to state for another opportunity.

The next question turned from Valencian to Castilian, and asked interviewees if their families in Valencia or their countries of origin speak Castilian? 10 of 12 respondents said their family in Valencia or the country of origin speaks Castilian. The Brazilian respondent said some speak Castilian, which could be because Brazil's national language is Portuguese. Most of these respondents have families with some knowledge of Castilian (it could range from a lot to a little), but 1 ponders the relevance of speaking Castilian in Valencia. The official languages of Senegal are French and Arabic, and yet they said their family in Valencia speaks Castilian which could suggest they have learned it since moving to Valencia.

Transitioning back to Valencian, the interviewees were asked their beliefs on knowledge of the Valencian language being a benefit in Spain. 7 of 12 respondents said that knowing the Valencian language is not a benefit in Spain. The other 5 respondents said it is a benefit in

Spain. 1 of the Colombian respondents said it was only a benefit in the Valencian Community, while the Brazilian respondent said it was a cultural benefit in Valencia. The Senegalese respondent answered this question by stating that the Valencian language is important and should not be lost.

The theme behind the next question shifted from languages and education to what they believed about the things being said regarding the migrant and refugee flow into Europe. 10 of the 11 respondents answered this question. 4 of the 11 interviewees stated the matter is either complicated, controversial, extensive, or there are many motives. On one side, there was a Venezuelan respondent who supported them as foreigners while the Senegalese respondent said not everyone is conscious of what they go through to uproot their lives in pursuit of a better one. On the other hand, 2 Venezuelan respondents stated that 'un-wanted' people could enter and endanger Europeans along with citing economic consequences for the Spanish economy as a result.

On the topic of how Spain treats the migrant population, 3 of the 11 interviewees gave outright positive answers: 1 Colombian respondent said good, The Honduran respondent said Spain is a country that supports migrants, and the Senegalese interviewee said they have good treatment when they arrive to Spain. 2 of the 11 responses were outright negative: The Brazilian respondent said the treatment of migrants that enter Spain is bad, while the Bolivian respondent said the treatment of migrants that enter Spain is illegal. 4 of the 11 responses were mixed: 1 Colombian said there is help and xenophobia, 1 Venezuelan talked about bad treatments on occasion along with good opportunities and treatments, while the other Venezuelan respondent said that a lot of Venezuelans have been denied political asylum but these policies are going to change. 1 Ecuadorian stated it depends on each case and person. 2 respondents either said I don't know or declined to state.

When surveyed on their opinion towards the flow of African migrants to Spain, 2 of 11 responses saw a Venezuelan interviewee decline to state, while another Venezuelan interviewee stated they profoundly did not know enough on the subject to comment. 9 of 11 interviewees provided an opinion. One side saw both Colombian respondents reflecting sympathy or solidarity, the Ecuadorian respondent noted there is a lot of discrimination for them, and the Honduran interviewee said they are looking for a better life. The Brazilian respondent said they have rights like everyone else, and the Senegalese respondent explained the flow of African migrants to Spain has increased but they are risking their lives for something better. On the other side, 1 Venezuelan respondent said there is too much of a migrant flow from Africa to Spain, and the Bolivian respondent said that there is enough migration from Africa into Spain.

The final question for the interviewees was to gauge their experience of arriving to Spain. Of the 10 respondents from either Latin America or Central America, most expressed some level of good when it came to their experience moving to Spain. The Senegalese respondent, despite being born in Spain, said they faced unpleasant situations. 2 of these respondents detailed prior experience coming to Spain or being married to a Spaniard who returned to Spain. This could demonstrate, among this non-descriptive sample, how there is a link between Spain and its former Latin American and Central American colonies which allows an easier transition and connection in migrating from these regions to Spain.

Set of Thematic Nodes

1. Background of Spanish national language
2. Education
3. Employment
4. Unemployment
5. High Priority to Learn Regional Language

6. Instability
7. Low Priority to Learn Regional Language
8. Origin
9. Personal Migration Experience
10. Regional Language Ability
11. Return Opportunity
12. Stability
13. Utility of Regional Language
14. Views on African Migration to Spain – Negative
15. Views on African Migration to Spain – Supportive
16. Views on Immigration – Mixed
17. Views on Immigration – Negative
18. Views on Immigration – Supportive
19. Views on Spanish Migrant Treatment – Mixed
20. Views on Spanish Migrant Treatment – Positive
21. Views on Spanish Migrant Treatment – Negative

Set of Relationships Between Thematic Nodes

1. Background of Spanish national language – Utility of Regional Language
2. Background of Spanish national language – Personal Migration Experience
3. Background of Spanish national language – Education
4. Background of Spanish national language – Low Priority to Learn Regional Language
5. Background of Spanish national language – High Priority to Learn Regional Language
6. Background of Spanish national language – Views of Spanish Migrant Treatment: Positive

7. Employment – Education
8. Unemployment – Education
9. Instability – Return Opportunity
10. Origin – Personal Migration Experience
11. Origin – Views on African Migration to Spain
12. Origin – Background of Spanish national language
13. Regional Language Ability – Low Priority to Learn Regional Language
14. Regional Language Ability – High Priority to Learn Regional Language
15. Regional Language Ability – Utility of Regional Language
16. Regional Language Ability – Views on Spanish Migrant Treatment
17. Regional Language Ability – Origin
18. Regional Language Ability – Views on Immigration: Negative
19. Regional Language Ability – Personal Migration Experience

Conclusion

The research project focused on the importance of language in the integration efforts of refugees into their receiving countries. There is a decreasing flow of migrants into Spain from Latin America, whose populations have a shared historical relationship, culture, and language. The increasing flow of migrants into Europe, and Spain specifically, sees them arriving from regions like Africa, Asia, and the Middle East. Populations from these regions do not share the historical relationship, culture, or language to Spain. As a result, it is important for them to integrate, and that integration could be achieved through a variety of ways.

One proposed way for migrants to integrate more effectively into the European countries is through military service. Several European countries, including Spain, have a Foreign Legion where they allow foreign nationals to serve in their armed forces. Spain's Foreign Legion has typically been comprised of Spanish citizens or individuals from former Spanish colonies. However, allowing migrants from Asia, Africa, and the Middle East could help them to contribute to Spanish society and assist in their integration process. Some of the benefits of this model have been argued for helping the migrants become accustomed to the host society through learning its language and norms in an accelerated timeline.

Language learning can allow migrants to integrate more effectively into their host societies. Because Asian, African, and Middle Eastern migrants do not have the prior historical and cultural connection to Spain, language acquisition could serve as their avenue towards integration. However, Spain's linguistic structure includes the national language of Castilian along with regional languages that are recognized as official by the Spanish central government. The Valencian Community's education system requires that students are knowledgeable in both Castilian and Valencian, and there has been a regional effort to increase the use and status of the Valencian language. Migrants who end up in a region such as Valencia where they are expected

to learn both Castilian and the regional language can be a difficult expectation in practice for recent migrants to learn in a new society.

Spain was compared to 4 other European countries in terms of immigration and migrant integration. The asylum application amounts for Spain, Sweden, Malta, France, and Italy were provided for the range of 2010 to 2018. Malta had a consistently low asylum applicant amount compared to the other 4 countries. In 2015, the amount of asylum applicants into Spain was lower than France, Sweden, and Italy. By 2018, Spain's asylum applicant amount grew larger than both Sweden and Italy yet remained under France's total asylum applicant amount.

The refugee laws for 3 of the countries were compared to Spain's refugee laws. Like Spain, Sweden's refugee laws provide for a variety of refugees' needs. One of Spain's provisions for refugees are voluntary return programs, while Sweden passed legislation requiring schools with waitlists to prioritize asylum-seekers. Italy and Spain have a similar provision in their refugee laws towards the right of family reunification. In contrast to Spain, France does not offer as many provisions for refugees, but their refugee laws place a higher emphasis on assimilation into French culture and norms.

Interviews that were conducted with Spanish-speaking migrants at an NGO in Valencia show how difficult expecting migrants to learn the regional language can be. Of the 12 interviewees, half said they knew the Valencian language. One of the respondents said they knew a little, while another stated they knew approximately 50% of the Valencian language. Half of the respondents said they would be interested in an opportunity to learn the Valencian language. 7 of the 12 interviewees did not believe that knowledge of the Valencian language was beneficial in the country of Spain.

On the question of how Spain treats the migrant population, 3 interviewees said Spain is a country that supports migrants or migrants receive good treatment in the country. 2 interviewees gave negative responses saying migrants receive bad treatment in Spain, or that

Spain treats its migrants in illegal ways. 4 of the interviewees gave mixed responses to the question. One Venezuelan interviewee said many Venezuelans were denied political asylum by Spain, but also stated it seems this policy will change. 2 of the interviewees said they did not know or declined to state.

The interviewees were also asked about their personal migration experience to Spain. 10 of the 11 interviewees originated from Central America or Latin America. They expressed some level of good with their migration experience, while 2 of these interviewees stated prior experience in Spain or being married to native Spaniards. One interviewee said they were from Senegal in West Africa. Despite being born in Spain, this interviewee faced unpleasant situations in the migration experience.

There were several main limitations on the research project. A significant one is the small sample size of 12 individuals. Of these 12 individuals, 10 were from Latin America while 2 were from Central America and West Africa. The origin of the interviewees was mainly of the region that has the prior historical connection and relationship to Spain. One interviewee was from Asia, Africa, or the Middle East which meant the interview sample had limited insight of migrants who have increasingly come from regions without the linguistic and cultural connection to Spain in contemporary times.

The interviews themselves posed certain limitations as well. There were questions where interviewees did not provide a response. Other questions saw interviewees write things such as ‘decline to state’ with a specific question. These developments could potentially skew the data because the sample size is relatively small and specific. There may have been more individuals who had certain beliefs or perspectives about the Valencian language or migration in general, but that information was withheld either voluntarily or involuntarily.

Another limitation was where the interviewees were. The Spanish-speaking migrants interviewed were individuals participating in classes and programs with a local NGO in

Valencia. However, not all migrants are able to access institutional support. Because the interviews were conducted with migrants in the organization, it was limited to that specific population in the local NGO. The ability to speak with migrants outside of the organization would have been beneficial in providing a larger sample size and more insight into the perspectives of migrants entering Valencia and Spain.

There were developments behind the set-up with the NGO in Valencia to arrange interviews. Before the internship, there was an agreement that interviewing migrants in the organization would be provided. However, this did not take place until the end of the internship, and one face-to-face interview was conducted. This face-to-face interview was very informative and provided a lot of insight. However, if there was an opportunity to have more face-to-face interviews with migrants at this NGO, it would have been more beneficial to the research.

With one face-to-face interview, the sample size was too small. After discussion with one of the NGO supervisors following the internship, electronic interviews were arranged. A questionnaire was created and sent to the supervisor, and the supervisor was able to provide 11 more electronic interviews for this research project. This increased the sample size to 12 which was enough for this research project. However, as discussed above there were some issues with interviewees leaving questions blank which could have affected the data.

Because of this interview data regarding the view of the Valencian language by migrants provided, it could provide an opportunity for future research on the topic. Expanding on this could be beneficial to see how Spain and other European countries with national as well as regional languages manage this expectation on migrants. Despite the idea of migrants learning multiple languages when they enter an autonomous region of Spain, the interview data can show how difficult this is. Over half of the interviewees didn't see the Valencian language as important in Spain. This topic could be explored further to see if governments are making

efforts to alleviate the double-language learning expectation, or if that expectation continues to persist.

The study suggests how contemporary immigration flows into Spain makes language acquisition more prevalent for migrant integration into the country. Ever since the 2015 refugee influx into Europe, the amount of asylum applications to Spain has increased each year. Historically, immigrants entering Spain have originated from Latin America, a region that shares a historical and linguistic connection to Spain. However, recent immigration flows have come from sub-Saharan Africa and Northern Africa through the Western Mediterranean route. This is in part due to efforts by Italy, the European Union, and Libya to close the migrant path from Libya into Italy along the Central Mediterranean route.

Migrants from sub-Saharan Africa and Northern Africa do not share a historical or linguistic connection to Spain, and as a result they could face obstacles to integration. However, there are resources available for them to learn the Spanish language. Some refugee reception centers offer Spanish language courses for migrant children before they enter the Spanish education system. There are also public institutions and NGOs that also offer Spanish language courses for adults. These are methods to assist migrants in learning the Spanish language which can allow them to access more opportunities.

Along with the Spanish national language, the country accounts for regional languages as well. One of the autonomous communities known as the Valencian Community has its own language called Valencian. In the Valencian Community's educational system, the study and use of Spanish and Valencian together are mandatory until the university level. This could provide an additional obstacle for migrants entering the country. Under this arrangement, if migrants settle in one of the autonomous communities with a regional language they would need to learn two languages.

Castilian and Valencian bring different levels of status and institutional support for their speakers, along with how many people use those languages. A source from 1987 argued that Castilian is used by many and offers high social status and institutional support to its speakers. Valencian is used by a medium amount and offers medium-to-low social status and medium institutional support to its speakers. However, a more recent source from 2006 argued that the Valencian Community launched an effort to increase the status and use of Valencian. This could result in the language being more widely used and increasing the social status and institutional support for its speakers.

The differences between Castilian and Valencian have implications for the social capital that each language brings to an individual. The volume of social capital depends on the size of the network and capital of other agents in the network. A larger number of Castilian speakers shows a larger network between them, which can offer more social capital to a Castilian speaker. Because the number of Valencian speakers is smaller than Castilian speakers, it could suggest a smaller network and therefore less social capital available. Based on the efforts to revitalize the status and use of the Valencian language, the network of Valencian speakers could be larger and provide more social capital to Spaniards that speak it.

For the study, a series of structured interviews were conducted with Spanish-speaking migrants at a local NGO in Valencia in 2018. Their responses to questions about the Valencian language suggested a lack of priority to learn the language. Of 12 interviewees, 6 said they knew the Valencian language. One of the interviewees said they knew a little, while another interviewee said they knew about 50% of the language. 7 of the 12 interviewees did not believe knowledge of the Valencian language was beneficial in Spain.

The existing literature and the structured interviews of this study suggest mixed results for language acquisition to increase the social capital of immigrants. It seems the acquisition of Castilian can increase the social capital for immigrants. There are opportunities available for

migrants to learn the language through reception centers, NGOs, and public institutions such as schools. Because it is the national language and is widely used, it gives migrants access to more of a trans-national network relative to Valencian. Valencian is a language specific to the Valencian Community where migrants in the structured interviews did not see it as beneficial in Spain, which could suggest a smaller network of Valencian speakers and therefore less social capital.

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Appendices

Field work must not have 'prior instrumentation', meaning it must be open to unsuspected phenomena (Miles & Huberman, 1948, p. 42). If the sample size of your study is small, cross-case comparison will be more limited[71]. Many qualitative case studies combine observation with interviewing because of the desire 'to use different methods or sources to corroborate each other so that you are using some form of methodological triangulation' (Mason, 1996, p. 25)[72]. Multiple methods are commonly used to reveal 'the whole picture', but this is an illusion and it is far better to celebrate partiality of data and the particular phenomena that can be inspected[73]. Factors to consider such as sample size, unsuspected circumstances, and corroboration are critical to the evaluation of data from a research model.

A criterion for assessing qualitative research (Spencer et al. (2003), pp. 9-15) is the adequate documentation of the research process, and if this involves the documentation of changes made to said research design[74]. Defects in selected qualitative studies include unreliable data, which can fail to include data extracts like interviewers' questions[75]. Using theories like discourse analysis towards the active use of language in local contexts can prevent normative concepts being inserted into the data analysis[76]. Both qualitative and quantitative research are fundamentally concerned with the environment around the phenomena than with said phenomena[77]. Theories can be used to analyze data and undermine the likelihood of failing to understand the phenomena at the center of the social environment being studied.

One kind of student dissertation is empirical, where a body of data is analyzed alongside the demonstration of knowledge about strengths and weaknesses of one's research strategy,

[71] David Silverman et al., *Doing qualitative research: a comprehensive guide*, (Los Angeles: SAGE Publications, c2008), 144.
[72] Silverman et al., *Doing qualitative research,* 156-157.
[73] *ibid,* 158.
[74] *ibid,* 278.
[75] *ibid,* 287.
[76] *ibid,* 288-289.
[77] *ibid,* 292.

design, and methods[78]. While writing qualitative research, it is necessary to recognize analytical or chance factors as reasons that influenced the path of the research[79]. The methodology chapter should be a set of cautious answers to questions that other researchers can ask about your research, such as why did you use these methods or how did you come to these conclusions?[80] In the methodology chapter, readers will be more interested in a discussion explaining your decision-making path instead of blunt assertions in a passive voice[81]. The methodology section should be based on open and honest reflection about what happened in the research and how it motivated the research design.

Modern researchers share a belief with early anthropologists that to understand the world 'firsthand', it requires participation rather than distanced observation[82]. One of the aims of observational research is description, which includes the importance of looking at 'mundane' details to understand what's going on[83]. Goffman regarded manners and etiquette as an organizer of social interaction[84]. One kind of research action is called 'overt', which is based on informing subjects and getting their agreement through individuals who served as 'gatekeepers'[85]. Participation in and access to a social environment can provide the researcher with specific insights they will then interpret.

Considerations about research interviews include why is the chosen research topic significant, why is an interview method appropriate for the topic, is the size and method of recruitment appropriate to both the topic and research model, and interviewing respondents face-to-face versus e-mail[86]. One implication for interview data is positivism, which aims to

[78] *ibid,* 375-376.
[79] *ibid,* 377.
[80] *ibid,* 378.
[81] *ibid,* 379.
[82] David Silverman, *Interpreting qualitative data: methods for analyzing talk, text, and interaction,* (Thousand Oaks, Calif.: Sage Publications, 2001), 45.
[83] Silverman, *Interpreting qualitative data,* 46.
[84] *ibid,* 52.
[85] *ibid,* 57.
[86] *ibid,* 83.

generate data independent of the research setting and interviewer and can be attempted through standardized interviews[87]. Another implication for interview data is emotionalism, which is not concerned with objective 'facts' but with drawing out authentic accounts of subjective experience with emotion central to this[88]. A third implication for interview data is constructionism, which see researcher documenting the ways that interview participants actively create meaning[89]. These perspectives offer different ways to analyze interview data, to hopefully place it in a wider context or to draw meaning from the individual.

Popper (1959) implied a critical method called critical rationalism, which demands researchers to reduce initial assumptions about the link between phenomena in the data[90]. There is a positivist notion that assumes an unchanging social world, directly contradicting a qualitative assumption that the social world is constantly-changing and replication is flawed[91]. Compiling a purposive sample allows researchers to choose a case because it shows an interesting feature or process[92]. The flexibility of qualitative research can allow for modifying the sample size during research to increase the sample due to emerging factors to increase explanation[93]. Qualitative flexibility allows for modifying a sample size and lowering assumptions can allow for the attempted replication of data unhindered by pre-conceived notions.

Being 'in the field' as a researcher can allow a study of the way participants create 'organizational behavior'[94]. The work of Saussure (1974) showed us the concern is with individual relations versus elements[95]. Critics of research continually argue the importance of

[87] *ibid,* 88-89.
[88] *ibid,* 90.
[89] *ibid,* 95.
[90] *ibid,* 224.
[91] *ibid,* 226.
[92] *ibid,* 250.
[93] *ibid,* 253.
[94] *ibid,* 286.
[95] *ibid,* 291.

the context behind the researcher's data[96]. Phenomenon that can be made to re-appear is the practical activity of participants to establish the phenomenon within a context, known as hyphenated phenomenon[97] (Silverman, p. 300, 2001). Being a participant observer and investigating individual relations or hyphenated phenomenon can increase the potential of one's qualitative research.

Face-to Face Interview Questions Used for the Colombian Program User (English):

1. Where are you from in Colombia?
2. What was your business in Colombia?
3. Did the violence of the conflict affect your business?
4. Here in Valencia, what is the course you are taking?
5. How is the course going?
6. When you participate in the voluntary return program back to Colombia, would you like to continue work in electricity?
7. Do you know the Valencian language?
8. Would a course in Valencian interest you?
9. If you have another opportunity to learn the Valencian language, would that be an interest to you?
10. Does the rest of your family in Valencia speak Castilian?
11. Do you believe the knowledge of the Valencian language is a benefit in Spain?

Face-to-Face Interview Questions Used for the Colombian Program User (Spanish):

1. ¿De dónde eres en Colombia?

[96] *ibid,* 297.
[97] *ibid,* 300.

2. ¿Cuál era su negocio en Colombia?
3. ¿Afectó la violencia a su negocio?
4. ¿En València, cuál es el curso qué estás tomando?
5. ¿Cómo va el curso?
6. ¿Cuando participas en la programa de retorno voluntario a Colombia, querías continuar trabajando en la energía fotovoltaica?
7. ¿Usted sabes la lengua valènciana?
8. ¿Sería un curso de interés la lengua valènciana?
9. ¿Si tienes una oportunidad otra para aprender la lengua valènciana, sería un interés para ti?
10. ¿El resto de tu familia en València habla castellano?
11. ¿Crees qué la sabiduria de la lengua valènciana es un beneficio en España?

Electronic Interview Questions for General Program Users (English):

1. Where are you from?
2. What was your business in the country of origin?
3. Did violence or crime affect your business in the country of origin?
4. In Valencia, what course are you taking?
5. How is the course going?
6. If you participate in the voluntary return program, do you want to return to the country of origin and work in the profession that you are learning in Valencia?
7. Do you know the Valencian language?
8. Would a course in Valencian interest you?

9. If you have another opportunity to learn the Valencian language, would that be an interest to you?
10. Does the rest of your family in Valencia or the country of origin speak Castilian?
11. Do you believe the knowledge of the Valencian language is a benefit in Spain?
12. What do you think about what is said with respect to the flow of migrants and refugees into Europe?
13. What is your opinion about the way in which migrants are treated when they come to Spain?
14. What is your opinion about the flow of African migrants into Spain?
15. How was your experience arriving to Spain?

Electronic Interview Questions for General Program Users (Spanish):

1. ¿De dónde eres?
2. ¿Cuál era su negocio en el país de origen?
3. ¿Afectó la violencia o el crimen a su negocio en el país de origen?
4. ¿En València, cuál es el curso qué estás tomando?
5. ¿Cómo va el curso?
6. ¿Si participas en la programa de retorno voluntario, quieres volver a su país de origen y trabajar en la profesión de qué estás aprendiendo en València?
7. ¿Usted sabes la lengua valènciana?
8. ¿Sería un curso de interés la lengua valènciana?
9. ¿Si tienes una oportunidad otra para aprender la lengua valènciana, sería un interés para ti?
10. ¿El resto de tu familia en València o el país de su origen habla castellano?
11. ¿Crees qué la sabiduria de la lengua valènciana es un beneficio en España?
12. ¿Qué piensas de lo qué se dice con respecto al flujo de migrantes y refugiados a Europa?

13. ¿Qué opinas sobre la forma en qué se trata a los migrantes cuando vienen a España?

14. ¿Cuál es su opinión sobre el flujo de los migrantes africanos a España?

15. ¿Cómo fue su experiencia al llegar a España?

Interview Consent Form (English):

CHAPMAN UNIVERSITY

CONSENT TO ACT AS A HUMAN RESEARCH SUBJECT

The Dynamics of Language in the Valencian Community from the context of immigration policy and refugee programs

You are being asked to participate in a research study. Participation is completely voluntary. Please read the information below and ask questions about anything that you do not understand. A researcher listed below will be available to answer your questions.

RESEARCH TEAM

Lead Researcher

Mark Hansberry, Principal Researcher

Chapman University, M.A. International Studies

1-(562)-810-8186, hansb102@mail.chapman.edu

Faculty Sponsor

Andrea Molle

Faculty Advisor Chapman University, Political Science and IRES

1-(714)-516-4683, molle@chapman.edu

STUDY LOCATION(S): Chapman University Chapman University

STUDY SPONSOR(S): Chapman University

Investigator Financial Conflict of Interest

No one on the study team has a disclosable financial interest related to this research project.

WHY IS THIS RESEARCH STUDY BEING DONE?

The purpose of this research study is to explore the dynamics of language among refugees and migrants in Valencia, Spain, in the context of a non-governmental organization. This study is important because the international influx of refugees since 2015 has significantly affected Europe. Spain has experienced refugee flows from North Africa through the Strait of Gibraltar and refugee flows from other parts of the world such as the Middle East. If these refugees are not learning an adequate amount of the official language, then they will struggle to access housing and employment opportunities which are vital to their livelihoods. I have been approved by the organization to interview people during my time there. The organization could use my interview data as feedback to see if there is room for improvement in programs that migrants and refugees regularly access and use in their daily lives.

HOW MANY PEOPLE WILL TAKE PART IN THIS STUDY?

There is not a pre-arranged sample size of interviewees from the organization. A voluntary sample will be recruited to voluntarily participate upon the researcher's arrival in the organization.

WHAT PROCEDURES ARE INVOLVED WITH THIS STUDY AND HOW LONG WILL THEY TAKE?

1. The primary procedure with this study will be the collection of data through ethnographic observation. The researcher will have a regular full-time work schedule

with the organization, and there will be lots of opportunities to communicate with staff and migrants to establish a professional rapport as well as observe the social interactions and how language plays a role. A secondary component will be interviews, which the researcher will seek to conduct with either migrants themselves or organization staff. Consent forms will be provided, and approval for the interviews to be recorded will be asked of the interviewees. The interviews would ideally take around 30 minutes as to not take up too much of the interviewees' time. To increase the sample size, a second kind of interview will take place as electronic interviews over e-mail.

2. Participation in the study will include one interview per person. Depending on what is discussed in the interview or if there is any need to re-schedule, follow-up interviewees will be requested for voluntary consent by the participants.

AM I ELIGIBLE TO PARTICIPATE IN THIS STUDY?

Please note this may not be a complete list of eligibility criteria. We have included a few examples of study criteria to help you better understand how your eligibility in the study will be determined; your study team will go through the study eligibility criteria with you to verify if you qualify for participation in this study.

Inclusion Requirements

You can participate in this study if you are a migrant or refugee who is accessing services from the AESCO organization in Valencia. You can also participate in this study if you are employed with the AESCO organization in Valencia. Other participants can include people who are affiliated with the AESCO organization in some way other than employment. Participants in the study must be at least 18 years of age or older.

Exclusion Requirements

You cannot participate in this study if you are under the age of 18.

WHAT ARE THE POSSIBLE DISCOMFORTS OR RISKS RELATED TO THE STUDY?

There are no known harms or discomforts associated with this study beyond those encountered in normal daily life. The possible risks and/or discomforts associated with the procedures described in this study include: possible psychological discomfort such as anxiety due to recalling past events dealing with the process of immigration or fear of mistreatment in the receiving society.

The researcher will try to undermine any possible risk of anxiety due to recalling discomforting memories of immigration or treatment in receiving country by requesting only surface-level demographic information. The interview will focus primarily on the use of and exposure to language in Valencia. If one of the interviewees is affected by these discomforts following the interview, the researcher will recommend they consult with the AESCO staff about potential resources to help.

Breach of Privacy and Confidentiality: As with any study involving collection of data, there is the possibility of breach of confidentiality of data. Every precaution will be taken to secure participants' personal information to ensure confidentiality.

ARE THERE BENEFITS TO TAKING PART IN THE STUDY?

Participant Benefits

You will not directly benefit from participation in this study.

Benefits to Others or Society

Upon discussing my ability to interview with program users in the organization, my supervisor explained that I will be able to ask participants about their ideas for businesses or plans to work in business following the program, as well as their language usage. Because the supervisors are currently trying to develop a Colombian migration public policy in Spain, I believe the supervisors will want to collect data from the interviews about participants' business ideas and plans. This could help guide their creation of said policy to more effectively aid these migrant populations in the realization of their business goals in Spain or in their countries of origin.

WILL I BE PAID FOR TAKING PART IN THIS STUDY?
You will not be compensated for your participation in this research study.

WHAT HAPPENS IF I WANT TO STOP TAKING PART IN THIS STUDY?

You are free to withdraw from this study at any time. **If you decide to withdraw from this study you should notify the research team immediately**. The research team may also end your participation in this study if you do not follow instructions, miss scheduled visits, or if your safety and welfare are at risk.

If you withdraw or are removed from the study, the researcher may ask you to participate in an exit interview.

If you elect to withdraw or are withdrawn from this research study, the researchers will discuss with you what they intend to do with your study data. Researchers may choose to analyze the study data already collected or they may choose to exclude your data from the analysis of study data and destroy it, as per your request.

HOW WILL MY PERSONAL INFORMATION BE KEPT?

Subject Identifiable Data

If consented to, the interviews will be recorded and subject research data will be kept as an audio file on the researcher's mobile device. The contents on the mobile device will be kept secure with a password and will always be kept on the researcher. Any data that can personally identify a specific interviewee, such as names or occupations or specific facts that others from the organization know specifically about the individual will be altered to protect them.

Data Storage

Research data will be transcribed from the audio recordings on the researcher's phone. Notes from the entire interview will be recorded and stored electronically onto the researcher's personal laptop computer. Once the interview notes are completely recorded in the laptop, the recordings themselves will be destroyed. The laptop is also protected by a password. The notes from the laptop will then be transferred to a flash drive with the sole purpose of storing the research data from the interviews, and then this will be locked away among the researcher's personal belongings.

Data Retention

The researcher intends to keep all the research data until it is fully analyzed and drafted into a final thesis project which will be presented in May 2019, within less than a year of the internship. Once the thesis is completed and presented, the research data will be destroyed.

WHO WILL HAVE ACCESS TO MY STUDY DATA?

The research team, authorized Chapman University personnel, and regulatory entities such as the Office of Human Research Protections (OHRP), may have access to your study records to protect your safety and welfare.

Any information derived from this research project that personally identifies you will not be voluntarily released or disclosed by these entities without your separate consent, except as specifically required by law. Study records provided to authorized, non-Chapman University entities will not contain identifiable information about you; nor will any publications and/or presentations without your separate consent.

While the research team will make every effort to keep your personal information confidential, it is possible that an unauthorized person might see it. We cannot guarantee total privacy.

WHO CAN ANSWER MY QUESTIONS ABOUT THE STUDY?

If you have questions, concerns, or complaints, or think the research has hurt you, talk to the research team at either hansb102@mail.chapman.edu or molle@chapman.edu

This research has been reviewed and approved by an Institutional Review Board ("IRB"). You may talk to them at 714-628-2833 or irb@chapman.edu if:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- You have questions about your rights as a research participant.
- You want to get information or provide input about this research.

HOW DO I AGREE TO PARTICIPATE IN THIS STUDY?

You should not sign this consent form until all of your questions about this study have been answered by a member of the research team listed at the top of this form. You will be given a copy of this signed and dated consent form or you may save a copy of this information to keep for your records. **Participation in this study is voluntary.** You may refuse to answer any question or discontinue your involvement at any time without penalty or loss of benefits to which you might otherwise be entitled. Your decision will not affect your future relationship with Chapman University.

AUDIO RECORDING:

I have received an adequate description of the purpose and procedures for audio-recording sessions during the course of the proposed research. I give my consent to allow myself to be audio-recorded during participation in this study, and for those records to be reviewed by persons involved in the study, as well as for other professional purposes as described to me.

_____**Yes**, I agree to allow the research team to **audio record** my interview(s).

_____**No**, I do not wish to have my interview **audio recorded.**

Signature of Participant	Date

Your signature below indicates you have read the information in this consent form and have had a chance to ask any questions you have about this study.

I agree to participate in the study.

_____

Subject Signature **Date**

_____

Printed Name of Subject

_____

Researcher Signature **Date**

MARK HANSBERRY

Printed Name of Researcher

CHAPMAN UNIVERSITY

Experimental Subject's Bill of Rights

The rights listed below are the right of every individual asked to participate in a research study. You have the right:

1. To be told about the nature and purpose of the study.

2. To be told about the procedures to be followed in the research study, and whether any of the drugs, devices, or procedures is different from what would be used in standard practice.

3. To receive a description of any side effects, discomforts, or risks that you can reasonably expect to occur during the study.

4. To be told of any benefits that you may reasonably expect from the participation in the study, if applicable.

5. To receive a description of any alternative procedures, drugs, or devices that might be helpful, and their risks and benefits compared to the proposed procedures, drugs or devices.

6. To be told of what sort of medical treatment, if any, will be available if any complications should arise.

7. To be given a chance to ask any questions concerning the research study both before agreeing to participate and at any time during the course of the study.

8. To refuse to participate in the research study. Participation is voluntary. You may refuse to answer any question or discontinue your involvement at any time without penalty or loss of benefits to which you might otherwise be entitled. Your decision will not affect your right to receive the care you would receive if you were not in the experiment.

9. To receive a copy of the signed and dated written consent form and a copy of this form.

10. To be given the opportunity to freely decide whether or not to consent to the research study without any force, coercion, or undue influence.

If you have any concerns or questions regarding the research study you should contact the research team listed at the top of the consent form.

If you are unable to reach a member of the research team and have general questions, or you have concerns or complaints about the research study, research team, or questions about your rights as a research subject, please contact the Chapman University IRB staff at 714-628-2833 or irb@chapman.edu.

Interview Consent Form (Spanish):

UNIVERSIDAD CHAPMAN

CONSENTIMIENTO PARA ACTUAR COMO SUJETO HUMANO EN UNA INVESTIGACIÓN

La Dinámica de la Lengua en la Comunidad Valenciana desde el contexto de la política de inmigración y los programas de refugiados

Le estamos pidiendo que participe en un estudio de investigación. La participación es completamente voluntaria. Por favor, lea la información siguiente y pregunte cualquier cosa que no entienda. Un investigador de los enumerados a continuación estará disponible para responder a sus preguntas.

EQUIPO DE INVESTIGACIÓN

Investigador principal

Mark Hansberry, Investigador principal

Universidad Chapman, Máster en Estudios Internacionales

1-(562)-810-8186, hansb102@mail.chapman.edu

Patrocinador de la Facultad

Andrea Molle

Asesor Docente en la Universidad Chapman,

Ciencias Políticas e IRES (Instituto de Estudios de Religión, Economía y Sociedad)

1-(714)-516-4683, molle@chapman.edu

LUGAR(ES) DE ESTUDIO: Universidad Chapman Universidad Chapman

PATROCINADOR(ES) DEL ESTUDIO: Universidad Chapman

Conflicto de interés financiero del investigador

Ninguna persona del equipo de estudio tiene un interés financiero revelable relacionado con este proyecto de investigación.

¿POR QUÉ SE ESTÁ REALIZANDO ESTE ESTUDIO DE INVESTIGACIÓN?

El objetivo de este estudio de investigación es explorar la dinámica del lenguaje entre refugiados y migrantes en Valencia (España), en el contexto de una organización no gubernamental. Este estudio es importante porque el influjo internacional de refugiados desde 2015 ha afectado Europa de forma significativa. España ha experimentado flujos de refugiados del Norte de África a través del Estrecho de Gibraltar y flujos de refugiados de otros lugares del mundo, como Oriente Medio. Si estos refugiados no están aprendiendo una cantidad suficiente de la lengua oficial, entonces tendrán dificultades para acceder a oportunidades de vivienda y empleo, que son vitales para su sustento. La organización me ha dado su aprobación para que entreviste a personas durante mi estancia aquí. La organización podría utilizar mis datos de entrevistas como valoración para ver si hay posibilidad de mejora en programas a los cuales los migrantes y refugiados acceden de forma habitual y que utilizan en sus vidas diarias.

¿CUÁNTAS PERSONAS PARTICIPARÁN EN ESTE ESTUDIO?

No hay una cantidad preestablecida de muestras de entrevistados por parte de la organización. Se alistará una muestra voluntaria para participar de forma voluntaria cuando el investigador llegue a la organización.

¿QUÉ PROCEDIMIENTOS IMPLICA ESTE ESTUDIO, Y CUÁNTO DURARÁN?

1. El procedimiento principal de este estudio será la recogida de datos a través de la observación etnográfica. El investigador tendrá un horario de trabajo regular a jornada completa en la organización, y habrá muchas oportunidades de comunicación con el personal y con los migrantes, para establecer entendimiento profesional, así como para observar las interacciones sociales y cómo desempeña un papel el lenguaje. Un componente secundario serán las entrevistas; el investigador buscará llevarlas a cabo con los propios migrantes o con personal de la organización. Se proporcionarán formularios de consentimiento, y se pedirá aprobación a los entrevistados para que las entrevistas se graben. Las entrevistas deberían durar idealmente alrededor de 30 minutos, para no ocupar demasiado tiempo de los entrevistados. Para aumentar el tamaño de la muestra, se llevará a cabo un segundo tipo de entrevista, en formato de entrevistas electrónicas por correo electrónico.

2. La participación en el estudio incluirá una entrevista por persona.

¿SOY APTO PARA PARTICIPAR EN ESTE ESTUDIO?

Por favor, tenga en cuenta que esta puede no ser una lista completa de criterios de elegibilidad. Hemos incluido algunos ejemplos de criterios de estudio para ayudarle a comprender mejor cómo se determinará su elegibilidad para el estudio; su equipo de estudio revisará los criterios de elegibilidad del estudio con usted, para verificar si es apto para la participación en este estudio.

Requerimientos de inclusión

Usted puede participar en este estudio si es un migrante o refugiado que tiene acceso a algún tipo de servicios de la organización AESCO en Valencia. También puede participar en este estudio si es empleado de la organización AESCO en Valencia. Otros participantes pueden incluir personas que están afiliadas a la organización AESCO de alguna forma que no sea mediante empleo. Los participantes del estudio deben tener por lo menos 18 años o más.

Requerimientos de exclusión

Usted no puede participar en el estudio si es menor de 18 años.

¿CUÁLES SON LAS INCOMODIDADES O LOS RIESGOS POSIBLES RELACIONADOS CON ESTE ESTUDIO?

No se conocen daños o incomodidades asociados a este estudio más allá de los que se encuentran en la vida diaria normal. Los posibles riesgos y/o incomodidades asociados con los procedimientos descritos en este estudio incluyen: posible malestar psicológico, como ansiedad, debido a recordar eventos pasados relacionados con el proceso de inmigración o miedo al maltrato en la sociedad receptora.

El investigador tratará de socavar cualquier posible riesgo de ansiedad debido a la evocación de recuerdos incómodos de inmigración o de tratamiento en el país receptor solicitando solo información demográfica a un nivel superficial. La entrevista se centrará principalmente en el uso del lenguaje en Valencia y en la exposición al mismo. Si uno de los entrevistados se ve afectado por estas incomodidades después de la entrevista, el investigador recomendará que consulte con el personal de AESCO sobre los recursos potenciales para ayudarlo.

Incumplimiento de la privacidad y de la confidencialidad: del mismo modo que con cualquier estudio que implique la recogida de datos, existe la posibilidad de incumplimiento de la confidencialidad de los datos. Se tomarán todas las precauciones para asegurar la información personal de los participantes a fin de garantizar la confidencialidad.

¿HAY BENEFICIOS DE LA PARTICIPACIÓN EN ESTE ESTUDIO?

Beneficios del participante

Usted no se beneficiará de forma directa de la participación en este estudio.

Beneficios para otros y para la sociedad

Al hablar de mi capacidad para entrevistarme con los usuarios del programa en la organización, mi supervisor me explicó que podré preguntar a los participantes sobre sus ideas de negocios o planes para trabajar en negocios después del programa, así como también sobre su uso del idioma. Debido a que los supervisores actualmente están tratando de desarrollar una política pública de migración colombiana en España, creo que los supervisores querrán recoger datos de las entrevistas sobre las ideas y los planes de negocios de los participantes. Esto podría contribuir a guiar su creación de dicha política para ayudar de forma más efectiva a estas poblaciones migrantes en la materialización de sus objetivos de negocio en España o en sus países de origen.

¿ME PAGARÁN POR PARTICIPAR EN ESTE ESTUDIO?

No recibirá ninguna compensación por la participación en este estudio de investigación.

¿QUÉ OCURRIRÁ SI QUIERO DEJAR DE PARTICIPAR EN ESTE ESTUDIO?

Usted es libre de abandonar este estudio en cualquier momento. **Si decide abandonar este estudio, debe notificarlo al equipo de investigación de forma inmediata.** El equipo de investigación también puede poner fin a su participación en este estudio si usted no sigue las instrucciones, falta a las visitas programadas, o si su seguridad y bienestar están en riesgo.

Si usted abandona el estudio o es expulsado del mismo, el investigador puede pedirle que participe en una entrevista de salida.

Si opta por abandonar este estudio o es expulsado del mismo, los investigadores hablarán con usted acerca de cuáles son sus intenciones con sus datos del estudio. Los investigadores pueden optar por analizar los datos ya recogidos del estudio, o pueden optar por excluir sus datos de los datos de análisis del estudio y destruirlos, según cuál sea su petición.

¿CÓMO SE GUARDARÁ MI INFORMACIÓN PERSONAL?

Datos identificables del sujeto

Si da su consentimiento, las entrevistas se grabarán y los datos de la investigación del sujeto se guardarán en formato de archivo de audio en el dispositivo móvil del investigador. Los contenidos del dispositivo móvil se mantendrán seguros con una contraseña y los mantendrá el investigador en todo momento. Cualquier información que pueda identificar personalmente a un entrevistado específico, como nombres, ocupaciones o hechos específicos distintos de los que la organización conoce específicamente sobre el individuo, serán alterados para protegerlos.

Almacenamiento de datos

Los datos de la investigación se transcribirán a partir de las grabaciones de audio del teléfono del investigador. Las notas de la entrevista completa se grabarán y almacenarán electrónicamente en el ordenador portátil del investigador. Una vez las notas de la entrevista estén completamente grabadas en el ordenador portátil, las grabaciones serán destruidas. El ordenador portátil también está protegido con una contraseña. Las notas del ordenador portátil se transferirán luego a una unidad de memoria USB con el único propósito de almacenar los datos de investigación de las entrevistas, y luego se guardarán bajo llave entre las pertenencias personales del investigador.

Retención de datos

El investigador tiene la intención de mantener todos los datos de la investigación hasta que se analice por completo y se redacte en un proyecto final de tesis que se presentará en mayo de 2019, en menos de un año desde las prácticas. Una vez que se complete y presente la tesis, se destruirán los datos de la investigación.

¿QUIÉN TENDRÁ ACCESO A LOS DATOS DE MI ESTUDIO?

El equipo de investigación, el personal autorizado de la Universidad Chapman, así como entidades reguladoras como la Office of Human Research Protections (OHRP) pueden tener acceso a las notas de su estudio para proteger su seguridad y bienestar.

Ninguna información derivada de este proyecto de investigación que le identifique personalmente será revelada o divulgada voluntariamente por estas entidades sin su consentimiento por separado, excepto que lo exija específicamente la ley. Los registros del estudio proporcionados a entidades autorizadas que no pertenecen a la Universidad Chapman no contendrán información identificable sobre usted; ni ninguna publicación y/o presentación sin su consentimiento por separado.

Si bien el equipo de investigación hará todo lo posible por mantener la confidencialidad de su información personal, es posible que una persona no autorizada la vea. No podemos garantizar una privacidad total.

¿QUIÉN PUEDE RESPONDER A MIS PREGUNTAS SOBRE ESTE ESTUDIO?

Si tiene preguntas, inquietudes o quejas, o cree que la investigación lo ha lastimado, hable con el equipo de investigación escribiendo a hansb102@mail.chapman.edu o molle@chapman.edu.

Esta investigación ha sido revisada y aprobada por un Consejo de Revisión Institucional ("IRB"). Puede hablar con ellos llamando al 714-628-2833 o escribiendo a irb@chapman.edu si:

• Sus preguntas, inquietudes o quejas no están siendo respondidas por el equipo de investigación.

• No consigue establecer contacto con el equipo de investigación.

• Desea hablar con alguien aparte del equipo de investigación.

• Tiene preguntas sobre sus derechos como participante de investigación.

• Desea obtener información o proporcionar información sobre esta investigación.

¿CÓMO ACEPTO PARTICIPAR EN ESTE ESTUDIO?

No debe firmar este formulario de consentimiento hasta que todas sus preguntas sobre este estudio hayan sido respondidas por un miembro del equipo de investigación que figura en la parte superior de este formulario. Se le entregará una copia de este formulario de consentimiento firmado y fechado, o puede guardar una copia de esta información para tener constancia de ella. **La participación en este estudio es voluntaria**. Puede negarse a responder cualquier pregunta o cesar su implicación en cualquier momento, sin penalización o pérdida de beneficios a los que de otra manera podría tener derecho. Su decisión no afectará su relación futura con la Universidad Chapman.

GRABACIÓN DE AUDIO:

He recibido una descripción adecuada del propósito y de los procedimientos de las sesiones de grabación de audio durante el transcurso de la investigación propuesta. Doy mi consentimiento para permitir que me graben en audio durante la participación en este estudio, y para que estas grabaciones sean revisadas por personas implicadas en el estudio, así como otros fines profesionales, tal y como me han descrito.

_____**Sí**, estoy de acuerdo en permitir que el equipo de investigación **grabe en audio** mi(s) entrevista(s).

_____**No**, no deseo que mi entrevista **se grabe en audio**.

Firma del Participante	Fecha

Su firma a continuación indica que ha leído la información de este formulario de consentimiento y que ha tenido la oportunidad de hacer cualquier pregunta que tenga sobre este estudio.

Acepto participar en este estudio.

_____

Firma del Sujeto **Fecha**

_____

Nombre impreso del Sujeto

_____

Firma del Investigador **Fecha**

MARK HANSBERRY

Nombre impreso del Investigador

UNIVERSIDAD CHAPMAN

Declaración de Derechos del sujeto del experimento

Los derechos enumerados a continuación son derechos de cada individuo a quien se le pide participar en un estudio de investigación. Usted tiene derecho a:

1. Que se le informe acerca de la naturaleza y el propósito del estudio.

2. Que se le informe acerca de los procedimientos a seguir en el estudio de investigación, y si alguno de los medicamentos, dispositivos o procedimientos es diferente del que se utilizaría en la práctica habitual.

3. Recibir una descripción de los efectos secundarios, incomodidades o riesgos que puede esperar que ocurran durante el estudio de forma razonable.

4. Que se le informe de los beneficios que puede esperar de la participación en el estudio de forma razonable, si es el caso.

5. Recibir una descripción de cualquier procedimiento, medicamento o dispositivo alternativo que pueda ser útil, y sus riesgos y beneficios en comparación con los procedimientos, medicamentos o dispositivos propuestos.

6. Que se le informe de qué tipo de tratamiento médico, de haber alguno, estará disponible si surge alguna complicación.

7. Tener la oportunidad de hacer cualquier pregunta sobre el estudio de investigación antes de aceptar participar, y en cualquier momento durante el curso del estudio.

8. Negarse a participar en el estudio de investigación. La participación es voluntaria. Puede negarse a responder cualquier pregunta o suspender su participación en cualquier momento sin penalización o pérdida de beneficios a los cuales de otra forma podría tener derecho. Su decisión no afectará su derecho a recibir la atención que recibiría si no estuviera en el experimento.

9. Recibir una copia del formulario de consentimiento por escrito, firmado y fechado, y una copia de este formulario.

10. Que se le proporcione la oportunidad de decidir libremente si acepta o no el estudio de investigación sin ninguna fuerza, coacción o influencia indebida.

Si tiene alguna inquietud o preguntas con respecto al estudio de investigación, debe contactar con el equipo de investigación que figura en la parte superior del formulario de consentimiento.

Si no puede comunicarse con un miembro del equipo de investigación y tiene preguntas generales, si tiene inquietudes o quejas sobre el estudio de investigación, sobre el equipo de investigación, o si tiene preguntas sobre sus derechos como sujeto de investigación, por favor comuníquese con el personal del Departamento IRB de la Universidad Chapman llamando al 714-628-2833 o escribiendo a irb@chapman.edu.