

Diversidad lingüística en el aula de lengua castellana

Idioma: EN

INSTRUCTIONS:

No materials allowed. Answer the following short-answer questions.

Question 1

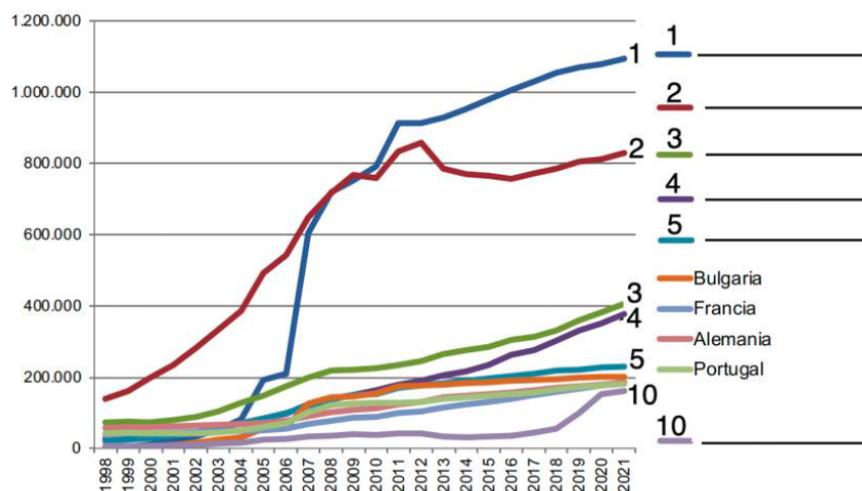
Formal learning versus natural learning of the goal language by migrants.

STUDENT RESPONSE:

Formal learning refers to structured instruction in a classroom setting, with explicit grammar rules, systematic vocabulary acquisition, and controlled practice. Natural learning occurs through immersion in the target language, relying on exposure, interaction, and real-world communication. Migrants often combine both approaches, with formal learning providing foundational knowledge and natural learning facilitating fluency and cultural adaptation.

Question 2

Fill in the missing names in this chart, corresponding to the ten largest immigrant groups in Spain, by country of origin. (Note: Assume chart is provided)



STUDENT RESPONSE:

(Sin respuesta)

Question 3

How has the proportion of students entering high school in Spain evolved in recent decades, considering the variable of nationality (Spanish/foreign)?

STUDENT RESPONSE:

The proportion of foreign students in Spanish high schools has increased significantly in recent decades. In the 1990s, foreign students represented less than 1% of the total student population, but by the early 2000s, this figure had risen to around 5%. The peak was reached in the 2010s, when foreign students accounted for approximately 10% of high school students. However, in recent years, this percentage has stabilized at around 8-9%, reflecting both the integration of some immigrant families and the slowdown in new immigration flows.

Question 4

How does the process of exclusion take place, according to Pulido? Indicate the stages and the critical moment.

STUDENT RESPONSE:

The process of exclusion, according to Pulido, unfolds in three stages:

1. **Initial distancing:** The student is excluded from social interactions, such as group activities or peer communication.
2. **Institutional invisibility:** The student is ignored by teachers and school staff, receiving little academic or emotional support.
3. **Permanent marginalization:** The student is systematically excluded from learning opportunities, leading to academic failure and long-term disengagement.

The **critical moment** occurs during the transition from initial distancing to institutional invisibility, as this marks the point where exclusion becomes institutionalized and difficult to reverse.

Question 5

Explain the main difficulty for Arabic speakers learning Spanish at the suprasegmental level.

STUDENT RESPONSE:

The main difficulty for Arabic speakers learning Spanish at the suprasegmental level lies in the contrasting prosodic features of the two languages. Arabic is a syllable-timed language, where each syllable has roughly equal duration, while Spanish is a stress-timed language, where stressed syllables are longer and more prominent. This mismatch in rhythm and intonation makes it challenging for Arabic speakers to perceive and produce the natural cadence of Spanish, leading to a monotonous or unnatural tone in speech. Additionally, Arabic has a complex system of vowel length and diacritics that influence pronunciation, whereas Spanish relies more on consonant clusters and word stress. These differences create a significant barrier at the suprasegmental level, affecting fluency and comprehensibility.

Question 6

Differences in birth rates between Spain and the countries of origin of Hispanic American immigrants.

STUDENT RESPONSE:

The birth rate in Spain is significantly lower than in the countries of origin of Hispanic American immigrants, such as Mexico, Ecuador, Colombia, and the Dominican Republic. While Spain's birth rate is around 1.2 children per woman, in these countries it ranges from 1.8 to 2.5 children per woman. This disparity is due to cultural, economic, and social factors, including higher poverty rates and limited access to contraception in many Hispanic American countries.

Question 7

How does the chosen second language textbook approach the teaching of vocabulary? (topic 6)

STUDENT RESPONSE:

The chosen second language textbook likely adopts a communicative approach to vocabulary teaching, emphasizing contextualized learning through authentic texts, dialogues, and real-life situations. It may include thematic units that integrate vocabulary with grammar and pronunciation, as well as interactive activities to reinforce retention. Additionally, it likely incorporates visual aids, such as images or illustrations, to facilitate comprehension and association. The textbook may also provide vocabulary lists with definitions and examples, along with exercises to practice word usage in different contexts. Finally, it may include review sections and self-assessment tools to monitor progress.

Question 8

What is the shortcoming of the textbook that the chosen supplementary material (topic 6) addresses, and by what means would it achieve this? Maximum 10 lines.

STUDENT RESPONSE:

The textbook's shortcoming is its limited focus on oral communication and pronunciation practice, which can hinder students' fluency and confidence. The supplementary material addresses this by providing interactive speaking activities, role-plays, and audio exercises that simulate real-life conversations. It also includes phonetic drills and accent correction techniques to improve suprasegmental features like intonation and stress. By incorporating these elements, the material bridges the gap left by the textbook, ensuring students develop both accuracy and fluency in Spanish.