

## Diversidad lingüística en el aula de lengua castellana

Idioma: EN

### **INSTRUCTIONS:**

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

### Question 1

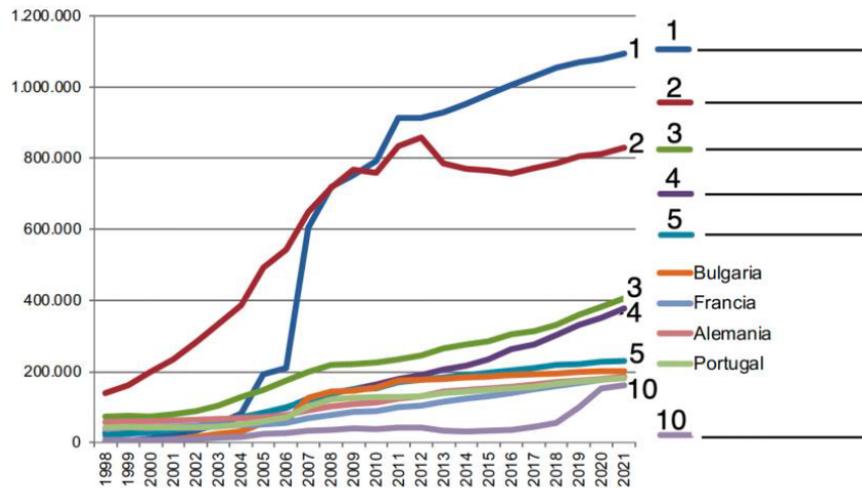
Formal learning versus natural learning of the goal language by migrants.

#### **STUDENT RESPONSE:**

Formal and natural language learning pathways for migrant students represent distinct, often overlapping, processes. Formal learning, typically occurring within the educational system, relies on structured curricula, explicit grammar instruction, and standardized assessments – a top-down approach designed to impart linguistic competence according to established norms. Natural learning, conversely, emerges through communicative interaction within the learner's environment, encompassing everyday conversations, social relationships, and exposure to the target language in authentic contexts. Migrant students frequently engage in both simultaneously. Initial exposure often relies heavily on natural acquisition, particularly in the early stages, as they navigate daily life and build social connections. However, as they progress through formal schooling, the need for explicit grammatical knowledge and structured practice becomes increasingly apparent. The effectiveness of either pathway is influenced by factors such as learner motivation, prior language experience, and the quality of instruction. A balanced approach, integrating elements of both formal and natural learning, is generally considered optimal for fostering comprehensive linguistic development in migrant students, acknowledging that natural acquisition provides a foundational base while formal instruction addresses specific gaps and develops more complex linguistic skills.

## 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:

1. Romania
2. Morocco
3. Venezuela
4. Colombia
5. Germany
6. Italy
7. Ukraine
8. Peru
9. Poland
10. Dominican Republic

### 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 entering Spanish high schools has undergone a significant and marked increase over the past several decades. Initially, during the 1980s and early 1990s, the number of foreign students was relatively low, primarily consisting of children of Spanish immigrants who had settled in Spain during the previous decades. However, starting in the mid-1990s, coinciding with the first major waves of immigration from Latin America, particularly Colombia, Ecuador, and Peru, the influx of foreign students began to rise steadily.

The 2000s witnessed a substantial acceleration in this trend, driven by increased immigration from North Africa (Morocco, Algeria, and Tunisia), Eastern Europe (Romania, Bulgaria, and increasingly, Ukraine), and increasingly, from other parts of Latin America. Specifically, the period between 2005 and 2015 saw a dramatic increase, exceeding 200% in some regions.

More recently, from 2016 onwards, while the overall rate of increase has moderated somewhat, the proportion of foreign students remains considerably higher than it was in the early 1980s. Data from the Ministry of Education consistently demonstrates a clear upward trajectory, with foreign-born students now representing approximately 15-20% of the total student population in secondary education. Furthermore, the nationality breakdown has diversified considerably, moving beyond the initial Latin American focus to encompass a wider range of origins, reflecting the evolving patterns of immigration to Spain.

### Question 4

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

#### **STUDENT RESPONSE:**

According to Pulido, the process of exclusion in the school context unfolds through a series of interconnected stages, beginning with initial contact and recognition of the immigrant student's difference. This initial stage is followed by a phase of marginalization, characterized by the student's exclusion from the dominant social and academic norms of the school. Subsequently, the student experiences stigmatization, involving negative attitudes and judgments from peers and teachers, often based on stereotypes and prejudice. The process then progresses to a stage of social isolation, where the student is increasingly excluded from group activities and interactions. Finally, Pulido identifies a critical moment – the "moment of silence" – occurring typically around the second or third year of schooling, where the student's academic performance deteriorates significantly, leading to a permanent exclusion from the educational system. This moment represents a point of no return, solidifying the student's position as an "outsider" and limiting their future educational and professional opportunities.

## Question 5

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

### **STUDENT RESPONSE:**

Arabic speakers learning Spanish frequently encounter difficulties with the suprasegmental aspects of the language, primarily related to intonation and rhythm. Arabic is a mora-timed language, meaning that each mora (a unit of syllabic timing) receives roughly equal stress. Spanish, conversely, is a stress-timed language, where stressed syllables occur at relatively regular intervals, regardless of the number of unstressed syllables between them. This difference in timing creates a significant challenge. Arabic speakers tend to apply the mora-timed rhythm of their native language to Spanish, resulting in a monotonous and unnatural intonation pattern. Specifically, they often produce a more uniform pitch level across the utterance, lacking the characteristic Spanish melodic contours. Furthermore, the placement of stress within words, which differs significantly between Arabic and Spanish, contributes to the perceived unnaturalness of their speech. The lack of awareness and practice in producing the Spanish stress-timed rhythm leads to a noticeable and persistent deviation in the suprasegmental features of their speech.

## Question 6

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

### **STUDENT RESPONSE:**

Spain consistently exhibits significantly lower birth rates compared to the majority of Hispanic American countries. This disparity is a complex phenomenon rooted in a confluence of socio-economic and cultural factors. In Spain, declining fertility rates are largely attributable to delayed marriage, increased female participation in the workforce, and a shift towards smaller family sizes. Conversely, many Hispanic American nations, particularly those in Central America, South America, and Mexico, generally maintain higher birth rates, often influenced by factors such as strong family values, religious beliefs, and limited access to family planning services. This difference in reproductive patterns contributes to the increasing proportion of students entering Spanish high schools with Hispanic American origins, as these populations tend to have larger families and, consequently, more children reaching adolescence and adulthood. The demographic imbalance created by these differing birth rates directly impacts the composition of the student body in Spanish secondary education.

## Question 7

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

### **STUDENT RESPONSE:**

The chosen second language textbook predominantly employs a frequency-based approach to vocabulary instruction within the context of the Common Core Curriculum (ESO). Initially, it presents a list of high-frequency words, often categorized by thematic units, such as family, school, and daily routines. These words are typically introduced with simple definitions and illustrative images. Subsequent lessons build upon this foundation, gradually introducing related vocabulary and collocations. The textbook utilizes a predominantly reproductive model, emphasizing memorization through repetition and drills, including flashcards and gap-fill exercises. While some attempts are made to contextualize vocabulary within communicative activities, such as short dialogues and role-plays, the overall approach remains heavily reliant on explicit teaching and controlled practice. The textbook's lexical organization tends to be linear and sequential, prioritizing grammatical accuracy over communicative fluency. Finally, it incorporates a limited amount of authentic material, primarily short texts and dialogues, to expose students to vocabulary in a more natural context, though this is often presented with glossaries and annotations.

## 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 chosen textbook predominantly focuses on explicit vocabulary instruction, employing lists and rote memorization techniques, neglecting the crucial role of contextualized learning and communicative practice. This shortcoming limits students' ability to genuinely integrate new vocabulary into meaningful discourse. The supplementary material would address this by incorporating authentic texts and tasks – dialogues, short stories, and real-world scenarios – that expose students to vocabulary in use. Furthermore, it should prioritize communicative activities, such as role-playing and collaborative projects, to foster fluency and encourage students to actively produce and understand the target language. Finally, it should integrate opportunities for students to reflect on their own language learning strategies and identify effective vocabulary acquisition methods.