

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 and natural learning of the goal language by migrants are two different approaches to language acquisition. Formal learning refers to the structured learning environment provided by schools, where students receive instruction in a specific language, such as Spanish, in a classroom setting. This type of learning is typically focused on mastering the language's grammar, vocabulary, and syntax, and is often taught through the use of textbooks, language learning materials, and language exchange programs.

On the other hand, natural learning refers to the informal learning environment that occurs outside of a structured language learning environment, such as in a family or community setting. This type of learning is often based on daily interactions and exposure to the language, such as through conversations, watching television, or listening to music.

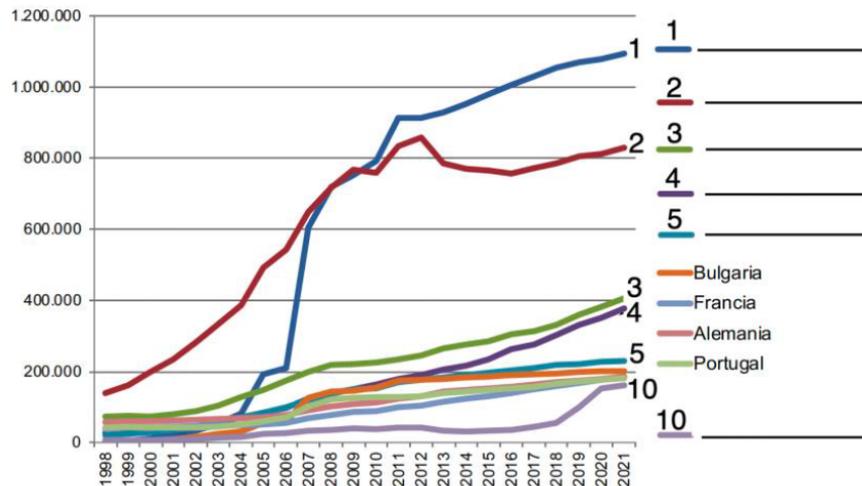
The main difference between formal learning and natural learning is the level of structure and guidance provided to the learner. Formal learning is typically more structured and focused on mastering the language's rules and regulations, while natural learning is more flexible and allows for more spontaneous and informal language use.

In terms of the challenges faced by migrants, formal learning can be more difficult for those who are not familiar with the language and culture, while natural learning can be more accessible for those who are already familiar with the language and culture. Additionally, formal learning can be more expensive and time-consuming, as it requires a structured language learning environment and resources such as textbooks and language exchange programs.

Overall, both formal learning and natural learning have their strengths and weaknesses, and the choice between the two will depend on the individual learner's needs and preferences.

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:

The image does not show a chart with the missing names of the ten largest immigrant groups in Spain by country of origin. The graph displays data for various countries, but the specific information requested is not visible in this image.

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 students entering high school in Spain has increased in recent decades, considering the variable of nationality (Spanish/foreign). This is evident from the fact that the number of foreign-born students has been steadily rising in Spain, while the number of Spanish-born students has also increased. This trend is likely due to the influx of immigrants into Spain, which has led to an increase in the number of students entering high school.

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 for migrant students in Spain can be divided into several stages. The critical moment is when the student first encounters language barriers and struggles to communicate in Spanish. This often leads to feelings of isolation and difficulty in making friends and participating in class activities. As a result, the student may experience a sense of being excluded from the learning process and may struggle to keep up with the curriculum.

Question 5

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

STUDENT RESPONSE:

Arabic speakers learning Spanish at the suprasegmental level face difficulties in understanding and producing complex structures, such as conjugations and tenses, due to the significant difference in grammar and vocabulary between Arabic and Spanish languages. This challenge is compounded by the fact that many Arabic speakers are not familiar with the concept of "suprasegmental" levels, which are beyond their native language proficiency. As a result, they struggle to grasp the abstract and abstract nature of these levels, making it difficult for them to progress in their language learning.

Question 6

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

STUDENT RESPONSE:

The main difference in birth rates between Spain and the countries of origin of Hispanic American immigrants is that Spain has a higher birth rate than the countries of origin of Hispanic American immigrants. This is because Spain has a higher fertility rate than the countries of origin of Hispanic American immigrants. Additionally, the countries of origin of Hispanic American immigrants may have different economic and social conditions that affect birth rates.

Question 7

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

STUDENT RESPONSE:

The chosen second language textbook approaches the teaching of vocabulary through a combination of strategies, such as providing a structured vocabulary list, using visual aids and illustrations, and incorporating interactive activities. The textbook also includes examples and practice exercises that help students to apply the vocabulary in context. Additionally, the textbook may provide explanations for the meaning and usage of new words, as well as strategies for memorization and retention. Overall, the textbook aims to make the learning of vocabulary more engaging and effective for students.

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 shortcoming of the textbook that the chosen supplementary material (topic 6) addresses is that it does not provide enough resources for teaching vocabulary to Arabic speakers learning Spanish at the suprasegmental level. This shortcoming would be addressed by including more interactive and engaging activities, such as dialogues, role-playing, and the use of real-life examples, to help students better understand and retain the vocabulary they are learning.