

## Diversidad lingüística en el aula de lengua castellana

Idioma: EN

### **INSTRUCTIONS:**

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

### Question 1

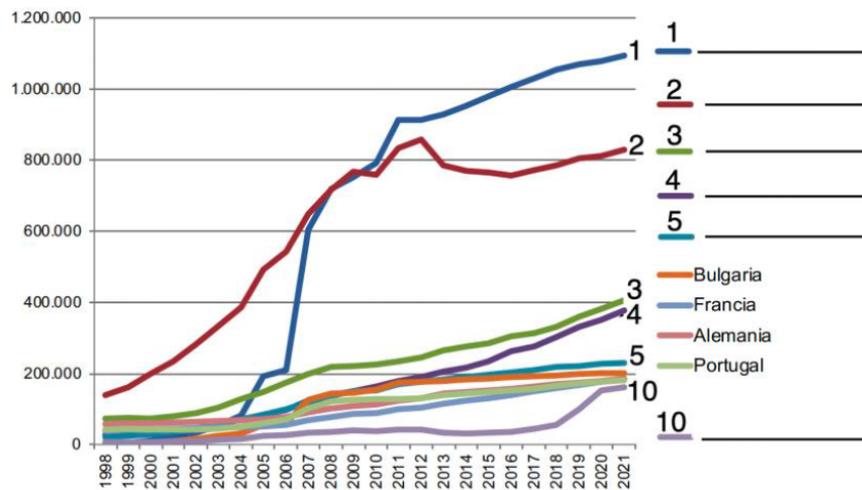
Formal learning versus natural learning of the goal language by migrants.

### **STUDENT RESPONSE:**

Formal learning of the goal language by migrants typically occurs within structured educational settings, prioritizing explicit grammar instruction, controlled vocabulary acquisition, and standardized pronunciation, often disconnected from authentic communicative contexts. This approach relies on conscious processing and deliberate practice, aiming for accuracy and grammatical correctness. Conversely, natural language acquisition by migrants unfolds through immersion in the linguistic environment, driven by the need for communication and social interaction. This process emphasizes meaning negotiation, implicit learning of grammatical structures, and functional fluency, often prioritizing comprehensibility over formal correctness. Formal learning benefits from systematicity and corrective feedback, while natural learning leverages contextual cues and authentic input. Successful integration frequently involves a dynamic interplay between both modes, with formal instruction supporting and supplementing the naturally acquired communicative competence.

## 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. Morocco
2. Romania
3. United Kingdom
4. Italy
5. Ecuador
6. Colombia
7. Venezuela
8. China
9. Argentina
10. Peru

### 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:

Over recent decades, Spain has experienced a significant and continuous increase in the proportion of foreign students entering high school. Initially, in the 1990s and early 2000s, the percentage of foreign students was relatively low, representing a small minority of the total student population. However, coinciding with increased immigration flows, this proportion began a steady ascent. By the late 2000s and into the 2010s, the percentage of foreign students had risen substantially, reaching peaks around 10-15% in some regions, although with considerable variation depending on geographic location and economic factors. More recently, while immigration rates have fluctuated, the proportion of foreign students remains significantly higher than in the earlier periods, consistently representing a substantial and integrated component of the secondary school student body, even with stabilization or slight decreases in overall immigration numbers due to economic cycles. This evolution reflects broader demographic shifts in Spanish society.

### 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 unfolds in four stages: pre-exclusion, initial exclusion, consolidation of exclusion, and reification of exclusion. Pre-exclusion involves the assignment of negative labels and stereotypes based on origin, establishing a perceived "otherness." Initial exclusion manifests as difficulties accessing resources and opportunities, often through subtle discriminatory practices. Consolidation of exclusion sees the internalization of negative labels by the excluded group, leading to diminished self-esteem and limited aspirations. Finally, reification of exclusion occurs when the initial prejudices become seemingly natural and unquestionable, solidified through institutional practices and social norms. The critical moment, where intervention is most effective, is during the *initial exclusion* stage, as it represents the point of transition where discriminatory practices begin to have a tangible impact on individuals' life trajectories, but before these impacts become deeply ingrained and internalized.

## Question 5

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

### STUDENT RESPONSE:

Arabic speakers learning Spanish encounter significant difficulties at the suprasegmental level primarily due to the stark contrast in prosodic systems. Specifically, Arabic is a mora-timed language, meaning each syllable tends to take roughly the same amount of time to pronounce, while Spanish is syllable-timed, with syllables compressed and elongated differentially. This difference impacts stress placement, rhythm, and intonation. Arabic employs a system of root and pattern morphology where vowel length and quality are often phonemic, contributing to a more complex suprasegmental structure. Spanish, comparatively, relies less on vowel length for meaning. Consequently, Arabic speakers may struggle with the more rapid and variable rhythm of Spanish, producing speech that sounds monotonous or incorrectly stressing syllables, leading to comprehensibility issues. Furthermore, the absence of a comparable tonal system in Spanish poses a challenge as Arabic utilizes tonal variations for specific grammatical or pragmatic purposes, potentially resulting in inappropriate intonation patterns in Spanish.

## Question 6

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

### STUDENT RESPONSE:

Hispanic American countries generally exhibit significantly higher birth rates compared to Spain. This disparity stems from a confluence of socio-economic factors, including differing levels of access to contraception and family planning resources, cultural norms prioritizing larger families, and varying degrees of economic development. Many Hispanic American nations maintain traditional values that emphasize the importance of large kinship networks for social and economic support, contributing to higher fertility rates. Conversely, Spain, as a developed European nation, experiences lower birth rates due to factors like increased female participation in the workforce, higher costs of raising children, and widespread access to contraception. This demographic divergence impacts immigration patterns, as economic opportunities in Spain can be particularly attractive to families seeking better futures for their children, and potentially larger families overall, than might be sustainable in their countries of origin. The resulting birth rate differences also contribute to the changing demographics within the Spanish school system.

## Question 7

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

### STUDENT RESPONSE:

The chosen textbook, *Aula Internacional 2*, primarily employs a lexical approach centered around thematic units. Vocabulary is initially presented through images, short texts, and dialogues contextualizing its use. Explicit vocabulary lists follow, often categorized by topic and including definitions or translations. Subsequent activities focus on controlled practice – gap-filling exercises, matching, and multiple-choice questions – to reinforce recognition and recall. Later stages move towards more productive practice, with tasks encouraging students to use the new vocabulary in communicative contexts, such as role-plays and short writing assignments. Recycling of vocabulary across different units is a consistent feature, enhancing retention. The textbook also incorporates strategies for vocabulary learning, such as encouraging the use of learner dictionaries and promoting awareness of word formation processes (prefixes, suffixes). A dedicated section on useful phrases and expressions, relevant to everyday situations, is also frequently included within each unit.

## 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 standard Spanish as a second language (L2) textbook frequently presents a monolithic view of the Spanish language, neglecting the significant linguistic diversity present both within Spain and across Spanish-speaking communities globally. This results in a perceived “correct” standard that can marginalize the linguistic backgrounds of immigrant students. The supplementary material, a collection of authentic texts representing various dialects and sociolects of Spanish – including those commonly spoken by immigrant communities – addresses this shortcoming. It achieves this by exposing students to the legitimacy of linguistic variation, validating their own linguistic repertoires, and fostering metalinguistic awareness of the multifaceted nature of the language. By incorporating diverse voices and registers, the supplementary material promotes inclusivity and prevents the reinforcement of linguistic hierarchies. It aims to demonstrate that multiple valid forms of Spanish exist, enriching the learning experience and facilitating a more equitable classroom environment.