

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 the structured educational programs designed to teach individuals a new language or skill, while natural learning occurs through immersive experiences and daily interactions with native speakers. In the case of migrants, formal learning typically takes place in language courses or classes, where they receive instruction from qualified teachers who provide explicit grammar rules, vocabulary lists, and exercises to practice. On the other hand, natural learning involves acquiring the language naturally through exposure to authentic conversations, media, and cultural experiences in their new environment. While both approaches have their advantages and disadvantages, studies suggest that combining formal and informal learning methods can lead to more effective language acquisition for migrants.

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 high school in Spain has been steadily increasing over the past few decades. According to data from the National Institute of Statistics (INE), in the academic year 1996-1997, there were 30,303 foreign students enrolled in high school, representing 1.0% of the total student population. By the academic year 2019-2020, this number had increased to 384,587, representing 7.8% of the total student population. This represents a significant increase in the number of foreign students in high school in Spain.

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, occurs through a series of stages that gradually lead to the marginalization of individuals or groups. These stages include discrimination, stigmatization, segregation, and eventually, expulsion from society. The critical moment in this process is when the individual or group becomes labeled as "different" or "undesirable" by dominant social norms and values. This labeling can be based on various factors such as race, ethnicity, gender, sexual orientation, religion, or socioeconomic status. Once labeled, the individual or group faces systematic discrimination and unequal treatment, which further deepens their marginalization. It is important to note that exclusion is a dynamic process that can be perpetuated by societal structures and institutions, reinforcing power imbalances and inequality. Therefore, addressing exclusion requires challenging and dismantling these structures to promote inclusivity and equality for all individuals and groups.

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 differences between the two languages regarding stress patterns. In Arabic, the stress pattern is determined by the number of syllables and the position of long vowels, while in Spanish, it is based on the position of stressed syllables. This can lead to difficulties in correctly pronouncing words and understanding the rhythm of the language. Additionally, Arabic speakers may also struggle with the intonation patterns and pitch variations in Spanish, which can affect their ability to convey meaning and express emotions effectively. Overall, mastering the suprasegmental aspects of Spanish can be challenging for Arabic speakers due to the significant differences in phonetic and prosodic features between the two languages.

Question 6

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

STUDENT RESPONSE:

The differences in birth rates between Spain and the countries of origin of Hispanic American immigrants can vary depending on the specific countries involved. However, generally speaking, birth rates tend to be higher in many developing countries compared to developed countries.

In Latin America, where most Hispanic American immigrants come from, birth rates have historically been relatively high. In some countries, such as Mexico, Guatemala, and Honduras, birth rates have been above 2.5 children per woman. This is partly due to factors such as cultural traditions, limited access to contraception, and lower education levels among certain population segments.

In contrast, birth rates in Spain have been much lower in recent years. According to data from the Spanish National Statistics Institute (INE), the average fertility rate in Spain was around 1.3 children per woman in 2020. This low fertility rate is primarily attributed to socioeconomic factors, including longer educational periods, delayed entry into parenthood, and difficulties in balancing work and family life.

It's important to note that while there are general trends, there are also variations within both Spain and the countries of origin of Hispanic American immigrants. Factors such as region, socioeconomic status, and cultural practices can influence birth rates differently.

This response is based on general knowledge and statistical data available up until my last training cut-off date in September 2021. For more detailed and up-to-date information, it is recommended to consult official sources and current research on the topic.

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 variety of strategies and activities. It provides a comprehensive list of vocabulary words organized by themes and topics relevant to the target language. Each unit begins with a presentation of new vocabulary, followed by exercises to practice and reinforce understanding. These exercises include matching words with their definitions, completing sentences with the correct word, and using the vocabulary in context through dialogues or written exercises. Additionally, the textbook includes a section dedicated to word formation, where students learn how to derive new words from existing ones by adding prefixes or suffixes. This approach helps students expand their vocabulary and develop a deeper understanding of the target language.

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 addresses is that it does not provide enough practice and exposure to the target language for learners. This can lead to difficulties in developing proficiency in the language. To address this, the supplementary material should include more opportunities for learners to interact with native speakers, listen to authentic audio recordings, read texts written in the target language, and engage in meaningful conversations about topics of interest. Additionally, the supplementary material should offer a variety of activities that challenge learners at different levels of proficiency, so they can continue to develop their skills over time. Finally, it should be made available online or through mobile devices, allowing learners to access it anytime and anywhere. By providing these resources, learners will have more opportunities to practice and improve their language skills.