

Diversidad lingüística en el aula de lengua castellana

Idioma: EN

EXAM STATEMENT:

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

Question 1: Formal learning versus natural learning of the goal language by migrants.

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)

Question 3: How has the proportion of students entering high school in Spain evolved in recent decades, considering the variable of nationality (Spanish/foreign)?

Question 4: How does the process of exclusion take place, according to Pulido? Indicate the stages and the critical moment.

Question 5: Explain the main difficulty for Arabic speakers learning Spanish at the suprasegmental level.

Question 6: Differences in birth rates between Spain and the countries of origin of Hispanic American immigrants.

Question 7: How does the chosen second language textbook approach the teaching of vocabulary? (topic 6)

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.

Question 1

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

STUDENT RESPONSE:

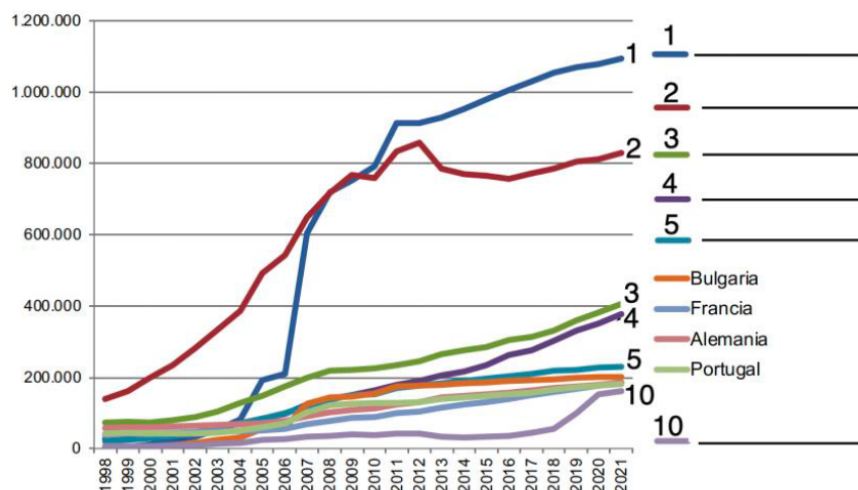
Formal learning and natural learning are two distinct approaches to language acquisition by migrants. Formal learning refers to the process of acquiring a language through structured instruction, typically in a classroom setting, where the focus is on the explicit teaching of language rules, grammar, and vocabulary. In contrast, natural learning, also known as informal learning or acquisition, occurs through exposure to the language in authentic contexts, such as social interactions, media, and everyday experiences, without explicit instruction.

The key differences between formal and natural learning lie in their underlying processes and outcomes. Formal learning is often guided by a teacher, follows a curriculum, and involves assessment and feedback. It provides learners with metalinguistic knowledge and corrective feedback, which can accelerate the learning process. Natural learning, on the other hand, relies on the learner's ability to pick up the language through immersion and interaction, without explicit guidance.

While formal learning can provide a foundation in the language, natural learning is essential for developing communicative competence and fluency. Migrants often rely on a combination of both formal and natural learning to acquire the target language, with formal learning providing a scaffold for further language development through natural exposure.

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. China, 5. Italy, 10. Pakistan

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 increased significantly over recent decades, largely due to the substantial influx of immigrants during the early 2000s. Initially, the percentage of foreign students was relatively low, but it rose steadily as immigration continued. By the mid to late 2000s, the proportion of foreign students in Spanish high schools had become more notable. Although the exact figures may have fluctuated in subsequent years due to factors like economic conditions and changes in immigration policies, the overall trend has been one of gradual increase in diversity within Spanish high schools. More recent data may indicate a stabilization or slight decrease in the proportion of foreign students due to various socio-economic factors, including the economic crisis and shifts in migration patterns.

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 takes place through several stages. The stages are:

1. Initial difficulties in adapting to the new educational environment,
2. Progressive disengagement from the educational process,
3. Reiteration of failure experiences, and
4. Final abandonment or dropout.

The critical moment occurs when the student experiences reiterated failure, leading to a definitive disengagement from the educational system.

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 in intonation and rhythm between the two languages. Arabic is a language that relies heavily on stress and pitch to convey meaning, with a complex system of consonant and vowel length that affects its rhythm. In contrast, Spanish has a more straightforward syllable-timed rhythm. Arabic speakers may struggle to master the melodic intonation patterns of Spanish, such as the rising intonation in yes/no questions and the falling intonation in declarative sentences, as well as the subtle variations in stress and rhythm that native speakers use to convey nuance and attitude. Specifically, the transfer of Arabic suprasegmental features to Spanish may result in a non-native intonation that can affect the learner's overall comprehensibility and accent.

Question 6

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

STUDENT RESPONSE:

The birth rates in Spain are significantly lower compared to many Hispanic American countries. Spain has one of the lowest fertility rates in the world, with an average of around 1.3 children per woman, whereas many Latin American countries have higher fertility rates, typically ranging between 2 and 3 children per woman. This demographic difference is due to various socioeconomic factors, including cultural norms, access to education, and family planning resources.

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 contextualization, presenting new words within meaningful situations and texts, and reinforcing their understanding through various exercises and activities that promote their usage in different contexts, facilitating the acquisition of vocabulary relevant to everyday life and academic contexts.

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 supplementary material addresses the textbook's shortcoming of lacking contextualized and communicative vocabulary practice. It achieves this by providing activities that promote the use of vocabulary in real-life situations and interactive tasks that foster meaningful communication among students, thus enhancing their ability to use the vocabulary effectively in context.