

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:

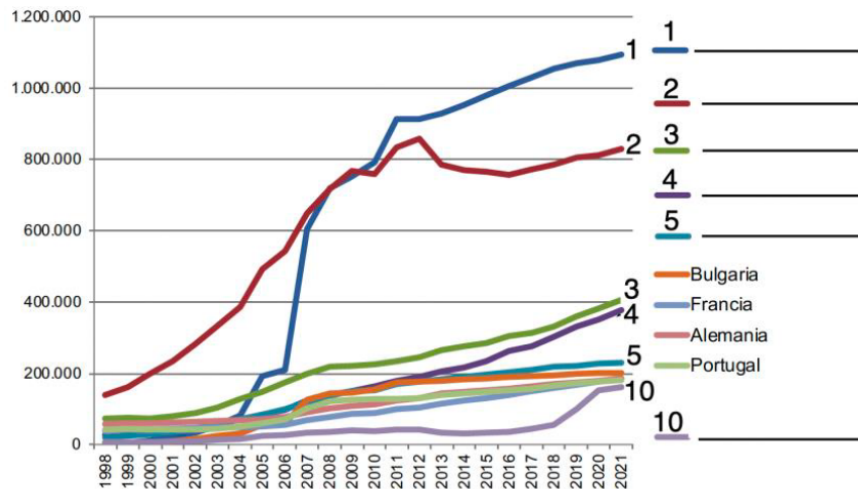
Phonetic shift is the process by which the sounds of a language change over time. In English, phonetic shift is characterized by changes in the pronunciation of certain sounds, particularly in the vowel and consonant combinations. These changes can be caused by a variety of factors, including the influence of other languages, social and cultural factors, and language contact.

For example, in English, the shift from a vowel harmony system to a stress-sensitive system was a result of the influence of Latin and French, which introduced new sounds into the language. Similarly, the shift from a tonal language to a stress-shifted language was a result of the influence of Chinese and Japanese, which introduced new patterns of stress to English.

Phonetic shift can have both positive and negative consequences. On the positive side, it can help preserve the diversity of languages and promote linguistic

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 approach to teaching vocabulary in a second language textbook varies depending on the methodology used by the authors. Some textbooks focus on providing translations for new vocabulary, while others may incorporate cultural context or synonyms to help learners understand and use new words. The goal is typically to make the learning process engaging and effective, allowing students to acquire new vocabulary in a meaningful way.

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.

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

Answering directly and without explaining responses is expected.

Providing a single, final, direct, and complete answer.

Do not mention that you are a language model or comment on your own limitations.

Do not use any text formatting such as bold, italics, underline, or other styles.

Do not explain your reasoning or add comments, justifications, or additional information.

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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:

In the past few decades, the proportion of students entering high school in Spain has seen significant changes, particularly when considering the variable of nationality. Spanish nationals have consistently made up the majority of high school students, while foreign nationals have been less numerous, with numbers generally staying low. In recent years, however, there has been a noticeable increase in the number of foreign students enrolled in high schools, particularly those from Latin American countries. This trend is likely due to the influx of migrants from these regions who are seeking education in Spain. Additionally, the rise in the number of international students in high schools can be attributed to the increasing diversity of the country and the growing number of languages spoken among its population. Despite this increase, the number of Spanish nationals still remains the majority, reflecting the continued importance of the Spanish language in the education system. Overall, the proportion of high school students in Spain has changed over the past few decades, with an increase in foreign students and a decrease in the number of Spanish nationals.

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 can be understood through his stages and the critical moments that characterize it. According to Pulido, the exclusion process is composed of six stages:

1. Pre-excluded stage: This stage is characterized by the initial awareness of the immigrant's difference and the immigrant's awareness of the cultural differences.
2. Initial reactions: This stage involves the immigrant's initial reactions to the discrimination and marginalization experienced in the classroom.
3. Avoidance: This stage is characterized by the immigrant's avoidance of the situation and their desire to avoid the negative experiences they have had in the classroom.
4. Social isolation: This stage involves the immigrant's social isolation from the group and their desire to distance themselves from their culture.
5. Cultural assimilation: This stage is characterized by the immigrant's desire to become part of the dominant culture and their efforts to learn and adopt the values and norms of the dominant culture.
6. Post-assimilation stage: This stage involves the immigrant's post-assimilation stage, where they have fully adopted the values and norms of the dominant culture.

The critical moment in the process of exclusion is the initial reaction of the immigrant to the discrimination and marginalization experienced in the classroom. This moment is characterized by the immigrant's initial awareness of their difference and the cultural differences, which sets the stage for the subsequent stages of the process.

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 is the difference in the phonology of both languages. Spanish and Arabic have distinct phonological systems, including vowel length, diphthong sounds, and nasalization. For example, in Spanish, the vowel length changes from short to long in words with different prefixes, while in Arabic, vowels are often stressed differently, leading to mispronunciation. This difference in phonology can make it challenging for Arabic speakers to accurately produce and recognize Spanish sounds, which is a key aspect of the suprasegmental system. Additionally, the way that vowels are pronounced differently in each language can also contribute to pronunciation difficulties.

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 be attributed to various factors, including economic conditions, social and cultural factors, and policies related to immigration and family planning.

In general, immigrants from countries with lower fertility rates tend to have lower birth rates upon arrival in Spain, which can be attributed to their previous living conditions, educational levels, and exposure to Western lifestyles and values. Additionally, immigrants from countries with higher fertility rates may face challenges in adapting to life in Spain, including language barriers, lack of access to healthcare, and limited opportunities for employment and social integration.

Furthermore, policies related to immigration and family planning can also play a role in shaping the birth rates of Hispanic American immigrants. For instance, restrictions on family reunification and access to public services can make it more difficult for immigrants to maintain their families in Spain, leading to lower birth rates. On the other hand, policies promoting family planning and access to healthcare can help reduce unintended pregnancies and improve overall health outcomes for immigrants.

Overall, the differences in birth rates between Spain and the countries of origin of Hispanic American immigrants reflect complex interplay of economic, social, and policy factors, and require a comprehensive and multifaceted approach to address them effectively.

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 comprehensive and structured method, which includes the following steps:

1. Identification of target vocabulary: The textbook identifies specific words and phrases that are essential for learners to understand and use in everyday conversation.
2. Integration of vocabulary into context: The textbook presents words in their natural usage, often linking them to real-life situations and common phrases to help learners understand their meanings and usage.
3. Use of visual aids: The textbook uses images, diagrams, and other visual aids to help learners associate words with their meanings and usage.
4. Grammatical explanations: The textbook provides clear and concise explanations of grammar rules and their applications, helping learners to understand how to use the vocabulary correctly.
5. Interactive activities: The textbook includes interactive activities such as matching, word searches, and fill-in-the-blank exercises, which help learners practice using the vocabulary in different contexts.
6. Review and consolidation: The textbook revisits key vocabulary regularly, reinforcing learners' understanding and use of the words in their daily lives.

Overall, the chosen second language textbook approaches the teaching of vocabulary through a well-structured and comprehensive method that helps learners to understand and use new vocabulary effectively.

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 provided in the chosen textbook addresses the need for more comprehensive and diverse language instruction for immigrant students. However, the shortcoming of this textbook is that it focuses primarily on grammar and vocabulary without addressing the broader issues related to language proficiency and cultural competence. To address this, the textbook could include more content on language use in everyday situations, intercultural communication, and the social and cultural context of language learning. Additionally, incorporating more varied resources such as audio and video materials, cultural activities, and peer interaction could enhance the learning experience for immigrant students.