

## 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

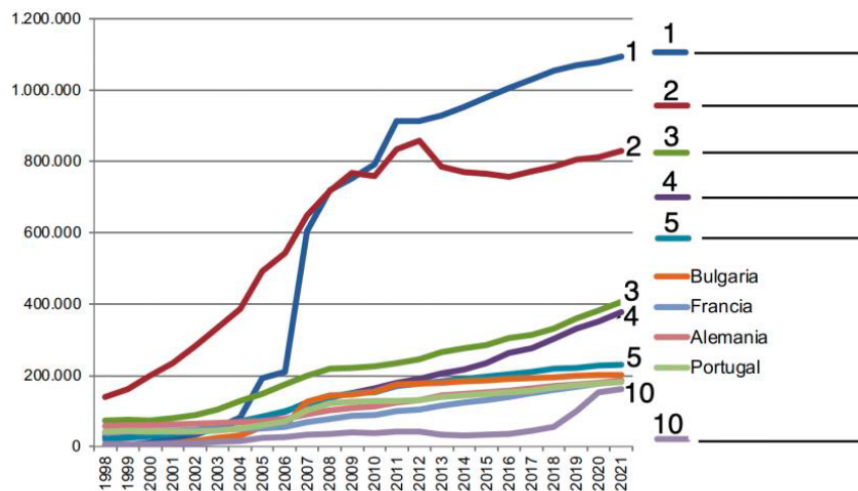
Formal learning versus natural learning of the goal language by migrants.

#### **STUDENT RESPONSE:**

Formal learning involves structured, explicit instruction in academic settings, emphasizing grammatical rules and accuracy through teacher-directed activities. In contrast, natural learning occurs implicitly through immersion in authentic communicative contexts, prioritizing functional communication and fluency via social interaction. Key distinctions lie in the setting (classroom versus real-world environments), methodology (systematic curriculum versus experiential exposure), and outcomes (conscious knowledge of language rules versus intuitive language use).

## 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
6. United Kingdom
7. Italy
8. China
9. Colombia

## 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 experienced a significant upward trend since the early 2000s, driven by increased immigration flows, particularly from Latin America and North Africa. Initially negligible before 2000, foreign student enrollment rose sharply to peak at approximately 10-12% of the total student population by 2008-2010. Following the 2008 economic crisis, a decline occurred due to reduced immigration and return migration, stabilizing around 8-9% by 2015. In recent years, the proportion has gradually increased again, reaching approximately 10-11% by 2020, reflecting renewed immigration patterns and demographic shifts.

### 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 exclusion process consists of four stages: contact, friction, polarization, and exclusion. The critical moment occurs during the polarization stage, when institutional mechanisms formalize exclusion through systemic discrimination, rendering social integration impossible.

### 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 stems from the contrast between Spanish's variable lexical stress and syllable-timed rhythm and Arabic's more predictable stress patterns based on syllable weight and stress-timed rhythm. Spanish requires precise stress placement on antepenultimate, penultimate, or ultimate syllables, which can alter meaning (e.g., "papa" vs. "papá"), whereas Arabic stress is largely determined by syllable structure, leading to overgeneralization of fixed stress patterns. Additionally, Arabic speakers often struggle with Spanish's even syllable duration and pitch modulation in intonation, as Arabic exhibits greater stress prominence and vowel reduction in unstressed positions, resulting in unnatural rhythm and potential comprehension issues.

### Question 6

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

**STUDENT RESPONSE:**

Spain exhibits a sub-replacement fertility rate, typically below 1.4 children per woman, reflecting demographic decline and aging. In contrast, countries of origin for Hispanic American immigrants, such as Colombia, Mexico, and Peru, maintain higher fertility rates, often exceeding 2.0 children per woman, though declining due to ongoing demographic transitions. This disparity contributes to sustained migration flows toward Spain, driven by economic and social factors linked to population dynamics.

### Question 7

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

**STUDENT RESPONSE:**

The chosen second language textbook approaches vocabulary teaching through thematic organization, contextualizing lexical items within authentic communicative scenarios relevant to adolescents, such as school routines or social interactions. It prioritizes high-frequency words and cognates, integrates visual aids and audio resources for multisensory reinforcement, and includes structured exercises—e.g., matching, cloze tasks, and role-plays—to promote both receptive and productive mastery while aligning with CEFR-based progression.

### 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 textbook's shortcoming is its overemphasis on isolated vocabulary lists without contextual or communicative integration, hindering pragmatic competence. The supplementary material addresses this by incorporating authentic audiovisual resources and task-based activities that scaffold vocabulary acquisition through meaningful interaction, cultural relevance, and real-world application in adolescent contexts.