



NUEVOS MUNDOS

*Lectura,
cultura
y comunicación*

CURSO DE ESPAÑOL
PARA BILINGÜES
SECOND EDITION

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con la contribución de

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Preface

To the Instructor

Nuevos mundos: lectura, cultura y comunicación is designed primarily for Hispanic bilingual students whose home language is Spanish but whose dominant and school language is English. Depending on the abilities of the students, it can be used in intermediate or advanced courses. Its emphasis on reading and communication skills makes the text—with minor adaptations—suitable for high-intermediate to advanced courses for non-native speakers.

Nuevos mundos uses the cultures and voices of the major Hispanic groups in the United States, as well as those of Latin America and Spain, to familiarize students with a variety of issues and topics, which are sometimes controversial and always thought-provoking.

Nuevos mundos contains eight chapters that are structured thematically. A selection of high-interest topics is presented vis-à-vis literary, cultural, and journalistic readings, thus providing contact with a variety of narrative styles, voices, registers, and genres. The first four chapters revolve around the major Hispanic groups in the United States: Mexican-Americans, Puerto Ricans, and Cubans. Other Hispanic voices are also represented through the inclusion of selected authors from Spain and Latin America. The final four chapters of the book are: *La herencia multicultural de España*; *Los derechos humanos*; *La mujer y la cultura*; and *Cruzando puentes: El poder de la palabra, la imagen y la música*.

The text can be covered in either one or two semesters. Instructors who use the book in a single-semester course will necessarily pick and choose from the reading selections and topics that most suit their interests and those of their students. Teachers who emphasize more formal oral presentations, individual and group projects which require some research, and the optional assignments suggested in each chapter will find that there is room for creativity, as well as ample material and ideas for use over two semesters. A workbook designed for Hispanic bilingual students is also available. It provides a variety of straightforward exercises in spelling and selected grammar, as well as language-related practice dealing with false cognates, anglicisms, idiomatic expressions, proverbs, and other vocabulary topics.

Each chapter of *Nuevos mundos* contains a brief "warm up," *Para entrar en onda*, followed by five sections: *Conversación y cultura*, *Lectura*, *Mundos hispanos*, *El arte de ser bilingüe*, and *Unos pasos mas: fuentes y recursos*. *Conversación y cultura* is a short, easy-to-understand essay, which introduces the chapter theme and offers some activities for class conversation and small group work. The *Lectura* section presents students with a selection of readings including poetry, short stories, selections from novels, drama, autobiographies and biographies, and journalistic pieces. *Mundos hispanos* is a short section about a particular person or a topic of interest related to the reading selections or the chapter theme. *El arte de ser bilingüe* provides an extended activity which requires that students use their communicative skills, either orally, in writing, or both. Sample activities include writing a short autobiographical composition, translating a short narrative, role-playing, writing an editorial for a newspaper, preparing a resume, and preparing for a job interview.

Finally, *Unos pasos mas* should be thought of as a brief resource section providing a starting point for further full-class, small-group, or individual activities which may be given as supplementary or extra-credit assignments and practice. This section provides projects based on film reviewing and interpretation, out-of-class readings, library research, community involvement (conducting interviews in Spanish, for example), reporting, and exploration and research through Web sites easily found via links in the *Nuevos mundos* home page (<http://www.wiley.com/college/roca>). The text also offers useful appendices. These include maps, a list of dictionaries, cultural and media resources (films, videos, recordings), and useful Web sites in Spanish and English.

It is my hope that instructors will be creative and flexible in using this text, and incorporate a variety of pedagogical strategies and techniques. There are several models or approaches which I think go well with these materials. Among these are: 1) content-based language instruction, also known as integrated language instruction; 2) theme-based approach (sections evolve around carefully-selected topics which should be interesting and relevant to the target audience); and 3) language across the curriculum, since an effort has been made to include subject matter which directly relates to other fields of study, such as political science, history, feminism, anthropology, communications, computer science, and literature.

In the last decade we have seen a proliferation of articles and books on theories, approaches, strategies, and techniques, mostly aimed at the second-language learner. And while we have also made significant progress with

regard to teaching Spanish as a heritage language, we still have much to explore both as classroom practitioners and researchers in bilingual literacy development.¹ It is my sincere wish that you find this textbook useful and enjoyable as a starting point from which your students can learn about their cultural and literary heritage, while expanding their bilingual range and their interest in the Spanish language itself.

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¹For recommended readings on teaching Spanish to bilingual students, see *Apéndice D*.



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