



ENTRE MUNDOS

An Integrated Approach for the Native Speaker

Second Edition

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Preface

The second edition of *Entre mundos* retains its innovative four-skills approach in order to meet the 21st century needs of heritage speakers of Spanish. Unlike many texts for heritage speakers that limit instruction to the remediation of errors through practice with spelling and grammar, *Entre mundos, Second Edition* builds on the knowledge, skills, and experiences that students bring to the Spanish classroom. The program provides language-use experiences that expand the content areas in which students are able to function and prepares them to use language for real-world and academic purposes in culturally appropriate ways. Systematic support is provided to increase student control of formal language necessary to function in the broadest range of situations.

Entre mundos, Second Edition presents language in an interesting and lively manner using a thematic approach that highlights Hispanic cultures within and beyond the United States. Authentic materials expose students to a variety of content areas and situations that prepare them to use Spanish in the world beyond the classroom. Topics are chosen in order to foster a strong sense of identity and a high level of self-esteem as students develop the broadest possible world view and begin to see themselves in professional roles in an increasingly interdependent technological world.

NEW to *Entre mundos, Second Edition*

- Updated and streamlined contemporary materials
- A listening comprehension strand
- *En su diario*—a new section focusing on developing meaning through reflective writing
- *El poder de las palabras*—a new feature devoted to difficult translations and language-usage problems common to bilingual speakers
- *Para escribir mejor*—an expanded strand that includes writing strategies and a wider range of writing tasks
- *Workbook to Accompany Entre mundos, Second Edition (El cuaderno de trabajo)*—a workbook that provides students with opportunities to refine their academic language skills, further develop their linguistic repertoire, investigate cultural issues of each of the 20 Spanish-speaking countries, and hone their Internet research skills

Highlights of the Program

Four-Skills Development

The text is unique in its attention to the development of the four language skills: listening, reading, speaking and writing while exposing students to interesting topics carefully selected to engage them with contemporary issues of the world in which they live.

Listening. *Entre mundos* exposes heritage speakers of Spanish to listening-only selections, and supports them with pre-listening and post-listening activities. The selections offer a wide range of genres: from poetry and short stories to newspaper articles and editorials. This highly motivating approach provides students with ample input to stimulate their expression in speaking and writing.

Reading. Thought-provoking readings engage students with issues of universal interest, stimulate intellectual discussions and promote personal reflection. Treatment of current topics raise student awareness and challenge them to analyze their environment, explore possibilities and reflect on choices and consequences.

Speaking. When speaking on formal topics, students' speech does not usually hold together in oral paragraphs, but rather, ideas are expressed through strings of sentences. *Entre mundos* provides learners with support to link their ideas into oral paragraphs when carrying out tasks tied to the content of listening and reading selections and in similar open ended contexts. The practice of grammar derived from the selections supports student monitoring of their speech and results in higher accuracy in oral production.

Writing. *Entre mundos* exposes students to a great number of real-world tasks, which encourages them to imagine themselves in professional roles by providing realistic, stimulating contexts for using their writing skills.

Focus on Form. Grammar is consistently integrated with the content of the readings. Prior to integrating this knowledge in speech and writing, learners are provided with meaningful and personalized activities, which motivate them to improve the quality of the language they produce.

Instructional Approach

Entre mundos is based on an instructional framework derived from the American Council on the Teaching of Foreign Languages (ACTFL) Guidelines. These guidelines have helped to redefine the goals of the language teaching profession. They underscore the need to subordinate the mastery of formal features of language in order to emphasize the development of communicative ability. In a proficiency-based program, students are expected to use language to perform culturally authentic tasks in real-world settings. The following components of proficiency respond to the professional awareness that the development of accuracy is only one of a number of instructional elements:

<i>Contexts</i>	the settings in which individuals use language
<i>Functions</i>	the tasks individuals carry out with language
<i>Content</i>	the topics individuals address
<i>Text-Types</i>	the units of language understood and produced (e.g., words, sentences, paragraphs, etc.)
<i>Accuracy</i>	the quality of comprehension and production

Implications of this shift from emphasis on form to developing communicative skills entail, among other things, a change in the objectives and the sequence for presenting materials. Other changes include an enhanced awareness of varying performance profiles across the skill areas, the role of linguistic accuracy in developing the ability to communicate, an integrated approach to the development of language, cultural and higher level thinking skills, and a greater variety of activities.

The second edition is unique in its approach to developing each of the four language skills (listening, speaking, reading, writing). The program enables students to function in an ever expanding range of situations and enhances the overall quality of receptive (listening and reading) and productive (speaking and writing) performance. To this end, the program presents short articles, literary selections and other authentic texts all intended for native speakers of Spanish in the United States and other countries. Selections from the readings that have proved highly motivating are contained on an accompanying CD, which serves to bridge the heritage speaker's oral experience with the written text and introduce the major regional varieties of Spanish.

Audience

The majority of students in programs for heritage speakers of Spanish fall into three categories:

- The largest group consists of English dominant Spanish-speaking bilinguals who were born and educated in the United States. Their Spanish is limited to familiar household/neighborhood situations.
- The second group of students are English dominant bilingual Spanish speakers who were raised in Spanish-speaking countries where they may have attended school for a short time, but who received most of their formal education in the United States. Although their command of Spanish is similar to students in the first group, they are often able to perform in a wider range of situations.
- The third and smallest group of students are Spanish dominant monolingual or bilingual English speakers who were educated in a Spanish speaking country. They progress rapidly in courses for heritage speakers since they tend to have well developed Spanish language skills and content knowledge.

Proficiency Profiles

Heritage speakers in the first two groups are able to function in most informal and some formal settings. When listening, students can understand the main ideas and most supporting details on informal topics. Often, they have difficulty comprehending in formal situations. Their reading ability is substantially below their performance in listening since written language is processed with more stumbling and hesitation. When speaking on informal topics, these learners can ask and answer questions as well as narrate, describe and explain. Their speech, however, does not hold together in oral paragraphs, but rather, ideas are coordinated through strings of sentences. Student writing proficiency mirrors their speech although limited control of the spelling system makes early messages less intelligible.

The third group of learners can function in informal and many formal settings. When listening and reading about formal academic topics, they can understand the main ideas and most supporting details. They are not able to understand oral or written essays on abstract or technical topics. When speaking on formal topics, learners in the third group are able to produce series of oral paragraphs with some detail although they have some difficulty supporting opinions. Their written language is comprehensible since their production demonstrates increasing control of less common structures and more precise vocabulary. Communication is principally through strings of written paragraphs.

Instructional Objectives

Learners are provided language-use activities that enable them to:

- function in formal situations (contexts);
- a) understand the main ideas and supporting details of narration, description, explanation, discussion and supported opinion (receptive functions);
- b) narrate, describe, explain, discuss and support opinions (productive functions);
- deal with factual and abstract topics related to the external environment (content);
- comprehend and produce oral/written paragraphs and essays (text-types);
- comprehend and produce formal language (accuracy).

Text Structure

Entre mundos, Second Edition is divided into eighteen chapters.

Chapters	Themes
1–3	help students explore the nature and potential of being between worlds.
4–6	move students beyond themselves and highlight the interpersonal world of family in which they function with facility.
7–9	link community, school and the professions bridging the informal settings of the home/neighborhood with the formal world of education, careers and the job market.
10–13	place students well within the external world where they explore the realities of Hispanics in the United States.
14–18	use short contemporary literary works to present abstract concepts that highlight current issues of universal interest.

Chapter Organization and Instructional Sequence

Entre mundos uses the *Standards for Foreign Language Learning in the 21st Century* to create activities that develop competence in each of the areas captured in the 5C's. Students are provided opportunities to:

- participate in interpersonal, interpretive, and presentational communication;
- experience cultural products and practices and reflect on the perspectives that underlie them;
- acquire knowledge and new perspectives from Spanish language sources;
- learn about the nature of language and culture and how each manifests itself in human communication;
- take language beyond the classroom in real-world interactions with Spanish speakers.

Instructors begin each chapter by identifying the tasks student will be able to perform upon its completion. They establish three sets of objectives: for knowledge, for communication, and for control of vocabulary and structure.

Exploraciones (*Exploratory Activities*) are designed to spark learner interest in the themes developed, to tap into student knowledge of the topics presented, and to familiarize them with the concepts necessary for the comprehension and production of messages. *Exploraciones* consist of a variety of interactive formats in which the students and the instructor generate the information necessary to participate in subsequent activities. Representative structures include: personalized questions, completions, quick-writes, clusters, surveys, interviews, and vocabulary expansion/academic resource activities.

Listening only selections, a new feature of *Entre mundos* is designed to develop student ability to understand the main ideas and supporting details in a variety of formal texts, to further student comprehension of the content of the chapter and to stimulate discussion of the topics.

Lecturas *Entre mundos* exposes students to a wide variety of readings that include personal reflexions, newspaper articles, essays, poems, short stories and dramas. Readings serve to develop receptive proficiency (the ability to understand the content of the lesson). Input is made *comprehensible* in early readings through the selection of content that reflects the world of the learner. Initially, students are assisted in identifying the main ideas and supporting details in informal/personal texts. Over time, formal texts treating more abstract

concepts are introduced. With all texts, learners are guided through the reading process by means of personalized, analytic and synthetic questions that model the higher level thinking skills necessary for independent academic purposes. Closure activities require students to reflect on and apply in personal ways the lessons learned from the readings' themes.

En su diario, a new feature of *Entre mundos*, is a reflective writing strand developed to enhance student processing of texts by supporting student discovery of meaning through writing.

Analizar y descubrir (*Analyze and Discover*) focuses on the development of accuracy necessary for high quality comprehension and production of messages. An inductive process is used to generate the rules that govern Spanish language behavior. Learner knowledge of Spanish is validated when students are asked to produce examples using their intuitions and innate linguistic competence. Knowledge that learners do not yet possess (exceptions to rules, standard variations and grammatical terms) is taught interactively using a programmed approach. In addition, student attention is focused on lexical and syntactic interference from English. *Meaningful and personalized guided practice activities* provide students the support they need to monitor their production and thus lead to higher quality messages when students ultimately *integrate, apply and extend* their language when carrying out real-world tasks.

El poder de las palabras, a new feature of *Entre mundos*, is devoted to difficult translations and language usage problems common to bilingual speakers. It clarifies areas of difficulty/confusion that result from learner use of Spanish and English by focusing on lexical or structural transfer between the two languages.

Manos a la obra (*Expansion Activities*) provides the learner with opportunities to use language for real-world purposes in culturally-authentic situations. Students are guided by task specific pre- and post-writing activities and strategies that help them to develop their meaning. Students come to recognize that the linguistic and communication skills they are developing through their study of Spanish will enhance their professional opportunities in the increasingly interdependent world community. These activity structures encourage learners to use all of the language they have at their disposal to accomplish tasks representative of those they might perform outside of the classroom. The majority of activities of this type are not form-focused. The instructor facilitates but provides little external support.

Para consultar, located at the end of the text, provides students with information on selected grammatical topics that are not treated in the text.

Assessment

Two types of assessment structures should be used to determine whether learners have achieved instructional objectives:

Receptive and Productive Measures are used to determine the extent of student ability to accomplish real-world listening, reading, speaking and writing tasks. Using these measures, instructors are primarily concerned with whether students are able to complete tasks and secondarily with the quantity and quality of learner language.

Receptive and Productive Form Checks are used formatively to diagnose and determine the extent of student progress toward listening, reading, speaking and writing objectives. Using these measures, instructors are primarily concerned with the quantity and quality of learner language and secondarily with whether students are able to complete tasks.

Instructors end each chapter by determining the knowledge students have gained, by assessing the tasks they are able to perform, and by testing vocabulary items and grammatical structures for full control, partial control and conceptual awareness as appropriate.

Program Components

For the Student

Workbook to Accompany Entre mundos, Second Edition (El cuaderno de trabajo), is new to this edition and is fully coordinated with the text and provides additional support for each of the sections of the chapter. The grammar and orthography exercises in the workbook are fully contextualized dealing with interesting up-to-date topics. The *Cuaderno de trabajo* provides students with opportunities to refine their academic language skills, further develop their linguistic repertoire and hone their Internet research skills. The special internet-based feature provides students with opportunities to use their linguistic and web-based skills to explore cultural manifestations of each of the Spanish speaking countries. Areas for exploration include: demographic data, current events, history, art, music and literature among others.

For the Instructor

Audio CD. The Audio CD offers a variety of oral texts that complement students' exposure to the written language. It introduces the major regional varieties of Spanish and emphasizes the fact that regional dialects are equally acceptable.

Instructor's Resource Manual. The Instructor's Resource Manual contains a wealth of ideas for classroom activities as well as appendixes that include the tapescript, a syllabus, a sample test, games, and suggestions for evaluating student work.

Using *Entre Mundos*: Semester and Quarter Formats

University Setting (Semesters)	Semester 1	Chapters 1–9
	Semester 2	Chapters 10–18
University Setting (Quarters)	First quarter	Chapters 1–6
	Second quarter	Chapters 7–12
	Third quarter	Chapters 13–18
Secondary Setting	Year 1	Chapters 1–9
	Year 2	Chapters 10–18

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