

Al Leer Espa

Javier de Santiago-Guervós, Lourdes Díaz Rodríguez

La comprensión lectora en la enseñanza del español LE/L2 Victoria Rodrigo, 2018-10-09 *La comprensión lectora en la enseñanza del español LE/L2: de la teoría a la práctica* presents state-of-the-art theory and teaching practices for integrating reading skills into the teaching of Spanish. The book bridges a conspicuous gap between research supporting reading as a key component of language acquisition and actual practice by discussing how to implement reading successfully in and out of the classroom. Written entirely in Spanish, the book focuses on the needs of Spanish language learners with the goal of motivating students to read in the target language and work with diverse types of texts and genres. Written in a clear and accessible manner, *La comprensión lectora en la enseñanza del español LE/L2: de la teoría a la práctica* is an essential resource for teachers of Spanish at all levels. It is an excellent reference book for language teachers who wish to integrate reading into the teaching of the Spanish language.

The Teaching of Reading in Spanish to the Bilingual Student: La Enseñanza de la Lectura en Español Para El Estudiante Bilingüe Angela Carrasquillo, Philip Segan, 2013-10-14 This dual-language text provides theory and methodology for teaching reading in Spanish to Spanish/English bilingual or Spanish-dominant students. The goal is to help educators teach these students the skills necessary to become proficient readers and, thus, successful in the school system. At the very core of the book are the hispano-parlantes--the Spanish-speaking children--who bring to the schools, along with their native language and cultures, a wealth of resources that must be tapped and to whom all educators have a responsibility to respond. True to the concepts of developing bilingual educators to serve bilingual students, the text presents chapters in English and Spanish. Each chapter is written in only one language at the preference of the author. Thus, to be successful with this book, the reader must be bilingual. Themes emphasized in the text include current reading methodologies, the concept of reading as developmental literacy skills, reading in the content areas, new views of the development of proficiency in the second language, issues related to students with special learning needs, assessment, and the uses of technology in the delivery of instruction. Never losing sight of its goal--to teach reading in Spanish to bilingual or Spanish-dominant students--the book includes a series of focusing questions and follow-up activities; these are not simply translations of existing activities, strategies, and techniques intended for monolingual English students, but specifically designed to be appropriate for Spanish-speaking students. Directed to university preservice and in-service instructors of reading and bilingual education as

well as administrators and district- and school-level staff developers who work with Hispanic populations, the book is sensitive at all times to nuances of the languages and cultures of the intended audiences.

Aproximaciones al estudio del español como lengua de herencia Diego Pascual y Cabo, Julio Torres, 2021-09-20

Aproximaciones al estudio del español como lengua de herencia reúne diversas perspectivas sobre el estudio del español como lengua de herencia en el contexto de los Estados Unidos. El volumen presenta una amplia gama de enfoques lingüísticos, modelos pedagógicos e innovaciones programáticas. Dirigido a investigadores noveles y experimentados, al igual que a estudiantes y profesionales de la enseñanza, es un volumen ideal para aquellas personas que desean actualizar sus conocimientos del campo y obtener una perspectiva panorámica sobre la investigación y la enseñanza del español como lengua de herencia. Características principales: temas que incluyen, entre otros, la fonología/la fonética, la morfosintaxis, la pragmática, la enseñanza mediante el enfoque por tareas, la literacidad múltiple, el translenguar, los programas de community college, el español para fines específicos y la investigación-acción; contenidos teóricos, empíricos y pragmáticos relevantes para la enseñanza del español como lengua de herencia; descripciones y ejemplos que facilitan la adquisición de conocimientos sobre la materia; diferentes secciones que permiten la flexibilidad en cuanto al orden de lectura del volumen; preguntas de reflexión al final de cada capítulo para facilitar la comprensión de los temas presentados. Escrito de manera clara y accesible, Aproximaciones al estudio del español como lengua de herencia es un recurso indispensable para cursos de grado y posgrado en español sobre el español como lengua de herencia. Aproximaciones al estudio del español como lengua de herencia brings together a number of diverse scholarly voices and perspectives on the study of Spanish as a heritage language with a focus on the United States context. The volume presents a comprehensive view of this growing and dynamic field with the latest on linguistic approaches, pedagogical models, and programmatic innovations. Directed to beginning and seasoned researchers as well as to students and practitioners who wish to update their knowledge of the field and gain a fresh perspective on different approaches to researching and teaching Spanish heritage bilinguals. Written in Spanish for a wider audience in the Spanish-speaking world and for the teaching of undergraduate and graduate courses in Spanish. Key features: A broad range of topics including phonology/phonetics, morphosyntax, pragmatics, task-based language teaching, multiliteracy, translanguaging, community college programs, Spanish for specific purposes and action research among others; Clear overviews of theoretical, empirical and pragmatic issues relevant to the teaching of Spanish as a heritage language; Every chapter builds on specific core questions central to current understandings of research and practice; Concise descriptions and examples throughout provide readers with the tools they need to understand the subject matter; Organized into three sections that allows for flexibility regarding reading order; A section of reflection questions at the end of each chapter to help readers gain a deeper understanding of the issues at stake. Written in clear and accessible Spanish, Aproximaciones al estudio del español como lengua de herencia is a critical resource for those interested in understanding

Spanish heritage speakers' multifaceted linguistic experience in tandem with providing a meaningful educational experience that supports their personal, professional, and learning goals.

Epistolario Español Eugenio de Ochoa,1850

Hispania ,1925

A Key to the Exercises in Ollendorff's New Method of Learning to Read, Write, and Speak the Spanish Language
Velazquez,1870

New Spanish and English Dictionary F. C. Meadows,1850

Learn To Read Spanish Fast Jon Adams,

Guía para padres y maestros de niños bilingües Alma Flor Ada,F. Isabel Campoy,Colin Baker,2017-07-17 En esta clara guía, Alma Flor Ada, Isabel Campoy y Colin Baker, ofrecen una perspectiva realista de las alegrías y dificultades de educar a niños bilingües y claras respuestas a las preguntas más frecuentes sobre el tema. Esta versión revisada y adaptada al bilingüismo español-inglés, incluye información sobre el bilingüismo en la era digital e incorpora investigaciones recientes sobre la mezcla de idiomas , el efecto que los hermanos tienen en la elección del idioma familiar, los efectos intelectuales del bilingüismo, y sus consecuencias en la personalidad, la identidad, y la auto estima. Además añade (a) una sección dirigida a los educadores sobre cómo mejor apoyar la interacción hogar-escuela; (b) el desarrollo de la lecto-escritura en el hogar; y (c) sugerencias de lecturas para adultos y niños.

First Spanish Book Lawrence Augustus Wilkins,1919

Mastering Spanish: A Comprehensive Guide to Fluent Communication Marie Blanc, Embark on a transformative journey to linguistic mastery with *Mastering Spanish: A Comprehensive Guide to Fluent Communication*. Whether you're a novice learner or seeking to refine your existing skills, this meticulously crafted guide offers a roadmap to proficiency in the Spanish language. Dive into ten immersive chapters, each meticulously designed to address every facet of language acquisition. From laying a robust foundation in pronunciation, grammar, and vocabulary to honing advanced communication skills, this book provides a step-by-step approach to achieving fluency. Explore dynamic strategies for expanding your vocabulary, perfecting grammar and syntax, and enhancing listening comprehension. Engage in practical exercises, interactive activities, and cultural insights to deepen your understanding of Spanish language and culture. Discover the keys to confident speaking, effective communication, and cultural competence as you navigate real-world scenarios with ease. Harness the power of technology and immersive experiences to accelerate your learning journey. Whether you're studying independently or in a group, *Mastering Spanish* equips you with the tools, techniques, and resources necessary to succeed. Join countless learners worldwide who have embraced the Spanish language and unlocked new opportunities for personal growth and connection. With dedication, perseverance, and this indispensable guide, you too can unlock the door to fluent

communication and embark on a lifelong adventure of language mastery.

Enseñanza Del Español a Estudiantes Hispanoparlantes en la Escuela Y en la Universidad United States. Office of Education,1972

The Combined Spanish Method Alberto de Tornos,1915

Combined Spanish Method ... Alberto de Tornos,1868

1980 Census of Population ,1982

1980 Census of Population : Volume 1, Characteristics of the Population : Part 1. United States Summary. Parts 2-57. [States and Territories.] United States. Bureau of the Census,1984

Lingüística textual y enseñanza del español LE/L2 Javier de Santiago-Guervós,Lourdes Díaz Rodriguez,2020-10-13

Lingüística textual y enseñanza del español LE/L2 ofrece una visión de conjunto teórico-práctica y actualizada de la Lingüística textual aplicada a la enseñanza del español como lengua extranjera y/o segunda, destinada especialmente a estudiantes graduados y a profesores en formación nativos y no nativos. El volumen, escrito por un elenco internacional de profesores-investigadores, presenta una visión actualizada y práctica de los géneros textuales más frecuentes en programaciones universitarias. Enmarcado por una síntesis actualizada de estudios e investigaciones en lingüística aplicada que recorre distintas perspectivas teóricas y metodológicas, recoge datos y propuestas procedentes de aulas de aprendizaje de español de distintos contextos internacionales. Su principal propósito es suscitar la reflexión teórico-práctica sobre los géneros discursivos y su papel en el aula, y ofrecer una descripción pormenorizada de los mismos para proporcionar al profesorado en formación, nativo y no nativo, recursos prácticos y propuestas didácticas que ejemplifican y guían de manera razonada cómo llevar al aula los distintos géneros textuales. Características principales: • Amplitud de aspectos de la lingüística textual y géneros discursivos abordados enteramente para el español LE/L2 y en español. • Estructuración homogénea de los capítulos que facilita la lectura y da coherencia al conjunto. Atención a géneros escritos y orales desde una perspectiva teórico-práctica que puede inspirar nuevas investigaciones. Atención a la diversidad geolectal del español, a los contextos en que este es L2 (Europa, EEUU) y a la de sus aprendices (hablantes de herencia, L2, LE). Orientado a la aplicación práctica y docente en la clase de L2/LE, cada capítulo dedicado a un género incluye consejos, pautas o actividades para el aula. Incluye temática actual en lingüística textual y aprendizaje de lenguas: escritura académica, divulgación científica, textos jurídicos, aprendizaje mediado por ordenador o el lenguaje de las redes. Capítulos bien fundamentados teórica y bibliográficamente, con sólido respaldo de datos empíricos procedentes de corpus, bien contextualizados. Aborda los aspectos teóricos tradicionales relativos al estudio de la tipología textual y los desafíos metodológicos que afronta el profesor al llevar al aula los distintos géneros discursivos. La presente obra presenta, en un solo volumen, una visión actualizada y práctica de los tipos textuales y géneros discursivos de uso más frecuente desde una perspectiva teórico-

práctica: presentación, descripción y puesta en práctica es un esquema de trabajo directo y enormemente útil para su aplicación en el aula. El ámbito internacional en el que se mueven los autores le da una amplitud nunca antes recogida en una obra de lingüística textual. Todo ello hace de Lingüística textual y enseñanza del español LE/L2 una obra de consulta obligada para docentes de español como LE/L2, para estudiantes graduados y formadores de profesores, así como para cualquier persona que desee adquirir una perspectiva actual sobre lingüística textual, géneros discursivos y enseñanza e investigación en español nativo y no nativo.

Censura y recepción de Hemingway en España Douglas Edward Laprade, 2005 Aquest llibre és un estudi de la censura i recepció que les obres d'Ernest Hemingway van tenir a Espanya. En el primer capítol es demostra que quan el nord-americà va escriure «Per a qui toquen les campanes» defensava la política cultural de l'Aliança d'Intel·lectuals Antifeixistes per a la Defensa de la Cultura. A més, s'hi ofereix una anàlisi al·legòrica de la novel·la amb l'objectiu de demostrar com el text s'assembla a les al·legories d'Alberti. El segon capítol resumeix la crítica espanyola sobre les obres de Hemingway. Es fa atenció especial a les ressenyes anticipades que es publicaren a Espanya abans que els seus llibres apareguessen en el país. Cinc dels set capítols d'aquest llibre són resultat de la recerca que s'ha dut a terme en l'Arxiu General de l'Administració d'Alcalá de Henares. El tercer capítol és un resum dels expedients compilats pels censors espanyols sobre les obres de l'escriptor publicades a Espanya durant el règim de Franco. El quart comenta l'expedient que els censors franquistes van reunir sobre el llibre «Hemingway, entre la vida y la muerte», de l'autor espanyol José Luis Castillo-Puche. Aquest capítol demostra com els censors controlaren la crítica sobre Hemingway, a més de censurar els llibres de l'escriptor. El cinquè capítol reproduïx i comenta la correspondència sobre el film «Per a qui toquen les campanes» enviada entre l'ambaixador d'Espanya a Washington i els còsols espanyols als Estats Units. El sisè capítol publica i comenta la correspondència sobre el film «Les neus del Kilimanjaro» enviada entre els diplomàtics espanyols destinats als Estats Units. El setè estudia l'expedient compilat sobre Gustavo Durán, amic de Hemingway durant la Guerra Civil i personatge de la novel·la «Per a qui toquen les campanes». Aquest expedient aporta una nova interpretació de les al·lusions al poble d'Usera en la novel·la de Hemingway.

The Filipino People, 1914

The Publishers' Trade List Annual, 1875

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