Español Santillana is a program sensitive to the needs of American students and educators, combining technical rigor with engagement in student development.

Español Santillana offers:

1 ENGAGING LEARNING

*Cuando partas para Ítaca,
pide que el viaje sea largo,
lleno de aventuras, lleno de
conocimientos. […]*

*As you set out for Ithaka
hope the voyage is a long one,
full of adventure, full of discovery. […]*

K.Kavafis

Upon opening the first book in *Español Santillana*, students will be involved as both spectators and protagonists in a gripping **tale of travel, challenges, and discoveries**, through which they will increase their knowledge of the Hispanic world and the Spanish language.

Led by a group of Spanish enthusiasts (Tess, Andy, Ethan, Rita, and others), students will tour the Spanish-speaking world: they will travel across America, from the United States to Chile, and will cross the Atlantic to visit Spain. It will be an enjoyable journey showing them new places, people, cultures, and customs—a journey so fascinating that they will have fun and will want to understand this new world. They will not be mere spectators in this adventure, however; they will also participate with their peers in a series of **CHALLENGES** about various cultural aspects: historical events, landmarks, artistic manifestations, and important people. To succeed in these CHALLENGES, students will have to use the words and grammar that will allow them to communicate their ideas and explain the different scenarios that unfold before their eyes.

For instance, in Mexico (Level 1-Challenge 2) students "attend" a *quinceañera*, and in that context will learn basic vocabulary related to the family, the use of the verb 'to have,' and the possessives, along with how to introduce oneself and how to identify or introduce others.

These skills will enable the students to face subsequent challenges with greater confidence and will empower them to work through increasingly varied communication activities. In this way, students will **reach learning goals in an enjoyable and motivating manner**.

2 INTEGRATION OF LANGUAGE AND CULTURE

Español Santillana has two main objectives: that students acquire a **broad knowledge of the Spanish language and Hispanic culture**, and that they attain a **significant aptitude for the use of that language**. Both are equally interdependent and unified objectives. On one side, knowledge of the linguistic system and culture (or cultures) that the language stems from helps the development of communication in that language; on the other side, language reflects the mindset and sociocultural environment it emerges from and is an indispensable tool for analyzing them.

It is this approach that has led *Español Santillana* to present the **learning of language and culture in an integrated manner**. We speak so much about culture that we identify its major components with capitalized terms—Literature, History, Architecture, Painting, etc. This stands in contrast to our treatment of the other, more modest components of culture, such as customs, food, celebrations, sports, television, popular music, family, and social relationships, all of which do still condition our behavior and way of living in the world.

Different cultural themes are found in the CHALLENGES, C-BOXES (*Culture, Comparisons, Connections, Communication,* and *Communities*), READING, and CULTURAL MAP sections of each unit. At levels 1 and 2, the CULTURAL MAP contains distinctive cultural features of a country or a region, while at levels 3 and 4, it shows the different ways in which one reality is manifested in different communities. This outline allows students to **recognize diversity** within the Hispanic world and brings them **different perspectives** from which to forge their own **thinking and judgment** on the "alien" cultures that they themselves may encounter in their own lives.

The C-BOXES in *Español Santillana,* distributed throughout the program units, show different approaches to articulating the relationship between language and culture: a **contrasting approach** between cultures and languages (both within the Spanish-speaking world, and also within the students' own cultures and languages) that allows knowledge growth and the development of students' cognitive abilities; and an **integrated approach** to the second language (Spanish) as a tool for communication in commonly found cultural contexts.

3 COMMUNICATIVE AND FUNCTIONAL APPROACH

The basic methodology of *Español Santillana* follows the basic principles of the **communicative approach.** At the beginning of each unit, we lay out the content to be addressed; i.e., we describe **which communicative subjects will be pursued**, while also explaining certain linguistic exponents. In the GRAMMAR sections, the description of content usually precedes structural descriptions of more abstract terminology. In short, the intention is that students always be **clear as to the primary objective of the linguistic**

instruction. In addition, activities related to grammar present that content in real communication contexts, typically including social and cultural content.

For example, in the section GRAMMAR (Unit 6, Level 4, Challenge 2), 'Express your Opinion' content is presented. The title is followed by a brief sampling of verbs and phrases that often appear associated with that theme and then, a formal description of normal structures using them follows. Next, students are asked to compare the structures with their own language, to practice different uses and conjugations and, finally, to use and observe the structures in specific communicative situations, each with a different purpose. These situations include evaluating the work of a famous Spanish sculptor, or discussing with colleagues their differing views on a subject.

Content in *Español Santillana* responds to the targets set by major U.S. linguistic associations, including the *American Council on the Teaching of Foreign Languages (ACTFL)*, for competence and communicative performance. The **selection of content and distribution into levels** is achieved following the criteria of **productivity** (preferentially selecting that content which appears most often, in as many contexts) and **difficulty** (examples using more linguistically complex structures being introduced at higher levels).

4 COMPLETE AND BALANCED TEACHING

Español Santillana promotes the use of **basic skills that integrate linguistic communication**—reading comprehension, listening comprehension, speaking, writing, and oral and written interaction—in three essential forms: **interpersonal, interpretive, and explanatory [presentational]**, so that students achieve maximum communicative competence using Spanish.

The different units and sections of the *Student Book* alternate content and activities in which the skills mentioned are exercised in both CHALLENGES and the sections ALL TOGETHER, READING, WRITING, and PROJECT. In addition to this content and activities, there are various possible exercises aimed exclusively at promoting proper use of the language.

The *Español Santillana* program also offers specific materials for practice and reinforcement of specific skills. For example, the *Practice Workbook* is geared towards reading comprehension and writing skills, while the *Speaking and Listening Workbook* focuses on the practice of oral productive and receptive skills. In addition, at level 4, the program includes a *Preparation Workbook for AP*, which offers students the opportunity to practice all the communication skills that are evaluated on Advanced Placement exams.

Also deserving special mention is the attention given in *Español Santillana* to **strategic competence**—those skills that serve to increase the effectiveness of communication and which encourage students to plan, organize, control, and optimize their own learning. The strategies incorporated in the READING and WRITING sections are good examples of that emphasis. In addition, the *Teacher's Edition* contains a wealth of information and suggestions for strengthening strategic competence.

5 CYCLICAL CURRICULUM

Español Santillana's materials are organized according to a **cyclical structure** built from different **core themes**. It is a type of programming in which the students return to the same general topics periodically, but address them with different levels of knowledge, performance, and analysis each time. At each level, students review what they already know about a particular theme and then delve further into it, thus reinforcing and expanding their understanding.

This idea of the cyclical curriculum is especially appropriate for allowing **specific attention to the diversity of the class** and to facilitate a **solid, progressive knowledge base**. It starts with the understanding of the everyday, simple, concrete, and then expands into a conceptualized understanding of the abstract and increasingly complex.

If we take, for example, the core theme 'physical characteristics and personality traits,' which appears in all four levels of PROJECT, we can clearly see the structure and functioning of the cyclical curriculum. The starting point is the same core theme, with corresponding grammatical and lexical content, but each level is addressed in a progressively wider and deeper manner. Thus, at Level 1 the verb 'to be' is explained simply, including its descriptive use along with the gender and plurality of adjectives to express physical characteristics and personality traits. These elements will be focused on again in the remaining three levels in an increasingly complex and abstract manner, while new elements are also added. Level 3, for example, will delve into the difference between the descriptive uses of the verbs *'ser'* and *'estar,'* and Level 4 will discuss of the placement of some adjectives and how that affects their meaning.

In addition to programming based on recurring thematic clusters, each book has an INITIAL UNIT focused on reviewing the core content (vocabulary, culture, grammar, strategies, etc.) students have already learned in previous courses. Likewise, at the end of each unit, there is a REVIEW section of the vocabulary and grammatical content of that unit.

6 CONTEXTUALIZED GRAMMAR AND VOCABULARY

For the **selection and order of grammar and vocabulary content,** *Español Santillana* has taken into account the guidelines in this area noted by prestigious linguistic associations, such as the *American Association of Teachers of Spanish and Portuguese (AATSP)*—which is directly involved in the management of the *National Spanish Examinations*—and the *Modern Language Association (MLA)*, among others.

The new grammar and vocabulary content is **presented in context in texts with graphic support**. The objective of this is that students learn by observing the information provided by the **language in use**, and then **formulating rules** from that baseline information. This form of presentation involves **active student participation** in the learning process, which increases motivation, promotes the development of strategies, and increases the effectiveness of learning. This is because what we discover for ourselves is more firmly fixed in our minds than what we are simply taught.

The **types of texts** that support the content and the basis for different activities are varied, including blog entries, press releases, online op-eds, notes, messages and personal letters, surveys, ads, dining and cultural reviews, diary entries and agenda notes, interviews, definitions, recipes, and grocery lists. Audio texts are equally diverse in nature and include real

dialogues between two or more persons, fragments of radio dramatizations, phone messages, and announcements over loudspeakers or radio. The majority are from original sources, or at least maintain an appearance of authenticity in the cases that have been modified for instructional purposes.

The **variety and authenticity** of texts in *Español Santillana* reflect, once again, the goal of the program, which is to prepare students to deal with real-life communication situations.

7 INDIVIDUALIZED EDUCATION

For *Español Santillana*, the **student is the center of the whole process of teaching and learning**. The choice of content and the focus on the practice of communication skills are aimed at ensuring that students gain sufficient competence for personal and professional development.

The emphasis on the student is also apparent in the tools that the series offers to personalize learning and adapt it to individual needs. The *Teacher's Edition* includes a section called Differential Instruction, which suggests activities and applications for students with different levels of proficiency in the second language (Developing and Expanding Learners) and also for students learning "heritage language" (Heritage Language Learners), along with students with different levels of intelligence and with different learning styles (Multiple Intelligences). In addition, to address the whole array of Hispanic-American students studying Spanish, *Español Santillana* has created a notebook for Spanish speakers (*Heritage Speaker Workbook*) aimed at expanding vocabulary, introducing proper grammar, and developing the skills this type of student is often lacking: reading comprehension and written expression.

The goals of individualized education are clear: **do not allow any student to fall outside the teaching-learning process; adapt the pace** of this process to the level of competence that each student holds; **exploit** each student's individual **cognitive potential** to increase **confidence level** and **academic performance**; and **enrich each student's personal development** by enhancing critical thinking skills.

8 INTEGRATED FINAL PROJECT

All units in the *Español Santillana* manuals lead to a final PROJECT of significant importance to the student. In many ways, this project is a symbol of the inclusive philosophy of the program. It is working on this final project that provides students the opportunity to **integrate and apply the knowledge and skills** acquired throughout the unit. This task **connects students to the real world** and gives meaning to the learning they have accomplished.

The PROJECT is designed to encourage **creativity** and promote **cooperation** among students in order to solve the task assigned to them.

The SELF ASSESSMENT section that closes each unit of *Español Santillana* gives students a wonderful opportunity to reflect on their **learning experience** and also, indirectly, to capitalize on this to achieve the goals set when they undertook the study of the Spanish language.

9 ABUNDANCE AND VARIETY OF TEACHING RESOURCES

Español Santillana offers a large variety of resources in both print and digital formats to facilitate the teaching-learning process and to make it more effective and more rewarding: books and workbooks for the student, teacher guides, an evaluation program, an Audio Program and a Video Program, an educational platform (campus.fansdelespañol.com) with numerous supplementary teaching resources, and a website (www.fansdelespañol.com). This diversity offers new frameworks and paths to ever more developed content and skills in the target language.

This effort to provide an updated editorial product ultimately aims to link language learning to the real world of the student, a world in which **multimedia tools** occupy a prominent place; a diverse world, inhabited and used by people with **different skills and different ways of understanding and interpreting the reality** that surrounds them. The **diversity in methods and materials** is intended to meet the needs of students in their efforts to understand and express this reality in a language other than their mother tongue.

10 TEACHER SUPPORT

In the process of language teaching and learning, the teacher plays a key role. Therefore, *Español Santillana* has designed all its educational materials to help **facilitate more flexible, more effective teaching.**

The *Teacher's Edition*, for example, is a complete tool for **planning and conducting the Spanish class in the classroom**. This resource provides an overview of each unit, as well as its functional objectives, vocabulary content, grammar and culture, and evaluation criteria. Also included are lesson plans, audio transcripts, development of didactic sessions, numerous proposals for exercises and development activities, and plenty of applications of the content relevant to the *Standards for Learning Spanish, Communicative Skills, and Cross-Curricular Standards.*

In addition to this are the **methodological guides** (instructional guides), which provide valuable information on how to present and distribute learning materials, the proper approach to teaching the class, error prevention, and how to focus on the diversity of the student profiles.

The notebook *Assessment*s is another useful resource for teachers that makes it easy to track students' progress. This manual includes questionnaires, tests for each unit, and cumulative exams that allow teachers to assess students' grasp of different skills, their understanding and assimilation of the cultural component of the program, as well as their ability to use the second language to make comparisons and connections with different topics and fields of knowledge.