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Hola Amigos Second Canadian Version

Artículos periodísticos: 1978-2002. This book was among the Best Sellers in Uruguay for the first three weeks of August 2003. The second edition of this book has been published by Universidad Autónoma de México with an introduction by Elena Poniatowska, in 2005. In 2008 she co-edited the first Canadian Edition of ¡Hola, amigos! Houghton Mifflin.

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This volume brings together theoretical perspectives and empirical studies in second language (L2) acquisition and bilingualism and discusses their implications for L2 pedagogy. The book is organized into three sections that focus on prominent linguistic and cognitive theories and together provide a compelling set of state-of-the-art works. Part I consists of studies that give rise to innovative applications for second language teaching and learning and Part II discusses how findings from cognitive research can inform practices for L2 teaching and learning. Following these two sections, Part III provides a summative commentary of the theories explored in the volume along with suggestions for future research directions. The book is intended to act as a valuable reference for scholars, applied linguists, specialists in pedagogy, language educators, and anyone wishing to gain an overview of current issues in SLA and bilingualism.

This book proposes that research into generative second language acquisition (GenSLA) can be applied to the language classroom. Assuming that Universal Grammar plays a role in second language development, it explores generalisations from GenSLA research. The book aims to build bridges between the fields of generative second language acquisition, applied linguistics, and language teaching; and it shows how GenSLA is poised to engage with researchers of second language learning outside the generative paradigm. Each chapter of Universal Grammar and the Second Language Classroom showcases ways in which GenSLA research can inform language pedagogy. Some chapters include classroom research that tests the effectiveness of teaching particular linguistic phenomena. Others review existing research findings, discussing how these findings are useful for language pedagogy. All chapters show how generative linguistics can enhance teachers’ expertise in language and second language development. “ This groundbreaking volume ably takes on the gap that currently exists between generative linguistic theory in second language acquisition (GenSLA) and second language pedagogy, by gathering chapters from GenSLA researchers who are interested in the relevance and potential application of their research to second/foreign language teaching. It offers a welcome and thought-provoking contribution to any discussion of the relation between linguistic theory and practice. I recommend it not only for language teachers interested in deepening their understanding of the formal properties of the languages they teach, but also for linguists interested in following up on more practical consequences of the fruits of their theoretical and empirical research.” Donna Lardiere, Georgetown University, Washington DC, USA

¡Hola, amigos!, Fourth Canadian Edition, gives students the building blocks to communicate in Spanish and introduces the diverse cultures of the Spanish-speaking world. Available for the first time with MindTap World Languages, ¡Hola, amigos! and its student and instructor resources form a complete introductory Spanish program that is flexible enough to meet the needs of students and instructors in all different classrooms. Drawing on feedback from Spanish instructors across Canada, the fourth Canadian edition’s exercises and foundational material promote the active, practical use of Spanish for communication, gradually increasing the difficulty of the application and, through it, students’ self-confidence. Through a wide variety of active learning activities for groups and individuals, ¡Hola, amigos! helps students express themselves effectively and motivates them to continue studying Spanish.

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