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Synopsis

Sol y viento integrates the latest in second language acquisition research with the highest quality, Hollywood caliber feature film available for the Introductory Spanish classroom. The Sol y viento program creates a distinct and captivating cultural experience that motivates students to develop their communication skills. Created specifically for beginning language learners, Sol y viento tells the story of a Chilean family and their winery, and of a young U.S. Latino businessman who finds himself intricately involved with the family as his company tries to buy their land. Mystery, romance, and the unexplainable forces of nature all play a part in this spellbinding story, drawing students in and compelling them to want to communicate about the film and its themes. For an additional charge you may also purchase access to CENTRO, a portal learning management system, which offers a diagnostic tool that provides students with tailored learning plans to address their specific learning needs. This integrated technology platform delivers a variety of digital components including Quia workbooks, laboratory manuals and an interactive e-book with voice board, allowing professors to deliver a seamless learning experience to students in both seated and virtual sections. Customer should purchase the below additional card, depending on the term(s)/semester(s) needed: 0077397762 9780077397760 Quia WBLM Access Card Part A for Sol y viento © 2012 0077397770 9780077397777 Quia WBLM Access Card Part B for Sol y viento © 2012

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Customer Reviews

Gregory D. Keating is Assistant Professor of Linguistics and Second Language Acquisition in the Department of Linguistics and Asian/Middle Eastern Languages at San Diego State University. Before joining the faculty at San Diego State, he taught courses in communicative language teaching and Spanish teacher education at the University of Illinois at Chicago, where he received his Ph.D. in Hispanic Linguistics and Second Language Acquisition. His areas of research include Spanish sentence processing, the role instruction plays in language acquisition, psycholinguistics, and the acquisition of Spanish syntax and vocabulary. He is a recipient of several teaching awards, including one from the University of Notre Dame, where he received his M.A. in Spanish Literature. In addition to teaching and research, he has supervised many language courses and teaching assistants and has assisted in the coordination of technology-enhanced lower-division Spanish language programs. He is also a co-author of *Sol y viento* and *Sol y viento: En breve* (2008, McGraw-Hill).

Michael J. Leeser is Assistant Professor of Spanish in the Department of Modern Languages and Linguistics at Florida State University, where he is also Director of the Spanish Basic Language Program. Before joining the faculty at Florida State, he taught a wide range of courses at the secondary and post-secondary levels, including courses in Spanish language and Hispanic cultures, teacher preparation courses for secondary school teachers, and graduate courses in communicative language teaching and second language acquisition. He received his Ph.D. in Spanish (Second Language Acquisition and Teacher Education) from the University of Illinois at Urbana-Champaign in 2003. His research interests include input processing during second language reading as well as second language classroom interaction. His research has appeared in journals such as *Studies in Second Language Acquisition* and *Language Teaching Research*. He also co-authored *Sol y viento* and *Sol y viento: En breve* (2008, McGraw-Hill).

Bill VanPatten is Professor and Director of Applied Linguistics and Second Language Studies at Texas Tech University. His areas of research are input and input processing in second language acquisition and the effects of formal instruction on acquisitional processes. He has published widely in the fields of second language acquisition and language teaching and is a frequent conference speaker and presenter. His publications include *Making Communicative Language Teaching Happen* (with James F. Lee, 2003, McGraw-Hill), *From Input to Output: A Teacher's Guide to Second Language Acquisition* (2003, McGraw-Hill), *Processing Instruction: Theory, Research, and Practice* (2004, Lawrence Erlbaum Associates) and most recently, *Theories in Second Language Acquisition: An Introduction* (with Jessica Williams, 2007, Lawrence Erlbaum Associates). He is the lead author of *Vistazos, ¿Sabías que...?*, *Destinos* and *Sol y viento*. Dr. VanPatten is the 2007 recipient of the Anthony Papalia Award for Excellence in Teacher Education, awarded jointly by

ACTFL and NYSAFLT. When not engaged in academic activities, he writes fiction and performs stand-up comedy. He has recently published his first work of fiction, a collection of short stories titled Chicago Tales, published by Outskirts Press (2007).

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