Difusión was born in 1988 as a response to demands from educators and researchers for more communicative practice in Spanish-language classes. When this small publishing house first opened its doors in Madrid, its instructional materials and innovative ideas brought a breath of fresh air into Spanish-language classrooms.

Since then, Difusión has become an internationally recognized publisher of Spanish language educational materials. Today we have an in-house staff of 60-plus people working with more than 200 contributors from around the world, and our catalog offers more than 200 titles covering a wide range of educational materials for K-12 and higher education programs.

Throughout the years, we have worked with thousands of educators and students of Spanish around the world. Our goals have been to understand the needs and challenges of educators and learners, and to provide them with tools that are useful, effective, and up to date. In 2018 alone we’ve trained more than 15,000 educators in our professional development seminars, both online and in person, in the United States and around the world.

In recent years, as a result of our research and market development efforts, we’ve been in touch with many educators working in a wide variety of educational contexts in the U.S. They have told us about their needs and those of their students and have asked for innovative materials that respond to the new challenges of teaching Spanish in the U.S. We’ve explored ideas about learning, communication, and culture, and about recognizing the value of Spanish and U.S. Hispanics.

As a result, we have learned a lot about what it means to teach Spanish in the U.S. today. This is why we are proud to present two new programs designed directly for that market:

- **Alba y Gael**, a course for children aged 7-11 years.
- **Proyectos**, an introductory and intermediate Spanish course for students in higher education.

Both programs are based on the ACTFL Proficiency Guidelines, with clearly stated goals and outcomes by level. The materials include Can-Do Statements for language and Can-Do Statements for intercultural communication to help students develop both communicative and cultural competency. We are indebted to the generous and expert guidance and authorship of the educators in the United States whose talent, experience, vision, and professional knowledge has gone into the crafting of these materials.

Thanks to all of you!

Katia Coppola, CEO

www.difusion.us
MISSION STATEMENT

Real Spanish. Real culture. Real communication.

We offer engaging educational resources and tools to teach your students to communicate in Spanish and become global citizens.

We love the Spanish language—in all its varieties—and the cultures of the Spanish-speaking world. Our books display a rich, open, and modern understanding of this world and these cultures.

We build cross-cultural connections by offering up today and realistic content moving students away from stereotypes and helping them to think critically, both in and outside of the classroom.

KEY FIGURES

15 Years
working alongside faculties, students and institutions in the United States

60 Staff members
with a unique passion for language materials represent the core of our mission

46 American Universities & Colleges
use our programs across the United States

200 Contributors
from around the world work every day to make Difusión the best language publisher in the world

100 %
of the Institutos Cervantes use our products in the U.S., and most of them around the world

900,000 +
minutes viewed last year on our channel

35,000 +
followers on Facebook

60,000 +
educators stay up-to-date with our newsletters

1,000,000 books sold around the world in 2018
OUR MISSION

Our mission is to help students learn Spanish they can use in real-life situations. And we do it by creating engaging and meaningful content that sparks their curiosity and motivates them to learn. We strongly believe that educators play a key role in language learning, and part of our mission is to support them and give them opportunities for professional development.

Commitment
Because everyone on the Difusión team has a background in education and works closely with educators and students, our commitment goes far beyond our daily work. We understand the needs of educators and students and we are passionate about looking for solutions and tools to help them succeed.

Affordability
We are committed to providing high-quality print and digital content and to offering affordable prices to all those who want to learn a language. We guarantee lower prices for high-quality content and for simple and easy-to-use technology.

Communication
We view languages as tools for communication and action. To learn a language and build authentic communicative competency, we need a realistic context, a true need to communicate, a focus on meaning, and the right linguistic resources. And that’s what we provide in our materials.

Innovation
Our educational materials focus on the most current pedagogical methodology. We work hard to create materials that follow the ACTFL Guidelines for Proficiency, include Can-Do statements, and assimilate the 5 Cs. Our digital resources focus on original content via a simple and easy-to-use platform.

Educators
We see educators from around the world as our partners, and the core of our mission is to support them by providing professional development opportunities, high-quality documents and activities, and instructor resources in an easily accessible format.

Students
Our content is created to help students learn Spanish fully so they can communicate and interact with other communities and cultures, both in the United States and abroad. We help students become global citizens by developing their intercultural and critical thinking skills.
Our partners, instructors, and students are at the center of our mission. We know that by helping them reach their goals, together we are taking language learning to the next level. We offer multiple opportunities throughout the year for instructors to join us via webinars, teaching conferences, and professional development sessions at schools that use our products on their premises. Language educators, we are here for you!

Would you like updated information about what we have planned?

www.difusion.us
spanish@difusion.us

Our users have the opportunity to request on-site training related to our teaching materials, online components, and teaching tips for our products, as well as professional development workshops related to teaching and learning Spanish.
One of our core goals is attend language learning conferences in Spain, Europe, and elsewhere around the world. Now you can meet us at the major teacher conferences in the United States.

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<th>Conference Name</th>
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We want to support your educational training outside the classroom as well as your day-to-day life within it. That's why we offer a variety of complementary teacher materials for your classes. Just contact us at spanish@difusion.us.
BOOKS ON METHODOLOGY

Do you want to get the best pedagogical books for your classes? Go to page 31 of this catalogue for more information.
In our Webinars, you can find ideas to work culture and intercultural competence into your Spanish classroom, techniques to manage your groups, and techniques to analyze the interaction between you and your students. You will also find ideas to better explain difficult grammar points like the articles, the past tense, how to incorporate videos into your classroom, and much more!

Access all the content from past webinars directly from campus.difusion.com.

**Free open webinars**
We give you the opportunity to join us, free of charge, from anywhere in the world for:
- **pedagogic workshops** on a wide range of topics related to teaching and learning Spanish.
- **presentations and teaching tips** for our materials.

**Customized webinars**
For learning centers that wish to incorporate our materials, or those that are already using them, we offer online workshops so you can find out more about our materials and implement them in your classroom.

**Upcoming webinars for US educators**
We offer you a new series of webinars especially designed for the United States in association with AATSP that will cover the following topics:
- **Professional Spanish**
- **Spanish inheritance**
- **Social justice**
- **Teaching cultures**

To know more, contact us at: spanish@difusion.us

More than 10,000 teachers around the world participate in our webinars
Prepare your classes in a fast simple way with the digital tools and the enriched materials on our online platform.

**3 GOOD REASONS FOR USING OUR PLATFORM**

1. **Save time**
   Ready-to-go quality resources

2. **Motivate your students**
   Attractive real-life, interactive, and innovative content

3. **Continue your professional development**
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**130,000 + users worldwide**

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- New content every month
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- Two sections of latest news

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Download all the resources you need and use them offline

**From All Your Devices**

Connect from your computer, tablet or phone

**Any questions?**

Contact us at [campus@difusion.com](mailto:campus@difusion.com)
ALBA Y GAEL

A new Spanish course for children

ALBA Y GAEL is a three-volume program for children between the ages of seven and eleven that teaches Spanish in a simple and fun way. Each volume of ALBA Y GAEL consists of seven units, a mini dictionary, and an appendix with cut-out-materials.

This curriculum was designed to follow ACTFL World-Readiness Standards for Learning Languages:

• Communicate in Spanish: Communication is at the heart of ALBA Y GAEL’s pedagogical approach. The ultimate goal is for students to acquire communication skills, and ALBA Y GAEL exposes students to real-life experiences to practice the three modes of communication: interpersonal, interpretative and presentational.

• Gain Knowledge and Understanding of Other Cultures: Culture is present throughout all units. The main characters are a girl from Spain: Alba, and a boy from Mexico: Gael. They share stories and experiences from their own cultures and come across other cultures as well.

• Connect with Other Disciplines and Acquire Information: Connection is a key element in ALBA Y GAEL. Students establish connections with other disciplines and reinforce what they have already learned. Mathematics, arts, music, social studies, science among other subjects and topics, are part of children’s experiences who learn Spanish with ALBA Y GAEL.

• Develop Insight into the Nature of Language and Culture: ALBA Y GAEL’s family and friends introduce children to the diversity of the Spanish-speaking world. In this way, children begin to have a deeper understanding into their own culture and language while learning to value different Spanish-speaking cultures and varieties within the Spanish language.

• Participate in Multilingual Communities at Home & Around the World: ALBA Y GAEL has been created for learners who will be part of multilingual and multicultural communities in a global society. For this reason, ALBA Y GAEL offers activities that connect language learners with the world outside the classroom.

• How does ALBA Y GAEL accomplish all of this?
  - Providing a Spanish language curriculum designed exclusively for children’s Spanish language learning.
  - Exploring different topics of interest for children, that engage them in a deeper and more meaningful way.
  - Introducing hands-on activities and musical experiences from an intercultural perspective.
  - Proposing motivating activities that foster learning, creativity, and cooperation.
  - Presenting materials like posters, text, audios, and videos of excellent quality to attract students’ attention.
  - Scaffolding students’ learning by offering numerous lexical and grammatical support from simple to complex.
  - Incorporating Visual Grammar, a new didactic approach to learning grammar.
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UNIDAD 2
El cumpleaños de Gael

FELIZ CUMPLEAÑOS
Each unit offers dynamic activities, vocabulary and grammar sections, and a fun final project to continue the learning and playing. **ALBA Y GAEL** incorporates a new visual grammar concept so that students learn more naturally.

Each volume of **ALBA Y GAEL** has a workbook with downloadable audio, a teacher’s guide with valuable instructors’ lesson plans and teaching suggestions, and a full set of downloadable teacher resources. In addition, we offer a special digital learning platform for teachers and students.
Reviewers

We want our materials to respond to the new challenges of teaching Spanish in the U.S. With that in mind, we worked with teachers from many different educational contexts in the U.S. to create this program. Many thanks to all of our reviewers!

**Karina Bustamante**
International School of Brooklyn (NY)
Reviewer and pedagogical advisor of ALBA Y GAEL

“Alba y Gael opens the door to cultural diversity and offers themes that motivate children to learn more about the Spanish-speaking world in a creative and interdisciplinary way.”

**Diana Chery-Ramírez**
Trinity School (NY)
Linguistic advisor of ALBA Y GAEL

“With Alba y Gael, even the youngest students will see a window into a universe of infinite possibilities for communication, fun, and empathy with Spanish and Spanish speakers.”

**Beatriz Aguilar Hebles**
Lincoln School (RI)

**Adrián Arias Palomo**
Veazie Community School (ME)

**Raquel Avilés Torres**
Edmonton Catholic School District (CAN)

**Rosario Bernabeu Fernández**
Far Hills Country Day School (NJ)

**Judy Chmiel**
Profesora particular (FL)

**Luis Elías Ruiz**
Trinity School (NY)

**Rosalba Esparragoza**
Davidson College (NC)

**Fabián González**
Instituto Cervantes (NY)

**Rebeca Madrigal**
Dos Puentes Elementary School (NY)

**Eric Meza**
Profesor particular (NY)

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New Springs Schools (FL)

**Laura Múrtula-Montanyà**
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**Clara Gorman**
Ethical Culture Fieldston School (NY)

**Wendy Guardado**
Dual Language Middle School (NY)

**Ana Gutiérrez**
The Chapin School (NY)

**Lori Langer de Ramírez, Ed. D.**
The Dalton School (NY)

**Marta Llath Barrera**
Riverdale Country School (NY)

**Myrna Maldonado**
Grace School (TX)

**Cristina Martino**
Vineyard Montessori School (MA)

**Ellys Mattos**
E Cubed Academy (RI)

**Ana Palacios**
New Rochelle Primary School (NY)

**Óscar Pau**
International School of Brooklyn (NY)

**Maria Sanz**
Renascence School International Orange County (CA)

**Susana Solorza**
Holy Name of Jesus Catholic School (KY)

**Linda Villadoniga**
World Language Consultant (FL)

**Marjorie Vera**
Bay Ridge Prep (NY)
With ease of use and affordability in mind, Difusión has chosen BlinkLearning, an educational technology company with more than 1.5 million users in over 40 countries, to power The Spanish Hub, where all digital content and resources for ALBA Y GAEL will be available.

As more and more schools move into the digital world, it is important for us to offer digital content in an interface that is intuitive and straightforward for all types of users, as well as compatible with all smartphones and tablets via an application that allows teachers and students to work both offline and online at any time and from any location.

Technology that is affordable, intuitive, mobile and accessible to all!

For Teachers
- A fully functional Learning Management System (LMS) that helps you make the most of your classes with a gradebook as well as analytics data that tracks your students’ class performance.
- Master classes, easy-to-copy sections, and customizable lessons plans.
- Interactive self-correcting activities.
- Gradebook, messaging, and analytics data to evaluate student performance.

For Students
- Interactive digital version of the student’s book and workbook
- Self-correcting activities
- Audio program
- Songs
- Games
- Cut-out material

Besides all the tools available on our platform, we also offer an e-book enriched with audio and videos.
PROYECTOS
An introductory and intermediate Spanish course

Teaching and learning Spanish with PROYECTOS is an exciting cultural and personal experience, a way to open yourself up to the diverse world of the globe’s Spanish-speaking people and cultures.

WHY PROYECTOS?

- Because it allows for great flexibility in its pedagogical approach, it is ideal for communicative courses or content-based courses, and can be used equally well in face-to-face, hybrid, or online learning environments.

- Because of its truly innovative treatment of vocabulary. The vocabulary that students need to interpret, understand, and present is introduced organically via authentic cultural products and highlighted in yellow to facilitate learning in context.

- Because of its attractive and meaningful treatment of Hispanic cultures. In PROYECTOS culture and cultural products (painting, literature, film, urban art, photography, etc.) are always presented organically and are connected to chapter content. It’s a treatment that is based in a recognition of diversity and in wonder at its richness.

- Because it brings to the classroom the real-life problems that help educate global citizens with critical thinking skills (environment, identity, stereotypes, time management, consumerism, feminism, etc.). PROYECTOS prepares students to converse in Spanish about modern-day problems and to tackle the challenges of a global world.

- Because PROYECTOS facilitates differentiated instruction and the individual work of the learner by the use of:
  - an attractive graphic interface
  - a contextualized visual presentation of vocabulary
  - activities that guide students to observe linguistic phenomena and that encourage active learning.

In short, because PROYECTOS facilitates real immersion in Spanish and Hispanic cultures.
PROYECTOS

Contreras | Pérez | Rosales
What makes PROYECTOS unique?

At the beginning of each chapter, the Para Empezar and Documentos para descubrir sections introduce its theme to students in a contextualized presentation, thanks to different authentic cultural content.

La Cafetería: an original resource that poses themes and questions that “break” the walls of the classroom and elicit weightier discussions. This is a tool that in many cases takes on a linguistic character, but in others its main goal is the development of persuasive and critical thinking skills, as well as showing the connections between learned content and real life outside the classroom.

The PROYECTOS videos: These 20 videos, carefully selected and produced, belong to diverse genres: real-life, documentary, fiction, interview, publicity, etc. They were designed to help immerge students in Spanish and its variations as well as to help them understand diverse Hispanic cultures, encouraging their comprehension of the perspectives, practices, and products of these cultures.
Each chapter includes a group project and an individual project. Both help connect students to the real world and take their learning outside the classroom. To complete them, students must research, create, and prepare presentations about interesting and varied themes, ones that are culturally relevant and related to their community. By so doing, they activate and increase their acquired knowledge and develop competency by practicing all modes of communication.

The Recursos lingüísticos section offers a summary of the grammar covered in each chapter and can be complemented by Tutoriales de Gramática, created specifically for this program and available online.

The Vocabulary section presents lexical items logically and visually, and by putting special emphasis on frequent word combinations. This presentation brings learning closer to that which happens in an immersion environment and, in addition, facilitates learning via graphic organizers, mental mapping, images, outlines, etc.
Interview with authors

Fernando Contreras
Carleton College, Northfield, Minnesota
Co-author of PROYECTOS

Javier Pérez Zapatero
Barnard College, Columbia University, New York
Co-author of PROYECTOS

Francisco Rosales Varo
Columbia University, New York
Co-author of PROYECTOS

What are the main new challenges in teaching Spanish in colleges in the United States?

J. P.: Spanish in the United States is not a foreign language anymore. Traditional Spanish courses were focused almost exclusively on gaining linguistic and communicative competence. I believe that new Spanish curricula should include communicative and sociocultural competence as well as academic competence to develop skills that will allow learners to delve into further fields of knowledge. PROYECTOS adopts this principle because it’s based on language and content integration, one of the biggest challenges in the teaching of L2.

Do you think that instructional materials meet these new teaching needs in the United States?

F. R.: Our college students are increasingly demanding and expect a more personalized learning experience. For this reason, materials and cultural components must be attractive for our diverse students which often includes heritage speakers. The traditional concept of instructional materials or courses is in crisis and subject to a thorough revision. Didactic tools are increasingly versatile. We need more accessible teaching aids, more diverse classrooms, and more receptive instructors. With all this in mind, PROYECTOS comes to life, with the purpose of offering options to learn without being imposed a rigid model.

What are the main advantages and disadvantages in the use of new technologies in the teaching of Spanish L2?

J. P.: A piece of chalk or a computer can be equally effective or useless, it all depends on the goal. Sometimes we are tempted to overuse technology and we may end up overlooking its real value. In my understanding, digital tools are beneficial as long as they help create knowledge. If we limit their use just to consume knowledge the potential technology will be wasted. Project-based instruction in PROYECTOS, is a good example of a wise use of these technologies.

What do you enjoy the most about teaching culture in your Spanish classes?

F. C.: Using the language as a means to share the richness of my culture and heritage, and in turn, learning about the cultural customs of my students. Why don’t they kiss on the cheek when they greet each other? Why are they so strict with their time? Or why do we show more affection when we greet each other, or why are we so relaxed when it comes to time schedules? Because of this interconnectedness, teaching a foreign language fosters a wider perspective on the world on the learners; PROYECTOS is a course that offers students insights which reach beyond the classroom walls. Teaching to speak a new language also means teaching to behave in another language. It means fostering an appreciation of difference.

With all the distractions of college life, how can we possibly capture our students’ attention?

F. R.: If our students are actively participating and feeling challenged, they will more likely be interested in the lesson. Taking that into account, PROYECTOS provides many self-discovery activities. For example, it gives students some target language in context; then, students in small groups identify the grammar phenomena and decipher the rules. Once they grasp the concept, they practice by creating their own personal examples, so as to solidify their understanding. In this way, lessons are very student-centered; the students themselves uncover the grammar rules and lead the discussions, rather than the instructor lecturing the entire class period.

Before we finish, any recommendation for instructors of Spanish who read this interview?

F. R.: First thing I would recommend is to be on the side of the learner. Positioning ourselves as educators beyond our own interests or our institution’s interests is a very healthy practice. Sometimes we are controlled by routine and beliefs without reflecting on what we do in our classes and why we do it. Continuous education and reflection on our own teaching experiences are crucial.

F. C.: As language instructors, we have the responsibility of creating citizens of the world, not just a competent Spanish speaker. We should tackle a wide variety of issues in our classrooms—from international stereotypes to regional culinary delights—to stimulate our students’ curiosity about life outside their town, state or college. If we are able to touch our students’ lives in this way, it makes it worth all the effort and energy we put into our teaching.
Our digital environment for PROYECTOS

With ease of use and affordability in mind, Difusión has chosen BlinkLearning, an educational technology company with more than 1.5 million users in over 40 countries, to power The Spanish Hub, where all digital content and resources for PROYECTOS will be available.

As more and more schools move into the digital world, it is important for us to offer digital content in an interface that is intuitive and straightforward for all types of users, as well as compatible with all smartphones and tablets via an application that allows teachers and students to work both offline and online at any time and from any location.

Technology that is affordable, intuitive, mobile and accessible to all!

For Instructors
• A fully functional Learning Management System (LMS) that helps you make the most of your classes with a gradebook as well as analytics data that tracks your students’ class performance.
• Master classes, easy-to-copy sections, and customizable lessons plans.
• Interactive self-correcting activities.
• Gradebook, messaging, and analytics data to evaluate student performance.
• Assessment solutions and quizzes.

For Students
• Interactive digital version of the student’s book
• Online Student Activities Manual
• Self-correcting activities
• Grammar tutorials
• Audio program
• All of the student book reading texts in four different varieties of spoken Spanish
• Mapped texts: a version of the reading texts which highlights lexical bundles and the use of prepositions.
• And MUCH more!

Besides all the tools available on our platform, we also offer an e-book enriched with audio and videos.
Above all, students learn languages when they are doing interesting and fun things with them.

- It offers a new progression that encourages language acquisition and consolidation of the content.
- It offers a variety of vocabulary and grammar aids and formal practice activities in the unit.
- There is a skills assessment at the end of each unit.
- It takes into account the CEFR guidelines and the PCIC reference levels.
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Los jóvenes mexicanos

Mexico is a country of young people: there are 36 million Mexicans aged between 12 and 29. Los jóvenes mexicanos explores the challenges they face in finding a job and expressing their individuality; and they tell us about their political views and their plans and ideas to create a fairer country.

The text is accompanied with photographs, footnotes, a glossary in several languages at the end of the book, plus a variety of activities. Lastly, there is a CD with a reading of the text and a video.

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Los jóvenes españoles

Spain is going through a period of great social, political and economic change. These changes are affecting the lives of young people, their outlook on life and their plans for the future. Los jóvenes españoles talks about how they are some of the happiest in the world; they explore their relationships and interests and their ability to use technology as a tool for social change.

The text is accompanied with photographs, a footnote Spanish glossary, and another glossary in several languages at the end of the book, plus a variety of activities. Lastly, there is a CD with the full text and a video.

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The narrated stories in Aventura joven describe the exciting, surprising adventures of Laura, Sergio, Mónica, Guille, and Martín, five inseparable friends.
The text as a trigger for learning

Learning and teaching with C de C1 means:

- Having a modern, complete manual which takes into account the opinions of thousands of instructors with experience at this level.
- Using real documents with a wide variety of text types (from literature to Facebook messages) in class.
- Showing students different geographical and sociolinguistic varieties of Spanish.
- Dealing with current, general-interest subjects in class.
- Working with samples of real language.
- Tackling a wide range of grammar, vocabulary, discursive, and pragmatic content.
- Focusing on personal, in-depth, and dynamic learning; the focus on vocabulary is one of the manual’s main areas, as are developing strategies, multilingual skills, and attention to form.
- Assessing and training critical skills.
- Being able to work with units flexibly and, when so desired, putting flipped classroom techniques into practice.

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Objectives of the book:

• To ensure students gain **sociocultural knowledge** about the Hispanic world, seeking to show them the **cultural and linguistic diversity** in it.

• To aid the development of the students’ **intercultural skills** through activities that cause them to question their own values and cultural reference points.

• To stress the **relationship between culture and language** so that students are aware of how they mutually influence one another.

• To allow the development of **basic communication skills**: reading comprehension, listening comprehension, written expression, oral expression and interaction.

• To learn how to use the language in **specific cultural contexts**.
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