

## APPLICATION FOR NEW COURSE

1. Submitted by the College of Arts & Sciences Date: 9/24/2008

Department/Division proposing course: Hispanic Studies

2. Proposed designation and Bulletin description of this course:

a. Prefix and Number SPA 603

b. Title\* Spanish Applied Linguistics

\*If title is longer than 24 characters, offer a sensible title of 24 characters or less: Span Applied Linguistics

c. Courses must be described by at least one of the categories below. Include number of actual contact hours per week.

() CLINICAL    () COLLOQUIUM    () DISCUSSION    () LABORATORY    () LECTURE  
() INDEPEND. STUDY    () PRACTICUM    () RECITATION    () RESEARCH    () RESIDENCY  
() SEMINAR    () STUDIO    () OTHER – Please explain: Lecture and Discussion

d. Please choose a grading system:  Letter (A, B, C, etc.)     Pass/Fail

e. Number of credit hours: 3.0

f. Is this course repeatable?    YES     NO     If YES, maximum number of credit hours: \_\_\_\_\_

g. Course description:

A survey of the many sub-disciplines that constitute Applied Linguistics, a field dedicated to the study of language-based problems. This class will expose students to issues in the Spanish-language context and will equip them with the tools necessary to critically analyze these "problems".

h. Prerequisite(s), if any:

"Introduction to Hispanic Linguistics"

i. Will this course also be offered through Distance Learning?    YES     NO

If YES, please check one of the methods below that reflects how the majority of the course content will be delivered:

Internet/Web-based     Interactive video     Extended campus

3. Supplementary teaching component:  N/A    or     Community-Based Experience     Service Learning     Both

4. To be cross-listed as: \_\_\_\_\_ MORTORIUM ON APPROVAL OF /  
Prefix and Number    printed name    Cross-listing Department Chair    signature

5. Requested effective date (term/year): Spring / 2009

## APPLICATION FOR NEW COURSE

6. Course to be offered (please check all that apply):  Fall  Spring  Summer
7. Will the course be offered every year?  YES  NO  
If NO, please explain: The course will rotate with other Spanish linguistics courses in a 3-year cycle.

8. Why is this course needed?

This course counts toward the Allied Field in Hispanic Linguistics, specifically the Applied Linguistics strand.

9. a. By whom will the course be taught? Dr. A. Brown, Dr. Y. Paz, Dr. H. Symeonidis
- b. Are facilities for teaching the course now available?  YES  NO  
If NO, what plans have been made for providing them?
- 

10. What yearly enrollment may be reasonably anticipated?  
approx. 15 each time it is offered

---

11. a. Will this course serve students primarily within the department?  Yes  No
- b. Will it be of interest to a significant number of students outside the department?  YES  NO  
If YES, please explain.

This course may ultimately be cross-listed with courses from other departments across campus, such as Linguistics and MCL. For those Spanish-speaking students from other departments, this course could possibly count toward their programs of study. Moreover, it could potentially be taught in English to appeal to a wider audience.

12. Will the course serve as a University Studies Program course<sup>†</sup>?  YES  NO  
If YES, under what Area? \_\_\_\_\_  
<sup>†</sup>AS OF SPRING 2007, THERE IS A MORTORIUM ON APPROVAL OF NEW COURSES FOR USP.

13. Check the category most applicable to this course:

- traditional – offered in corresponding departments at universities elsewhere
- relatively new – now being widely established
- not yet to be found in many (or any) other universities

14. Is this course applicable to the requirements for at least one degree or certificate at UK?  Yes  No
15. Is this course part of a proposed new program?  YES  NO  
If YES, please name: \_\_\_\_\_

16. Will adding this course change the degree requirements for ANY program on campus?  YES  NO  
If YES<sup>‡</sup>, list below the programs that will require this course:

<sup>‡</sup>In order to change the program(s), a program change form(s) must also be submitted.

## APPLICATION FOR NEW COURSE

17.  The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.
18.  Check box if course is 400G or 500. If the course is 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

19. Within the department, who should be contacted for further information about the proposed new course?

Name: Dr. Alan V. Brown Phone: 257-7093 Email: alan.brown@uky.edu

20. Signatures to report approvals:

<p style="font-size: 1.2em; margin: 0;">1/28/09</p>	<p style="font-size: 1.2em; margin: 0;">ANA RUEDA</p>	
DATE of Approval by Department Faculty	printed name	Reported by Department Chair signature
<p style="font-size: 1.2em; margin: 0;">3/31/09</p>	<p style="font-size: 1.2em; margin: 0;">L. Bachas</p>	
DATE of Approval by College Faculty	printed name	Reported by College Dean signature
<p style="font-size: 1.2em; margin: 0;">/</p>	<p style="font-size: 1.2em; margin: 0;">/</p>	<p style="font-size: 1.2em; margin: 0;">/</p>
* DATE of Approval by Undergraduate Council	printed name	Reported by Undergraduate Council Chair signature
<p style="font-size: 1.2em; margin: 0;">/</p>	<p style="font-size: 1.2em; margin: 0;">/</p>	<p style="font-size: 1.2em; margin: 0;">/</p>
* DATE of Approval by Graduate Council	printed name	Reported by Graduate Council Chair signature
<p style="font-size: 1.2em; margin: 0;">/</p>	<p style="font-size: 1.2em; margin: 0;">/</p>	<p style="font-size: 1.2em; margin: 0;">/</p>
* DATE of Approval by Health Care Colleges Council (HCCC)	printed name	Reported by Health Care Colleges Council Chair signature
<p style="font-size: 1.2em; margin: 0;">/</p>	<p style="font-size: 1.2em; margin: 0;">/</p>	<p style="font-size: 1.2em; margin: 0;">/</p>
* DATE of Approval by Senate Council	Reported by Office of the Senate Council	
<p style="font-size: 1.2em; margin: 0;">/</p>	<p style="font-size: 1.2em; margin: 0;">/</p>	
* DATE of Approval by University Senate	Reported by Office of the Senate Council	

\*If applicable, as provided by the *University Senate Rules*

ARTS AND SCIENCES  
EDUCATIONAL POLICY COMMITTEE  
INVESTIGATOR REPORT

<http://www.as.uky.edu/working/collegiate-governance/education-policy-committee/proposals/default.aspx>

INVESTIGATING AREA: Humanities

COURSE, MAJOR, DEGREE or PROGRAM: SPA 603

DATE FOR EPC REVIEW: Mar. 31, 2009

CATEGORY: NEW, CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to Leonidas Bachas Associate Dean, 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.
2. If no modifications were made, review considerations that arose during the investigation and the resolutions.
3. List contacts with program units on the proposal and the considerations discussed therein.
4. Additional information as needed.

5. A&S Area Coordinator Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Education Policy Committee Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE



7.

A&S Educational Policy Committee, Humanities Area Coordinator  
Anibal Biglieri, [biglieri@email.uky.edu](mailto:biglieri@email.uky.edu) 257-4640

Date: 3/31/09

**HISPANIC STUDIES / SPA 603**  
**STUDIES IN SPANISH LINGUISTICS: SPANISH APPLIED LINGUISTICS**

<b>Instructor:</b>	Alan V. Brown				
<b>Office:</b>	Patterson Office Tower 1127	<b>E-mail:</b>	alan.brown@uky.edu	<b>Class Time:</b>	
<b>Office Hours:</b>		<b>Ph:</b>	257-7093	<b>Room:</b>	

This syllabus will be made available electronically.

**REQUIRED COURSE MATERIALS:**

- Lacorte, M. (Ed.). (2007). *Lingüística aplicada del español*. Madrid: Arco/Libros. (LA)
- Selected readings as listed in the weekly schedule and in the bibliography.

**COURSE DESCRIPTION AND OBJECTIVES:** This course is designed to expose students to a sampling of the many sub-disciplines that constitute the broad field of Applied Linguistics as it relates to Spanish-language contexts with special emphasis on topics relative to teaching and learning. Although the field is truly interdisciplinary and much too broad to cover each of its sub-disciplines in depth in one semester, an attempt will be made to help students appreciate the great variety of the field while encouraging more detailed, individual exploration of a particular topic through a final paper. The first half of the semester will present students with a very general survey of various fields within Applied Linguistics such as translation and interpretation studies, forensic linguistics, psycholinguistics, and language policy and planning. However, since the majority of students will be called upon to teach Spanish professionally at some point, applied linguistics issues relative to Spanish second language acquisition, Spanish second language teaching and learning, and Spanish heritage language acquisition will receive greater emphasis and will be the focus of the second half of the semester. The broad field of Applied Linguistics, by definition, is "a practice-driven discipline that addresses language-based problems in real-world contexts" encountered by educational and governmental institutions, private citizens, language teachers, language learners, and society as a whole. The course will primarily be taught in Spanish with most examples and case studies stemming from Spanish and English-language contexts. While most of the readings will be in Spanish, students will also be asked to read texts in English and must be prepared to discuss them in English when called upon to do so. In sum, this course can truly be considered a survey of Spanish applied linguistics.

Therefore, the following learner outcomes have been identified:

Students will . . .

- familiarize themselves with various branches of the interdisciplinary field of Applied Linguistics;
- identify and critically analyze complex issues of language in society (such as culturally determined language patterns) and propose possible solutions, especially those relating to Spanish;
- develop a deeper understanding of and appreciation for Spanish language acquisition and pedagogy, both for traditional and heritage learners;
- establish sound principles of L2 pedagogy and evaluation in order to better understand and effectively address potential predicaments in the Spanish language classroom;
- synthesize and critique previous research on a specific Spanish language related problem of personal interest within the broad field of Applied Linguistics and intelligently and insightfully report their findings.

**COURSE METHOD:** As the topics covered in the course will be new to most students, students must set aside ample time to not only read the assigned material but to understand it. That is to say that students must not rely on prior knowledge or experience with the topics covered and, therefore, they must make their reading of assigned material very thorough. While some of class time will be dedicated to lecture and teacher-centered discussions, a significant portion of class time will be allotted for students to work in small groups and pairs to make sense of the readings and the topics at hand. Much of class time will be devoted to discussion, teacher and student presentations of reading content, question generation, and question and answer sessions between classmates. Often, the professor will spur discussion by formulating questions based on the readings which students will answer in small groups. At times students will be asked to bring in or reflect on concrete examples of a particular language-related problem from their own experiences. Classes will be conducted almost entirely in Spanish although at times it will be necessary to make use of English while discussing English-language readings.

### **COURSE REQUIREMENTS:**

**Attendance.** Because group/pair work, and oral discussions of assigned readings are crucial to understand the material, attendance is mandatory and will affect students' final grades. All students may miss 2 absences for any reason with absolutely no penalty. **Any student who misses 3 or more classes must meet with the professor to discuss his/her further participation in the course.** Remember that the 2 permitted absences are intended to provide for such eventualities as illness (including trips to the university health clinic), family emergencies, etc. (see University Senate Rules 5.2.4.2 for explanation). Unexcused absences, i.e. those lacking documentation and not defined by Senate Rule 5.2.4.2, beyond these 2 will be penalized as outlined above. Any arrivals of 25 minutes late or more will be counted as an absence. If you must be absent, it is your responsibility to contact a classmate and find out what you missed and what is due in the next class should the professor make changes to the daily schedule.

**1. Reading Quizzes (5 x 3% = 15%).** In order to ensure that students are closely reading the assigned material, 5 short quizzes will be given on the days indicated in the syllabus and will cover general concepts from that day's readings. Since the quizzes will be given before going over the material in class, the questions will not be too challenging and are intended to check basic comprehension while ensuring that students have engaged sufficiently with the reading.

**2. Reading Reflections/Questions (5 x 2% = 10%).** On the days indicated in the syllabus, students will turn in a reflection relating to that week's assigned readings and how it relates to their own experiences with language-related problems. These reflections should consist of all or a portion of the following: short summary statements of that week's readings, students' sincere questions arising from the readings, ideas for future research, personal examples relevant to the readings' topics, critiques of a particular reading's research design or conclusions, and any other personal insights or reactions to that week's readings. These reflections must be at least 450 words minimum and are graded on a 3-point scale: 0 = not turned in when requested by professor regardless of reason, 1 = less than 450 words or 450 words with superficial reflections whose language is incoherent and impenetrable; 2 = fulfills minimum word count but reactions lack depth and language lacks refinement; 3 = fulfills minimum word count, makes use of appropriate register and rhetorical conventions, and embodies thoughtful reflection.

**3. Mid-term and Final Take-home Exams (2 x 15%=30%).** Two take-home exams will be administered; the first will take place approximately half way through the semester and the second at

the end of the semester. The exam responses will be primarily written in Spanish although at least one question on each exam will be in English. Students are expected to use their most polished, formal academic prose and may refer to any assigned reading or other print material when drafting their responses but may NOT consult with any other living human being either in person or through written correspondence! A word-count limit will be enforced and students will have a limited number of days to complete the exam. More details regarding the take-home exams will be given in class.

**4. Presentations (2 x 10%=20%).** Students will sign up twice to present on certain readings to the rest of the class. One will be from a field of Applied Linguistics not related to teaching and learning and one that is. Students must prepare a handout/study guide for classmates as part of the presentation. More details regarding the presentations will be given in class.

**5. Research Paper (1 x 25% = 25%).** Each student will choose one of the topics covered in the course and write a 15-20 page, double-spaced research synthesis and critique. Topics must relate to a concrete language-related problem and may be drawn from assigned readings, classroom discussions, or students' reflection assignments. The topic/problem must be presented formally to the professor for authorization via a 250-300 word abstract with 5 to 10 relevant references. The paper will include a critical review of research relating to the chosen "problem" and can be written in either Spanish or English. The on-time submission and correct completion of the abstract will be worth 5% of the final grade and the final paper will be worth 20%. All students must work with a peer in reviewing and editing their paper. The instructor will pass out detailed criteria for the evaluation and revision of the paper. Peer editors must sign their partner's final version attesting that they diligently reviewed the paper for content, mechanics, grammar, and register. More details regarding the research paper and the accompanying due dates will be given in class.

**The following grading criteria will be used to determine your final grade for this course:**

- A 100-90    B 89-80    C 79-70    E 69 and below

**GRADE BREAKDOWN:** The course grade will be determined as follows:

Reading Quizzes (5 x 3%)	15%
Reading Reflections/Questions (5 x 2%)	10%
Take-home Exams (2 x 15%)	30%
Presentations (2 x 10%)	20%
<u>Research Paper</u>	<u>25%</u>
Total	100%

**ACADEMIC INTEGRITY:** All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 & 6.3.2) at the following website: [http://www.uky.edu/USC/New/rules\\_regulations/index.htm](http://www.uky.edu/USC/New/rules_regulations/index.htm). The Ombud site also has information on plagiarism found at <http://www.uky.edu/Ombud>.

**TECHNOLOGY USE:** Please be sure to power OFF all cell phones, pagers, ipods, and other electronic devices before entering class. If you choose to use a laptop during class to aid you in learning course material and achieving course objectives, please ensure that it does not interfere with your ability to focus on and participate in classroom activities such as teacher-led discussions or small group work.

**DISABILITY ACCOMODATIONS:** If you have a documented disability that requires academic accommodations, please see me. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)).



**Department of Hispanic Studies**  
**Spanish Applied Linguistics**  
**TENTATIVE SCHEDULE OF ASSIGNMENTS**

*Linguística aplicada del español = (LA)*

\*\* The instructor has the right to make any necessary changes to adapt the schedule to fit the progress of the class.

DATE	IN CLASS	TO READ/PREPARE, OR TURN IN, BY CLASS
Week 1 (Jan. 16)	What is Applied Linguistics?: An introduction to the field	Lacorte (LA): Introducción, Lingüística aplicada del español. Consideraciones generales (pp. 17-46); Marcos Marín: Aportaciones de la lingüística aplicada (pp. 25-41);
Week 2 (Jan. 23)	Translation and Interpretation Studies	Ortiz & Mata (LA): Cap. 12, Traducción e interpretación, y español (pp. 407-447); Roberts: Translation (pp. ???-???) Nicholson: Interpretation (???-???) <b>Reading Reflection #1</b>
Week 3 (Jan. 27)	Forensic Linguistics (Presentations on Readings)	Cassany, Gelpí & Ferrero (LA): Cap. 13.4-13.5, El español en contextos laborales (pp. 464-472); Beckman: Chap. 2, What is forensic linguistics? (pp. 11-60); Shuy: Confession Event, Language of truthfulness and deception (pp. 1-11, 74-93);
Week 4 (Feb. 3)	Psycholinguistics (Presentations on Readings)	Mayor Sánchez: Aportaciones de la psicolingüística (pp. 43-68); Rebollo: Fundamentos de psicolingüística (pp. 7-21); <b>Reading Quiz #1</b>
Week 5 (Feb. 10)	Language Policy and Planning (Presentations on Readings)	Mar-Molinero (LA): Cap. 10, Derechos lingüísticos, política lingüística y planificación lingüística (pp. 347-375); García (LA): Cap. 11, Lenguas e identidades en mundos hispanohablantes... (pp. 377-405); <b>Reading Reflection #2</b>
Week 6 (Feb. 17)	Sociolinguistics/Pragmatics (Presentations on Readings)	Silva-Corvalán: Lengua, variación y dialectos (pp. 1-37); Reyes: Caps. I-III (pp. 7-52) <b>Reading Quiz #2</b>
Week 7 (Feb. 24)	Second Language Acquisition (Presentations on Readings)	Martín Martín: La adquisición de la lengua materna y el aprendizaje de una segunda lengua/lengua extranjera: procesos cognitivos y factores condicionantes (pp. 261-286); Griffin: Algunas teorías de la adquisición de lenguas (pp. 33-51); Alba-Salas & Salaberry (LA): Cap. 1, Adquisición del español como segunda lengua (pp. 47-82); <b>Reading Quiz #3</b>

Week 8 (Mar. 3)	History of Second/Foreign Language Teaching Methods <i>(Presentations on Readings)</i>	<b>Mid-term Take-home Exam Due;</b> Richards & Rogers(a): Breve historia..., Comparación y evaluación... (pp. 9-20, 149-161); Long & Lacorte (LA): Cap. 2, La enseñanza del español como segunda lengua...(pp. 83-115);
Week 9 (Mar. 10)	Communicative Competence; Second/Foreign Language Teaching Methods <i>(Presentations on Readings)</i>	Iragui: El concepto de competencia comunicativa (pp. 449-465); Santos Gargallo: Metodología (pp. 45-84); <b>Reading Reflection #3</b>
Week 10 (Mar. 17)	Spring Break	
Week 11 (Mar. 24)	Second/Foreign Language Teaching Methods <i>(Presentations on Readings)</i>	Savignon: Communicative language teaching... (pp. 635-651); Richards & Rogers(b): The post-methods era (pp. 244-255)
Week 12 (Mar. 31)	L2 Assessment <i>(Presentations on Readings)</i>	Bachman & Palmer: Test usefulness... (pp. 17-42); Bordón & Liskin-Gasparro (LA): Cap. 6, Evaluación (pp. 211-251); <b>Reading Quiz #4</b>
Week 13 (Apr. 7)	Spanish Heritage Language Learners/Pedagogy <i>(Presentations on Readings)</i>	Valdés: Introduction (pp. 1-20); Lynch: Toward a theory of... (pp. 25-50); Carreira: Profiles of SNS students... (pp. 51-77); Potowski: Fundamentos de la enseñanza (pp. 9-44); <b>Reading Reflection #4</b>
Week 14 (Apr. 14)	Spanish Heritage Language Learners/Pedagogy <i>(Presentations on Readings)</i>	Potowski: Fundamentos de la enseñanza (pp. 45-74) Fairclough & Mraak: La enseñanza del español: (pp. 198-212); Acevedo: Navegando a través del... (pp. 257-268); <b>Reading Quiz #5</b>
Week 15 (Apr. 21)	Computers and Language Learning (CALL) <i>(Presentations on Readings)</i>	<b>Final Take-home Exam Due;</b> Piñol (LA): Cap. 5, Estudio, enseñanza y aprendizaje del español como segunda lengua... (pp. 183-210); Chapelle: Computer-assisted language learning (pp. 498-505); Higueras García: Internet en la enseñanza de español (pp. 1061-1085); <b>Reading Reflection #5</b>
Week 16 (Apr. 28)	Final Paper Presentations; Summary & Final Word	<b>Final Paper Due</b>

### Relevant Bibliography

- Acevedo, R. (2003). Navegando a través del registro formal: Curso para hispanohablantes bilingües. In A. Roca & C. Colombi (Eds.), *Mi lengua: Spanish as a heritage language in the United States* (pp. 257-268). Washington DC: Georgetown University Press.
- Albir, A.H. (1999). *Enseñar a traducir: Metodología en la formación de traductores e intérpretes*. Madrid: Edelsa Grupo Didascalía.
- Bachman, L. & Palmer, A. (1996). *Language Testing in Practice*. Oxford: Oxford University Press.
- Beckman, K. (2007). *An immigrant's run-in with the law: A forensic linguistic analysis*. New York: LFB Scholarly Publishing, LLC.
- Bordón, T. (2006). *La evaluación de la lengua en el marco de E/L2: Bases y procedimientos*. Madrid: Arco Libros.
- Carreira, M.M. (2003). : Profiles of SNS students in the twenty-first century: Pedagogical implications and the changing demographics and social status of U.S. Hispanics. In A. Roca & C. Colombi (Eds.), *Mi lengua: Spanish as a heritage language in the United States* (pp. 51-77) .Washington DC: Georgetown University Press.
- Chapelle, C. (2002). Computer-assisted language learning. In R. Kaplan (Ed.), *The oxford handbook of applied linguistics* (pp. 498-505). Oxford: Oxford University Press.
- Colina, S. (2003). *Translation teaching: From research to the classroom*. Boston: McGraw-Hill.
- Egginton, W.G. (2002). Unplanned language planning. In R. Kaplan (Ed.), *The oxford handbook of applied linguistics* (pp. 404-415). Oxford: Oxford University Press.
- Fairclough, M. & Mrak, N.A. (2003). La enseñanza del español a los hispanohablantes bilingües y su efecto en la producción oral. In A. Roca & C. Colombi (Eds.), *Mi lengua: Spanish as a heritage language in the United States* (pp. 198-212). Washington DC: Georgetown University Press.
- Grabe, W. (2002). Applied Linguistics: An emerging discipline for the 21<sup>st</sup> century. In R. Kaplan (Ed.), *The oxford handbook of applied linguistics* (pp. 3-12). Oxford: Oxford University Press.
- Griffin, K. (2005). *Lingüística aplicada a la enseñanza del español como 2/L*. Madrid: Arco Libros.
- Higuera García, M. (2005). Internet en la enseñanza de español. In J.S. Lobato & I.S. Gargallo (Eds.), *Vademécum para la formación de profesores* (pp. 1061-1085). Madrid: Sociedad general española de librería.
- Iragui, J.C. (2005). El concepto de competencia comunicativa. In J.S. Lobato & I.S. Gargallo (Eds.), *Vademécum para la formación de profesores* (pp. 449-465). Madrid: Sociedad general española de librería.
- Koike, D & Klee, C. (2003). *Lingüística aplicada: Adquisición del español como segunda lengua*. New York: John Wiley and Sons.
- Lacorte, M. (Ed.). (2007). *Lingüística aplicada del español*. Madrid: Arco/Libros.
- Lynch, A. (2003). Toward a theory of heritage language acquisition. In A. Roca & C. Colombi (Eds.), *Mi lengua: Spanish as a heritage language in the United States* (pp. 25-50). Washington DC: Georgetown University Press.
- Marcos Marín, F.A. (2005). Aportaciones de la lingüística aplicada. In J.S. Lobato & I.S. Gargallo (Eds.), *Vademécum para la formación de profesores* (pp. 25-41). Madrid: Sociedad general española de librería.
- Martín Martín, J.M. (2005). La adquisición de la lengua materna y el aprendizaje de una segunda lengua/lengua extranjera: procesos cognitivos y factores condicionantes. In J.S. Lobato & I.S. Gargallo (Eds.), *Vademécum para la formación de profesores* (pp. 261-286). Madrid: Sociedad general española de librería.
- Mayor Sánchez, J.M. (2005). Aportaciones de la psicolingüística. In J.S. Lobato & I.S. Gargallo (Eds.), *Vademécum para la formación de profesores* (pp. 43-68). Madrid: Sociedad general española de librería.

- Nicholson, N.L.S. (2002). Interpretation. In R. Kaplan (Ed.), *The oxford handbook of applied linguistics* (443-456). Oxford: Oxford University Press.
- Potowski, K. (2005.) *Fundamentos de la enseñanza del español a hispanohablantes en los E.E.U.U.* Madrid: Arco/Libros.
- Rebollo, A. (2002). *El abecé de la psicolingüística*. Madrid: Arco Libros.
- Reyes, G. (2007). *El abecé de la pragmática*. Madrid: Arco Libros.
- Richards, J.C. & Rodgers, T.S. (2001a). *Approaches and methods in language teaching* (2<sup>nd</sup> ed.). New York: Cambridge University Press.
- Richards, J.C. Rodgers, T.S. (2001b). Enfoques y métodos en la enseñanza de idiomas. (J.M. Castrillo, Trans.) Madrid: Cambridge University Press. (Original work published 1986).
- Roberts, R. P. (2002). Translation. In R. Kaplan (Ed.), *The oxford handbook of applied linguistics* (429-442). Oxford: Oxford University Press.
- Roca, A. & Gutierrez, J. (2000). Sociolinguistic considerations. In American Association of Teachers of Spanish and Portuguese (Ed), *Volume I. Spanish for native speakers: AATSP Professional Development Series Handbook for Teachers K-16. A handbook for teachers* (pp. 21-28). Fort Worth, TX: Harcourt College Publishers.
- Santos Gargallo, I. (2004). *Lingüística aplicada a la enseñanza-aprendizaje del español como lengua extranjera*. Madrid: Arco Libros.
- Savignon, S. (2005). Communicative language teaching: Strategies and goals. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 635-651). Mahwah, NJ: Lawrence Erlbaum.
- Silva-Corvalán, C. (2001). *Sociolingüística y pragmática*. Washington, D.C.: Georgetown University Press.
- Shuy, R.W. (2008). *The language of confession, interrogation, and deception*. Thousand Oaks, CA: Sage Publications, Inc.
- Tollefson, J.W. (2002). Limitations of language policy and planning. In R. Kaplan (Ed.), *The oxford handbook of applied linguistics* (pp. 416-425). Oxford: Oxford University Press.
- Valdés, G. (2000). Introduction. In American Association of Teachers of Spanish and Portuguese (Ed), *Volume I. Spanish for native speakers: AATSP Professional Development Series Handbook for Teachers K-16. A handbook for teachers* (pp. 1-20). Fort Worth, TX: Harcourt College Publishers.