

APPLICATION FOR NEW COURSE

1. Submitted by the College of Arts and Sciences Date: 9/24/08

Department/Division proposing course: Hispanic Studies

2. Proposed designation and Bulletin description of this course:

a. Prefix and Number SPA 703

b. Title* Seminar in SLA Theory in Spanish L2 Learning

*If title is longer than 24 characters, offer a sensible title of 24 characters or less: Seminar in Spanish SLA

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 (3) 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:

Offers a closer look at the primary concepts of Second Language Acquisition (interlanguage, learner variables, SLA theory, input, output, etc.) with a particular focus on the Spanish language. The acquisition of specific Spanish L2 structures and phenomena will be directly addressed, e.g., tense/aspect, mood, clitics, etc.

h. Prerequisite(s), if any:

SPA 603 "Spanish Applied 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): Fall / 2009

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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[†]? YES NO
If YES, under what Area? _____
[†]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[‡], list below the programs that will require this course:

[‡]In order to change the program(s), a program change form(s) must also be submitted.

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

*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 703

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

Anibal Biglieri

7.

A&S Educational Policy Committee, Humanities Area Coordinator
Anibal Biglieri, biglieri@email.uky.edu 257-4640

Date: 3/31/09

HISPANIC STUDIES / SPA 703
SEMINAR IN SLA THEORY IN SPANISH L2 LEARNING

Instructor:	Dr. Alan V. Brown				
Office:	POT 1127	E-mail:	alan.brown@uky.edu	Class Time:	
Office Hours:		Ph:	257-7093	Room:	

This syllabus will be made available electronically.

REQUIRED COURSE MATERIALS:

- Baralo, M. (2004). *La adquisición del español como lengua extranjera (2^{da} ed.)*. Madrid: Arco/Libros.
- Lorenzo, F. (2006). *Motivación y segundas lenguas*. Madrid: Arco/Libros.
- Griffin, K. (2005). *Lingüística aplicada a la enseñanza del español como 2/L*. Madrid: Arco/ Libros.
- Lafford, B.A., and R., Salaberry. (2003). *Spanish Second Language Acquisition: State of the Science*. Washington, D.C.: Georgetown University Press.
- Selected readings as listed in the weekly schedule and in the bibliography.

COURSE DESCRIPTION AND OBJECTIVES: This course will offer students a survey of the primary concepts and phenomena that relate to the study of Second Language Acquisition (SLA) with a particular focus on Spanish second language acquisition. This course will provide a cursory look at a number of fundamental issues that reside at the heart of this interdisciplinary and multi-faceted field of inquiry, such as the relationship between first (L1) and second (L2) language acquisition, the validity of generativist, cognitive, and socio-cultural theories of SLA, the impact of instruction on SLA, the notion of interlanguage, the role of individual learner variables, and the need for input, interaction, and output. While considering these general concepts, the course will focus on specific L2 acquisition issues relative to the Spanish language, e.g., tense/aspect, mood, clitics, etc. Although the course does not focus on pedagogy, some reference will be made to the practical application of SLA theories and how they may influence L2 Spanish teaching, particularly during the discussion of instructed SLA. In spite of its extremely complex and dynamic nature, the study of SLA attempts to explain a fascinating phenomenon that takes place every day across the planet and serves to connect humans of all races, ethnicities, social classes, and nationalities.

Therefore, the following learner outcomes have been identified:

Students will . . .

- understand and articulate factors that influence the acquisition and development of additional languages among native speakers of all languages;
- critically examine current theories put forth to explain SLA and its development;
- demonstrate an initial understanding of the complexities of acquiring select aspects of the Spanish system, e.g. phonology, morpho-syntax, lexicon, pragmatics;
- analyze the validity of commonly used research paradigms and data collection procedures among SLA researchers;
- design an original research study using valid methodologies after reviewing relevant literature.

COURSE METHOD: As the majority of 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 explanations, 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 examples or reflect on particular issues raised in class and how they relate to 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. Weekly Reading Reflections (10 x 2% = 20%). On the days indicated in the syllabus, students will turn in a reflection on that week's assigned readings and how it relates to their own experiences with and thoughts on the topic. 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. Some weeks the professor will assign a short task or reflection topic that may or may not relate to the reading. These reflections must be at least 300 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. These reading reflections and assignments will be written in Spanish.

2. Mid-term (10%) and Final Take-home Exams (15%) (10% + 15% = 25%). 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 those topics discussed in English during class will be in English. Students are expected to use their most polished, formal academic prose and may refer to any assigned reading 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.

3. Presentations (2 x 10%=20%). Students will sign up twice to present a particular reading to the rest of the class. Students must prepare a handout/study guide for classmates as part of the presentation. More details regarding the presentation will be given in class.

4. SLA Research Journal (15%). Students must keep a research journal where they continuously reflect on any issues relative to conducting, analyzing, critiquing, and designing research in SLA. Students may simply write down ideas for research studies they would like to conduct or those they think are lacking from the literature. This journal may also include students' thoughts on the validity of various research methodologies and data collection procedures and which research questions they are most suited to address. Additionally, students may respond critically to research commented on in the readings and how best to improve it as well as what makes a particular study's results so robust and illuminating. Ideally, these ideas will help students choose a topic for their final project. A minimum of 12 entries must be included for a total of at least 2500 words (roughly 8 1/2 pages double-spaced in 12 pt. font). This research journal will be written in Spanish. More details regarding the research journal will be given in class.

5. Final Research Paper (1 x 20% = 20%). Each student will choose one topic from his/her SLA Research Journal or any other relevant topic and will formulate innovative research questions before designing an original research study. The study will be reported in a 15-20 page (double-spaced) research paper including the following elements: 1) synthesis and critique of relevant research, and, 2) small-scale original research project based on students' pre-approved research questions. Clearly articulated research questions accompanied by a brief review of 5 to 10 relevant references must be presented formally to the professor for authorization via a 250-300 word abstract. The paper will include a critical review of research related 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 15%. 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. Finally, brief informal presentations of each student's research paper will be given during the final week of class. 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 90-100 **B** 80-89 **C** 70-79 **E** 69 and below

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

Weekly Reading Reflections (10 x 2%)	20%
Take-home Exams (10% + 15%)	25%
Presentations (2 x 10%)	20%
SLA Research Journal	15%
Final Research Paper	20%
<hr/>	
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. 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).

Department of Hispanic Studies
L2 Spanish Second Language Acquisition
TENTATIVE SCHEDULE OF ASSIGNMENTS

** 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	Introduction to course; What do we acquire?: Communicative competence	Iragui: El concepto de competencia comunicativa (pp. 449-462); Peris: La subcompetencia lingüística o gramatical (pp. 467-485);
	Communicative competence (cont'd) <i>(Reading Presentations)</i>	Molina: La subcompetencia léxico-semántica (pp. 491-508) Miguel López: La subcompetencia sociocultural (pp. 511-530); Fernández López: La subcompetencia estratégica (pp. 573-590) Weekly Reading Reflection #1 Due
Week 2	L1 acquisition v. L2 acquisition; Critical/Sensitive Period Hypothesis <i>(Reading Presentations)</i>	Griffin: Cap. 4, La relación entre la primera y... (pp. 73-90); Baralo: Cap. 1 & 2, ¿Cómo se adquiere la...? & ¿La lengua materna y las...? (pp. 9-32); Martín Martín: La adquisición de la lengua materna y... (pp. 261-282); Ioup: Age in second language development (pp. 419-435); Contesse: La idea de la 'edad óptima' para empezar... Weekly Reading Reflection #2 Due
Week 3	Theories of Second Language Acquisition <i>(Reading Presentations)</i>	Griffin: Cap. 2, Algunas teorías de... (pp. 33-52); Baralo: Cap. 4, Las teorías de adquisición... (pp. 54-70); Omaggio Hadley: On learning a Language... (pp. 51-85) Weekly Reading Reflection #3 Due
Week 4	Theories of Second Language Acquisition <i>(Reading Presentations)</i>	Alba-Salas & Salaberry: Adquisición del español como segunda lengua (pp. 47-82); Dussias: Chap. 8, Cognitive perspectives on the acquisition... (pp. 233-261); Antón et al.: Chap. 9, Sociocultural theory and the acquisition of... (pp. 262-284) Weekly Reading Reflection #4 Due
Week 5	Interlanguage <i>(Reading Presentations)</i>	Baralo: Cap. 3, Qué es la interlengua... (pp. 35-53); Griffin: Cap. 5, La interlengua (pp. 91-102); Baralo Ottonello: La interlengua del hablante no nativo (pp. 369-386) Weekly Reading Reflection #5 Due
Week 6	Input, interaction, and output <i>(Reading Presentations)</i>	Griffin: Cap. 7, La relación entre input, interacción... (pp. 115-137); Gass: Input and interaction (pp. 224-255); Take-home Exam Available

Week 7	Individual Learner Differences (Reading Presentations)	Take-home Exam Due Griffin: Cap. 8, Los factores personales que... (pp. 139-156) Weekly Reading Reflection #6 Due
Week 8	Motivation (Reading Presentations)	Lorenzo: Motivación y segundas lenguas (pp. 9-78) Weekly Reading Reflection #7 Due
Week 9	Learning Styles and Strategies (Reading Presentations)	Griffin: Cap. 10, Las estrategias de aprendizaje... (pp. 169-180); Anderson: L2 learning strategies (pp. 757-771) Weekly Reading Reflection #8 Due
Week 10	Instructed SLA (Reading Presentations)	Griffin: Cap. 9, La influencia de la instrucción formal... (pp. 157-167); Doughty: Instructed SLA: Constraints, compensation... (pp. 256-310)
Week 11	Instructed SLA (Reading Presentations)	Grove: Chap. 10, The role of instruction in Spanish... (pp. 287-319) Weekly Reading Reflection #9 Due
Week 12	L2 Spanish Acquisition: Phonology & Tense/Aspect (Reading Presentations)	Elliott: Chap. 1, Staking out the territory at the turn... (pp. 19-46); Montrul & Salaberry: Chap. 2, The development of tense/aspect... (pp. 47-73) Weekly Reading Reflection #10 Due
Week 13	L2 Spanish Acquisition: Subjunctive & Clitics (Reading Presentations)	Collentine: Chap. 3, The development of subjunctive and complex-syntactic abilities... (pp. 74-97); Lee: Chap. 4, Cognitive and linguistics perspectives on the... (pp. 98-129); SLA Research Journal Due
Week 14	L2 Spanish Acquisition: Lexicon & Pragmatics (Reading Presentations)	Lafford, Collentine, & Karp: Chap. 5, The acquisition of lexical meaning... (pp. 130-159); Koike, Pearson, & Witten: Chap. 6, Pragmatics and discourse analysis in Spanish... (pp. 160-185); Weekly Reading Reflections Due Take-home Exam Available
Week 15	Summary, Paper Presentations, and Final Word	Take-home Exam Due Gass & Selinker: Chap. 14, An integrated view of second language acquisition (pp. 479-492); Final Research Paper Due by noon of Final Exam Date

Relevant Bibliography

- Alba-Salas, J. & Salaberry, R. (2007). Adquisición del español como segunda lengua In M. Lacorte (Ed.), *Linguística aplicada del español* (pp. 47-82). Madrid: Arco/Libros.
- Anderson, N. (2005). L2 learning strategies. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 757-771). Mahwah, NJ: Lawrence Erlbaum Associates.
- Baralo, M. (2004). *La adquisición del español como lengua extranjera (2^{da} ed.)*. Madrid: Arco/Libros.
- Baralo Ottonello, M. (2005). La interlengua del hablante no nativo. In J.S. Lobato & I.S. Gargallo (Eds.), *Vademécum para la formación de profesores* (pp. 369-386). Madrid: Sociedad general española de librería.
- Contesse, C.A. La idea de la 'edad óptima' para empezar la enseñanza del inglés en España o por qué la hipótesis del periodo crítico no es la solución. Manuscript.
- Doughty, C. (2003). Instructed SLA: Constraints, compensation, and enhancement. In C. Doughty & M. Long (Eds.), *The handbook of second language acquisition* (pp. 256-310). Oxford: Blackwell.
- Fernández López, S. (2005). La subcompetencia estratégica. In J.S. Lobato & I.S. Gargallo (Eds.), *Vademécum para la formación de profesores* (pp. 573-590). Madrid: Sociedad general española de librería.
- Gass, S. & Selinker, L. (2008). *Second language acquisition: An introductory course (3rd ed.)*. New York: Routledge.
- Griffin, K. (2005). *Linguística aplicada a la enseñanza del español como 2/L*. Madrid: Arco Libros.
- Ioup, G. (2005). Age in second language development. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 419-435). Mahwah, NJ: Lawrence Erlbaum Associates.
- 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.
- Lacorte, M. (Ed.). (2007). *Linguística aplicada del español*. Madrid: Arco/Libros.
- Lafford, B.A., and R., Salaberry. (2003). *Spanish Second Language Acquisition: State of the Science*. Washington, D.C.: Georgetown University Press.
- Lorenzo, F. (2006). *Motivación y segundas lenguas*. Madrid: Arco/Libros.
- 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.
- Miguel López, L. (2005). La subcompetencia sociocultural. In J.S. Lobato & I.S. Gargallo (Eds.), *Vademécum para la formación de profesores* (pp. 511-530). Madrid: Sociedad general española de librería.
- Molina, J.R. (2005). La subcompetencia léxico-semántica. In J.S. Lobato & I.S. Gargallo (Eds.), *Vademécum para la formación de profesores* (pp. 491-508). Madrid: Sociedad general española de librería.
- Omaggio Hadley, A. (2001). *Teaching language in context (3rd ed.)*. Boston: Heinle & Heinle.
- Peris, E. (2005). La subcompetencia lingüística o gramatical. In J.S. Lobato & I.S. Gargallo (Eds.), *Vademécum para la formación de profesores* (pp. 467-485). Madrid: Sociedad general española de librería.