





ARIZONA STATE UNIVERSITY

Chair/Director (Signature):

*Robert C. Currey*

Arizona State University Criteria Checklist for  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

## ASU - [L] CRITERIA

**TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:**

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>	Syllabus
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	Syllabus
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	Syllabus
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>			

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i>	Syllabus
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 20px auto; width: 80%; text-align: center;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div>			
C-4			

Course Prefix	Number	Title	General Studies Designation
SPA	420	Applied Spanish Linguistics	Literacy

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The course grade is based on 3 essays, one oral presentation, and a final written paper.	57 % of the grade in this class is based on written and oral assignments that focus on improving the students' ability to communicate in the target language.
2	Assignments are elaborated with the aim of promoting critical thinking skills across the disciplines.	Larger projects like individual presentations and the final project are more intellectually fruitful when they consist of several steps. For example, the individual presentation consists of four steps that allow the class and I an opportunity to provide feedback. This process helps each student develop his or her ideas more fully. In class, debates, panel discussions, presentations and essays challenge the students assumptions proving more critical thought.
3	The course integrates three short essays and a final project. Each writing assignment has three revisions.	Students provide with their second revision of all compositions, an error awareness sheet that the instructor reviews with each student. This sheet allows students to reflect on why certain mistakes were made and to record in writing how they can avoid making them in the future. Students quickly discover that learning is a process and mistakes are an opportunity to reflect and enhance their thinking.
4	All minor assignments in the class are designed to help students complete a comprehensive, and well designed larger project.	Please refer to the examples presented above.

*Arizona State University*

*School of International Letters and Cultures*

*Upper Division Spanish Program*

*SPA 420: Applied Spanish Linguistics*

*Instructor's name: Dulce Estevez*

*Instructor's phone/office: LL 173 - O*

*Instructor's email: dulce.estevez@asu.edu*

*Office hours: Tuesdays and Thursdays from 2:20 to 4:20*

*Important Information*

*Placement:*

*You belong in SPA 420 if you:*

- 1. have successfully passed SPA 412 or an equivalent course, FLA 400/SPA 400 (494); or*
- 2. have taken Spanish 420 before but did not get a passing grade.*

*If you do not fulfill any of these requirements, you should NOT be in SPA 420. Please talk to your instructor for more information.*

*Note: This course is offered for Honors Credit.*

*Course Objectives*

*Applied Spanish Linguistics is an intensive, interdisciplinary seminar focusing on key intellectual current trends in the development of Second Language Acquisition theory and practices. Students examine language from sociological, historical, literary, and scientific perspectives. Assignments emphasize critical thinking, discussion, the use of technology, and writing.*

*The course focuses on controversial questions concerning the nature of learning, teaching, culture, and language. Readings in this course are drawn from primary sources and explore a cross-disciplinary and multicultural array of ideas. We will explore multiple texts that have influenced the way in which we teach language, the way we perceive other cultures, and the way we use isolated parts of language like pronominal, verbal and modal systems, morphology, semantics and lexicon, pragmatics, and sociolinguistics to communicate our experiences. This course is technology- and writing- intensive. Careful attention has been placed on offering our students with opportunity to manipulate technology to personalize their learning in a discriminate manner. The course also seeks to develop the oral and writing skills of students through reading responses, presentations, and informal and formal essays. The overall goal is for students to interact with the material presented in class, first to promote the enhancement of their own language skills and second to improve the communication skills of their future students, regardless of the language they teach.*

#### **IV. Specific Objectives**

**The specific objectives of this course are to present students with key concepts of Spanish linguistics, and to explain how this knowledge can be applied to different aspects of teaching and learning a second language. The concepts covered in the course address four different competencies: grammatical, sociolinguistic, discursive, and strategic. The course is divided into three areas: (1) the acquisition of Spanish; (2) the grammar of the Spanish language; (3) sociolinguistics and pragmatics.**

##### **A. At the end of the course the student should be able to:**

- 1. explain the domain of Applied Linguistics**
- 2. compare and contrast the Second Language teaching methodologies of the XX and XXI centuries**
- 3. discuss the mental processes involved in Second Language Acquisition**
- 4. teach the nuances of appropriate use of Spanish in different social contexts (pragmatics)**
- 5. implement the use of technology to teach culture and pragmatics**
- 6. promote lexical diversity and sensitivity**
- 7. effectively teach certain aspects of morphology and syntax of Spanish to students**
- 8. discuss, compare, and contrast cross-cultural pragmatic differences**
- 9. develop nontraditional forms of evaluation of students' language learning**
- 10. examine how language reflects social realities and societal changes and influences**
- 11. develop techniques to personalize learning and instruction.**

##### **B. The assignments should help students:**

- 1. gain confidence expressing themselves orally in formal Spanish (through small group discussion, class discussions and oral presentations.)**
- 2. develop students' writing skills, and their use of terminology that is appropriate to specific registers in Spanish (through homework assignments, short essays, exams and a final project)**
- 3. feel empowered to make choices during their teaching process based on critical thinking.**



4. *identify, compare/contrast, summarize, and evaluate concepts during class discussions*
5. *lead discussions in class with the aim of producing teaching assignments, rubrics, etc. utilizing the principles of current second language acquisition methodologies.*
6. *select and use technologies that are appropriate and efficient, and which align with the goals of their class.*
7. *resolve teaching problems creatively after considering the information discussed in classes.*
8. *promote a better understanding of different cultures in light of the pragmatic and sociolinguistic aspects that were covered in class.*
9. *enhance their own learning experiences and the experiences of others through proactive learning.*

**REQUIRED TEXT FOR THIS TERM**

**Lingüística Aplicada del español. April Koike, Carol Klee. Wiley and Sons, 2003**

**Additional materials: Binder with the following five sections– notas, tareas, artículos, exámenes, trabajo final**

**Reference books available in the Hayden library:**

**Spanish for Teachers. William E. Bull. Florida: Krieger Publishing Company, 1984.**

**Spanish/English Contrasts. M. Stanley Whitley. GUP, 2002.**

**Acevedo, Milton M. Introducción a la Lingüística Española New Jersey: Prentice Hall, 1992.**

**Barrutia, Richard and Armin Schwegler. Fonética y Fonología Españolas. New York: John Wiley and Sons, 1994.**

**Bull, William E. Spanish for Teachers. Applied Linguistics. Florida: Robert Krieger Publishing Company, 1984.**

**Dalbor, John B. Spanish Pronunciation. Theory and Practice. Fort Worth: Harcourt, Brace, Jovanovich, 1980.**

**Terrell, Tracy D. and Maruxa Salgués de Cargill. Lingüística Aplicada a la Enseñanza del Español a Anglohablantes. New York: John Wiley and Sons, 1979.**

**Stockwell, Robert P. and J. Donald Bowen. The Sounds of English and Spanish. Chicago: The University of Chicago Press, 1967.**

**Stockwell, Robert P., J. Donald Bowen and John W. Martin. The Grammatical Structures of English and Spanish. Chicago: The University of Chicago Press, 1967.**

**Whitley, M. Stanley. Spanish/English Contrasts. Georgetown University Press, 1986.**

**List of suggested publications to consult to complete course assignments:**

**Association of Departments of Foreign Languages (ADFL) Bulletin  
Applied Linguistics  
CALICO Journal  
Canadian Modern Language Review  
Foreign Language Annals (ACTFL)**

**International Review of Applied Linguistics**

**Language Learning**

**Language Learning and Technology- sólo existe en forma electrónica (<http://ilt.msu.edu>)**

**Modern Language Journal**

**PMLA (MLA)**

**Studies in Second Language Acquisition**

**TESOL Quarterly (TESOL)**

**Español:**

**Chile:           Lenguas Modernas**

**México:       Estudios de Lingüística Aplicada (ELA)**

**España:       Revista española de la lingüística aplicada (RELA)**

**E.U.            Hispania (AATSP); Spanish Applied Linguistics, Hispanic Linguistics**

**Editoriales: Editoriales universitarias (Oxford, Cambridge, Georgetown), Cascadilla Press, Heinle and Heinle, John Benjamins, John Wiley and Sons, Lawrence Erlbaum Associates (LEA), Longman, McGraw Hill, Multilingual Matters, National Textbook Company, Pergamon**

**Bibliografías: MLA International Bibliography, Language and Language Behavior Abstracts (LLBA), ERIC. (internet)**

**Evaluation Criteria**

<b>Participation</b> _____	<b>10%</b>
<b>Exams (take home)</b> _____	<b>12.5</b>
<b>Short essays (3)</b> _____	<b>12.5 C1</b>
<b>Group Presentation</b> _____	<b>5 %</b>
<b>Individual Presentation</b> _____	<b>20 % C1 / C3</b>
<b>Homework</b> _____	<b>15 %</b>

Final Project \_\_\_\_\_

25% C1 / C3

Grading scale:

A+ 97-100; A 93-96; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 70-76; D 60-69;  
E 59-0

Extra Credit

**No extra credit will be given under any circumstances.**

**Late work**

*No late work will be accepted. If you miss an assignment due to an emergency sufficient documentation that demonstrates your inability to complete an online assignment must be submitted (i.e., documentation showing that you are physically unable to get to or use a computer and complete an assignment). Failure to provide accurate and appropriate documentation of an emergency in a timely manner will result in a grade of 0.*

**Participation (10%)**

*Your oral performance and participation in class activities will constitute 15% of your final grade. This grade is determined by your preparedness and willingness to participate in individual and group activities as outlined in the rubric.*

*Each class period you need to provide at least 2 quotations from the text(s) we are discussing that day and a question, or observation. I will randomly ask students to share their insights with the class and/or to turn in this assignment.*

*Class attendance is mandatory. Regular class attendance is expected and essential for successful completion of the course. You are only allowed to miss two classes unexcused. For each unexcused absence beyond the one allowed, your final course grade will be lowered by 1.0 percent. Please note that if you are not present in class your participation grade will be a 0 for that day.*

*When attending class it is expected that you:*

*- will arrive on time*

*- will come thoroughly prepared to comment and provide observations based on the readings assigned as homework*

*\* If you do not come fully prepared with assignments due and knowledge of the course material you cannot receive full participation points.*

*Your instructor will evaluate participation twice per semester. Questions regarding your participation grades should be addressed to the instructor during office hours, where more detailed feedback and suggestions can be offered.*

**Exams- (Take home 25 %) - (12.5 mechanical exercises = 12.5 short essays) C1**

There will be 3 take home chapter exams. Exams will emphasize information covered in the readings assigned for homework, as well as any information covered in class discussions, presentations or "Foros". Each exam will include a section with mechanical exercises (50%) to ensure your mastery of concrete concepts and a short essay (50 %) where you can demonstrate your ability to associate ideas, think critically and raise relevant questions regarding the topics covered in class. C2

### **Group PRESENTATION (5 %)**

This presentation of a topic covered on chapters 3, 4, 5 or 6 will be done in teams of three. First, each team will design a lesson plan to teach the assigned topic to a class of high School students in their second year of Spanish instruction. Second, the team will teach the topic to our class using PP, and any other methods that enhance the learning of the topic assigned. Third, a member of the team will give an argument defending the methodology used to teach the topic. The class will participate by giving counter-arguments.

### **Individual PRESENTATION (20 %) C1/C3**

This assignment should be based on a topic of your interest related to pragmatics or sociolinguistics. It is preferred that you relate this assignment to your major or minor (if you have a minor or major other than Spanish). It is important that this presentation is conducted in a formal manner. Be aware of the register, grammatical forms, the way you are dressed and your demeanor. When presenting, look at your audience, do not read your notes. For this assignment you will have to complete, and turn in, at the time specified by your instructor, each of the following four parts: C4

- Step one (2 points): provide your instructor with two articles in Spanish related to your topic of interest. Make sure your articles come from an accredited publication. Sample articles and suggested publications will be provided.
- Step two (3 points): turn in an outline of your presentation that includes: your thesis statement, the topic sentences of your supporting paragraphs and conclusion.
- Step three (5 points): create a pamphlet for your presentation that includes the following sections:
  - summary
  - terminology
  - bibliography and resources for further inquiry.
- Step four (10 points): a 10 minute presentation that is derived from the articles you turned in, and follows the outline and pamphlet you created for this project. C4

### **Homework (15 %)**

Your instructor will assign specific activities each week. You must complete these activities to receive credit for homework. No late homework will be accepted for a grade. At the end of each chapter you will be expected to have filed your "Ejercicios finales" in the homework section of your binder. Bring your binder to every class. I will randomly ask for you to turn in your homework. In addition to the "Ejercicios finales", I will assign specific readings, a rubrics exercise and a technology exercise. As part of your homework, you are expected to bring to each class two quotes from your assigned readings and a relevant question to pose to the class.

### **Final Project (25%) C1/C3**

Your final assignment is a written project that will expand on the subject of your presentation. You are expected to draw from the course materials and demonstrate mastery of content. This final

essay requires that you read and think critically to synthesize course material, and to craft a polished, insightful and clearly organized formal paper. Each essay requires you to use evidence from texts read in class, and from additional research done to support your thesis. Students are responsible to submit high quality work, attending to the conventions of the APA style and proper Spanish. C2

You will turn in two versions of your final assignment. The first draft is worth 50 % of your grade and the final copy the other 50%. This assignment will contribute to the development of your writing skills in Spanish. You are advised to follow the writing process outlined in the Correcting Schema, as this will aid you in creating a better draft. C4

Your composition assignments are due on the dates indicated in the calendar. After you hand in VERSION 1, your instructor will provide you with:

(1) corrective feedback (please refer to your Error Awareness Sheet, and revisit chapter two of your text book); and,

(2) an overall evaluation in the form of a grade (please refer to the Composition profile).

After you receive your corrected VERSION 1, you should make the necessary changes and hand in VERSION 2 to your instructor by the date indicated on the calendar. In order to receive credit for VERSION 2, it should include a page with the explanation of the logic or rules applied to correct the mistakes the instructor highlighted in the first version. Please follow the example below:

#### First version with errors highlighted by the instructor numbered

Queridos amigos,

En honor de el (1) diez (2) aniversario(3) de nos(4) padres, mi familia y yo vamos a tener una fiesta. Tendremos mucha diversión (5)...

#### Second version corrected and error awareness sheet

En honor del decimo aniversario de nuestros padres, mi familia y yo vamos a tener una fiesta. Nos vamos a divertir mucho.

#### Error awareness sheet

En honor del

1. de + el = del – should be one word, it is like a contraction in English

2. This was a vocabulary mistake. 10th en español se dice decimo.

2. Spelling, 'aniversario' only has one n, in Spanish there are never 'nn' in a word

3. wrong word. 'nos' is a direct or indirect object. I was trying to say 'our' which would be 'nuestro/a'. In this case, since nuestros padres is plural, I would say 'nuestros'

4. I was thinking in English and translated the phrase "We will have a lot of fun". Natives would say "Nos divertiremos mucho".

Your final grade for one composition assignment will include the percentages of the grades received on EACH VERSION. The grade you receive for VERSION 1 is worth 50% of your final grade, while the grade you receive for VERSION 2 will count for the other 50% of your final grade. Should you fail to turn in VERSION 2, the grade you obtained for VERSION 1 (50% of the grade) will be the ONLY one recorded. You will receive a 0 for the 50% for VERSION 2. C4

Your compositions are to be typed and double-spaced. It is recommended that you save your work, since this will make it easier for you to make your corrections. **NO LATE COMPOSITIONS WILL BE ACCEPTED.**

### **Special Notices**

You are required to communicate in a respectful, courteous and professional manner at all times with your fellow classmates and with your instructor during your in person and online interaction. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Remember that Discussion Boards are not chat rooms, and emails to your instructor are not text messages. Posting, sending or speaking inappropriate, rude, or offensive content will not be tolerated and can result in the loss of points or failure of the course."

This course takes place online through the use of Blackboard. Become familiar with the class interface before the session begins and seek help if necessary. All ASU campuses have resources available to help you with this task. A lack of Blackboard knowledge is not an acceptable excuse for late work. See <http://asuonline.asu.edu> for more information and to check system requirements.

All students are responsible for managing their time in regards to assignments and planned Blackboard outages. Information on scheduled outages can be found at <http://systemstatus.asu.edu/>.

Unplanned system outages will be dealt with on a case-by-case basis.

### **Communicating With the Instructor**

- This course uses a discussion board called *Conversaciones en el pasillo*, for general questions about the course. Prior to posting a question, please check the Syllabus, Announcements, and existing posts as well as your textbook. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.
- Questions of a personal nature should be emailed to your instructor. You can expect a response within 24 hours.
- ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. All instructor correspondence will be sent to your ASU email account.
- The best way to contact your instructor is via email. **ALL emails for your instructor MUST:**
  - Be from your official ASU email account. Include the course title in the subject line and the subject of your message (for example, "SPA 420: Composición 1"). (otherwise, your message may be sent to your instructor's junk mail folder). If

*your e-mail is of an urgent nature, please put "URGENT" in the subject line, followed by the subject of your message.*

- *Begin with an appropriate salutation.*
- *End with an appropriate professional closing, and your full name.*
- *Your instructor will NOT respond to any emails lacking any or all of the above items.*

*During the week (Monday through Friday) the instructor will respond to e-mails within 24 hours. If you do not receive a response within 24 hours, please re-send your message as it may have not reached your instructor's inbox.*

#### *Late or Missed Assignments*

*Notify the instructor BEFORE an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates are firm. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities.*

#### *Submitting Assignments*

*All assignments, unless otherwise announced, MUST be submitted to the designated area of Blackboard. Do not submit an assignment via email.*

#### *Drop and Add Dates/Withdrawals*

*This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course. Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal, and a Grade of Incomplete.*

#### *Grade Appeals*

*Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades.*

#### *Student Conduct and Academic Integrity*

*Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>. Additionally, required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions.*

*Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior*

***disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior.***

***Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.***

***The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.***

***According to the Student Academic Policy, ALL work completed must be the work of the student.***

***The following constitute a violation of the Academic Integrity Policy and will be sanctioned accordingly:***

- ***Cheating on Exams (by using your text book, crib sheets, electronic devices, classmates or any other form).***
- ***Plagiarism (Even when quoting from the book or text in the exam, you must use your own words).***
- ***Assistance from any individual on the following:***
- ***Compositions***
- ***Discussion Boards/Exams***
- ***Textbook Assignments***
- ***Cultural Activities***
- ***Use of any form of translation programs or electronic translators.***

#### ***Sanctions***

- ***Any student who violates the academic integrity policy will receive 0 on the assignment in question. If the assignment is an exam, the student may NOT drop the 0 as the lowest exam score.***
- ***The second offense will result in 0 for the entire assignment category (i.e. exam, composition, etc).***
- ***The third offense will result in a final grade of XE in the course.***

***For more information please refer to: Student Academic Integrity Policy:  
<http://provost.asu.edu/academicintegrity/policy/StudentObligations>***

#### ***Prohibition of Commercial Note Taking Services***

***In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.***

#### ***Course Evaluation***



**Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.**

#### **Syllabus Disclaimer**

**The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.**

#### **Accessibility Statement**

**In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.**

**Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.**

**Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing [DRC@asu.edu](mailto:DRC@asu.edu). To speak with a specific office, please use the following information:**

**ASU Online and Downtown Phoenix Campus  
University Center Building, Suite 160  
602-496-4321 (Voice)**

**Polytechnic Campus  
480-727-1165 (Voice)**

**West Campus  
University Center Building (UCB), Room 130  
602-543-8145 (Voice)**

**Tempe Campus  
480-965-1234 (Voice)**

#### **Computer Requirements**

**This course requires a computer with Internet access and the following:**

- **Web browsers (Chrome, Internet Explorer, Mozilla Firefox, or Safari)**
- **Adobe Acrobat Reader (free)**
- **Adobe Flash Player (free)**
- **Microphone (optional) and speaker**

#### **Technical Support**

**This course uses Blackboard to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Blackboard home page at <https://myasucourses.asu.edu>**

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk call toll-free at 1-855-278-5080.

For additional help regarding lecture viewing send an email to ASU online technical support at: [dlt-tech@asu.edu](mailto:dlt-tech@asu.edu)

What is my ASU?

myASU is Arizona State University's portal providing a personal webpage that you can customize and which also gives you access to online courses, resources and services.

Logging on to myASU–

- Access the web and go to: <http://my.asu.edu>
- Login using your ASURITE ID and password. (See last section if you do not have an active ASURITE ID. It is absolutely essential that you have one! Acquire one right away! Do not delay!)
- You will first be directed to your Home page. From this home page, you can see course announcements, calendars, send group or individual e-mails, access the address book, etc. You can customize your myASU portal by clicking on the CONTENTS button in the top right corner of the myASU page to select the modules you want displayed and clicking on the LAYOUT button to change colors and layout of the page.

myASU Access

- The Home tab at the top of the pages takes you to your home page.
- The Courses tab at the top of the page takes you to a page listing all of the myASU courses you are enrolled in.
- The Organizations tab takes you to a page listing the sites of the organizations you belong to.
- The ASU Bookmarks tab takes you to a resource page with links to websites.

Support Contact Information

- For myASU problems/questions go to the Customer Assistance Center – Computing Commons Room 202, 480-965-6500 or email [myasu-q@asu.edu](mailto:myasu-q@asu.edu).

ASURITE and Password Issues

**IMPORTANT! IN ORDER FOR YOU TO USE THESE RESOURCES, YOU MUST HAVE AN ACTIVE ASURITE ID!!**

- ASURITE IDs can be activated and passwords can be changed via the web at <http://asu.edu/asurite>. To change a password you must know your current password.
- For ASURITE / Password Issues – ASU Main – contact the Computing Accounts office\* in the Computing Commons Rm. 202 - M-F 8 a.m.-5 p.m., [computer.accounts@asu.edu](mailto:computer.accounts@asu.edu) or 480-965-1211.

\*In person assistance requires a valid photo ID.

***Student Success***

***To be successful:***

- ***read announcements on BB***
- ***read and respond to course email messages as needed***
- ***complete assignments by the due dates specified***
- ***communicate regularly with your instructor and peers***
- ***create a study and/or assignment schedule to stay on track***

***Please let me know if there is anything I can do to help you thrive in this class!***



# Lingüística aplicada

Adquisición del español como segunda lengua

Dale A. Koike

University of Texas at Austin

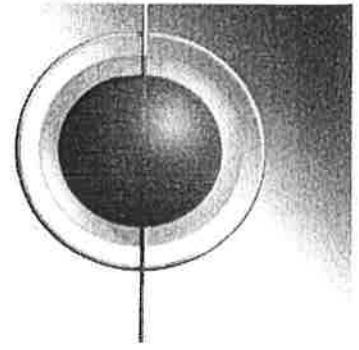
Carol A. Klee

University of Minnesota



John Wiley & Sons, Inc.

# Preface



Spanish is the most studied foreign language at all educational levels in the English-speaking Western world, especially the United States. Spanish language and bilingual education teachers are highly sought in school districts across the country, and universities are pressed to train competent, linguistically proficient teachers to fill those positions. The need for qualified Spanish teachers will continue to grow this new millennium. To train these teaching candidates adequately, universities must instruct future teachers in the Spanish language and culture and in the techniques of teaching how to impart this knowledge in the most efficient way to their learners.

*Lingüística aplicada* is dedicated to this goal: to clarify to future teachers important aspects of the Spanish language, related cultural aspects, and second language acquisition, including issues of technology and assessment, to prepare them for the task they face in the schools. This is not a text on methodology of Spanish language teaching, nor is it a comprehensive review of the Spanish grammar. Instead, *Lingüística aplicada* provides a background of issues and concepts of second language acquisition, and delves into topics of the Spanish language that are usually problematic for English-speaking learners of Spanish. The information on these topics is informed by research in second language acquisition. In presenting a mixture of information in these areas, we hope that this textbook can help bridge the gap between second language research in Spanish, the typical Spanish language university curriculum, and educational methodology courses.

*Lingüística aplicada* is aimed at the college undergraduate and intended for future Spanish language teachers who want to teach at any level of instruction. It can also be used by non-teaching candidates to learn about certain aspects of the Spanish language so that they can improve their linguistic abilities, develop a greater awareness of the process of learning another language, and also expand their knowledge of the many facets of the Spanish language itself. Considering the various goals of different audiences, the text might be utilized in several ways. For example, most of the content of all the chapters is related to issues of Spanish language learning. For those readers who are not interested in teaching, Chapter 2 on second language acquisition, Chapter 9 on technology, and Chapter 10 on assessment might be omitted.

The approach taken in *Lingüística aplicada* reflects a belief in the value of discourse analysis, pragmatics, and sociolinguistics in the fields of second language acquisition and applied linguistics. This text does discuss grammatical issues that are problematic to language learners; however, where possible, points are presented in the context of a larger body of discourse instead of isolated utterances. Students are encouraged to practice working with information in these contexts, and to begin an elementary level of discourse analysis themselves in analyzing actual native speaker and learner production. We

believe this practice leads to a greater awareness of how the language works in its totality, and also provides a context for the learning of the metalanguage, or ways to talk about the language, which is needed to discover linguistic elements.

Instead of assuming a base of linguistic knowledge of Spanish, we aim to expand and reinforce students' existing knowledge of the language and cultural issues. Since our goal is to train teachers to conceptualize and teach the Spanish language as a communicative system, rather than as a set of grammatical rules, we include information of Spanish pragmatics and sociolinguistics as much as possible. The topics are treated at both the conceptual and language-specific level, a feature that is unique to this textbook. We hope that this presentation leads to a further discussion and elaboration of the points contained herein.



## CONTENTS

*Lingüística aplicada*, written entirely in Spanish, addresses areas of Spanish applied linguistics that we believe are most important for future educators of the Spanish language. These include an introduction to the field of applied linguistics, research in the area of second language acquisition, a study of the Spanish language itself and the problems that English-speaking learners often encounter, the relationship between language and society/culture, and the use of technology and proficiency assessment. We have integrated teachers' notes and some illustrations of the course material in a web site on the Internet, so that readers can learn about technology and applied linguistics at the same time that they are using it to learn. An accompanying CD-ROM includes video clips that allow students to see native speakers and hear aspects of Spanish as they learn about them, such as the use of *vos* by an Argentine speaker. A general overview of the book includes the following:

- ▶ Applied linguistics
- ▶ Second language acquisition (SLA)
- ▶ Pronominal system
- ▶ Verbal system
- ▶ Modal system
- ▶ Morphology, semantics, and the lexicon
- ▶ Pragmatics
- ▶ Sociolinguistics and bilingualism (including Spanish in the U.S.)
- ▶ Technology and language teaching
- ▶ Language proficiency assessment

Phonetics and phonology are not included in this text because these areas are usually covered in a separate course with its own materials, emphasizing the pronunciation of each sound in isolation and in various contexts, as well as other phonological information.

**Chapter 1** serves as an introduction to the book and to the field of applied linguistics. We situate this field within the broader field of linguistics, and

discuss the various areas of linguistic study such as phonology, morphology, grammar, semantics, discourse analysis, and pragmatics. The field of SLA is introduced in **Chapter 2**, including general theoretical information relevant to the teaching and learning of a second language. The inclusion of SLA material is unique to this text on Spanish applied linguistics, and it is crucial for providing future teachers a background knowledge of the processes of acquiring a second language from the learner's perspective.

**Chapter 3** addresses the area of Spanish pronouns, concentrating on areas that usually present problems for native English learners of Spanish, such as clitic pronouns. This chapter also discusses dialectal pronominal differences.

**Chapter 4** addresses the morphology and organization of the verbal system. It illustrates the ideas of roots and verbal affixation, and the differences between tense and aspect. This chapter explores the aspectual system of Spanish, with particular attention to the use of the perfective and imperfective aspects, and presents research on Spanish SLA and aspect.

**Chapter 5** addresses mood in Spanish. The chapter defines the concepts and organization of the mood in Spanish, focusing on the subjunctive mood, which is particularly problematic for learners. It illustrates the morphology and organization of the subjunctive and reveals how the complexities of this mood present difficulties to learners, as shown by SLA research in this area. Since most Spanish subjunctive use is related to clausal subordination, some discussion is devoted to this topic as well as to the coordination of tenses across clause boundaries. The element of conjunctions is included to stress the development of syntactic complexity.

**Chapter 6** addresses some areas of the lexicon and semantics. The area of morphology is revisited, illustrating the ideas of root and processes of affixation in nouns, keeping in mind that the main objective is to help learners develop strategies by which they can decode words they may not understand in listening comprehension or reading, or to make an "intelligent guess" when faced with the problem of producing a word they do not know. The chapter reviews the concept of word families and inflectional and derivational affixes. It includes the concepts of denotation and connotation. It also presents areas of difficulty such as the distinction between *ser* and *estar*, which have also been studied recently in relation to SLA. It leads into a treatment of the acquisition of vocabulary by second language learners, including an examination of communication strategies, such as the ability to paraphrase and circumlocute when a lexical item is not known.

From many years of experience in teaching a Spanish Applied Linguistics course and working in Spanish teacher preparation programs, it is clear to us that most prospective nonnative Spanish teachers, having just recently passed through a language program themselves, have not adequately worked with the language to have mastered these concepts, much less to teach them to others. They need to review them and also look at them from the perspective of a teacher. In the case of Hispanic heritage and native speaking prospective Spanish teachers, many do not know the grammatical rules and metalanguage that they need to teach these linguistic elements. Thus, this extra grammar review and organization of material serves them well. The presentation of these points is contextualized at the discourse level as much as possible, instead of being restricted to the sentence level.

**Chapter 7** encompasses the areas of pragmatics, which is discussed with the goal of making students aware of cross-cultural pragmatic differences,

such as the ways that native Spanish speakers make suggestions, as opposed to those of English speakers. We also examine pragmatic differences within the various Hispanic cultures, such as the ways requests are formed in various Hispanic countries. The need to provide learners with opportunities to practice language skills in functional contexts is addressed, as in role plays and situations that elicit the use of different speech acts, in various registers, and in public and private voices.

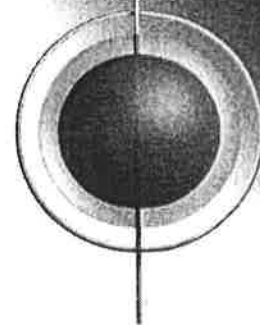
This discussion on pragmatics leads to **Chapter 8** on sociolinguistics and bilingualism in the Hispanic world. The teaching of the Spanish language should always be related to its context of use; namely, the culture and society of the people who use the language. For this reason, we believe that it is important to include a section on sociolinguistics, another unique feature of this text. Besides the fact that most Spanish students are strongly interested in the relationship between the language and society/culture of the Hispanic peoples, the discussion of Hispanic sociolinguistics provides a necessary understanding of how language reflects social realities and societal changes and influences. Students can become aware of how the language reflects differences in the society, such as those of social status, socio-economic differences, age, gender, and education, and how various intrinsic and extrinsic factors lead to language change. This section then leads to an examination of bilingualism in the Hispanic world, and coexistence (not always without tension) of languages in many regions. For those who will go on to teach standard Spanish, for example, to Spanish heritage speakers in the United States, this information is essential to understand the background of this student population. The textbook attempts to motivate reflection on dialectal and social differences as seen in the language of various Hispanic regions, on acceptance of nonstandard norms, and on how to confront the situation of having to teach standard Spanish to speakers of a nonstandard Spanish variety.

**Chapter 9** presents another important aspect of language teaching, which is the use of technology in teaching a second language. The discussion on technology reviews the development of the application of technology to SLA, and explores in particular the use of the chat room. Computer-assisted language instruction is a popular means of teaching and working with the language, and an aid to traditional teaching techniques. Yet, to be effective, these aids as utilized by teachers and learners need to be based on informed choices. The format used, the kind of feedback given to the learner, the tasks required, and the features offered are all issues that need to be considered.

**Chapter 10** is devoted to the unique genre of language proficiency evaluation. With the advent of communicative language teaching methodology, teachers were faced with the problem of finding nontraditional forms of evaluation of language learning. The discrete-point, written examinations used in the past no longer reflected all the linguistic aspects of the communicative classroom. In this chapter we discuss the notions and characteristics of achievement, proficiency, and "prochievement" tests, the need for and problems of holistic grading criteria, issues of test validity and reliability, and the concept of particular linguistic functions (such as narrating, stating and supporting an opinion) as associated with given levels of linguistic proficiency. Also presented are the National Standards, the ACTFL Proficiency Guidelines, alternative assessment measures, and rubrics.



# Contenido



PREFACE .....	iii
<b>CAPÍTULO 1: INTRODUCCIÓN: LA LINGÜÍSTICA APLICADA .....</b>	<b>1</b>
Introducción: La lingüística aplicada en el campo de estudios de la adquisición de segundas lenguas .....	1
¿Qué es la lingüística? .....	2
¿Qué es la lingüística aplicada? .....	3
Una breve historia de la enseñanza de segundas lenguas .....	3
Gramática-Traducción: Enfoque en las reglas y la traducción 4    Método Directo: Aprender la L2 como la L1 6    Método Audiolingüe (ALM): Modelo conductivista de estímulo y reacción; estructura de la lengua 7    Código Cognitivo: Los procesos cognitivos al aprender la L2 10    Monitor Model: La distinción entre la adquisición y el aprendizaje 11    Metodología Comunicativa 13	
Repaso .....	17
Ejercicios finales 18    Para pensar y discutir 19    Términos importantes 20	
Obras consultadas 20	
<b>CAPÍTULO 2: EL CAMPO DE INVESTIGACIÓN DE LA ASL .....</b>	<b>21</b>
Introducción: El campo de investigación de la ASL .....	21
Algunas hipótesis importantes dentro del campo de la ASL .....	22
El análisis contrastivo 22    El análisis de errores y los estudios sobre el orden de adquisición de morfemas 23    La marcadaez 24	
Otras hipótesis más recientes sobre la ASL .....	25
La hipótesis relacionada al input 26    La hipótesis de fijar la atención 26	
La hipótesis interaccionista 27    La hipótesis de variabilidad; la sociocultural 30	
Algunos procesos relacionados a la ASL .....	32
La transferencia 32    La simplificación/regularización/sobregeneralización 33	
Algunos principios de aprendizaje 33    El valor comunicativo 34	
El uso de expresiones fijas 35	
El impacto del campo de la ASL en la pedagogía reciente .....	36
El papel del maestro: expectativas; corrección de errores; retroalimentación 36	
El papel del estudiante: actividades 39    La influencia de las investigaciones de la ASL en los materiales de clase 40	
Repaso .....	41
Ejercicios finales 41    Para pensar y discutir 42    Términos importantes 43	
Obras consultadas 43	

<b>CAPÍTULO 3: LOS PRONOMBRES</b> .....	<b>45</b>
Introducción: ¿Qué es un pronombre? .....	45
El pronombre sujeto .....	46
<i>La omisión del pronombre sujeto (el sujeto nulo)</i> 47 <i>La posposición del pronombre sujeto con relación al verbo</i> 49 <i>El uso apropiado de <u>tú</u> y <u>Ud.</u></i> 50	
Los pronombres enclíticos .....	52
<i>El pronombre de complemento indirecto</i> 53 <i>Le → se</i> 54 <i>La reduplicación enclítica</i> 54 <i>El pronombre complemento directo</i> 56 <i>El orden de los pronombres</i> 59 <i>El pronombre con valor reflexivo</i> 60 <i>Usos de <u>se</u></i> 61	
El complemento del sintagma preposicional .....	62
Los pronombres y la ASL .....	63
Repaso .....	64
<i>Ejercicios finales</i> 64 <i>Términos importantes</i> 65 <i>Obras consultadas</i> 65	
 <b>CAPÍTULO 4: EL SISTEMA VERBAL</b> .....	 <b>67</b>
Introducción: La formación verbal .....	68
<i>La vocal temática</i> 69 <i>Persona-número</i> 69 <i>Las formas infinitas</i> 71	
Los tiempos verbales .....	71
El presente .....	71
<i>La morfología del presente</i> 71 <i>Los verbos irregulares</i> 72 <i>Los usos del presente</i> 74	
El presente progresivo .....	76
<i>La morfología del presente progresivo</i> 76 <i>Los usos del presente progresivo</i> 77	
El futuro .....	78
<i>Las formas del tiempo futuro sintético</i> 78 <i>Los usos del tiempo futuro</i> 78	
Los tiempos perfectivos compuestos .....	79
<i>La morfología de los tiempos perfectivos compuestos</i> 79 <i>Los usos de los tiempos perfectivos compuestos</i> 80	
El pretérito y el imperfecto .....	81
<i>Las formas del pretérito</i> 81 <i>Los verbos irregulares del pretérito</i> 81	
<i>Las formas del imperfecto</i> 83 <i>Los contrastes entre el pretérito y el imperfecto: El aspecto verbal</i> 83	
Estudios de ASL y aspecto .....	88
Repaso .....	89
<i>Ejercicios finales</i> 90 <i>Términos importantes</i> 91 <i>Obras consultadas</i> 92	
 <b>CAPÍTULO 5: LOS MODOS Y LAS ORACIONES COMPLEJAS</b> .....	 <b>95</b>
Introducción: Los modos y las oraciones complejas .....	95
<i>El indicativo</i> 96 <i>El condicional</i> 96 <i>El imperativo</i> 97	
El subjuntivo .....	99
<i>La morfología del subjuntivo</i> 99	
El uso del subjuntivo .....	101
<i>La oración compleja</i> 101 <i>La oración subordinada nominal</i> 102	
<i>La oración subordinada adjetiva</i> 104 <i>La oración subordinada adverbial</i> 105	
<i>Otras perspectivas sobre el subjuntivo</i> 106	
Los modos y la ASL .....	107

La coordinación de los tiempos verbales .....	110
Las conjunciones .....	114
Repaso .....	115
<i>Ejercicios finales</i> 115 <i>Términos importantes</i> 117 <i>Obras consultadas</i> 117	
<b>CAPÍTULO 6: LAS PALABRAS Y SU SIGNIFICADO .....</b>	<b>119</b>
Introducción: La morfología .....	119
<i>Los sufijos flexionales</i> 120 <i>Los afijos derivativos</i> 121 <i>La composición</i> 123	
El género .....	124
Diferencias semánticas .....	126
<i>La connotación</i> 127 <i>La denotación</i> 128 <i>Ser y estar</i> 130	
El léxico y la ASL .....	134
Repaso .....	137
<i>Ejercicios finales</i> 137 <i>Términos importantes</i> 138 <i>Obras consultadas</i> 138	
<b>CAPÍTULO 7: LA PRAGMÁTICA .....</b>	<b>141</b>
Introducción: ¿Qué es la pragmática? .....	141
Los actos de habla .....	142
La implicatura .....	146
La cortesía verbal .....	149
El sistema deíctico .....	152
La pragmática y la ASL .....	156
Repaso .....	157
<i>Ejercicios finales</i> 157 <i>Términos importantes</i> 158 <i>Obras consultadas</i> 158	
<b>CAPÍTULO 8: LENGUA Y SOCIEDAD EN EL MUNDO HISPANOHABLANTE .....</b>	<b>161</b>
Introducción: Lengua y sociedad .....	162
¿El español o el castellano? .....	162
Lengua y dialecto .....	163
<i>La comunidad de habla</i> 164	
Diferencias regionales .....	165
<i>Diferencias fonológicas: El seseo</i> 165 <i>Diferencias fonéticas: La aspiración y elisión de /s/</i> 165	
<i>Diferencias fonéticas: El trueque de /r/ y /l/</i> 166	
<i>Diferencias gramaticales</i> 166 <i>Diferencias lexicales</i> 167	
La estratificación social .....	168
<i>La edad</i> 169 <i>La clase social</i> 169 <i>El sexo</i> 170 <i>La educación</i> 171	
Factores contextuales .....	172
Contextos bilingües .....	175
<i>El español en el suroeste</i> 177 <i>La alternancia de códigos</i> 179	
Características del español mexicano-americano .....	180
<i>El continuo bilingüe</i> 182	
La sociolingüística y la ASL .....	184
Repaso .....	185
<i>Ejercicios finales</i> 186 <i>Términos importantes</i> 187 <i>Obras consultadas</i> 188	

<b>CAPÍTULO 9: LA TECNOLOGÍA Y LA ASL</b> .....	191
Introducción: Instrucción apoyada por la computadora .....	191
Una base teórica para la interacción con la tecnología .....	193
El uso sincrónico de la computadora en encuentros:	
El contexto de la sesión de chateo .....	193
El uso sincrónico de la computadora en parejas .....	195
Brecha de información 195      Rompecabezas 195	
Más allá de la sesión de chateo .....	198
Repaso .....	199
Ejercicios finales 200      Para pensar y discutir 201      Términos importantes 201	
Obras consultadas 201	
 <b>CAPÍTULO 10: MEDIOS PARA MEDIR LA COMPETENCIA DE LA L2</b> .....	 205
Introducción: Criterios para medir competencia .....	206
Los Estándares Nacionales .....	206
Los objetivos de un programa de español como L2:	
La competencia comunicativa .....	208
El efecto retroactivo de un examen 208	
La entrevista de competencia oral ( <i>Oral Proficiency Interview, OPI</i> ) .....	209
El formato de la OPI 209      Los ACTFL Proficiency Guidelines 209	
Superior 210      Avanzado (alto, medio, bajo) 211      Intermedio (alto, medio, bajo) 212      Novicio (alto, medio, bajo) 213      La evaluación de la competencia 214	
La entrevista de competencia oral simulada ( <i>SOPI</i> ) .....	215
El examen <i>prochievement</i> .....	217
La evaluación alternativa sobre la L2 .....	220
Listas de comprobación 220	
Las rúbricas .....	221
Las rúbricas holísticas 221      Las rúbricas analíticas 221      Las rúbricas enfocadas en un rasgo principal 223      Las rúbricas de rasgos esenciales 223      El diseño y uso de rúbricas 223      La auto-evaluación 224      Los portafolios 225	
Repaso .....	225
Ejercicios finales 226      Términos importantes 226      Obras consultadas 227	
 <b>APÉNDICE A: La conjugación de los verbos regulares:</b> comprar, vender, vivir .....	 229
 <b>APÉNDICE B: Reglas básicas para la acentuación</b> .....	 231
 <b>APÉNDICE C: Criterios de evaluación – El habla</b> .....	 232
 <b>APÉNDICE D: Los signos ortográficos comunes en español</b> .....	 233
 <b>GLOSARIO</b> .....	 234
 <b>ÍNDICE</b> .....	 240