

## Bibliografía

- Baker, C. (1992). *Attitudes and language*. Clevedon: Multilingual Matters.
- \_\_\_\_\_ (2001). *Foundations of bilingual education and bilingualism, 3rd. Edition*.  
Clevedon: Multilingual Matters.
- Berumen, B. (2003). Efectos de la globalización en la educación superior en México.  
[\[http://www.eumed.net/coursecon/ecolat/mx/mebb-educa.htm\]](http://www.eumed.net/coursecon/ecolat/mx/mebb-educa.htm)
- Bogdan, R. & Biklen, S. (1998). *Qualitative research for education: An introduction to theory and methods*. Boston: Allyn and Bacon.
- Cervera, C. (1995). Valores y virtudes en la educación. *Revista Proyecto*. 3, 6. México: I.I.D.E.A.C. pp. 2-6
- Corder, S. P. (1974) Idiosyncratic dialects and error analysis. In Richards, J. (Ed). *Error analysis: perspectives on second language acquisition*. (pp. 158-171) Essex: Longman.
- Crystal, D. (1998). *The Cambridge encyclopedia of language. Second edition*. Cambridge: Cambridge University Press.
- Cummins, J. & Swain, M. (1986). *Bilingualism in education*. London: Longman.
- Davies, A. (1996). Proficiency or the native speaker: What are we trying to achieve in ELT. In G. Cook & Seidlhofer (Eds), *Principle and practice in applied linguistics*. (pp.145-157). Oxford: Oxford University Press.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
- Ferris, D. (1997). The influence of teacher commentary on student revision. *TESOL Quarterly*, 31, 315-339.

- Fathman, A. & Whalley, E. (1990). Teacher response to student writing: Focus on form versus content. In B. Kroll (Ed), *Second language writing: Research insights for the classroom* (pp. 178-190). New York: Cambridge University Press.
- Flatley, J. (1996). A comparison between native speaker and non-native speaker teachers in terms of judging acceptability, attitudes to error, and treatment of error. MA in Applied Linguistics (TESOL). University of Surrey. Disponible: [\[http://www.surrey.ac.uk/ELI/flatley.pdf\]](http://www.surrey.ac.uk/ELI/flatley.pdf)
- Goldstein, L. (2001) For Kyla: What does the research say about responding to ESL writers. In T. Silva and P. Matsuda (Eds). *On second language writing* (pp. 73-90). Mahwah, NJ: Lawrence Erlbaum Associates.
- Gómez, S. (2003). El Imparcial. En Berumen, B. (2003). *Efectos de la globalización en la educación superior en México*.  
[\[http://www.eumed.net/coursecon/ecolat/mx/mebb-educa.htm\]](http://www.eumed.net/coursecon/ecolat/mx/mebb-educa.htm)
- Grabe, W. & Kaplan, R. (1996). *Theory and practice of writing: An applied linguistic perspective*. New York: Longman.
- Gubern, (1999). Strategies for effective research on the teaching and learning of writing. *Learning and Instruction*, 2, 223-228.
- Haughes, A. & Lascaratou, C. (1982) Competing criteria for error gravity. *ELT Journal* 36,3, 175-182.
- Heath, S. B. (1983). *Ways with words: language life, and work in communities and classrooms*. New York: Cambridge University Press.
- Hedge, T. (2000) *Teaching and learning in the language classroom*. New York: Oxford University Press
- James, C. (1977) Judgements of error gravities. *ELT Journal* 31, 2, 116-124.

- Jiménez, R., Smith, P. H. & Martínez-León, N. (2003). Freedom and form: The uses of language and literacy in two Mexican schools. *Reading Research Quarterly*, 38, 4.
- Kaplan, R. B. (1999). The ELT: Ho(NEST) or not Ho(NEST)?. *TESOL NNEST Newsletter* 1, 1, 5-8. Disponible: <http://nnest.moussu.net/news/news1.pdf>
- Kogen, M. (1986). The conventions of expository writing. *Journal of Basic Writing* 5, 24-37.
- Kroll, B. (Ed.). (1991). *Second language writing. Research insights for the classroom*. New York: Cambridge University Press
- Larsen-Freeman, D. (1991). Teaching grammar. In M. Celce-Murcia (Ed), *Teaching English as a second or foreign language* (2<sup>nd</sup> ed). Boston: Heinle & Heinle Publishers.
- Matsumara, L. C., Patthey-Chavez, G. G., Valdés, R. & Garnier, H. (2002). Teacher feedback, writing assignment quality, and third-grade students' revision in lower — and higher— achieving urban schools. *The Elementary School Journal*, 103, 1, 4-25.
- Medgyes, P. (1994). *The non-native teacher*. London: MacMillan.
- \_\_\_\_\_ (1992). Native or non-native: who's worth more?. In Hedge, T. & Whitney, N. (Ed.). *Power, pedagogy and practice*. (pp. 31-42). New York: Oxford University Press.
- Merriam, S. B. (1998). *Qualitative research and case study. Applications in education*. (Rev. Ed.). San Francisco: Jossey Bass.
- Myles, J. (2002) Second language writing and research: The writing process and error analysis in student texts. *Teaching English as a second or foreign language* 6, 2, 3-17. [<http://www-writing.berkeley.edu/TESL-EJ/ej22/a1.html>]

- Nunan, D. (1992). *Research methods in language learning*. Cambridge: Cambridge University Press.
- Ommaggio Hadley, A. (1993). *Teaching language in context*. Boston: Heinle & Heinle.
- Oppenheim, A. N. (1999). *Questionnaire, design, interviewing and attitude measurement*. London: Pinter.
- Raimes, A. (1991). Out of the woods: Traditions in the teaching of writing: *TESOL Quarterly*, 25, 407-430.
- Rampton, M. B. H. (1990). Displacing the “native speaker”: expertise, affiliation, and inheritance”. *ELT Journal*, 44, 2, 97-101.
- Reid, J. M. (1993) *Teaching ESL writing*. New Jersey: Prentice Hall.
- Richards, J. & Rodgers, T. S. (2000). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Richards, J., Platt, J & Platt, H. (1997). *Longman dictionary of language teaching and applied linguistics*. London: Longman.
- Robb, T., Ross, S & Shortreed, I. (1986). Salience of feedback on error and its effect on EFL writing quality. *TESOL Quarterly*, 20, 83-93.
- Rodby, J. (1992). *Appropriating literacy: Writing and reading in English as a second language*. Boston: Cook Publishers.
- Rucker, M. L. & Thomson, S. (2003) Assessing student learning outcomes: an investigation of the relationship among feedback measures. *College Student Journal*, 37, 3, 400-405.
- Secretaría de Educación Pública (2003). Ampliación de los acervos de bibliotecas de Aula y Escolares 2004-2005.
- [[http://www.sep.gob.mx/wb2/sep/sep\\_Ampliacion\\_de\\_los\\_acervos\\_de\\_bibliotecas\\_de\\_Au](http://www.sep.gob.mx/wb2/sep/sep_Ampliacion_de_los_acervos_de_bibliotecas_de_Au)]

- Shaughnessy, M. (1977). *Errors and expectations*. New York: Oxford University Press.
- Sheorey, R. (1986) Error perceptions of native-speaking and non-native speaking teachers of ESL. *ELT Journal*, 40, 4, 306-312.
- Schmelkes, S. (1994). *Evolución y calidad educativa. Diversidad en la educación*. México: SEP- UPN.
- Tang, C. (2000). The identity of the non-native ESL teacher. *TESOL Quarterly*, 31, 3, 577-580.
- Taniguchi, J. M. (2003). Who does what with errors?. *Cross Currents*, 40, 3, 171-177.
- Ur, P. (1996). *A course in language teaching*. Cambridge: Cambridge University Press.
- Vergara, L. (1995). La educación en el México de hoy (con énfasis en el nivel básico). En Rubio Fernández (Eds), *México a la hora del cambio* (pp. 20-45). México: Editorial Cal y Arena.