Developing oral discourse competence in advanced learners of Spanish: From language to content, to task in a content-based advanced language class.

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Content-based instruction

- Content-based language learning and content-based language programmes

- Pedagogical
  - Content and language integration
  - Enhanced cognitive awareness
  - Evaluation and feedback

- Challenges and recommendations for future work

APPROACHES TO CBI

(Woolf, A. & Watson, M. 2002)

Content-based + Task-based Instruction

- Cooperative learning
  - Synthesising writing (writing by doing)
  - Role play activities
  - Mapping-based learning/interactive
  - Target training
  - No-failure-based syllabus (constructivist)
  - Focus on form

Task-based instruction

- Acquire with a focus on writing the written/switching to writing
  - Cooperative learning
  - Reproducing writing (e.g., Kohonen, 1993)
  - Active writing
  - Learning with a focus on form awareness
  - Self-evaluation
  - Challenges
  - Deepening/evolving tasks
  - Reflective learning
  - Teachers' perception


References:
Spanish 102. Advanced oral communication through cultural topics: Spans

Follows the new curricular approach

- Students perceived logistic needs
- Students' practical needs and purposes to satisfy the I2
- Our view of language, kind of SLA

Contents

I. Contextual Goals

A. Inter-cultural Goals
- Improve the students' capacity to understand and communicate with speakers from a different cultural and linguistic background
- Provide experience with the cultural expressions of Spanish-speaking communities, the Spanish culture.
- Increase their knowledge of the culture.
- Improve their oral communication skills

II. Language

A. Grammar
- Present and past tense
- Subjunctive and indicative
- Relative pronouns

B. Vocabulary
- Food and drink
- Expressions of everyday life

III. Tasks

A. Communication gap: comparing past and present life (p.e. laundry)
- Students work in pairs to role-play a situation from their past and present life.
- They discuss and evaluate the differences and similarities.

B. Culture gap: comparing past philosophies (p.e. religion)
- Students research and present a comparison between past and present philosophies.
- They discuss and reflect on the changes and continuities.

C. Thinking gap: comparing past and present roles (p.e. family)
- Students explore and discuss the role of family in past and present times.
- They reflect on the evolution of family roles.

D. Language gap: comparing past and present language (p.e. slang)
- Students analyze and present examples of language changes.
- They discuss and evaluate the impact of language changes on communication.

E. Issues gap: comparing past and present issues (p.e. war)
- Students research and present a comparison between past and present issues.
- They discuss and reflect on the differences and similarities.

F. Writing gap: comparing past and present writing styles (p.e. letters)
- Students analyze and present examples of writing changes.
- They discuss and evaluate the impact of writing changes on communication.

G. Artistic gap: comparing past and present artistic expressions (p.e. music)
- Students research and present a comparison between past and present artistic expressions.
- They discuss and reflect on the differences and similarities.

H. Educational gap: comparing past and present educational programs (p.e. school)
- Students research and present a comparison between past and present educational programs.
- They discuss and reflect on the differences and similarities.

I. Cultural gap: comparing past and present cultural practices (p.e. holidays)
- Students research and present a comparison between past and present cultural practices.
- They discuss and reflect on the differences and similarities.

J. Social gap: comparing past and present social interactions (p.e. greetings)
- Students research and present a comparison between past and present social interactions.
- They discuss and reflect on the differences and similarities.

K. Political gap: comparing past and present political situations (p.e. government)
- Students research and present a comparison between past and present political situations.
- They discuss and reflect on the differences and similarities.

L. Economic gap: comparing past and present economic conditions (p.e. currency)
- Students research and present a comparison between past and present economic conditions.
- They discuss and reflect on the differences and similarities.

M. Technological gap: comparing past and present technological advancements (p.e. communication)
- Students research and present a comparison between past and present technological advancements.
- They discuss and reflect on the differences and similarities.

N. Environmental gap: comparing past and present environmental situations (p.e. pollution)
- Students research and present a comparison between past and present environmental situations.
- They discuss and reflect on the differences and similarities.

O. Medical gap: comparing past and present medical situations (p.e. health care)
- Students research and present a comparison between past and present medical situations.
- They discuss and reflect on the differences and similarities.

P. Scientific gap: comparing past and present scientific advancements (p.e. science)
- Students research and present a comparison between past and present scientific advancements.
- They discuss and reflect on the differences and similarities.

Q. Religious gap: comparing past and present religious practices (p.e. worship)
- Students research and present a comparison between past and present religious practices.
- They discuss and reflect on the differences and similarities.
Now analyzing results from post-SA
LCT framework for Spanish 202
(Based on Short, 2000)
<table>
<thead>
<tr>
<th>CONTENT</th>
<th>Type of discourse</th>
<th>Discourse markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish Social Issues</td>
<td>Controversy over legalization of adoption by homosexual couples</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>Expository</th>
<th>Indirect speech</th>
<th>Input</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Input</td>
<td>- sin embargo (however)</td>
<td>- organizing and sequencing information</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- pero (but)</td>
<td>- three of these</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- no + verb + sino ... (not + verb + but ...)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- aunque (although)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>- lo cierto es que ... (the truth is that ...)</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>- cuando + subjunctivo (when + subjunctive -future)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The image contains handwritten notes: "Ejemplo: TV, talk show, etc."
**EXAMPLE 2**

**Content-Language-task Interaction**

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>Area 1</th>
<th>Immigration, Illegal Immigration.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LANGUAGE</td>
<td>Input</td>
<td>Output</td>
</tr>
<tr>
<td>Expository</td>
<td>VIDEO 1</td>
<td>- performs and their referents...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- más de ellos...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- estos son...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- personas...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- conjunct: porque...</td>
</tr>
<tr>
<td>Pre-task</td>
<td>VIDEO 2</td>
<td>- performs and their referents...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- además de ellos...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- conjunct: debido a...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- por otra parte...</td>
</tr>
<tr>
<td>TASK</td>
<td>Output</td>
<td>Discourse markers</td>
</tr>
<tr>
<td>Interpersonal Argumentation</td>
<td>VIDEO 3</td>
<td>- conjunct: para que + subj</td>
</tr>
<tr>
<td>Expository</td>
<td></td>
<td>- en embargo (however)</td>
</tr>
</tbody>
</table>

**TASK CYCLE**

- **TASK**: Students debate on the topic following a specified format
- **PLANNING**: Final statement, prepared by the group
- **REPORT**: Presentation to the class of final statement
- **PEER-ASSESSMENT**: Content-based

**LANGUAGE FOCUS**

- Video-taped debate: "notice how he used discourse markers..."