Creating Community and Making Connections in the Third-Year Spanish Course: A Content-Based Approach

Kathleen A. Bueno
Southern Illinois University–Edwardsville

Abstract: *In response to advances in second language acquisition (SLA) research and the establishment of national standards for foreign language study, considerable experimentation has taken place in the design of third-year courses during the past five years. However, several practical issues warrant further study and discussion. These include (1) developing courses that facilitate progress toward ACTFL advanced proficiency and (2) redesigning programs to meet the diverse career needs of students. In this article, the author addresses the first issue by discussing a third-year composition and conversation course designed to increase students' communicative skills and the second issue by suggesting links to other subject matter. Areas for future research on the design of the language course sequence are suggested.*

Introduction

In recent years, foreign language educators have identified the third year of language study as an area in need of curricular revision (Landes & Audigier, 1995; Koike & Biron, 1996; Varona, 1999; Mittman, 1999; Rifkin, 2000). As Mittman (1999) contends, third- year courses play a pivotal role because students that register in these courses "commit to advanced study" and view a major or minor in a foreign language as "complementary to other sets of skills which may be more or less linked to future career options" (p. 481). Mittman suggests that curricular revision entail respecting and attending to what students "know they need" and determining what else they need to meet professional and personal goals (pp. 481–82).

If, as Mittman suggests, the third year of language study represents a gateway to further study, then the third-year composition and conversation course serves as a gatekeeper. In this prerequisite to advanced electives, students traditionally face a thorough review of target-language grammar and an introduction to literary analysis and commentary. As a result, a major curricular shift occurs: Course content no longer focuses solely on skill getting, but centers increasingly on knowledge about Hispanic cultures and literary works. Students face "sudden jumps in difficulty" (Bragger & Rice, 1999) as they work with materials and complete tasks far beyond their current level of proficiency.

Several educators contend that a focus on content is essential for developing proficiency and meeting students' professional and personal goals (Bragger & Rice, 1999, Stryker & Leaver, 1997 and Hoecherl-Alden, 2000). This article describes an instructor's attempt at redesigning Spanish 301, a third-year composition and conversation, as a content-based course created to meet learners' needs in a Midwestern state university. The description provides insights about what students know they need, and what else they need, to meet their goals for the future. Finally, the

Kathleen A. Bueno (PhD, Saint Louis University) is Associate Professor of Spanish at Southern Illinois University–Edwardsville, Edwardsville, Illinois.

article includes suggestions for course design and high-lights challenges for implementing content-based courses in foreign language programs.

The Challenges of Designing a Content-Based Course

Stryker and Leaver (1997) delineate three key elements of content-based courses: (1) a subject matter core, (2) the use of authentic texts, and (3) appropriateness with regard to learners' needs. Determining the subject matter core for the third-year conversation and composition course presents a particular challenge because of the variety of career goals and interests of students enrolled in the course.

As Table 1 indicates, students enrolled in Spanish 301 for a variety of reasons. Twenty-six of the 36 students who enrolled in the course sought a minor in Spanish or to enhance their basic language skills to meet career or pro-

fessional needs. Among the Spanish majors, four planned to teach Spanish in high school, and another student planned to seek teacher certification with a double major in Spanish and French. The other two Spanish majors also aspired to double majors: One student planned to major in Spanish and geography and the second in Spanish and computer management systems.

Table 2 documents the majors of the students not majoring in Spanish. Most of these students took the course because knowledge of Spanish is an asset for professionals in their chosen disciplines. The two students taking the course for personal reasons had not decided on a major, but they expressed awareness that knowledge of Spanish is important in contemporary U.S. society. The heritage learner, whose in-laws lived in Mexico, expressed a desire to perfect her command of Spanish.

Given the diversity of student interests, the instructor

Table 1

STUDENTS' REASONS FOR ENROLLING IN SPANISH 301

Academic Goal	Spanish Major	Spanish Minor	Hispanic Heritage	Personal Interest	Professional Asset
Number of students	7	14	1	2	12

Table 2

NON-SPANISH-MAJORING STUDENTS' MAJORS AND MINORS

Number of Students	Major	Minor
4	Elementary Education	
3	English (secondary certification)	
3	Nursing	
2	Political Science	Spanish
2	Psychology	Spanish
2	Geography	Spanish
1	Liberal Studies	Spanish
1	Accounting	Spanish
3	Business	Spanish
1	Computer Management of Information Systems	
1	French	
1	Anthropology	Spanish
1	Social Work	
1	Speech Pathology	Spanish
10	Undecided	

chose five general topics related to the students' areas of interest that had been featured in the media during the seven months prior to the course. The following topics provided the structure of the course: habits and dependencies, changing cultural perspectives in contemporary Spain, the life of Mexican artist Frida Kahló, law and personal freedom, and discussions of chapters of two Hispanic novels published in the summer of 2000. The chapter from the first novel, *Amaranoth* by Ana María Matute, explores issues of gender roles in a retelling of the love story of Tristan and Isolde. The chapter of the second novel, *La fiesta del chivo* by Mario Vargas Llosa, focuses on the assassination of former Dominican Republic dictator Rafael Leónidas Trujillo y Molina and the effects of his regime. In developing the course around these topics, the instructor endeavored to simulate the kinds of communicative experiences that occur in Hispanic communities. Members of these communities read newspapers and books, watch films and television programs, talk about what they have read or viewed, and present their ideas and opinions about the topics in written form.

Another challenge in designing Spanish 301 pertained to the hybrid nature of the course. According to Mittman (1999), one main objective for both students and instructors of the third-year conversation and composition course is improving the students' language skills. As Table 3 reveals, most of the students enrolled in Spanish 301 who responded to a postcourse survey (Shaaban & Ghaith, 2000) shared this goal. Their expectations, however, differed significantly from the instructors' goals and from what research has demonstrated to be sound pedagogical practice. In the postcourse survey, students were asked to rate the significance of the objectives listed in the chart. They based their ratings on a Likert scale, whereby 1 represented "very insignificant" and 7 represented "very significant." Eight of 13 respondents rated the skill of speaking Spanish fairly fluently as very significant and seven reported that the ability to communicate with native speakers on a variety of issues was very significant. Six of the 13 respondents indicated that the ability to understand news broadcasts, television programs, and films was very significant to their learning goals. Only five of 13 rated being able to read texts and create written texts as very significant to their learning goals. Considerably fewer students (3 of 13) rated cultural understanding as very significant.

The data from the chart suggests a student agenda centering on the abilities of expressing oneself orally, participating in conversations with native speakers and, to a lesser extent, understanding messages conveyed through television and film. Students did not seem to be aware that most communication entails "a continuous process of expression, interpretation and negotiation of meaning" (Savignon, 1997, p. 8) and "a number of skills that are interwoven" (Nunan, 1989, p. 22). As a consequence, care

Table 3

STUDENTS' OBJECTIVES

1. To speak Spanish fairly fluently

	1	2	3	4	5	6	7
Ratings	1	2	3	4	5	6	7
Number of students			1		2	2	8

2. To be able to communicate with native speakers on current events, cultural issues, leisure, travel, and history

	1	2	3	4	5	6	7
Ratings	1	2	3	4	5	6	7
Number of students		1	2	3			7

3. To be able to read a wide variety of texts (stories, magazines, newspapers, letters, and reports) and understand most of the content

	1	2	3	4	5	6	7
Ratings	1	2	3	4	5	6	7
Number of students		3		1	2	2	5

4. To be able to understand most news broadcasts, television programs, and films

	1	2	3	4	5	6	7
Ratings	1	2	3	4	5	6	7
Number of students		2		2	1	2	6

5. To be able to write letters, memos, reports, explanations of points of view, descriptions and narrations

	1	2	3	4	5	6	7
Ratings	1	2	3	4	5	6	7
Number of students		1			4	3	5

6. To better understand Hispanics and their ways of thinking.

	1	2	3	4	5	6	7
Ratings	1	2	3	4	5	6	7
Number of students		1	1	3	3	2	3

would be needed in choosing purposeful activities related to the course topics that highlighted the connection and interaction between the development of interpretative and presentational skills and the development of the students' interpersonal skills.

Furthermore, the wide range of proficiency levels of the students complicated the selection of appropriate authentic course materials and the determination of grammar topics and other subject matter. In the postcourse survey, students provided a self-report of their language proficiency. Table 4 confirms some variation in proficiency levels.

As Table 5 shows, available ratings from oral proficiency interviews conducted at the end of the second-year sequence corroborated some of the students' self-reports. One student underestimated her ability as intermediate-mid; five students overestimated their proficiency levels. As a result, the instructor sought ways to create a "linguistically simple but cognitively challenging task that is at once realistic and interesting to students" (Stryker & Leaver, 1997, p. 291) for each module. At the same time, the classroom activities had to provide the necessary support for expanding vocabulary and providing access to linguistic forms due to the considerable variation in the students' proficiency levels.

Underlying Assumptions of the Course Design

In designing Spanish 301, the instructor adopted several underlying assumptions. First, research indicates that two essential factors in the development of second language proficiency are "language rich environments" (Hatch & Long, 1980) and opportunities to engage in "genuine communication" (Wong-Filmore, 1989). The instructor sought to create a language-rich environment by providing the students access to a variety of authentic texts, films, and television programs related to the topics chosen for the course units.

For example, the first unit centered on the topic of habits and dependencies. Students watched either a program from Spanish television on tobacco or one on gambling (Project for International Communications Studies, 1988a, 1988b) and later they all read a newspaper article on *"telebasura"* [trash television] (Amelia, 2000). The instructor promoted genuine communication by engaging students in communicative activities. These communicative activities included "instructional conversations" (Hall, 1999) and an "output-centered approach" (Grove, 1999). With these approaches, instructional conversations go beyond simple instructor initiations that elicit prescribed learner answers. Instead, learners engage in "extended negotiation of the concepts and ideas with those more knowledgeable" (Hall, 1999, p. 29). For example, in a class discussion, students explored the difference between a dependency and a customary action. Once the class formulated a distinction, they proceeded to identify situations that represented simple habits and situations that indicated dependencies.

As a follow-up to the class discussion, students wrote a 150-word bulletin board response to the following question: *De todas las dependencias, ¿cuáles tienen mayores repercusiones en la vida de los amigos y familiares de la persona adicta?* [Of all the dependencies, which have the greatest repercussions for the lives of the friends and family of the addict?]

In addition, students were required to read two of their classmate's bulletin board postings and respond to the ideas expressed. The bulletin board postings and responses represented output-centered activities that required the students to:

> (1) communicate desired meaning with learned material; (2) expand the lexicon through production, and (3) produce fomulaic tools that can be combined (and recombined) with other features of the L2 system. (Grove, 1999, p. 826)

Table 4

STUDENTS' SELF-REPORTED PROFICIENCY LEVELS

Proficiency Level	Intermediate Low	Intermediate Mid	Intermediate High	Advanced
Number of students		1	4	8

Table 5

STUDENTS' PROFICIENCY RATINGS

Proficiency Level	Intermediate Low	Intermediate Mid	Intermediate High	Advanced
Number of students	2	3	5	3

Following the bulletin board assignment, the students read the article on *telebasura* and engaged in asynchronous chats. In the article, the reporter presented the concept of trash television and discussed its impact on society. The instructor endeavored to utilize the article as a springboard for an out-of-class instructional conversation.

To promote instructional conversations online, the instructor must serve as facilitator (Mason, 1991; Pitt & Clark, 1997). One effective way to facilitate instructional conversations online entails assuming a "game show host" persona (Hunt & Lewis, 1999, p. 4). In this role, the instructor was an active participant in the online chats, setting the parameters of the discussion by providing ideas and questions for consideration that elicited connections among what the students had read and viewed.

The assignment required that students select two of the ideas or questions to discuss. In addition, they read their classmates' postings and responded to one or two postings. During the chats, the instructor prompted students to add information from their studies and personal experience. The instructor maintained the role of game show host by applauding thoughtful postings and redirecting the conversation toward deeper understandings of the topics. As a result, the asynchronous chats simulated the type of genuine communication that might take place on a television or radio talk show, a public forum, or a social gathering in an Hispanic community (see Appendix A).

Finally, at the end of the unit, the students participated in a class discussion. In preparation for the class discussion, the instructor encouraged the students to review the bulletin board postings and chats. In the class discussion, students exchanged information and concerns about the issues of dependencies in society, discussed the various cultural perspectives conveyed by the newspaper article and television programs, and expressed greater awareness of the repercussions of dependencies on human society.

Another underlying design assumption centered on the notion that second language proficiency is promoted by sequences of structured input activities (Van Patten & Cadierno, 1993) and structured output activities (Higgs & Clifford, 1982; Lee & Van Patten, 1995; Swain, 1985; Grove, 1999). Research studies indicate that exposure to spoken or recorded comprehensible input is necessary for developing oral skills (Grove, 1999; Krashen, 1984; Lee & Van Patten, 1995). In the course, the instructor provided comprehensible input with instructional conversations and authentic audio and video recordings. Studies also demonstrate that students use language in both written and oral presentation forms to develop language proficiency by attending to certain aspects from the language samples, reflecting on these aspects and testing them in oral and written production (Grove, 1999; Swain & Lapkin, 1995).

Furthermore, studies demonstrate that reading con-tributes to the development of writing skills (Applebee & Langer, 1983; Krashen, 1984). In Spanish 301, the instructor employed authentic written texts to focus the learners' attention on the forms needed to complete communicative tasks. In addition to the oral output activities already discussed, the students engaged in a series of written output activities related to the readings used in the course. These sequences of structured input activities and structured output activities served to provide the skill development needed for two major course requirements: two written compositions on assigned topics and a 10-minute oral presentation on a topic chosen by the students.

To implement this underlying assumption about structured input and output activities, the instructor first utilized Bragger and Rice's (1999) model of determining course content and selecting authentic texts. These researchers contend that language skills are developed and connections are enhanced when there is "familiarity with either the language needed to deal with the content or the content itself" (p. 379). They suggest that the subject matter of course units progress from familiar to less familiar academic content. In addition, they posit that optimal conditions for learning include authentic texts that feature familiar content with language "one step beyond the learner's current level" or with less familiar content and language "at the current level of the learner" (p. 380). In designing Spanish 301, the author sought to create a "carefully designed scope and sequence that spirals and recycles content to facilitate student understanding" (Stryker & Leaver, 1997, p. 291).

The unit on changing cultural perspectives in contemporary Spain illustrates how these assumptions were implemented in the course. The instructor introduced the topic by playing a recording of the Latin American folksong "La Bamba." The instructor chose this folksong because it is familiar to students enrolled in the course and remains popular in both Latin America and Spain. The song also reflects some traditional perspectives on social roles. After listening to the song, the students read the lyrics, discussed the social and professional roles portrayed, and summarized assumptions about these roles expressed in the lyrics. To participate in the discussion, students had to focus on the expression *"se necesita"* [one needs] in the song and the phrase *"se cree"* [they believe], modeled by the instructor during the class discussion.

As a follow-up activity, the instructor provided a list of roles and a list of similar phrases. In groups of three or four, the students chose a role and discussed what was required and expected of people in that role. Each group gave a short oral presentation of their ideas. During the next class, the instructor gave the students a copy of the article *"La mujer en el trabajo"* (*El país semanal*, 1999). First, the class read the title and the introductory paragraph. The students

identified the thesis and discussed what they expected to learn from the article. The instructor directed the students' attention to the following key phrases: *"de los nuevos contratos que se han realizado"* [of the new contracts that have been made], *"se incentiva"* [incentives are made], *"se encontrará"* [it will be found], *"se sigue haciendo"* [they continue to do], and *"se pregunta"* [he asks himself].

The instructor asked students to paraphrase the meaning of these expressions in the text. Next, she assigned a paragraph of the article to each group and asked each group to summarize the information provided in the paragraph and report back to the class. After the students gave their reports, the class discussed the similarities and differences that women face in the workplace in the United States and in Spain. For homework, the students completed a survey eliciting their daily customs and perspectives on a variety of issues.

In the next class, the students read and discussed a short review of an art exhibit by Cuban painter Alfredo Lam (Madina, 1993). The review dealt with Lam's African roots, his exposure to Cubism in Spain, and how these life experiences influenced his art. The review recycled several key functions of the Spanish pronoun "se" needed for both participating in class discussion and completing the course requirements.

Finally, the instructor gave the students a copy of the tabulated results from the survey they completed and a copy of *"Encuesta 'Jóvenes españoles 99'"* (1999). This article contained the results collected from a survey that was conducted in Spain in 1999. Again, students participated in chats and completed a bulletin board posting in which they took information from both surveys and interpreted the results. In their postings, the students reported general cultural perceptions in both countries. They also explored similarities and differences between their daily customs and perspectives and those of Spanish youth. Furthermore, they hypothesized political and social circumstances in both countries that might affect these customs and perspectives. In a similar fashion, each module provided opportunities for students to use the functions required to attain advanced-level proficiency, through meeting the expectations for the compositions and the oral presentation.

Finally, the course was designed in keeping with a third underlying assumption, that the development of second language proficiency depends on being able to link meaning to novel linguistic forms and to retrieve and produce these forms in communicative exchanges (Terrell, 1991). This assumption remained particularly germane, as many students failed to attend to linguistic forms, to reflect on how these forms were employed in different communicative functions, or to test the forms in communicative exchanges. Researchers posit that these abilities not only necessitate frequent "production of target utterances in

meaningful contexts," but also learning experiences that make explicit the form–meaning associations needed to convey specific messages (Grove, 1999, p. 826).

To facilitate the development of increased fluency and accuracy, the instructor used consciousness-raising techniques (Liskin-Gasparro et al., 1997), which entailed the identification of associated groups of vocabulary obtained from authentic sources and associating language forms with communicative functions. The students used these associated groups of vocabulary and grammatical forms in a series of communicative tasks.

First, in preparation for the oral presentation at the end of the course, the students read articles on the Internet about a topic of their choice. For each reading, the students compiled an associated group of vocabulary, using file cards. The vocabulary group consisted of three nouns, three verbs, and three modifiers. In addition, the students wrote three sentences summarizing the key ideas of the article using words from the vocabulary group. They were to fulfill two or three of the following functions characteristic of advanced-level proficiency: describing, narrating in the past, comparing, reacting or recommending, expressing likes or dislikes, hypothesizing, or talking about the future.

For the final oral presentation, each student made a poster with a title, illustrations, a vocabulary group that would help classmates follow their ideas, and three questions about the presentation for classmates to answer. The questions elicited use of the forms needed to perform the advanced-level functions listed above.

In addition, the instructor developed outlines for the composition topics assigned in the course. The outlines directed students to practice the advanced-level functions. The first composition topic engaged students in completing research on the Internet about one of the following important Hispanic figures: Diego Rivera, Sor Juan Inéz de la Cruz, Evita Perón, or Luís Buñuel. The instructor provided the following outline for students who chose to research and write about Luís Buñuel:

Luís Buñuel, cineasta siempre fiel a sí mismo
   (1) Describa a Luís Buñuel y su época
   (2) Comente las cosas que le interesaban y que le preocupaban
   (3) Narre lo que pasó en una de sus películas importantes
   (4) ¿Cómo reaccionaron el público y los críticos?
   (5) aga una comparación de sus obras con las obras de un cineasta de ahora.
   (6) ¿Qué aportaciones darán las películas de Buñuel al cine del futuro?

[Luís Buñuel, cinematographer always faithful to himself
   (1) Describe Luís Buñuel and his time period.
   (2) Comment on the things that interested and con-

cerned him.
(3) Tell what happened in one of his important films.
(4) How did the public and the critics react?
(5) Compare his works to those of another filmmaker today.
(6) What contributions do Buñuel's films make to films of the future?]

Through the file card assignments and composition outlines, the instructor hoped to build an awareness of the structures required to convey complex ideas and improve the students' accuracy in carrying out purposeful interpersonal and presentation tasks.

Meeting Students Needs in Spanish 301

In *Content-Based Instruction in Foreign Language Education: Models and Methods* (1997), Stryker and Leaver summarize the collective lessons learned from 11 case studies of content-based courses and draw implications for their development. Two key issues related to these studies are student readiness and the nature of grammar study.

In Spanish 301, these issues presented challenges for developing and implementing the course. In Stryker's and Leaver's research, highly successful content-based courses often involved situations in which certain key conditions were met. In these courses, enrollment often depended on a required proficiency level and the students were highly motivated, with clear language learning goals (Klahn, 1997).

In the case of Spanish 301, the only prerequisite for enrolling in the course was passing the previous course in the language sequence. As a result, student success in the course varied. Students at the Intermediate-mid level or higher met with considerable success. For example, a Spanish minor who was majoring in geography gave a presentation on a new mapping tool used in her field. In the presentation, she described how it could be used to help countries gather information and determine solutions to development issues in an environmentally sound manner. She also compared the limited information available using older techniques with the variety of information available with the new tool. She also predicted future scenarios in which the tool might be used.

Another student majoring in international business wrote the following comment on a course evaluation: "This course was very valuable. I now feel well prepared for my internship next semester in Toluca."

Finally, a liberal arts major researched the plight of street children in Latin America for her oral presentation. In gathering information on the Internet, she contacted a home for street children in Chile. As a result, next summer she will be working at the home. When she told the instructor about her summer plans, she said: "This is something that I have wanted to do for some time, but my language skills were not strong enough. Now they are."

For students at the Intermediate-low level, lack of readiness became a real barrier to successful completion of the oral presentation and the compositions.

Stryker and Leaver (1997) contend that if gaps exist between the students' linguistic proficiency and the curriculum, "either missing schemata needs to be provided or students need to be kept from enrolling until they are 'ready'" (p. 292).

Another issue pertained to instructional approach to the study of grammar. Like the instructor for Spanish 301, many of the authors of the case studies reduced the amount of formal grammar study in their courses. Initially, in the Spanish 301 course, the instructor introduced grammatical structures through authentic texts that illustrated proper usage. The students displayed varying degrees of comfort with this approach to grammar. The instructor began to include brief reviews of grammar topics, question and answer periods, and short grammar drills in the class activities. For example, after a brief review of the uses of the preterit and the imperfect, students rewrote an account of a famous Hispanic figure written in the historical present by changing the verbs to the past tense (Schaffer & Acevedo, 1998, p. 23). Students completed the activity in small groups and utilized "think-aloud protocols—that induce learners to reflect about the language they use" (Grove, 1999, p. 820).

Under similar circumstances, Corin (1997) adjusted his teaching to include grammar exercises and translation activities. As a result, he found that analytical learners in his class made "rapid and noticeable increases" (p. 299). Research findings corroborate that the study and analysis of grammar is useful to adult second language learners (Grove, 1999; Terrell, 1991; Stryker & Leaver, 1997). The challenge remains to reconcile this data with other research findings suggesting that "the interpretation, expression and negotiation of meaning may precede and actually cause language acquisition" (Van Patten, 1998).

Conclusions

Dupuy's (2000) summary of recent research indicates that students enrolled in content-based courses display increased proficiency in the target language. These students also demonstrate greater understanding of the subject matter, report greater confidence in their ability to understand and express themselves in the target language, and exhibit higher motivation to continue foreign language study beyond the requirement.

After their experiences in Spanish 301, several students decided to complete a major or minor in Spanish. A number of students also decided that their language skills had improved enough to allow them to enroll in summer

study-abroad programs. Dupuy (2000) contends that content-based courses show promise "as a liaison between the first-year curriculum and more content-focused courses in the third and fourth years" (p. 219).

To fulfill the promise of content-based courses, Mittman (1999) challenges foreign language educators to acknowledge the fallacious view of "the 'third year' as part of a coherent progression in linguistic skill building" (p. 483). To address this issue, Hoecherl-Alden (2000) advocates that the first year entail "providing the student with a basis for communication combined with the tools to make sense of authentic materials" (p. 619). During the second year, she proposes that instructors combine "communicative and content-based instruction" (p. 619). She further emphasizes that the key to curricular reform centers on linking "the acquisition of meaning and form throughout the entire undergraduate program" (p. 616).

Given the wide range of proficiency levels and the variety of career goals of students enrolled in Spanish programs, curricular revision at the third-year level remains crucial. What students may need are "pathways" (Gutsche, 1996) to higher levels of competence, for example, Varona's (1999) third-year conversation course, which centered on using Spanish in service-learning projects in the community, or Klahn's (1997) project, which built communicative competence through the exploration of contemporary Mexican topics. Such courses promote increased proficiency in the target language and the connections that students need to meet their goals for the future.

References

Amelia, V.-M. (2000). *¿Qué es la 'telebasura'?* www.lavanguardia.es.

Applebee, A. N. & Langer, J. (1983). Instructional scaffolding reading and writing as natural language activities. *Language Arts, 60,* 168–75.

Barnes-Karol, G. (2000). Revising a Spanish novel class in light of standards for foreign language learning. *ADFL Bulletin, 31,* 44–48.

Bragger, J. D., & Rice, D. B. (1999). The message is the medium: A new paradigm for content-oriented instruction. *Foreign Language Annals, 32,* 373–91.

Corin, A. (1997). A course to convert Czech proficiency to proficiency in Croatian and Serbian. In S. Stryker & B. L. Leaver (Eds.), *Content-based instruction in foreign language education: Models and methods.* Washington D.C.: Georgetown University Press.

Dupuy, B. C. (2000). Content-based instruction: Can it help ease the transition from beginning to advanced foreign language classes? *Foreign Language Annals, 33,* 205–23.

El país semanal (1999, July). *La mujer en el trabajo.*

Encuesta 'Jóvenes españoles 99.' (1999) *El País Digital.* http://www.elpais.es/p/d/19991117/sociedad/cuadro38.htm.

Grove, C. (1999). Focusing on form in the communicative classroom: An output-centered model of instruction for oral skills development. *Hispania, 82,* 817–29.

Gutsche, G. (1996). Bridge? What's a bridge? *ADFL Bulletin, 27,* 28–34.

Hall, J. K. (1999). The communication standards. In J. K. Phillips & R. M.Terry (Eds.), *Foreign language standards: Linking research theories, and practices* (pp 15–56). Lincolnwood, IL: National Textbook Co.

Hatch, E. & Long, M. H. (1980). Discourse analysis, what's that? In D. Larsen-Freeman (Ed.), *Discourse analysis in second language research.* (1–40). Rowley, MA: Newbury House.

Higgs, T. V., & Clifford, R. (1982). The push toward communication. In T. V. Higgs (Ed.), *Curriculum, competence and the foreign language teacher* (pp. 57–79). Skokie, IL: National Textbook Company.

Hoecherl-Alden, (2000). Turning professional: Content-based communication and the evolution of a cross-cultural language curriculum. *Foreign Language Annals, 33,* 614–21.

Hunt, R. & Lewis, R. (1999) *Whose line is it anyway? The instructor's role in course listservs.* http: horizon.unc.edu/TS/default.asp?show=article&id=48.

Klahn, N. (1997). Teaching for communicative and cultural competence: Spanish through contemporary Mexican topics (pp. 203-21). In S. Stryker & B. L. Leaver (Eds.), *Content-based instruction in foreign language education: Models and methods.* Washington D. C.: Georgetown University Press.

Koike, D. A. & Biron, C. M. (1996). Genre as a basis for the advanced Spanish conversation class. *Hispania, 79,* 290–96.

Krashen, S. (1984). *Writing: research, theory and applications.* Torrance, CA: Laredo Publishing Company, Inc.

Landes, A. N., & Audigier, J. (1995). *Le Gateway, un cours de francais intensif expérimental. French Review, 68,* 406–20.

Lee, J. F., & Van Patten, B. (1995). *Making communicative language teaching happen.* New York: McGraw-Hill, Inc.

Liskin-Gasparro, J., Foerster, S., & Fraser-González, B. (1997). Priority: The advanced-level speaker. Paper presented at the conference of the American Council of Teachers of Foreign Languages, Nashville.

Madina, M. (1993). *El universo de Wifredo Lam. Más* (January-February).

Mason, R. (1991). Moderating educational computer conferencing. *Deosnews, 1,* 1–13.

Matute, A. M. (2000). *Capítulo. 1. Amaranoth.* In *La Vanguardia Digital.* http://www.vanguardia.es/cg….pl?noticia=matute020600&seccion=avances.

Mittman, E. (1999). In search of a coherent curriculum: Integrating the third-year foreign language classroom. *Foreign Language Annals, 32,* 480–93.

National Standards in Foreign Language Education Project. (1999). S*tandards for Foreign Language Learning in the 21st Century.* Yonkers, NY: National Standards in Foreign Language Education Project.

Nunan, D. (1989). *Developing communicative tasks.* Cambridge,

UK: Cambridge University Press.

Palinscar, A. S. (1986). The role of dialogue in providing scaffolded instruction. *Educational Psychologist, 21,* 73–98.

Pitt, T. J., & Clark, A. (1997). Creating powerful online courses using multiple instructional strategies. http://lwahi.kcc.hawaii.edu/ org/tcc_conf97/pres/pitt.html.

Project for International Communication Studies (1988a). *El tabaco o la salud: decida.*

Project for International Communication Studies (1988b). *Jugar nos cuesta una pasta.*

Rifkin, B. (2000). Revising beliefs about foreign language learning. *Foreign Language Annals, 33,* 394-420.

Savignon, S. (1997). *Communicative competence: Theory and classroom practice.* New York: McGraw-Hill, Inc.

Schaffer, S. C. & Acevedo, R. (1998). *A manera de ensayo.* Boston: Houghton Mifflin.

Shaaban, K. A. & Ghaith, G. (2000). Student motivation to learn English as a foreign language. *Foreign Language Annals, 33,* 632–44.

Shaw, P. (1997). With one stone: Models of instruction and their curricular implications in an advanced content-based foreign language program (pp. 261-282). In S. Stryker & B. L. Leaver (Eds.), *Content-based instruction in foreign language education: Models and methods.* Washington D.C.: Georgetown University Press.

Stryker, S. & Leaver, B. L. (1997). *Content-based instruction in foreign language education: Models and methods.* Washington

DC: Georgetown University Press.

Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output. In S. Gass & C. Madden (Eds.), *Input and second language acquisition* (pp. 235-253). Cambridge, MA: Newbury House.

Swain, M. & Lapkin, S. (1995). Problems in output and the cognitive processes they generate: A step towards second language learning. *Applied Linguistics, 16,* 371–91.

Terrell, T. (1991). The role of grammar instruction in a communicative approach. *Modern Language Journal, 75,* 52–63.

Van Patten, B. (1998). Perceptions of and perspectives on the term "communicative." *Hispania, 81,* 925–32.

Van Patten, B., & Cadierno, T. (1993). Explicit instruction and input processing. *Studies in Second Language Acquisition*, 15, 225–43.

Vargas Llosa, M. (2000). *La fiesta del chivo.* Madrid: Grupo Santillana de Ediciones, S. A.

Varona, L. T. (1999). La comunidad en el aula y el aula en la comunidad: Un modelo. *Hispania, 82,* 806–16.

Vines, L. (1997). Content-based instruction in French for journalism students at Ohio University. In S. Stryker & B. L. Leaver (Eds.), *Content-based instruction in foreign language education: Models and methods* (pp. 119-140). Washington DC: Georgetown University Press.

Wong-Fillmore, L. (1989). Teachability and second language acquisition. In M. L. Rice & R. L. Schiefelbusch (Eds.), *The teachability of language* (pp. 311-332). Baltimore: Paul H. Brooks.

Appendix A: Samples from On-line Chats

Sample 1: During a Chat on Dependencies

C: Estoy de acuerdo con J. que es muy estúpido beber y conducir. Los grupos como MADD y SADD son importantes porque le educan a la gente sobre los peligrosos de conducir mientras emborrachado. Es verdad que los jóvenes no quieren pensar en estos asuntos. ¿Quién quiere pensar en cosas tan tristes? Causan que una persona mirar en los peligrosos y en su propia mortalidad. Por eso, el mensaje de estos grupos inspira miedo. Pero esto miedo tiene un poder importante…el poder de causarle a la gente pensar en los repercusiones de sus acciones. Si se entiende que la accion de beber y conducir puede causar la muerte, no solamente para el conductor, pero también para otras personas inocentes, quizás menos personas beberá y conducirá. Y por eso, necesitamos los grupos como MADD y SADD. Tienen un mensaje importante para todos.

K: Pienso, también, que podemos cambiar estos hechos. Es más difícil hablar con jóvenes, como tienen 16 0 17 años, pero con personas que tienen las mismas edades como nosotros, es más fácil. Yo trabajo en un restaurante donde vienen muchos estudiantes de la universidad para beber alcohol y muchas veces para emborracharse. Cuando estoy trabajando, yo trato hablar con ellos y yo digo "¿Quién está el "Designated Driver" (?)" También, cuando pienso que una persona he tenido mucho beber o está emborrachado, yo hablo sobre cosas diferentes que bebidas y olvido traer la cerveza de propósito. Entonces, la persona no bebe tan mucho. Muchos veces, la persona dice gracias a mi porque ellos saben que eran estúpidos. Pienso que algo como así es muy pequeño, pero puede cambiar algo. Es mejor que nada, ¿si?

Instructor: No es cosa pequeña, K. Es un gran favor que igual salva vidas.

Sample 2: Four Excerpts that Exemplify the Instructor's Role

A: Estoy de acuerdo con tu escritura…sin embargo, noto que escribiste "sus familia" cuando es "su familia." No vi nada más errores…¡qué bueno! Adiós.

Instructor: ¡Así me gusta! Es bueno que los compañeros de clase se ayuden a aprender! ¡Gracias, Amanda!
…………………………………………….
Instructor: CH nos ofrece unas ideas bien interesantes para pensar. Según CH, los amigos y familiares se sienten responsables pero no saben lo que han hecho para causar el problema. Los padres se sienten culpables; los hermanos están desconcertados porque se enfadan con el hermano adicto. También sufren los amigos y no reciben ayuda para enfrentarse con el sufrimiento. ¿Hay servicios o soluciones para las familias y los amigos? ¿Qué opináis?
…………………………………………..
R: ¿Cómo se dice "cold turkey"?

Instructor: En mi diccionario pone "síndrome de abstinencia" y también "mono." Lo curioso es que no pone una frase y no sé exactamente como se diría. Por ejemplo, para explicar la siguiente expresión: "He stopped smoking cold turkey," tal vez se podría decir: Dejó de fumar inmediatamente sin pasar por una temporada en que dejaba de fumar poco a poco. También se podría decir: Dejó de fumar de golpe.
…………………………………………..
Instructor: ¡Otra idea interesante! Hay dependencias que no causan problemas, es verdad. Entonces, tenemos que pensar de nuevo ¿qué diferencia hay entre dependencia, costumbre y necesidad?