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# It Takes Two to Tango: Boosting Students' Motivation through Discipline-Specific Language Learning

Dos para bailar el Tango: Fomento de la motivación en estudiantes de lenguas extranjeras por medio de contenidos en disciplinas específicas

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**Pablo M. Oliva Parera**

Middlebury Institute of International Studies at Monterey

poliva@middlebury.edu

<https://orcid.org/0000-0003-2814-8413>

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## Abstract

This paper describes programmatic and organizational synergies between language studies and partnering academic disciplines in Content-Based Instruction (CBI). The paper focuses on the benefits of a content-based approach to maximize language learning and learner agency in different disciplinary contexts. First, the paper explores collaboration with various stakeholders. Second, the paper describes ways to enhance learner agency through professional content. Third, the paper outlines criteria for selecting authentic materials, explains language scaffolding and provides examples of tasks used in CBI Spanish classes. Fourth, the paper highlights innovative ways to assess language through content in Spanish classes.

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Keywords: Content-Based Instruction (CBI); curriculum; higher learning; discipline-specific language learning; motivation

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## Resumen

Este trabajo describe las sinergias de programáticas y organizativas entre estudios de lengua y disciplinas académicas para la instrucción basada en contenidos (CBI, por sus siglas en inglés). Se centrará en los beneficios de un planteamiento basado en contenidos para maximizar el aprendizaje y la voluntad del estudiante en contextos disciplinares diferentes. Primero, el artículo examina la colaboración con diferentes partes interesadas. Segundo, se describen maneras de fortalecer la agencia del estudiante a través de contenido profesional. Tercero, se resumen los criterios para la selección de materiales auténticos, se explica el andamiaje lingüístico y se proporcionan ejemplos de tareas que se usan en clases de español que siguen el formato CBI. Cuarto, se destacan innovaciones para evaluar el idioma a través de contenido en clases de español.

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Palabras clave: Instrucción Basada en Contenidos; currículo; estudios superiores; aprendizaje de lengua en disciplinas específicas; motivación

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## Introduction

Just as two people are needed to dance the tango, meaningful content and language input are needed to motivate learners in content-based language courses. In the past two decades, content-based instruction (CBI) has grown in prominence in universities across the globe. In this article, content-based instruction (CBI) will be used as a synonym for content and language integrated learning (CLIL) given that both approaches use L2 as the medium of instruction, and the educational objectives and pedagogical approaches of both are similar (Cenoz, 2015; Madrid, M. & Madrid D., 2014). Several researchers have highlighted the benefits of a content-based approach to language learning. In the past decade, there has been an increase in the teaching, learning and the promotion of English as a second/foreign language (Crandall & Kauffman, 2003; Suárez, 2005; Dalton-Puffer, 2007; Dafouz & Núñez, 2009; Smit & Dafouz, 2012; Agustín, 2017). However, the benefits of content-based instruction also extend to the teaching of languages other than English (Oliva & Núñez, 2014; Jill et al. 2017; Ruiz de Zarobe & Zenots, 2018). As this article aims to highlight the benefits of a content-based approach by using a wide range of disciplinary content, it is necessary to first describe the role of the various stakeholders within the organization. To this end, this article will first describe the educational context; second, it will address the integration of lan-

guage with disciplinary content; third, it will highlight the benefits of a content-based approach to enhance language learning; fourth, it will identify criteria for selecting authentic materials; fifth, it will describe assessment principles for CBI.

## The Graduate School

The Middlebury Institute of International Studies at Monterey (MIIS) located in California, the United States, is a small private graduate school which was founded in 1955 to “promote international understanding through the study of language and culture” according to the academic institution website<sup>1</sup>. MIIS offers 13 master’s degrees, all of which have an international focus. The student body consists of 764 students from 53 countries, 30% of whom are international students. As part of their graduation degree requirements, students need to complete 12 credits of a foreign language in English as a Second Language, Japanese, Chinese, Russian, French, Arabic or Spanish through the Language Studies Department. The Language Studies Department employs 19 full-time faculty members, 63% of whom hold a terminal master’s degree and 37% of whom hold a terminal doctoral degree. MIIS has a long-standing tradition of preparing adults who aspire to work internationally and wish to continue their language studies. MIIS first adopted CBI in 1978 (Shaw, 1997) as a way to prepare learners who would need to learn a language for specific professional purposes.

## Stakeholders

The role of the stakeholders is critical for the success of the CBI curriculum. First, the administration plays an important role in overseeing that the educational mission and objectives of the institution are met and in facilitating interactions between the content and language experts. The administration fully supports the CBI approach in the language courses because of their understanding that the exposure to relevant content “input” is crucial for language learning and in turn deepens students’ mastery of relevant content for their disciplinary coursework. The role of various stakeholders will be addressed throughout the article.

## Integration of Language with Partnering Disciplines

A meaningful context is needed for language acquisition to occur, and CBI provides that rich discipline-specific content for language proficiency to develop (Curtain, 1996). At MIIS, the content for the CBI curriculum is drawn from students’ master’s degree programs (e.g., international development, environmental policy, business, terrorism, translation or interpretation). This “content” forms part of what Grabe and Stoller (1997) describe as “themes” in the content-based courses, which will be further developed in section 4.1. Language instructors develop content expertise by collaborating with faculty in the disciplines. An administrator usually invites content faculty to a meeting with language faculty so that the content experts can describe particular initiatives within their department, explain their students’ research, and discuss the career path the graduates of their program embark upon. Language faculty take

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<sup>1</sup> About the Institute. *Middlebury Institute of International Studies at Monterey*, (1 February 2018) Available in: <https://www.miiis.edu>

notes and ask questions; the findings then help shape the language curriculum. The language faculty collectively brainstorm ideas for courses and check the feasibility of such course offerings according to students' interest, subject matter relevance to students' degrees, and faculty expertise. As one example of this iterative cycle of curricular planning, in 2017, the director and program manager of the "Center for the Blue Economy," a center focused on ocean and coastal sustainability, spoke about projects in his classes where students learn to foster economic development through the conservation of coastal resources and identified cutting-edge topics in his field, such as food security, inclusion, ocean dumping, etc. One faculty member then included food security and inclusion as topics in his (A1, A2) Spanish course. Another Spanish professor, in collaboration with professors of French and ESL, designed a course entitled "Monterey Model on Climate Change." Additional language studies course titles from the 2017-2018 academic year are listed below.

Table 1

*A sample of courses in all languages that represent Language Studies during 2017/2018*

Course name	Language	Level
Human Rights, Identity and Policy in Latin America	Spanish	B1.1/B1.2
Environmental and Sustainable Development	Spanish	B1.1/B1.2
Spanish in the Community	Spanish	0/A1.1
Comparative and International Education in Latin America	Spanish	B2/C1.1
Challenges in Peace Building- Burundi	French	B1.1/B1.2
Social Issues- Contemporary France	French	A1.2/ A2/B1.1
Teaching Chinese in the Context of Globalization	Chinese	B2/C1.1
Chinese History Through Cinema	Chinese	A1.2/ A2/B1.1
Navigating Japan	Japanese	A1.1/A2/B1
Japan's Soft Power and Youth Culture	Japanese	A1/A2
Understanding Russia Through Media Discourse	Russian	B2/C1.1
Arabic Media	Arabic	A1.2/ A2/B1.1
Religion and Ethnic Groups in the Arabic World	Arabic	A1.2/ A2/B1.1

For instructors whose expertise lies in linguistics, one challenge of the CBI approach is teaching the academic content of a different discipline (Mehisto, 2008; Shaw, 1997; Oliva & Núñez, 2016). To address this challenge, language instructors may engage in self-study of the content material (Núñez et al., 2006) as well as observe content professors' courses (with release time) or attend seminars about the subject matter. However, budgetary concerns affecting higher education in the United States prompted our team of Spanish professors to modify our approach to teacher preparation. We brought in content experts from around the globe to the L2 classroom to give lectures on Skype. These "content" experts addressed the audience, and we (the linguistic experts) scaffolded the materials and the tasks which followed. In the next section, the most important stakeholder, the learner, will be addressed.

## Motivation and Language Learning: Maximizing Students' Learning and Learner Agency

Several studies have provided evidence of increased student motivation in classes that follow a CBI curriculum (Romero, 2009; Oliva & Núñez, 2016; Heras & Lasagaster, 2015) across different languages and educational levels (Lasagabaster & Sierra, 2009; Kuei-Min, 2011; Lasagaster, 2011; Xie, 2011; Mearns, 2012). CBI provides a rich and meaningful context that supports L2 learners to develop an increased sense of agency (see "agency" van Lier, 2008). Given that the L2 classroom in this study is comprised of students from different disciplinary backgrounds, who adopt a myriad of perspectives when analyzing the course content, language instructors create opportunities for learner agency to develop by constructing affordances as often as possible during those student-student interactions (Van Lier, 2008). According to van Lier, affordance is the product of the relationship between the learner and the environment when this one hints a call for action (Van Lier, 2000). In the dialogue which follows, the language instructor helps learners develop agency by constructing affordances when the learner signals to the instructor that she needs assistance. This dialogue extracted from Oliva (2016) shows an A1.2, A2 level students' dialogue after the student's final academic presentation in a Spanish CBI course. Names have been changed to protect participants' identity.

**Giovanna:** ...Es importante apoyar a los pequeños agricultores y permitir las oportunidades de microfinanzas y crédito... (She monitors herself when expressing this.)

**Beto:** ¿Debemos tener subsidios o son malos para el sistema?

**Mirta:** Sé que los subsidios existen a causa de los "lobbyists" (Notice the L1 interference in the student's interlanguage.)

The professor intervenes because Mirta was looking at him for help.

**Profesor:** Lobistas.

**Mirta:** ¿Sabes si hay lobistas en Sudamérica como hay aquí?

**Giovanna:** No sé... pero yo sé que en Argentina no hay subsidios para los granjeros para... (She pauses and smiles) desarrollar agricultura orgánica, pero es más común ... pero en otras lugares no sé [sic].

**Nani:** Creo que es un gran problema en México porque tenemos NAFTA. ¿Verdad? ¿Sí? Si los subsidios del etanol son partes de NAFTA y por esa... por eso “small farmers I guess” (She looks at the instructor and expresses this in her L1.)

**Profesor:** Pequeños granjeros.

**Nani:** Sí, ellos necesitan irse para otra países porque no pueden hacer o “grow” más maíz.

Instructor intervenes again.

**Profesor:** No pueden cultivar más maíz.

**Nani:** (Student repeats the expression.) No pueden cultivar más maíz, sí, sí, es un gran problema en México.

**Giovanna:** Y aquí en los Estados Unidos [sic] ahora más granjeros cultivan terceros “two thirds”el maíz para etanol. Es horrible. -End of the recording- (p.298)

This dialogue conveys what Van Lier (2008) calls agency in action. Learners take the initiative to express themselves because they are avid for information. In this specific exchange, they are seeking information about the impact of local politics on local organic small farming in central America. This exchange shows how CBI provides learners the opportunity to enhance learner agency, push themselves out of their comfort zone (Vygotsky, 1978), and allows them to “speak as themselves” as Ushioda (2011) claims. The following section describes criteria for selecting authentic materials, explains how language tasks are scaffolded, and details how grammar is integrated into the Spanish CBI curriculum.

## Criteria For Selecting Authentic Materials (Texts)

Input is critical for second language acquisition (Ellis, 1985; Gass & Selinker, 1994). Though authentic materials (text) selection may be challenging for language instructors, the following guidelines may be helpful. Tedick (2016) suggests the following criteria:

- Materials (OR texts) can be written (e.g., newspaper articles, cartoons, official documents, blogs) or oral (e.g., YouTube videos, news media, podcasts, lectures, TEDx videos).
- The materials (texts) selected should provide L2 learners the opportunity to glean new information and learn new ideas. The material (text) should be able to easily stimulate classroom discussion and help learners solve problems.

- A smaller number of materials (texts) should be assigned in L2 as compared to L1 courses.
- The materials (texts) chosen should represent a variety of genres.
- The materials (texts) chosen should be versatile; that is, they should present opportunities for students to revisit them when studying another theme in class.

In the next section, an approach to integrating content and language where the language is the medium used to grapple with the content and content is used as the resource to motivate language learning will be described.

## Integrating Content and Language

One way to integrate content and language learning is through Grabe and Stoller's (1997) six T's approach (theme, topic). In Spring 2018, we launched a new class called "Human Rights, Gender Identity & Public Policy in Latin America." We will refer to this new course now to describe each of these constructs. These will be explained below as they apply to the Spanish CBI curriculum at MIIS.

**Theme:** As soon as a course title is decided – such as "Human Rights and Identity in Latin America" – three to four themes are chosen which will then form curricular units. Examples of themes include human rights in Latin America, gender in perspective, and public policies in Latin America.

**Texts:** After themes are chosen, oral and written text selection begins. Text selection is based on length, students' academic interests, the instructor's interest, and the relevance of the content to the theme.

**Topics:** After themes are selected, three to four specific topics are chosen according to the relevance to the class and the students' and instructor's needs. Relevant topics about the theme "human rights in Latin America" include the following:

- Los derechos humanos: Argentina y Chile:
  - Los desaparecidos.
  - Los bebés de la dictadura y la ONG "abuelas".
  - Los DDHH en Cuba y Venezuela.
- Under the theme "la identidad de género" or "gender identity" were the following topics:
  - La igualdad de géneros.
  - La diversidad e influencia en la lengua española.
  - La identidad de género en los EEUU y en Argentina.
- Under the theme "políticas públicas en latinoamérica" were the following topics:
  - La despenalización del aborto.
  - La diversidad y la ley.

**Threads:** The "threads" are the abstract ideas or concepts that provide unity to the "themes." Memoria and libertad are examples of threads which connect the themes of

“human rights in Latin America” to “gender identity.” In this particular course, I used the poem recited by Carlos Gala as a thread about “memoria” to connect to the next theme. The poem was transcribed from the digital network called Palabra Virtual, created by Orozco de Mateos (2017). The poem can be found in the section appendix (a). Learners read and analyzed the poem, discussed how it reflected “memory” and discussed what the images in the poem symbolized. Students’ familiarity with the theme helped them provide insightful commentary. For example, when discussing the line “jamás será de noche en la Plaza de Mayo...” or “it will never be nighttime in Plaza de Mayo Square...,” students pointed out that the mothers represented “luz” or “light and hope” and the night or the dark color was an allusion to the dark, clandestine centers. One student commented that “memoria” was reflected in the mothers’ decision to walk around the “plaza de Mayo” to this day. The threads provide cohesion and coherence to the curriculum: they allow instructors to revisit and review content, language, and students’ strategies before transitioning to the next “theme”.

**Tasks:** Tasks include all the activities planned from the texts used in the L2 classroom leading up to the final presentation at the end of the “theme”. In other words, they are the reading/listening comprehension activities, vocabulary, and grammar exercises.

**Transitions:** The “transitions” maintain coherence on two different levels: the topical and task level. A topical transition helps to connect topics. For example, in order to transition from “los desaparecidos” to “los bebés de la dictadura y la ONG abuelas” students were told in a lecture that “los desaparecidos” were people who had been detained in clandestine prisons and that some of them started giving birth to babies. From the organization “madres”, the organization “abuelas” was formed with different objectives. An example of transition at task level is the following activity.

## ¡A escribir se ha dicho!

This flyer has appeared in the windows of bookstores and theaters in Buenos Aires, Argentina. Take a look at it and think of what we have been discussing in our class. Write a personal reflection about it. Consider the following questions which will help you plan your writing.

## Planificando tu escritura

- What do you think the objective of the flyer is? What is the message that it is trying to convey?
- Examine the different elements that you see in the graphic and explain their relevance. Are they sufficiently persuasive? Explain.
- How do you think that citizens (young and old) react when they see this on shop windows?





Figure 1. "Identidad" dibujo de Canzi (2015)

## Assessing Language and Content

Language and content are assessed through tasks which reflect the classroom activities. The assessment process follows the integrated performance assessment (Adair-Hauck et al., 2015) which includes the interpersonal, the interpretive and presentational modes. In the interpersonal tasks, learners are prompted to a situation that they need to solve by having a face to face conversation where they exchange information. They monitor themselves during the exchange and pay attention to the message, the intention, and the tone, asking for clarification if needed. Adair-Hauck et al. (2015) suggest that learners should initiate, maintain and also sustain (depending on the level of students) the conversation. During the interpretive mode, students interpret meaning, including cultural nuances of what they listen to, view or read. In this mode, there is no negotiation with the speaker or writer. During the presentational mode, learners present written or oral information to an audience who will view or listen to the messages. Examples of tasks for each mode at the presentational, interpersonal and interpretive are included below.

## Presentational Task Examples

In this particular class, we were all discussing the way people feel about discussing sensitive topics using social media. In the example that ensues learners had to read the following article written by Peiró (2018) and published in El País newspaper and work on the activity below. The learners were also instructed to record themselves and post their recording on the platform we use in class called “canvas”.

### Students’ Level: B2.1

Discuss the advantages and disadvantages of using social media to share personal feelings about sensitive matters on your life. Before expressing your perspective, read the following excerpt. Be ready to record yourself and post this message in our platform.

As a follow-up activity, students can listen to their classmates in class and express an opinion about their classmates’ responses.

Another example of a presentational task aimed at A1/A2 level learners could be the following.

### Students’ Level: A1/A2

Based on the themes covered in this course (popular beliefs, consumerism and the environment, labor, and international education) prepare an oral presentation for a prospective group of Spanish speaking students who will start their English lessons at this institution. Be prepared to discuss your professional and/or academic interests.

All these tasks reflect as Adair-Hauck et al. (2015) state, one-way written or oral communication directed to an audience. The tasks should push learners out of their comfort zone and simulate a situation which students may encounter in their professional lives (Bernardo & Ruiz, 2017).

## Interpersonal Task Sample

A variation of the previous activity can be used as an example of the interpersonal mode. In this sample students will be paired and asked to have a regular conversation discussing the topic. It is expected that students do not follow a script of their dialogue.

### Students’ Level: B2.1

Discuss with your partner the advantages and disadvantages of using social media to share personal feelings about sensitive matters on your life. Before expressing your perspective, read the following excerpt (link above). Remember that for this assignment, you one of you will be using your phone to record the conversation and mail it to the instructor.

## Interpretive Examples

Examples of interpretative tasks include reading a news article, a story, or an email; listening to a podcast, watching a segment of a YouTube clip or a movie. According to Shrum & Glissan (2010), interpretative tasks should involve not only the literal comprehension of the information (text), but also interpretation. In other words, students should be tasked with making inferences, identifying cultural standpoints, giving their opinions and taking a stance. Through this process, when the student listens to or reads the text, he/she resorts to bottom-up and top-down processing of the information (Swaffar, Arens & Byrnes, 1991; Shrum & Glissan, 2010; Ruiz, 2007).

In the interpretive phase, it is important to assess the language that students use or what they can accomplish with the language (Adair et al., 2015). These researchers suggest that instructors consider the following comprehension guide for this assessment.

Table 2

*Assessment comprehension guide analysis*

CRITERIA	WHAT IS INVOLVED?
<b>LITERAL COMPREHENSION</b>	
Key word recognition	Students identify key words in the text that provide clues to the overall meaning of the text.
Main idea detection	Students identify the main idea(s) of the text.
Supporting detail detection	Students identify important details that further explain the main idea(s).
<b>INTERPRETIVE COMPREHENSION</b>	
Organizational features	Students identify the way in which the text is organized and the purpose of organizing the information in that manner.
Guessing meaning from context	Students use contextual clues and knowledge of language and text structure to infer the meaning of new words and phrases.
Inferences (reading between the lines):	Students interpret the overall meaning of the text by combining knowledge of the key vocabulary, important details, textual characteristics, and their own background knowledge.
Author's perspective	Students identify the author's perspective and prove a justification.
Cultural perspective	Students identify cultural perspectives/ norms by connecting practices / products to cultural perspectives.

Prior to assessment, students are familiar with the constructs because instructors have had them perform similar tasks. An example of assessment of the interpretive

phase to assess comprehension based on this guide analysis can be found in the appendix section (b).

## Conclusions

CBI presents several benefits for students to learn language through content and content through language. As long as instructors use relevant and challenging academic content, students will enhance their cognitive academic language proficiency (Cummins, 1989). If students have the opportunity to help select the topics, their sense of agency and motivation will be increased. To ensure the success of CBI, it is important that all stakeholders, including the administrators, content experts, and students are actively engaged. As students at the university level bring to their L1 classrooms a knowledge of the world that is different from that of younger students (Cummins, 1989; Papai, 2000), and because they have acquired content knowledge through their master's degree programs, students in the present educational study have also served as content experts. As a final recommendation for the success of CBI, the assessment design should reflect tasks that students have completed in the L2 classroom and provide instructors insight into areas in which learners may need more instruction. To close, it is essential to remember that just as two dancers are needed to dance the tango, CBI needs both language and content to sustain learners' motivation.

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## Appendix

A)

### Madres de Plaza de Mayo

Entre el recuerdo de los caídos, de todas.  
Cualquiera que fuesen su origen y sus creencias,  
su edad y sus trincheras.  
Entre el recuerdo de vuestros caídos,  
y la esperanza de lo que jamás podrá caer,  
se alza el futuro en vuestras manos.  
El grano muere, pero la espiga se levanta...  
En la Plaza de Mayo,  
Porque vosotras estáis, es siempre primavera  
En la Plaza de Mayo, cuando estéis,  
Jamás será de noche  
En la plaza de mayo, porque os dio su nombre  
La libertad sonrío...  
Que la vida os bendiga  
Madres de la plaza de mayo.

Antonio Gala

B)

### Recibirán con una fiesta a los extranjeros que llegan a estudiar a Buenos Aires

(Victor Pombiho Soares)

Muy lejos de la polémica por la cantidad de extranjeros que vienen a estudiar a la Argentina, el gobierno porteño organiza este domingo en el Campo de Polo una gran fiesta de bienvenida para los jóvenes de otros países que llegan a cursar a Buenos Aires en universidades públicas y privadas.

La idea es que jóvenes argentinos los reciban en el marco del festival ES TU DIA, organizado por el Ente de Turismo de la Ciudad en el marco del programa Study Buenos Aires, que busca fomentar la llegada de estudiantes extranjeros. En 2016, hubo 50,430 jóvenes de otros países que viajaron con motivo de estudio y generaron ingresos por 2,500 millones de pesos. Si bien el 67% optó por las universidades públicas, los extranjeros que no pagan una cuota de estudio apenas representan el 4.4% de la nómina de grado la UBA.

Alfredo Fragueiro, director de Study Buenos Aires, asegura que el objetivo de la fiesta es "darles la bienvenida" al ciclo lectivo a los estudiantes que llegan a hacer su experiencia en Buenos Aires. Esta será la cuarta edición de la fiesta. La anterior fue el 1º de septiembre de 2017 en el Centro Cultural Recoleta y hubo 2643 asistentes, de más de 70 nacionalidades diferentes. Se espera que en esta oportunidad participen 5 mil personas. La entrada es gratuita y para asistir hay que anotarse acá.



En el encuentro habrá un partido y un taller de polo, slackline, palestra, fútbol-tenis, picados 2 vs. 2, clases de tango, shows musicales, mini-clases de idioma, karaoke, taller de mate y charlas para potenciar el talento. No se venderán bebidas alcohólicas, sino gaseosas, agua mineral y café. Para comer, la oferta será variada: habrá hamburguesas, nachos, panchos, papas fritas, baguet vegetariana, golosinas, croissants, sandwiches de miga y frutas. Según Fragueiro, la llegada de estudiantes extranjeros tiene cuatro efectos positivos para la Ciudad, la experiencia enriquecedora para el alumno porteño de que en su aula haya un chico extranjero, la internacionalización de las universidades argentinas, el derrame económico que se produce por lo que gastan los alumnos para vivir y la transformación de los jóvenes extranjeros en “embajadores del país” de por vida. En 2016, de los 50,430 jóvenes que llegaron a estudiar a Buenos Aires, el 22 por ciento vino de Brasil, el 10% de Chile, el 35% del resto de América, el 16% de Europa (sobre todo de Francia y Alemania) y el 17% de otros países, sobre todo de Asia.

**Key Word recognition.** Find in the text the Spanish Word/phrase that best expresses the meaning of each of the following English words/phrases.

1. Classroom \_\_\_\_\_
2. Sweets, \_\_\_\_\_
3. Free \_\_\_\_\_
4. One should enroll here \_\_\_\_\_
5. The arrival \_\_\_\_\_
6. Pursue (a career) \_\_\_\_\_
7. To boost, drive up \_\_\_\_\_
8. Foster, promote \_\_\_\_\_
9. Sodas, pop sodas \_\_\_\_\_
10. Reasons \_\_\_\_\_

**II. Main Idea.** Using the information from the text, provide the main idea of the article in English \_\_\_\_\_

**III. Supporting details.** Look at the following details. Circle the letter of each detail that is mentioned in the text (Ojo: not all of the details are included). Afterwards, write the information that is given in the text in the space provided.

- a. Location of the party \_\_\_\_\_
- b. Foreign students expressing opinions about the party \_\_\_\_\_
- c. Benefits of having international students \_\_\_\_\_
- d. Entity that sponsors the party \_\_\_\_\_
- e. Number of foreign students in public universities \_\_\_\_\_
- f. Careers studied \_\_\_\_\_
- g. Percentages of international students in Buenos Aires \_\_\_\_\_

h. Foods and drinks consumed \_\_\_\_\_

**IV. Organizational activities.** How is the text organized? Mark all that apply and explain briefly why you selected each organizational feature- What were the clues in the article?

- a. Chronological order
- b. Compare/contrast
- c. Description
- d. Pros and cons
- e. Problem and solution

Justification from the text \_\_\_\_\_

**V. Guessing meaning from context. Based on the text (passage from the article), write what the following three words/ phrases mean in English:**

1. **La llegada** de estudiantes extranjeros tiene cuatro efectos positivos para la Ciudad (Buenos Aires) (6th paragraph): \_\_\_\_\_
2. **el derrame económico** que se produce por lo que gastan los alumnos para vivir y la transformación de los jóvenes extranjeros en (6th paragraph): \_\_\_\_\_
3. ... hubo 50.430 jóvenes de otros países que viajaron con motivo de estudio y **generaron ingresos** por 2500 millones de pesos( 3rd paragraph): \_\_\_\_\_

**VI. Inferences.** "Read between the lines" to answer the following questions, using the information from the article. Your responses maybe in English or in Spanish.

1. In what way(s) do you think that the coming of international students contribute the host country?
2. \_\_\_\_\_  
\_\_\_\_\_
3. Would you enjoy your time in Buenos Aires in case you decided to go? Make sure you use details from the article to support your answer.
4. \_\_\_\_\_  
\_\_\_\_\_

**VII. Author's perspectives.** Select the perspective or point of view you think the author adopted as he wrote the article and justify your answer with information from the context. You may respond in Spanish or English.

- a. Informative
- b. Historical
- c. Factual
- d. Moral/ religious

Justification from the text \_\_\_\_\_

**VIII. Comparing Cultural Perspectives. Answer the following questions in Spanish or English:**

1. Compared to US (or European) universities, how different are the welcoming parties for international students?
2. What similarities and differences might there be between this article and an article written about international students in your country?

**IX. Personal Reaction to the Text.** Using the specific information from the text, describe your personal reaction to the article in Spanish. Be sure to provide reasons that support your reaction.

Some phrases to help you

(no) Me gusta ..... porque.....

Prefiero .....