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Managing Depth and Breadth in the WL Survey Course

SP-404 Spanish for Business

GENERAL KNOWLEDGE

- *Capítulo 1. El comercio global y el contexto hispano: Geografía, población, idioma y cultura*
- *Capítulo 2. Organización y clasificación de la empresa comercial*
- *Capítulo 6. Sistemas y equipo de la oficina moderna*
- *Capítulo 8. Productos y servicios*
- *Capítulo 11. Al encuentro de mercados internacionales*
- *Capítulo 13. Prácticas e intermediarios del comercio internacional*
- *Capítulo 14. Preparación del gerente para el comercio internacional*

SPECIALIZED KNOWLEDGE

Accounting/Banking/Finance
- *Capítulo 4. Custodia y control del dinero*
- *Capítulo 5. Las inversiones de capital a largo y corto plazo*
- *Capítulo 12. El financiamiento, los inversionistas y la bolsa*

Human Resources/Management
- *Capítulo 3. Requisitos y modelos administrativos estadounidenses e hispanos*
- *Capítulo 7. Contratación, pago y negociación laboral*

Marketing: Advertizing/Distribution
- *Capítulo 9. Segmentación del mercado y publicidad*
- *Capítulo 10. La compraventa y otras funciones del marketing*

Striking a Balance

- Content Mastery vs. Language Development
  - Reading for knowledge/proficiency
- General vs. Specialized Knowledge
  - Finance, Management, Marketing
- Rote Memory vs. Application
  - Demographics of 21 Countries
- Business vs. Culture

Tenets of Mindful Learning

- Controls reality by identifying several possible perspectives from which any situation may be viewed.
- A process of stepping back from perceived problems and perceived solutions to view situations as novel.
- A process through which meaning is given to outcomes.
- Developed from an actor's ability to experience personal control by shifting perspectives.
- Depends on the fluidity of knowledge and skills and recognizes both advantages and disadvantages in each.

Langer, E. J. (1997). *The Power of Mindful Learning*. Peruses: Reading, MA.

Five Givens about SLA

- SLA involves the creation of an implicit linguistic system
- SLA is complex and consists of different processes
- SLA is dynamic but slow
- Most L2 learners fall short of native-like competence
- Skill acquisition is different from the creation of an implicit system

VanPatten, Bill (2002). *From Input to Output: A Teacher's Guide to Second Language Acquisition*. McGraw-Hill. San Francisco.

Tenets of Communicative Language Teaching

- Language use is **creative**. Learners use whatever knowledge they have of a language system to express meaning in a variety of ways.
- Language use consists of many **abilities** in a broad communicative framework. The nature of the particular abilities needed is dependent on the roles of the participants, the situation and the goal of the **interaction**. (Long 1985)
- L2 learning, like L1 learning, begins with the **needs and interests of the learner**.
- An analysis of **learner needs and interests** provides the most effective basis for materials development.
- The basic unit of practice should always be a **chunk of discourse**. Production should begin with the **conveyance of meaning**. Spontaneous expression should be encouraged at the **beginning** levels of instruction. Formal **accuracy** in the beginning stages should be **neither required nor expected**. **Fluency** should be emphasized over accuracy at the beginning levels.
- The teacher assumes a **variety of roles** to permit learner participation in a wide range of **communicative situations**.
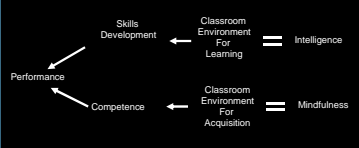
Savignon, S. J. (1997). *Communicative Competence: Theory and Classroom Practice*. McGraw-Hill. San Francisco.

From Classroom Tasks to Reading Tests

- Processes and Products
  - Content mastery vs. language development
- Focus on content
  - Custom areas of expertise
  - Focus on applied knowledge
- Focus on skills application
  - Self-contained learning modules
  - Limit cumulative testing to general content

Lee, James F. and Bill VanPatten (2003). *Making Communicative Language Teaching Happen*. McGraw-Hill. San Francisco.

MEANING/FORM   SKILLS/COMPETENCE   THEORY/PRACTICE

Houston, Tony and Paaige Turner (2007) "Mindful Learning and Second Language Acquisition" *Academic Exchange Quarterly* 11:1. (pp. 87-92).

Houston, Tony and Paaige Turner (2007) "Mindfulness and Communicative Language Teaching" *Academic Exchange Quarterly* 11:1. (pp. 138-142).

Modular Approach to Content

- Breadth
  - **Readings** as content modules
  - **Group presentations** on specialized topics
  - **Individual presentations** on countries
- Depth
  - **Business plan** work groups must include students with finance, management, marketing and demographic perspectives
  - **Portfolios** and Job Interview **Simulations**

Autonomy and Engagement

HOMEWORK

- **Day 1**
  - *Lectura comercial*
  - *¿Qué recuerda Ud.?*
  - *¡A ver si me acuerdo!*
- **Day 2**
  - *Una vista panorámica de…*
  - *La actualidad económica de…*
- **Day 3**
  - *Lectura cultural*
  - *¿Qué sabe Ud. de la cultura?*

IN CLASS

- **Day 1**
  - *Para pensar*
  - *¿Qué significan?*
  - *Al teléfono*
  - ***Quiz**: Preguntas comerciales*
- **Day 2**
  - *Entrevista profesional*
  - *¿Qué sabe Ud. de…*
  - ***Quiz**: GeoReconocimiento*
- **Day 3**
  - *VídeoTexto*
  - *Síntesis comercial y cultural*
  - ***Quiz**: Preguntas culturales*

Portfolios and Interviews

- Portfolio
  - Job announcement
  - C.V.
  - Cover letter
- Interview
  - Chosen specialty area
  - Portfolio tailored to job
  - Video recorded for evaluation

Outcomes Assessment

MODE (MODALITY)	ARTIFACT
Interpretive (Listening)	*Al teléfono*
Interpretive (Viewing)	*VídeoTexto*
Interpretive (Reading)	*Para pensar*
Interpersonal (Spoken)	Interview
Interpersonal (Written)	Cover Letter
Presentational (Spoken)	Presentation
Presentational (Written)	Business plan

Communicative Modes

- **Interpretive Mode:** Comprehension of written, oral, and/or visual communication, including embedded cultural perspectives, without the ability to negotiate meaning with the creator of the message.
- **Presentational Mode:** Spoken or written communication prepared for an audience and rehearsed, revised or edited before presentation.
- **Interpersonal Mode:** Two-way oral or written communication which is spontaneous and unrehearsed, and characterized by active negotiation of meaning among individuals involved.

http://www.ecb.org/worldlanguageassessment/Vocabulary.htm

Characteristics of IPA

Interpretive Mode	Presentational Mode	Interpersonal Mode
• Begin with the gist	• Delivery of the message is most important	• Message is most important
• Move to deeper levels of details	• Awareness of audience	• Spontaneous
• Use contextual clues	• Maintain audience's attention	• Staying on topic
• Predict, guess, use structures to aid meaning	• Non-negotiated (one-way communication)	• Follow-through on ideas
• Authentic materials	• Rehearsed, practiced	• Attentive to partner
	• Edited, polished	• Authentic reactions
		• Negotiation of meaning (two-way communication)

(Sandrock, 2008)

Performance Indicators

ACTFL	IPA
•Low	•Emerging
•Mid	•Developing
•High	•Expanding

Houston, Tony (2012) **"Beyond Accreditation: An Assessment Model for University Foreign Language Programs".** In Vetterling, Mary-Anne; Joy Renjilian-Burgy; Lucía Ortiz (eds.) Cambios y conexiones: España y Latinoamerica. Ensayos sobre literatura, lengua y tecnología en la enseñanza e investigación en español. Actas del 11o bienal regional de la AATSP del nordeste (pp.187-202).

Interpersonal Goals

- **Minor.** The learner will **communicate immediate needs or events of work** in the target language in a way that demonstrates **emerging intercultural competence** and **can be understood** by interlocutors not accustomed to dealing with learners at this level.
- **Concentration.** The learner will **formulate and respond to questions** in the target language in **structured exchanges** on **topics of professional or social relevance** in a way that demonstrates **developing intercultural competence** and is **generally understood** by interlocutors not accustomed to dealing with learners at this level.
- **Major.** The learner will use the target language in **spontaneous exchanges** with some **unexpected complication** on **topics of social or cultural interest** in a way that demonstrates **expanding intercultural competence** and is **readily understood** by interlocutors not accustomed to dealing with learners at this level.

Academic Rigor

- Application → Deep Learning
- Specialization → Integrative
- Management/Marketing as Applied Social Sciences
  - Organizational Psychology
  - Consumer Behavior
- Finance as Applied Math
  - Depreciation of Assets
  - Currency Conversion

Bibliography

- Houston, Tony (2012) "Beyond Accreditation: An Assessment Model for University Foreign Language Programs". In Vetterling, Mary-Anne; Joy Renjilian-Burgy; Lucía Ortiz (eds.) Cambios y conexiones: España y Latinoamerica. Ensayos sobre literatura, lengua y tecnología en la enseñanza e investigación en español. Actas del 11o bienal regional de la AATSP del nordeste (pp.187-202).
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