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# BUSINESS SPANISH IN THE UNITED STATES: EVOLUTION, METHODOLOGY, AND MARKETS

MICHAEL SCOTT DOYLE  
University of North Carolina at Charlotte

As a key component of Business Language Studies (BLS)<sup>1</sup> and of “the dominant subfield [business language] within LSP [languages for specific purposes]” in the United States (Grosse & Voght 1990, 45), Business Spanish has experienced a steady evolution in terms of curriculum and methodology<sup>2</sup>, particularly since the sustained impetus provided by the creation of the federally-funded Centers for International Business Education and Research (CIBERs)<sup>3</sup> in 1988. The purpose of business language (BL) in the national curriculum is to better prepare students for productive, informed, and ethical participation (and employment and career opportunities) in an increasingly multicultural, multilingual, 24-7 supply-chained, and e-global economy. It is a pragmatic curricular response<sup>4</sup> to an increasingly pressing *glocal* (local and global intertwined) economic reality. As such, BL should be considered as a key feature of American higher education’s front porch for internationalization and global diversity literacy, particularly with regard to intercultural understanding and communication, world trade and peace, and national competitiveness in the global economy. As long ago as the early 1800s, French political economist Frédéric Bastiat cautioned that “When goods do not cross borders, soldiers will.” Within the LSP-BLS-BL framework, and that of Spanish for specific or special purposes (SSP), Business Spanish occupies a privileged place in the United States. This article will examine the evolution over the past two decades, some representative developments in curricular methodology, and marketing and markets, both academic and beyond, for Business Spanish and its graduates in the United States.

## **Evolution of Business Spanish (BSPAN) in the United States: from Curricular Margin to Mainstay**

Two decades ago, the CIBER at San Diego State University published a Working Paper titled “Business and Spanish in the New American Educational Epistemology: Context, Development, Forecast” (Doyle 1992).

Within the new educational epistemology that it described—“combining the study of business with that of the languages and cultures of potential business partners and co-workers” (i) and the growing number of “collaborative ventures between schools of business and liberal arts” (6)—the centrality of BSPAN was highlighted:

Business Spanish is paradigmatic [...] Not only is Spanish a major world language, it is now also the dominant hemispheric language of the Americas as well as a probable language of regional destiny in the United States, where it is evolving into a co-domestic language existing alongside the traditional English in locations such as the Southwest and California. The forecast is that Business Spanish will and must play an increasingly important role in preparing our graduates for the national, hemispheric, and global challenges and opportunities that lie ahead. (i)

At that time, Spanish was the “fourth most spoken language in the world [...] with approximately 352 million Spanish-speakers” (considering first plus second language speakers)<sup>5</sup>; it was the dominant hemispheric language of the Americas with a total of 296 million speakers; and the United States ranked demographically as “the fifth Spanish-speaking nation in the world (after Mexico, Spain, Colombia and Argentina)” (Doyle, “Business and Spanish” 10, 13). Twenty years later, in 2012, Spanish, one of the six official languages of the United Nations, is at least the third most spoken language in the world, with an estimate of some 464 million Spanish-speakers<sup>6</sup>, an increase of 112 million speakers or 32%; it remains the dominant hemispheric language of the Americas with an estimated total of 417 million speakers, an increase of 121 million or 41%; and, having surpassed Spain (47 million), Colombia (45 million) and Argentina (42 million), the U.S., with over 51 million Spanish speakers, now ranks as the second largest Spanish-speaking nation in the world after Mexico (115 million). Table 1 revisits changes between 1990 and 2010 in several other key demographic and economic characteristics that further substantiate the importance of the Spanish language and Hispanic cultures in the United States today.

The dramatic increases in each of the categories in Table 1 validate the 1992 needs assessment-based forecast that, “as Hispanic-origin demographic projections come true, Business Spanish will play an even greater role in equipping our graduates for the national, hemispheric, and global setting of the United States in the 21st century” (Doyle, “Business and Spanish” 16).

The U.S. Census Bureau’s brief on “The Hispanic Population: 2010” indicates that in the first decade of the new millennium, “More than half of the growth in the total population of the United States between 2000 and 2010 was due to the increase in the Hispanic population,” with an increase of 43% (from 35.3 to 50.5 million) (2), and that this demographic

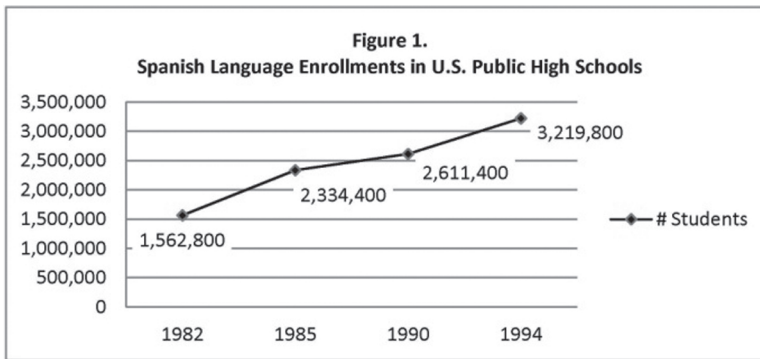
**Table 1. Two Decades of Change, 1990-2010: Key Demographic and Economic Characteristics of the U.S. Hispanic Population** (Sources: U.S. Bureau of the Census, *Statistical Abstract of the United States: 1991* [as reported in "Business and Spanish in the new American educational epistemology: Context, development, forecast"]; U.S. Census Bureau *Statistical Abstract of the United States: 2012*; U.S. Department of Commerce; and Selig Center for Economic Growth)

Category	Year	Statistic	Year	Statistic
U.S. Hispanic-origin population	1990	22.4 million / 9% of total U.S. population of 248 million	2010	50.5 million (increase of 28 million or 125%) / 16.3% of total U.S. population of 309 million <sup>a</sup>
# U.S. states with Hispanic-origin population > 1 million persons	1990	4 (CA, FL, NY and TX)	2010	8 (AZ, CA, CO, FL, IL, NJ, NY and TX)
# additional states with an estimated Hispanic-origin population of 500,000 to one million people	1990	4 (AZ, IL, NJ and NM)	2010	10 (GA, MD, MA, NC, NM, NV, OR, PA, VA and WA)
U.S. export trade with Spanish-speaking Latin America and Spain	1990	\$55 billion	2010	\$261 billion (increase of \$206 billion or 374%)
Purchasing power of U.S. Hispanics	1990	\$212 billion	2010	\$1 trillion (increase of \$788 billion or 372%)

<sup>a</sup>The projection in the *Statistical Abstract of the United States: 1991* had been for 31 million in the year 2010, only 61% of the actual 50.5 million reported for that year.

increased “to more than twice [its] size since 2000 in at least 1 in every 4 counties” (13), which provides more granular evidence of the significant Hispanic/Latino presence. In their U.S. Census Bureau report “United States Population Projections: 2000 to 2050,” Ortman and Guarneri indicate that the Hispanic population in the U.S. is “projected to more than double between 2000 and 2050” (3), from 50 million to over 133 million, which would move it from 16% of the total U.S. population in 2010 to 30% percent in 2050 (16). In 1990, Spanish enrollments in American institutions of higher education numbered 534,182 (Doyle, “Business and Spanish”); according to the most recent MLA survey data, in 2009 these enrollments had grown to 864,986, an increase of 330,804 (62%). At the secondary level, Spanish enrollments nationwide in U.S. public high schools stood at 4.1 million students in 1990 (69% of all foreign language enrollments).<sup>7</sup> Per the U.S. Census Bureau “Foreign Language Enrollments in Public High Schools” data, a somewhat different set of numbers, the trend in Figure 1, nonetheless, was similarly dramatically upward for Spanish language enrollments in public high schools from 1982 to 1994. A 2010 report by the American Council on the Teaching of Foreign Languages, titled “Foreign Language Enrollments in K–12 Public Schools: Are Students Prepared for a Global Society?” (Draper and Hicks) collected data from the 2007-2008 school year and concluded that Spanish, studied by 72% of foreign language students, “dominated language course enrollment” (8). It stands to reason that the development of BSPAN courses in American higher education would mirror documented demographic, economic, and national enrollment trends, extending Grosse and Voght’s pioneering 1988 survey results that LSP was

already “present throughout the language curriculum at all sizes and types of four-year institutions [...] at private and public institutions [...] fairly evenly distributed among small, medium, and large institutions, demonstrating the widespread acceptance of LSP” (“Evolution of Languages” 38). At that time, Spanish was already dominant within the national LSP curriculum in American higher education, with BSPAN constituting 60% of the 373 LSP courses offered in Spanish (Doyle, ‘Business and Spanish’ 16).



Over the past two decades, in response to pressure from the external environment of American higher education and the educational needs of the learners that issue from and dovetail back into those of society,<sup>8</sup> BSPAN in the United States has evolved from curricular margin to mainstay. It has moved from being an occasional, boutique or exotic course offering—often included only grudgingly<sup>9</sup>—to a new status as an established, regular, and even core SSP feature in many Spanish programs today, supported by student pragmatism (what is the purpose of foreign language study?) and enrollment preferences<sup>10</sup> as well as by interdisciplinary, interdepartmental, inter-college, and inter-institutional curricular interests. This significant trend will continue, fed by recent survey results such as the following in 2010: “Only one in four employers thinks that two-year and four-year colleges are doing a good job in preparing students for the challenges of the global economy” (Peter D. Hart, *Raising the Bar* 1). The prestigious Committee for Economic Development (CED) echoes such a finding in its report on *Education for Global Leadership*:

Most schools have not responded adequately to the new challenges the nation will face in the twenty-first century. Thus many American students lack sufficient knowledge about other world regions, languages and cultures, and as a result are likely to be unprepared to compete and lead in a global work environment.<sup>11</sup> (14)

Today, however, compared to the early to mid 1990s when the opposite

obtained, it is probably the exception to find a Spanish department or program that does not offer at least one BSPAN course. Many offer an articulated sequence of such courses in order to provide greater depth and breadth (e.g., vertically articulated, typically from the intermediate through the advanced levels of instruction, and/or horizontally articulated in terms of varying BSPAN content, such as advanced-level courses in Spanish with a focus on international business, management, marketing, banking, finance, e-commerce, etc.).<sup>12</sup> Appendix 1 depicts new curricular content—from LSP and languages for the professions to BLS, translation and interpreting, film studies, service learning, and internships—that is increasingly being incorporated, like pieces in a puzzle, into the evolving contemporary Spanish curriculum, an architecture that must house both tradition and innovation, appreciating and studying the past with today’s learners while preparing them for the future.

For several decades now, it has increasingly been the norm for colleges and universities to offer interdisciplinary majors in fields such as International Business, International Studies, Global Studies, Latin American Studies, and European Studies. The availability of BSPAN courses, often core language requirements in such programs, helps the foreign language or Spanish unit establish vital curricular linkages and allies. This interdisciplinary thrust of inclusion began to gain significant momentum with the CIBER mandate in 1988, which prioritized:

(A) **interdisciplinary** programs which incorporate foreign language and international studies training into business, finance, management, communications systems, and other professional training for foreign language and international studies training into business, finance, management, communications systems, and other professional curricula.

(B) **interdisciplinary** programs which provide business, finance, management communications systems, and other professional training for foreign language and international studies faculty and advanced degree candidates (<http://ciberweb.msu.edu/legislation/>. Retrieved 12/12/11. Emphasis added).

Integrative interdisciplinarity remains a pressing consideration today as employers demand that their employees develop “a broader set of skills and have higher levels of learning and knowledge than in the past to meet the increasingly complex demands they will face in the workplace” and “endorse learning outcomes for college graduates that are developed through a blend of liberal and applied learning” (Peter D. Hart, *Raising the Bar 1*).

### **LSP-BSPAN in the United States: Some Representative Developments in Curricular Methodology**



BSPAN courses and curricula belong to the pedagogical subcategory of the applied theory branch of BLS.<sup>13</sup> Applied BLS stipulates a framework for intercultural communication and cross-cultural literacy, which comprehends: language, demographics, geography, history, trade, values, beliefs, customs, and conduct. Within this overall framework, BSPAN methodology in the U.S. is generally characterized by a theory-based, tripartite, interdisciplinary, integrated curriculum that, at its core, yields the following thematic equation:

$$\begin{array}{l} \text{BSPAN} \\ \text{(language)} \end{array} = \begin{array}{l} \text{Business} \\ \text{content} \end{array} + \begin{array}{l} \text{Cultural} \\ \text{context} \end{array} + \begin{array}{l} \text{Geographic setting} \\ \text{(area or regional studies)} \end{array}$$

This fundamental equation is typically designed into individual courses which contain all the components, variably weighted, or it manifests itself in a combination of courses in each integral part which are then stitched together into an interdisciplinary, curricular whole. The equation reflects “the fact that business is always done by people who use language(s) in special ways in particular settings” (Doyle, “Business Language Studies” 7). The tripartite structure, first implemented systematically (i.e., woven throughout an entire institutional curriculum) in the U.S. in 1946 at the American Institute of Foreign Trade (Branan 3), and subsequently endorsed by the CIBER mandate, has been sanctioned additionally by influential policymakers such as the Committee for Economic Development (CED) in its report on *Education for Global Leadership*:

High school graduates should achieve proficiency in at least one language in addition to their primary language, and demonstrate knowledge of the geography and cultures of major regions of the world as well as an understanding of global issues (such as economic development...) Schools of business administration should institute foreign language requirements, and include classes on the culture and languages of areas of the world (26, 29).

The BSPAN language proficiency requirements (from ACTFL ratings of intermediate through superior) and academic year curriculum levels (from year 2 through 5+) parallel those for the traditional curriculum based on literary studies, as illustrated in Appendix 2. A general prototype of the BSPAN tripartite curriculum and methodology is provided in Appendix 3, which reconfigures and further develops the Tripartite Pedagogical Model for BLS in “Business Language Studies in the United States” (Doyle 111). Complementary particulars of this general curricular and methodological blueprint, from the essential, point-of-departure needs analysis to business communications, case studies, technology, assessment, public outreach, and internships have been treated in detail in *Spanish and Portuguese for Business*

and the Professions and through a variety of articles in refereed journals such as *Global Business Languages*, *Journal of Language for International Business*, *Global Advances in Business Communication*, *Hispania*, and *The Modern Language Journal*. Together, such publications also constitute the roots of a yet-to-be-articulated digital sociology of more recent educational developments such as LSP-BLS and BSPAN. Just as we are now experiencing the more formalized emergence of the digital humanities (DH), which

currently incorporates both digitized and born-digital materials and combines the methodologies from the traditional humanities disciplines (such as history, philosophy, linguistics, literature, art, archaeology, music, and cultural studies) with tools provided by computing (such as data visualisation, information retrieval, data mining computational analysis) and digital publishing. (Wikipedia)<sup>14</sup>

one can anticipate similar rapid formalization and development for digital LSP-BLS as such, which in practice has also been occurring for quite some time but in a less organized manner than DH. Indeed, this article itself contains numerous examples of digital BLS and BSPAN.

In the applied theory consideration of BSPAN, which is where the ongoing development of curriculum and methodology is housed, perhaps the most significant strategic shift in recent decades has been from teacher-centered to learner-empowered pedagogy, which means that critical thinking, problem solving, effective communication, teamwork, and ethics—what the *learners themselves* can figure out and do with BSPAN content, how well, and why—are now principal motors of learning. This development matches employer requirements for graduates who can “apply their college learning in real-world settings” (Peter D. Hart, *Raising the Bar* 1), that is, combine know-how with do-how via actively applied, problem-solving learning. Today’s employer “focus on ethical decision-making” and “the ability to understand the global context of situations and decisions” (Peter D. Hart, *Raising the Bar* 1) is often reflected in learner-empowered BSPAN activities such as case studies, team projects, internships, or service learning on themes of fair trade, microfinance, and limited-carbon, sustainable development. Indeed, employers believe that “faculty-assessed internships, community-based projects, and senior projects would be the most useful in gauging graduates’ readiness for the workplace” (Peter D. Hart, *How Should Colleges Assess* 6). There has been a clear movement away from study and discussion inside the classroom to real-world engagement (experiential learning via autobiographically inscribed doing<sup>15</sup>) outside the classroom. This, of course, extends to student participation in transnational degree programs such as those pioneered at San Diego State University (SDSU) in the early 1990s (e.g. MEXUS: a bi-national program that offered degrees in international business from both SDSU and its

partner universities, the Universidad Autónoma de Baja California [UABC] in Tijuana and the Centro de Enseñanza Técnica y Superior [CETYS] in Ensenada, Mexico). SDSU's offerings have since evolved from bi-national to quadri-national degree programs.

Other representative LSP-BSPAN methodological developments include the following four examples: a more granular consideration of Hispanic cultures; comparative intercultural understanding of frictional issues and barriers; ethics and self-critical awareness; and hands-on preparation for having a successful job interview in Spanish.<sup>16</sup> These form part of BSPAN methodology since they issue from the evolving repertoire of working methods (constituent parts and techniques) of BLS. They pertain not only to applied but to descriptive BLS as well, with the emphasis of the latter on both product- and function-oriented considerations.<sup>17</sup> And, of course, they are methodologically linked to the pedagogical use of technology, that “great agent of change revolutionizing business language education” (Grosse, “Change, Challenge, and Opportunity” 17). Naturally, as technology continually evolves, so do LSP, BLS, BL and BSPAN methodologies. Grosse has written that, “As technology impacts the daily lives of faculty, administrators, and students, it transforms our instruction. It takes the student out of the classroom and into the world of the business language and culture. Conversely, it brings the business language and culture directly into the classroom” (Change, Challenge, and Opportunity 17). Innovations in technology have facilitated learner-empowered pedagogy and the online, virtual movement beyond the confines of the traditional classroom and teaching materials, although a BSPAN textbook (of which there are many suitable options on the market) still provides a “clean” (edited) organization and narrative structure for BSPAN content, which the Internet has not yet been programmed to do efficiently on demand. One envisions, however, that, as digital BL and BLS evolve, we are on the cusp of search engines that will be able to follow detailed instructions or outlines and provide tailor-made permutations of specific, comprehensive, clean narrative structures (business + cultural context + geographic setting: area or regional studies) sought by any BSPAN instructor or learner for any BSPAN situation or type of course. In this regard, BSPAN may serve as a template for other LSP domains.

BSPAN has been experiencing an increasing pedagogical focus on the granular diversity within Hispanic cultures and on particular Spanish-speaking countries, sub-groupings within a country, or groupings of countries, a movement from the generic, faceless, stereotypical Hispanic (whoever that may have been) to more specific culturo-geographic contexts in which business is actually conducted. The methodology is one of exploring micro economic and sociopolitical considerations within macro-demographic frameworks, e.g., the Catalans, Galicians and Basques within the broader

framework called “Spaniards.” A more inclusive, and therefore accurate, socio-demographic consideration may examine, for example, issues such as the economic and business condition, contributions, and outlook for Afrolatino Panamanians (e.g., the history and development of the Panama Canal) or for Chinese Peruvians, an important demographic sector, in Lima; or the impact of tourism on indigenous peoples who live on Lake Titicaca (such as the pre-Incan Uros on their floating *titora*-reed islands off the port city of Puno or the indigenous residents of Isla Taquile in the middle of the immense lake); or the socioeconomic impact of the recent gold mining boom on Juliaca, Peru and the surrounding region, marred by conflict between locals and newly-arrived immigrants, and the blight of human trafficking of young women and girls that has accompanied the boom; or the sociopolitical and socioeconomic adroitness of today’s nation-building propaganda via roadside billboards in Ecuador; or the investment origins of prominent Ecuadorian industries such as rose and shrimp farming. The recent creation by Latin American leaders of the “new Community of Latin American and Caribbean States, mainly as a forum for resolving regional conflicts, building closer ties and promoting economic development,” will also garner interest in BSPAN classes because, as Ian James reports for the Associated Press, “What if they threw a giant party for the Americas and didn’t invite the United States or Canada?” BSPAN classes will similarly begin to explore plans by Mexico, Colombia, Peru and Chile to create a new Pacific Alliance, “an unprecedented trading alliance” that will “mainly focus on regional economic integration centered on the movement of people and the trading of goods, capital and technology,” an association that “would surpass the trade volume of the Common Southern Market (*Mercosur*)” (de Lima Palhares n/p). These are merely examples of the endless, and endlessly fascinating, teaching and research topics related to a more granular BSPAN consideration of cultural and economic diversity within the geographic settings of the broader BSPAN equation. A more granular (detailed and individualized) approach should also help to interest more BSPAN students in visiting and experiencing the great diversity of Spanish-speaking countries and communities for themselves. Doing so—whether via study, internships or simply attentive travel abroad, all of which are always granular in nature—represents excellent intercultural preparation for future international business practitioners.

A more active contrastive intercultural analysis of frictional issues and barriers to business represents another methodological BSPAN emphasis. The notion of friction comes from Thomas Friedman’s *The World Is Flat*, in which any utopian vision of “the world as a perfect market . . . has always bumped up against the world as it actually is—full of sources of friction and inefficiency . . . habits, cultures, and traditions that people cherish precisely because they reflect nonmarket values like social cohesion, religious faith,

and national pride” (204). A major source of friction in international business, and often enough within the diversity of national business itself, is the fact that, in the end, regardless of the benefits of ever faster and more efficient technologies for communication and logistics, people must still do business with people. This means that different cultural values and norms come into continuous contact and often conflict with one another.

Two decades ago, the first edition of *Éxito comercial: Prácticas administrativas y contextos culturales* (Doyle, Fryer, Cere 1991), an advanced-level BSPAN textbook, included the market entry methodology of having learners analyze economic and cultural aspects that affect doing business with different countries or regions of the Spanish-speaking world (e.g., pp. 217-219, 222).<sup>18</sup> In the fifth edition (2011) of this text, which also serves as a resource book, this dual consideration, more developed than the prototype designed twenty years ago by coauthor Ronald Cere, is maintained:

La investigación de la región mercantil o del sector industrial internacional indicado consiste en dos tipos de estudios, uno económico y otro cultural, los cuales se complementan. El análisis económico abarca varios temas, pero especialmente los siguientes: la demografía, las estadísticas y la actividad económica; la tecnología disponible; los sistemas de distribución; la conducta en la compra y los medios de publicidad; la estructuración de los precios, salarios y sueldos; las leyes mercantiles y los aranceles aduaneros. . . En el estudio y análisis culturales, los gerentes procuran determinar hasta qué punto influyen la geografía, la historia, las instituciones sociales, las creencias, los conceptos, los valores, la estética, las condiciones de vida y las lenguas de un país o región en los negocios, y qué medidas se deben tomar para adaptarse a esa realidad cultural en sus planes. (343-347)

The fifth edition, however, formalizes a third methodological consideration in a short case study called “Minicaso práctico” (373-375). Having already done their market-entry due diligence by preparing and discussing “un análisis económico y cultural del mundo hispano,” learners extend their deliberations to include “una tabla transcultural comparativa en la cual se resumen algunas de las principales tendencias y diferencias culturales que podrían afectar los negocios que [la empresa estadounidense] desea emprender en Latinoamérica” (373-374). They are referred to a “Comparación de tendencias culturales en los negocios” (Apéndice 5, 477-484) as a reference point for dealing with “la complejidad del asunto” (374). Students are reminded twice about potential pitfalls: once in the text of the Minicaso itself, “evitar la excesiva simplificación del tema o la implicación de que una cultura es mejor o peor que otra [...] mantenerse vigilantes frente al gran peligro de las generalizaciones y los estereotipos hueros” (374); the

second time in Appendix 5, “siempre buscar más información acerca de las tendencias culturales para entender mejor sus explicaciones históricas y las modificaciones culturales que ocurren constantemente. Siempre hay que cuestionar el tema: ¿así es de veras?, ¿por qué es así?, ¿hasta qué punto es así?, ¿continúa una conducta o influencia cultural o se está cambiando?, etc.” (477). Two examples—1) communication styles and 2) how names and surnames function—of the 26 categories addressed in the “Comparación de tendencias culturales en los negocios” are provided in Appendix 4. Students are then engaged by a series of questions that require critical, comparative, and contrastive thinking skills about the various intercultural categories covered, such as the following:

- ¿Por qué representan un escollo (pitfall) las generalizaciones y los estereotipos? Dé varios ejemplos del riesgo de un acercamiento de «cultura por números» para los negocios internacionales.
- ¿Qué diferencia hay entre patriotismo y nacionalismo? ¿Piensa usted que todos los estadounidenses son patrióticos y que todos los latinoamericanos y los españoles son nacionalistas? Comente con ejemplos. ¿Es usted más patriótico o más nacionalista? Explique.
- Explique la diferencia entre poder hacer lo que se quiera mientras no se viole la ley y limitarse a hacer lo que la ley dicta o permite. ¿Qué quiere decir ‘Obedezco, pero no cumplo’? ¿Ocurre esto también en EUA? Explique.
- Al estar en una reunión de negocios con los ingenieros Pedro Gómez Ramírez, Antonio Ramírez Gómez, Ana Lidia Martínez García y Marisol García de Martínez, preséntelos formalmente (usando sus títulos y apellidos) al director de marketing de [la empresa estadounidense]. Luego, explique cómo funciona normalmente el sistema de apellidos en la cultura hispana y cómo se diferencia del sistema estadounidense.
- ¿Piensa usted que hay suficiente preponderancia de pruebas para poder señalar que el estadounidense tiene una tendencia a ser monocronico mientras que el hispano tiende a ser policronico? Explique. ¿Cómo es usted, más monocronico o policronico? Explique. (374-375)

Friedman’s notion of “friction” and the topic of comparative/contrastive intercultural analyses tie in very well with a heightened methodological inclusion of business ethics—a hot-button issue in the wake of today’s lingering economic recession—in today’s BSPAN curriculum. In the first edition of *Éxito comercial*, coauthor T. Bruce Fryer had anticipated in 1991 the importance of developing self-critical ethical awareness on the part of the BSPAN student. His words, based on a seminar by Logan and Bell on “Business Ethics and Corporate Strategy” at the Pontificia Universidad Católica in the Dominican Republic in 1988, have been retained through the

fifth edition, and warrant repeating:

la ética en los negocios y en las estrategias empresariales tendrá más importancia que antes. Los gerentes o algún grupo oficial tendrán que establecer el método para asegurar estas decisiones morales. ¿Cuál será la ética para tomar decisiones? ¿Se basará esta nueva ética gerencial en valores personales y culturales? ¿En los de qué cultura? Cuando se toman decisiones, ¿se consideran también la lealtad, la justicia, las promesas y el no querer explotar o perjudicar a otros? ¿Qué obligaciones se considerarán más importantes? ¿Qué ideales morales de los empleados influirán en las decisiones gerenciales: la tolerancia, la compasión, la paz, el respeto hacia el prójimo? ¿Cuál es el ideal más elevado, del que resultará el mayor bien para el mayor número de personas? ¿Cuáles serán las consecuencias de las decisiones, y qué beneficios o daños pueden resultar de ellas? ¿Cuáles son las diferencias culturales que influyen en los valores? (1<sup>st</sup> edition of *Éxito comercial* 265; 5<sup>th</sup> edition 425)

The fifth edition of *Éxito comercial* has further emphasized ethics in business and international trade by methodologically infusing ethical considerations throughout the length of the book via opening chapter epigraphs, new case studies, and authentic “Para pensar” readings that deal with ethical dilemmas in the real world of business. Business ethics is broadly defined in the opening chapter as: “los principios o códigos de integridad que rigen la conducta tanto personal como de la empresa misma. La ética empresarial se basa en un conocimiento moral entre el bien y el mal y se demuestra con decisiones que favorecen el bien” (5). An important caveat is added: “Lo legal no es sinónimo de lo ético” (5), such that learners must always be thinking about the difference between legal requirements and restraints in business versus moral conduct, i.e., acting personally and professionally with decency and in good faith and conscience. The chapter epigraphs, and the critical thinking prompts that accompany them, serve as a constant reminder that ethical thinking and conduct must become the norm for global and intercultural business today and in the future. The following are a few examples of the epigraphs and prompts, which always require that students translate (and by implication) compare and discuss their renditions of the quotes. Chapter 1, “El comercio global y el contexto hispano,” opens with a quotation by Dr. Martin Luther King, “The time is always right to do what is right,” followed by a prompt to comment on its “validez para el mundo de los negocios, con algunos ejemplos” (2). Chapter 3, “La gerencia,” opens with a quote by billionaire and global business leader Warren Buffet: “It takes 20 years to build a reputation and five minutes to lose it.” The discussion prompt here, which also draws from a student’s knowledge, experience and



imagination in relation to management, the business theme of the chapter, is: “comente su validez para la gerencia, con un buen ejemplo que usted conozca o uno que pueda imaginarse” (60). Chapter 6, “La oficina,” opens with a quote by Oprah Winfrey: “Real integrity is doing the right thing, knowing that nobody’s going to know whether you did it or not” (154). Chapter 14, with which the book concludes, begins with the famous campaign slogan used by President Barack Obama, who came into office just as the Great Recession, brought about by greed and corruption, was hitting full stride: “Change has come to America.” The prompt for this is “Traduzca al español la cita de arriba y discuta su validez para el mundo de los negocios, con un ejemplo” (420). Here, of course, there is ample room for discussion about whether or not business will be conducted more ethically in the future (have any lessons been learned?) in order to avoid repeating the ruin, recrimination, and heartbreak of the Great Recession. The methodological intent of the epigraphs is that a foregrounding of business ethics, whose inclusion should become a standard feature of every BSPAN syllabus, sets a tone that will reverberate the length of the book and course.

Two other examples of the emphasis on ethics are a new case study on the banking and mortgage crisis of 2008, based on what befell the Bank of America Corporation during the financial crisis that was coming to a head in the fall and winter of 2008 (117-120), and a new “Para pensar” authentic reading titled “Tiburón, de villano a víctima” (390). The Minicaso summarizes how subprime loans [*crédito subprime*] and leveraging [*apalancamiento*] fueled the real estate bubble (*burbuja hipotecaria*) that led to a national economy full of toxic assets [*bienes tóxicos*] and NINJAs (No Income, No Job or Assets) incapable of servicing their loans, and eventually to taxpayers [*contribuyentes*] being saddled with a solution called TARP (Troubled Assets Relief Program / [*Programa de Alivio para Activos*]). It introduces new banking and finance vocabulary that often did not exist, and certainly did not flood news media, prior to the crisis. After posing critical thinking questions of an ethical nature, the Minicaso then puts students in ethical role-playing situations [*Considere usted la situación desde los siguientes puntos de vista y comente sus opciones con otros estudiantes que representarán cada grupo a continuación*] such as:

- Dos vecinos: uno que opina que hay que ayudar a los que van perdiendo sus casas por la ejecución hipotecaria y otro que afirma «allá ellos», pues por qué compraron una casa cuando no tenían los medios para hacer tal compra.
- Dos banqueros: uno que justifica la bonificación que recibió porque había trabajado mucho y porque tal recompensa figuraba en su contrato, y otro que piensa que hay que rechazar la bonificación (la suma es de \$2,000,000 por banquero) porque ofende a mucha gente y porque teme



por la seguridad de su propia familia si se publica su nombre como recipiente. (119-120)

The “Para pensar” authentic reading, titled “Tiburón, de villano a víctima” (390), deals with the global commerce of shark finning, “el aleteo, una práctica que consiste en que ‘al tiburón lo sacan, lo degüellan, le quitan todas las aletas y botan el cuerpo al mar nuevamente, desperdiciándolo’” (390). This is a cultural, market-driven phenomenon because “Las aletas son ampliamente apetecidas en los países orientales, como China y Japón.” Having depleted this marine resource locally, these countries have brought “este negocio ilícito” to Colombian waters. The reading is then followed by questions of an ethical nature, such as:

- ¿Se limita el problema del aleteo ilícito a Colombia o es también un problema de ética comercial para otros países latinoamericanos? Busque más información en Internet para comentarla.
- Además del aleteo de tiburones, ¿con qué otra fauna y flora se comercia internacionalmente, de tal modo que pueda representar una amenaza ecológica? ¿Qué opina usted de tal comercio? ¿Se debería parar a pesar de su rentabilidad? Comente.

The final methodological BSPAN development to be considered is that of theory-based, technology-facilitated, hands-on preparation for the job interview in Spanish. The successful job interview is the critical event that most often leads to the actual hiring of our graduates. It thereby serves as a bridge directly from the BSPAN program and classroom to actual employment in the business community. As a method “designed to assess a variety of predictor constructs” (Huffcutt 63; Arthur & Villado 435-442), the job interview solicits information through a series of queries and prompts designed to plot a narrative that tells the story of an applicant’s job suitability. As such, “[T]he characteristics rated in a given interview should reflect what is important for that job, and thus in theory should be what is captured in the ratings” (Huffcutt 63). However, for purposes of the mock job interview in applied BLS and BSPAN methodology, the characteristics are expanded theoretically to include a rating of communicative proficiency in the target language, such that a modified ACTFL OPI format (the Oral Proficiency Interview technique), or a similar construct, is also applied in order to rate the linguistic and cultural capability of the interviewee to actually *do* the job in Spanish. Indeed, in the case of a BSPAN mock job interview there are three basic storylines: 1) a traditional descriptive one “designed to assess the capability (or potential) of applicants to perform in a given job” (Huffcutt 64); 2) a demonstrative one in which interviewees must perform linguistically and culturally; and 3) a pedagogical one whose methodological plot is the

preparation or training of students so that they can actually *do* more effective interviews in Spanish.

Each chapter of *Éxito comercial* (5<sup>th</sup> ed.) initiates interview skills development in a communicative exercise titled “Entrevista profesional,” which doubles methodologically as a review of the chapter business content and related vocabulary. The chapter on management, for example, will ask students to interview one another with questions such as: “¿Cuáles son algunos de los elementos clave para que un/a director/a realice los objetivos que se propone una empresa? ¿Cómo funciona la Administración por Objetivos? ¿Qué diferencias puede haber entre el estilo y los valores gerenciales en EUA y México?” (69). These are formative and summative content-based questions that conceivably might be introduced in some guise into an actual interview for a managerial position. Chapter 7, “Los recursos humanos y las relaciones laborales,” includes a Minicaso on a failed interview (the interviewee parties until very late the night before, images of which are posted online; wakes up and arrives late to the interview; is dressed inappropriately and behaves boorishly; is cocky, unfocused, and uninformed, etc.) with the following types of critical thinking questions about what went wrong:

- ¿Cómo se ha preparado Patrick Cisneros para su entrevista con Alicia Wilson en MarketSpecs? Analice su preparación o falta de tal.
- ¿Qué pudo haber hecho Pat allí mismo para compensar los daños ya provocados por la mala impresión inicial que ha creado?
- Si usted hubiera sido su amigo y mentor, ¿cuáles habrían sido algunas de sus recomendaciones clave para que Patrick Cisneros tuviera una entrevista exitosa? ¿Qué le recomendaría acerca de su uso de *Facebook*? (208)

In the book’s last chapter, a final Minicaso presents the learner with the culminating mock job interview in Spanish (451), referring the student to Apéndice 4, “La entrevista de trabajo” (472-476), for preparation: purpose of the job interview, strategies, techniques, frequently asked questions (by both interviewer and interviewee), tips, pitfalls, etc. In terms of methodology, this information should be studied in conjunction with the new, corresponding *Éxito comercial* DVD component that models “a sample beginning, middle, and end of three different successful job interviews” in Spanish, requiring the student to analyze the strengths and weaknesses of each (xiv). The fourth and final clip in the “Entrevista de trabajo” DVD, is one “in which the [native-speaker] interviewer directly addresses the student who is viewing the video”:

Ahora que ha visto los tres ejemplos anteriores, ensaye usted su propia entrevista de trabajo. Imagine que está solicitando un puesto que

verdaderamente quiere en una empresa donde le gustaría trabajar.  
Después de escuchar cada pregunta, haga una pausa (oprima el botón de  
pausa) para contestarla.

This provides “the student with an opportunity to practice his or her interview answers and techniques” (xvi) by means of typical real-world prompts used in constructs such as the Situational Interview, the Patterned Behavioral Description Interview (PBDI),<sup>19</sup> etc.:

- ¿Qué sabe usted de nuestra empresa? (may be read also as “agencia” or “organización”)
- ¿Por qué quiere usted trabajar para nuestra empresa (agencia u organización)?
- ¿Qué preparación y experiencia tiene usted para el puesto que solicita?
- ¿Cómo lo o la describiría a usted un compañero de trabajo?
- Cuénteme de algún éxito que tuvo en el trabajo.
- ¿Cuál ha sido el mayor reto o problema al que Ud. se ha enfrentado en el trabajo? ¿Por qué? ¿Qué solución halló Ud. para el problema?
- ¿Cuáles son sus metas profesionales? ¿Dónde se ve en tres, cinco o diez años?
- ¿Tiene usted alguna pregunta?, etc.

The last step is the actual interview, conducted with the student only after prior cognitive and hands-on preparation, and formative feedback. Appendix 5 of this article provides an example of a BSPAN mock job interview scenario. The script is provided in English, as is done with the ACTFL-OPI situation cards, in order not to give away the vocabulary in the target language, Spanish. It is highly recommended that students provide a job description for a position they plan or would like to apply for in reality, or create an ad for their “dream job.” Methodologically, this should contribute to higher interviewee motivation. The mock job interview is also an ideal BSPAN summative evaluation instrument and may double, for example, as the oral component of a final examination. Thus, for both instructor and student the formal closing methodological consideration is that of evaluation. The assessment rubric example provided in Appendix 6 contains categories that allow the BSPAN instructor to provide feedback on the interview technique as well as assign a grade for this component of the course. An ACTFL-OPI rating (or one based on a simulated OPI) for oral proficiency—superior, advanced, or intermediate—identifies for the interviewee his or her oral communication strengths and weaknesses. In terms of the methodology of conducting the BSPAN mock job interview, it may of course be done one-on-one, with the instructor interviewing each student. This is ideal, of course, but also very time consuming if there are 20-30 students to be interviewed

at approximately 30 minutes per student (20-22 for the interview proper and 8-10 for the feedback). For methodological efficiency, one may also use the *Éxito comercial* DVD and have students audio- or video-record<sup>20</sup> their own answers to the prompts, using a program such as Windows Moviemaker, controlling the process for time per response. This can be done individually using a laptop that is standard-equipped with a camera and microphone. Or students can do the BSPAN interview simultaneously during a scheduled time in a language laboratory or smart classroom equipped for this purpose. The answers may then be listened to and evaluated in isolation, that is, with the prompts deleted from the actual recording, as having to listen to their repetition is inefficient for the evaluator. The instructor simply uses a script with the written questions against which the interviewee responses are assessed. Today's technology also makes it possible for students to use the prompts in the DVD and record their answers on a smart phone (any place, any time). All of this, of course, can then be submitted electronically to the instructor who can create a course e-file. Students retain a copy of their own interview for their own future reference and review/improvement (formative) purposes. Student interviewees have indicated that both methods are effective but many prefer the live, one-on-one scenario, as this allows the interviewer to deviate naturally from a mechanically fixed script, for example, by adding tag or follow-up questions to an interviewee answer or statement. On the other hand, methodologically (in theory), the same protocol and question script should be followed for all applicants who are interviewing for the same job or position. Employers are now using e-interviews more frequently, so it is also valuable experience for the students to become accustomed to this new development. The ideal formative methodology would include both protocols, in-person and electronic.

### **Marketing and Markets for Business Spanish in the United States: Within and Beyond, During and After Academia**

In their significant article "Marketing Business Languages: Teaching Students to Value and Promote Their Coursework," Abbot and Lear identify a key marketing issue and methodology that bridge the all-important job interview of the preceding section to broader issues of market and marketability, both academic and beyond, for BSPAN and its graduates in the United States. The methodology they prescribe is that of "business language course content that includes classroom activities and assessment items in which students articulate in business terms what they have learned in their academic course" (3, emphasis added). It is an exercise in strategic marketing (packaging) and translation. They argue, quite rightly, that it is incumbent upon business language instructors "to make sure that

students also highlight the professional assets our courses provide” and that “Business Spanish instructors have an opportunity to help students stand out in the job search process” (4). Perhaps more than an opportunity, it is an ethical pedagogical obligation to assist students to more effectively market themselves (their knowledge, skills, and experience) upon graduation, which collaterally serves to market the value of LSP-BSPAN itself. A clear and telling example provided by Abbot and Lear is: “If students have given in-class oral presentations, they can emphasize their oral communication skills with this wording: ‘Combined visual and audio elements to create content-rich presentation slides to accompany dynamic public speaking’” (9). Indeed, they conclude with the compelling recommendation that it become normative for a BSPAN syllabus to “list the following as one of the course’s learning objectives: the ability to recognize the pertinent professional skills practiced in the course and communicate them effectively in a professional dossier” (13). This type of marketing moves BSPAN and its learning outcomes from within to beyond, and from during to after, academia.

The academic market for BL (and BSPAN) curriculum development has been formalized in recent MLA brochures (*Language Study in the Age of Globalization: The College-Level Experience* and *Knowing Other Languages Brings Opportunities*) that promote the study of foreign languages and cultures because it is a demonstrable asset for students anxious to secure rewarding employment opportunities in today’s competitive glocal economy. The federally-funded CIBERs also stipulate a formal academic market for BSPAN and BL, with their mandate to “incorporate foreign language and international studies training into business, finance, management,” which is supported by policy organizations such as the MLA (with its recent translingual and transcultural prescription), ACTFL, and the CED. Markets within academia exist in the traditional Spanish Department or program, in need of timely curricular evolution; within interdisciplinary LSP programs such as International Business, International Studies, Latin American Studies, and Translation and Interpreting Studies; and within colleges and universities that either acknowledge or prioritize global involvement across institutions and countries as part of their educational mission.

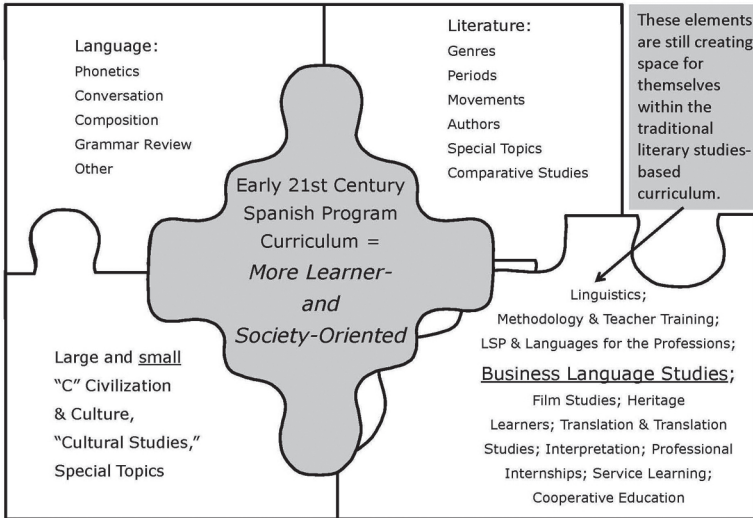
In terms of markets beyond and post academia, the demographics reviewed earlier dictate that job and career opportunities for BSPAN graduates will continue to grow. This is undeniable in a nation whose second language is Spanish and whose Spanish-speaking population and economic importance continue to surge. It is equally undeniable when considered hemispherically, as Spanish grows in political and economic importance across the Americas, from the U.S. to the Southern Cone. Any online job search readily confirms the demand for employees, managers, and partners who can do their job in Spanish as well as in English. The market for LSP-BSPAN and its graduates

will accompany the development of Spanish itself as a language of national and regional destiny, which will add to its importance for global trade as well.

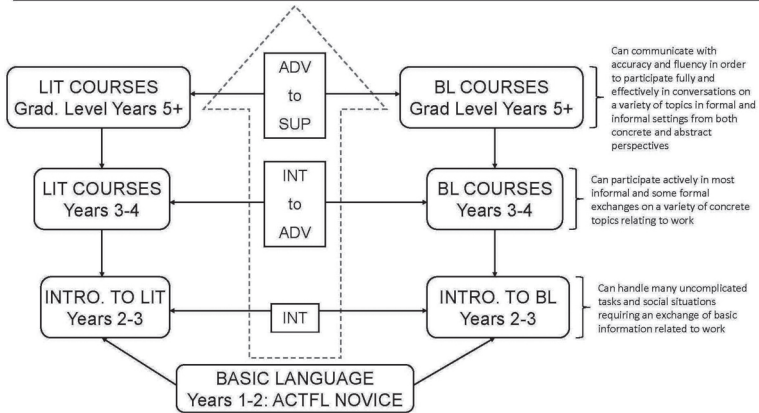
### **Conclusion**

The forecast in 1992 that “as Hispanic-origin demographic projections come true, Business Spanish will play an even greater role in equipping our graduates for the national, hemispheric, and global setting of the United States in the 21st century,” has thus far proven accurate (Doyle, “Business and Spanish”16). This updated forecast in 2012 not only corroborates what was predicted earlier but it renews the earlier assessment of the importance of LSP-BSPAN in the language and business curricula of American colleges and universities. Once again, the words of Thomas Jefferson in 1787 have never been more applicable: “Bestow great attention on the Spanish language and endeavor to acquire an accurate knowledge of it. Our future connection with Spain and Spanish America will render that language a valuable acquisition (Hitchcock 1). Today Mr. Jefferson could not help but conclude also that Spanish has become an invaluable asset within the United States itself, helping us to connect more fully, effectively, and socioeconomically among ourselves as a nation. In response to ACTFL’s pressing question—“Are students prepared for a global society?”—theory-based, ethics-anchored BSPAN methodology is constantly evolving to provide a curricular answer of “More so, all the time.”

Appendix 1. Today's Spanish Program Curriculum



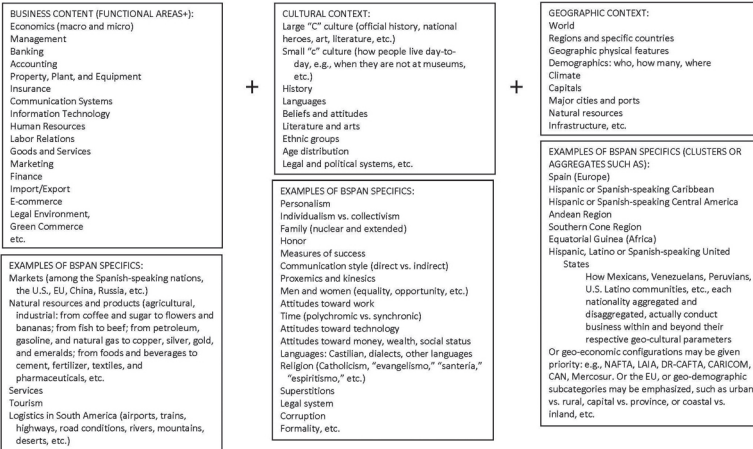
Appendix 2. Proficiency (ACTFL Intermediate, Advanced and Superior Ratings) and academic year curriculum levels for BL courses parallel those for the traditional curriculum based on literary studies  
(Source: Language Testing International, the ACTFL Language Testing Office)



**Appendix 3. General blueprint of the BSPAN tripartite curriculum and methodology**  
(Sources: Doyle "Business Language Studies in the United States" and *Éxito comercial*)

**SPANISH LANGUAGE:** Discourse domains (management, marketing, finance, banking, etc.), genre studies (e.g., formal business correspondence vs. email, executive summaries vs. annual reports, etc.), rhetoric, pragmatics, skopos (audience, purpose), localization (linguistic and cultural authenticity), register, style, tone, etc.

- Multi-skill, communicative development in speaking, listening comprehension, interpreting, reading, writing, translating, and paralingual expression (kinesics and proxemics).
- Communicative functions commonly used to perform myriad tasks in business, e.g., to inform, describe, announce, solicit, compare, contrast, analyze, calculate, measure, summarize, persuade, respond, present, congratulate, complain, hire, fire, buy, sell, negotiate.





Appendix 4. Two examples of the 26 intercultural categories covered in "Comparación de tendencias culturales en los negocios" (Apéndice 5, p. 481, 5 <sup>th</sup> ed. <i>Éxito comercial</i> )		
Tema	EUA	Países hispanos
Estilo comunicativo	<ul style="list-style-type: none"> <li>• Más explícito y de bajo contexto               <ul style="list-style-type: none"> <li>○ Las palabras mismas comunican el mensaje</li> <li>○ <i>Say what you mean and mean what you say</i>; es decir, diga claramente y sin rodeos lo que quiere comunicar</li> </ul> </li> <li>• Directo y franco               <ul style="list-style-type: none"> <li>○ Decírselo en la cara (<i>to be in somebody's face</i>)</li> <li>○ ¡Que le quede bien claro! (<i>Have I made myself clear!</i>)</li> </ul> </li> <li>• Primordialmente funcional               <ul style="list-style-type: none"> <li>○ «Vamos al grano»</li> </ul> </li> <li>• Construye y presenta las ideas de manera inductiva               <ul style="list-style-type: none"> <li>○ De los detalles específicos a los marcos generales</li> </ul> </li> <li>• Interesado en concluir los negocios hoy               <ul style="list-style-type: none"> <li>○ Mi meta es realizar la venta (separarlo de su dinero), etc.                   <ul style="list-style-type: none"> <li>▪ No necesito conocerlo/la para hacer los negocios con usted.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Más implícito y de alto contexto               <ul style="list-style-type: none"> <li>○ Gran parte o la parte principal del mensaje es comunicado por medio del paralenguaje (las palabras no habladas) como los ademanes, las expresiones de la cara, el atuendo, el tamaño y la ubicación de la oficina de uno, etc.</li> <li>○ La comunicación depende más de la situación (¿dónde, cuándo, con quién—e.g., el status de la persona con la cual se habla)</li> <li>○ «Uno es esclavo de lo que dice y rey de lo que calla»</li> </ul> </li> <li>• Indirecto               <ul style="list-style-type: none"> <li>○ Más tacto y discreción                   <ul style="list-style-type: none"> <li>▪ Se podría afirmar que se parece más al estilo comunicativo del sur de EUA</li> </ul> </li> </ul> </li> <li>• No se considera que ser directo sea una virtud</li> <li>• Construye y presenta las ideas de manera deductiva               <ul style="list-style-type: none"> <li>○ De los marcos generales a los detalles específicos</li> </ul> </li> <li>• Interesado en hacer los negocios más allá de hoy               <ul style="list-style-type: none"> <li>○ Primero necesito llegar a conocerlo/la, luego podemos hablar de negocios                   <ul style="list-style-type: none"> <li>▪ ¿Hay una sintonía de intereses y de actitudes?</li> <li>▪ ¿Hay buena química entre nosotros?</li> <li>▪ ¿Me puedo fiar de usted?</li> </ul> </li> </ul> </li> </ul>
Nombres y apellidos	<ul style="list-style-type: none"> <li>• El apellido es el último de los nombres (el apellido paternal)               <ul style="list-style-type: none"> <li>○ Mr. Robert Hayward Thompson se llama el Sr. Thompson</li> <li>○ Ms. o Miss Caroline Sayers Ardemagni se llama la señorita (Srta.) Ardemagni</li> <li>○ Mrs. Sarah O'Neill McBratney se llama la Sra. McBratney</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Como norma, el sistema de apellidos funciona de la siguiente manera en la cultura hispana:               <ul style="list-style-type: none"> <li>○ El primer apellido (que en inglés constituiría el <i>middle name</i>) suele ser el apellido paternal (el apellido del padre) y éste es el apellido oficial y formal de la persona, mientras que el segundo apellido (equivalente al <i>last name</i> según su orden en inglés) suele ser al apellido maternal y NO es el apellido que se usa normalmente como apellido oficial y formal                   <ul style="list-style-type: none"> <li>▪ El Sr. Diego Velázquez García se llama el Sr. Velázquez, no el Sr. García</li> <li>▪ El Sr. Pedro García Velázquez se llama el Sr. García, no el Sr. Velázquez</li> <li>▪ La Srta. Carolina González Ardemagni se llama la Srta. González, no la Srta. Ardemagni</li> <li>▪ La Sra. María Vega de García se llama la Sra. Vega (muchas veces mantiene el apellido paternal de su familia, su <i>maiden name</i>) o la Sra. de García (= casada con el Sr. García)</li> </ul> </li> </ul> </li> </ul>

Appendix 5. Sample job interview - Guidelines

Please create a job interview scenario (similar to the one below) for a company or organization that you really would like to work for so that you actually rehearse for that position.

EXAMPLE (also, please check pp. 62-63 of *Éxito comercial* and sites such as the following for Spanish wording in real ads: [www.bumeran.com](http://www.bumeran.com) o [www.monster.es](http://www.monster.es); and <http://videoblog.empleare.com/la-carta-de-presentacion.html>, [http://html.rincondelvago.com/entrevista-de-trabajo\\_2.html](http://html.rincondelvago.com/entrevista-de-trabajo_2.html), <http://www.bing.com/videos/search?q=evaluaci%C3%B3n+de+la+entrevista+de+trabajo&qv=evaluaci%C3%B3n+de+la+entrevista+de+trabajo&FORM=VDRE#>):

You are applying for the position of *Sales Director for Latin American Operations*, which includes the market segment of U.S. Hispanics as well. The company, WORLDMARK, INC. (located in X city, is seeking a dynamic, university-educated, articulate, bilingually/biculturally capable individual to develop its sales potential in the Spanish-speaking Americas. Previous experience is desirable (you may make this up).

WORLDMARK, INC. manufactures and sells furniture and has been very successful in the United States and Europe, particularly with its latest line of small-sized furniture for children. Last year sales totaled \$322 million, up 8% from the previous year. WORLDMARK, INC. now wants to expand its market. The job will entail considerable travel.

You are scheduled for a bilingual screening interview with your professor, who will play the role of Senior Vice President of WORLDMARK, INC.

NOTE: There have been over 125 applicants for the position and you have made it down to a group of 12 candidates who are being considered further. You are strongly advised to rehearse and polish your interview technique prior to meeting with your professor. Please treat this as if it were a real-life situation—dress accordingly, etc. You really want this job! The interview will be video-recorded on Windows Moviemaker in order to provide you with feedback.

## Appendix 6. EVALUACIÓN DE LA ENTREVISTA DE TRABAJO

ENTREVISTADO(A): \_\_\_\_\_ FECHA: \_\_\_\_\_

HAY QUE ENTREGAR ESTA HOJA AL HACER LA ENTREVISTA. SI NO SE ENTREGA, NO SE PUEDE HACER LA ENTREVISTA.

Autoevaluación de planificación estudiantil para la Entrevista de Trabajo (basada parcialmente en el Apéndice B del artículo de la Dra. Concepción Godev "A Procedure for Delivering Successful Oral Presentations in Conversation Classes," Northeast Conference, *Review* 53, p. 36 y <http://www.sampleforms.org/job-interview-evaluation-form.html>; [http://www.spsu.edu/hr/evaluation\\_exempt.doc](http://www.spsu.edu/hr/evaluation_exempt.doc); [http://humanresources.about.com/cs/recruiting/a/candidateeval\\_2.htm](http://humanresources.about.com/cs/recruiting/a/candidateeval_2.htm); <http://www.free-legal-document.com/employee-evaluation.html>; <http://office.microsoft.com/en-us/templates/job-applicant-assessment-form-TC006088812.aspx>);

1. ¿Cuánto tiempo se preparó para esta entrevista? \_\_\_\_\_ horas
2. ¿Cuántas veces practicó o ensayó su entrevista? \_\_\_\_\_ veces
3. ¿Pidió que otra persona comentara sobre su técnica de entrevista? Sí No
4. ¿Se grabó en video (visualmente) o auralmente la entrevista mientras la ensayaba? Sí No
5. ¿Hizo un "role-play" para practicar sus respuestas a las posibles preguntas y comentarios? Sí No

EVALUACION DE LA ENTREVISTA DE TRABAJO						
(Leyenda: 4 = Supera los requerimientos; 3 = Satisface los requerimientos; 2 = Requiere capacitación o mejoramiento; 1 = No satisface los requerimientos)						
Categoría	Puntos	A (=4)	B (=3)	C (=2)	D (=1)	Observaciones
Presentación profesional (atuendo, proyección natural y de confianza)	5					
Preparación	Conocimiento de la compañía	5				
	Conocimiento del puesto solicitado	5				
	Educación	5				
	Experiencia	5				
Comunicación	Mantenimiento de contacto de ojos con el/la entrevistador/a	5				
	Capacidad de escuchar bien	10				
	Pronunciación y claridad de expresión	10				
	Gramática oral	10				
	Vocabulario (registro profesional)	10				
	Fluidez, soltura, desenvoltura en contestar las preguntas	10				
	Motivación y entusiasmo	5				
Capacidad de trabajar en equipo	5					
Atributos para el puesto	5					
Capacidad de crecimiento profesional	5					
Capacidad de contribuir al éxito de la compañía	5					
<b>TOTAL POSIBLE DE PUNTOS</b>	<b>105</b>					
NOTA ASIGNADA (basada en 100 puntos)		A = 90-100, B = 80-89, C = 70-79, D = 60-69				
Observaciones y recomendaciones:						
ACTFL-OPI Rating:						

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## NOTES

<sup>1</sup> See Doyle, “Business Language Studies in the United States”: “Business Language Studies (BLS) [...] may be defined as a major empirical sub-discipline of LSP whose objective is to examine and predict how languages are, may or should be used to conduct business in various communicative situations and cultural contexts” (109).

<sup>2</sup> See Doyle “Language and Business,” “Business and Spanish,” “Business Language Studies”; Fryer “The Language of Business,” “Business Curriculum Creation”; Fryer & Guntermann; Grosse “A Survey of Spanish,” “A Survey of Foreign Languages,” Change, Challenge, and Opportunity”; Grosse & Voght “Foreign Languages for Business,” “The Evolution of Languages”; Long “Spanish for the Professions,” Evolution of Languages for Specific Purposes Programs”; Schorr; Voght & Grosse.

<sup>3</sup> CIBERWEB: “The Centers for International Business Education and Research (CIBERs) were created by Congress under the Omnibus Trade and Competitiveness Act of 1988 to increase and promote the nation’s capacity for international understanding and competitiveness.” The first five CIBERs to receive funding in 1989 were San Diego State University, UCLA, University of Hawaii, University of Pittsburgh, and University of South Carolina. Today there are 33 CIBERs housed at leading U.S. universities.

<sup>4</sup> This pragmatic outcome, of course, is part of an overall educational mission of preparing graduates intellectually with well-developed critical thinking and communicative skills within the various fields that characterize modern American higher education. Upon graduating, students must then apply their intellectual development and skills sets, their education, by securing rewarding employment.

<sup>5</sup> First language speakers are native speakers whose primary language of communication, for example, is Spanish. Second language speakers are those who in addition to a primary language of communication, for example English in the United States, also speak a second language, Spanish; or Catalan may be the first language, and Castilian Spanish, the second; or an indigenous language such as Quechua may be the first language, and Spanish, the second; or a Chinese Peruvian may use Mandarin as a first language, and Spanish as a second one, or vice versa. It

is not a given that a person of Hispanic or Latino origin necessarily speaks Spanish, yet an assumed strong correlation between immediate ethnic identity and language(s) spoken is a reasonable general standard.

<sup>6</sup> Estimates vary. The primary source used is the International Database (International Programs) of the U.S. Census Bureau <http://www.census.gov/population/international/data/idb/informationGateway.php>. Web site accessed 12/1/11.

<sup>7</sup> Draper and Hicks concluded in their ACTFL Summary Report, “Foreign Language Enrollments in Public Secondary Schools, Fall 2000,” that “Spanish continues to dominate language instruction in the United States, accounting for almost 70% (68.8) of all language enrollments in grades 7-12. The number of students studying Spanish jumped by over 800,000, marking an increase of about 3%. During the same period [1994-2000], most other languages either reduced enrollments or remained steady” (1).

<sup>8</sup> See, for example, Bok (104), Boyer (58) and Gilley (106, 148).

<sup>9</sup> The resistance to incorporating new areas of teaching and research in Spanish or foreign language curricula has come typically from the conservative traditional programs in literary studies, apprehensive about losing enrollments and their long held SSP monopoly status. Yet, creating new space for other SSP curricular options should not be viewed restrictively as a zero sum proposition in which the inclusion of Business Spanish, for example, necessarily undermines literary studies or the educational process as an intellectual endeavor. Instead, such additions respond to the needs of today’s learners; they often bring new enrollments into a language program, as students who may not have taken traditional SSP Spanish courses before are now enrolled in the new, differently applied SSP courses; and they can provide a new perspective for literary studies itself, in which socioeconomic themes (or business in literature) are more fully explored (e.g., Coria-Sánchez and Torres, *Visiones* and *Temas del comercio*). Indeed, students who enroll in BSPAN courses should in turn be recruited from that curricular option to enroll also in literature classes, as these are essential in helping to teach the cultural context in which business is conducted in Spanish-speaking countries and communities. But the fact remains that in a global economy knowledge of only SSP literary Spanish is insufficient. In response to the educational needs of today’s learner, a productive, symbiotic and integrative, rather than adversarial, relationship should be cultivated between both approaches to the study of Spanish (Doyle, “A Responsive, Integrative Spanish Curriculum).

<sup>10</sup> At the University of North Carolina at Charlotte, for example, which may be considered as a broadly representative institution of higher learning in the U.S., the undergraduate major in Spanish, attempting to respond to the more diverse needs of today's learners, offers two tracks: one in traditional literary studies, the other in SSP anchored by business Spanish and translation studies. The enrollment distribution within the well subscribed major is 70% in the SSP applied track, 30% in the SSP-traditional track. One suspects that a similar distribution would not be unusual in programs offering such options.

<sup>11</sup> It would appear that, at least according to some feedback, general progress has been questionable since a 1994 Rand Corporation survey in which a discouraged corporate respondent indicated caustically that: "If I wanted to recruit people who are both technically skilled and culturally aware, I wouldn't even waste time looking for them on U.S. college campuses" (Committee for Economic Development 6, see note 25).

<sup>12</sup> See Doyle, "Business Language Studies in the United States," Appendixes.

<sup>13</sup> See FIGURE 2, "Provisional Map of BLS: General Theory of Business Language Studies" in Doyle, "Business Language Studies" 111.

<sup>14</sup> Krischenbaum writes that "In the space of a little more than five years digital humanities had gone from being a term of convenience used by a group of researchers who had already been working together for years to something like a movement. Individual scholars routinely now self-identify as digital humanists" (58). He also endorses the Wikipedia definition of DH (56).

<sup>15</sup> See Doyle, "Autobiographical inscription and experiential pedagogy in business language."

<sup>16</sup> Other significant methodological BSPAN developments, which space precludes coverage of in this article, would include, for example, Kelm's pioneering work on BSPAN videos, "Cultural Interviews with Latin American & Spanish Executives" (<http://www.laits.utexas.edu/laexec/laexec.html>); business and socioeconomic themes in Hispanic literatures by Coria-Sánchez and Torres (*Visiones* and *Temas de comercio*); a greater inclusion of cinema in BSPAN; a greater inclusion of translation and interpreting, expanding the traditional four language communication skills, which also responds to the MLA's call for a reengineered national foreign language curriculum that privileges translangual and transcultural

development; and BSPAN culture courses taught in English (e.g., the cultural dimension of doing business with Spanish-speaking countries and communities, see Doyle syllabus at <http://languages.uncc.edu/spanish-full/83-michael-doyle.html>).

<sup>17</sup> See Doyle, “Business Language Studies in the United States”: “Descriptive BLS may be product-oriented (e.g., it describes or compares, diachronically as well as synchronically, existing or past BL ‘texts’ and scenarios, including realia); function-oriented (how BL works “in the recipient socio-cultural situation” [Holmes, 2000, 177], as opposed to simply describing BL texts and situations)” 110.

<sup>18</sup> Examples come from the evolving theory-based methodology of the advanced BSPAN *Éxito comercial* project which, as it enters into its third decade, includes a textbook, workbook, audio CD, DVD, and comprehensive Webpage ( “[http://college.cengage.com/site\\_engine/](http://college.cengage.com/site_engine/)” \l “0538489235” [http://college.cengage.com/site\\_engine/#0538489235](http://college.cengage.com/site_engine/#0538489235)). *Éxito comercial*, currently in its fifth edition, has “met an instructional need at over 417 colleges and universities as well as numerous companies, banks, agencies, and other language/culture training institutes in nine countries” (*Éxito comercial* iii).

<sup>19</sup> The Situational Interview “is based on the theory that future performance of applicants can be predicted from knowledge of their goals and intentions” (Slowik 4). The Patterned Behavior Description Interview (PBDI) is based on an analysis of “detailed accounts of actual events from applicants’ job and life experiences” as the best “data on which to base prediction of future performance” (Janz 159).

<sup>20</sup> Students at UNC Charlotte have reported to Doyle that they believe they learn more about what needs improvement in their interview technique if they can see themselves in the process (attire, body posture, nervous tics, silence fillers [mm-mm, etc.], eye movements and gestures, repetition, blanks, etc.). Some believe that they actually “hear” themselves better if they can observe themselves in action.

