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ON USING TECHNOLOGY
TO HELP BLEND LANGUAGE PROFICIENCY
AND LANGUAGE FOR SPECIAL PURPOSES

So when did language teaching become so complicated? It used to be so easy to open up a text book and read about verb conjugations: amo, amas, amat, amamus, amatis, amant. Then all of a sudden we were exposed to "communicative competence," "oral proficiency," "task-based instruction" and "student-centered learning." Soon thereafter someone introduced us to "language for special purposes" (i.e., it isn't enough to read "Don Quixote" in Cervantes' original tongue). What we discovered is that business professionals, lawyers, nurses, police officers and engineers actually need to speak a foreign language in order to function in their employment. Then we were hit with a third wave that introduced us to the role of technology in improving language instruction. Now we add the words "electronic" or "digital" to our language teaching and the result supposedly leads to "technologically enhanced oral proficiency of language for special purposes." We've come a long way, baby! This brings us to current issue of *Global Business Languages* which focuses on the way in which new technologies have had an impact on instruction of language for special purposes.

The objective of this paper is to describe how language instruction is enhanced when we effectively blend a focus of oral proficiency, an understanding of language for special purposes, effective use of technology, and old-fashioned hard-nosed study and memorization. We will look at each of these categories individually and then illustrate how they come together to help us be more effective as language learners and instructors. Following these descriptions, we review specific examples from the instruction of Spanish for professionals and students in Business at the University of Texas, Austin. The conclusion offers some suggestions for implementation.

THE ROLE OF ORAL PROFICIENCY

Years ago I met an elderly gentleman, a Spanish language instructor, who told me that he thought that he could teach a course in German, even though he himself did not know how to speak it. According to this individual, all one needed to do was to have a good text book, follow the exercises, and guide the students through the course outline. How times have changed! Now there is such an emphasis on oral proficiency and communicative competence that language instructors have to be able to use the language, not merely talk about the target language. In a large measure we owe this shift in emphasis to increased awareness and emphasis in research on language acquisition, which also coincided with an increased need to successfully define "proficiency" (See Byrnes and Canale for a review about proficiency). As a result, we see that researchers and language instructors strive to design curricula with these principles in mind. For example, in Business Spanish, Guntermann outlines oral activities for role-playing, strategic interactions, simulations, case studies, group work, oral presentations, and interaction with the community (138-146). Her experience demonstrates a blending of oral proficiency and business language that is relatively new to all of us.

In the past, especially in the case of popular languages like Spanish, when the curriculum was based on merely fulfilling a language requirement, students had no "special purpose" for learning a language. As a result, they basically did not really learn it at all. Additionally, when learners lack a purpose for studying the language, they do not complain when teaching results in limited progress in language acquisition. To some degree this describes much of foreign language education in our high schools and colleges. Then something really interesting happened: English for Speakers of Other Languages, English as a Foreign Language, English as a Second Language (ESL). With an increased demand to know English, and to speak it well, language instructors were forced to produce positive results. Consequently, most of the advances in language instruction, research and curriculum development evolved first in ESL. Educators in foreign language have learned much from ideas that first initiated in ESL In any event, today we measure the success of a language program by how well the students can perform in the target language. We would be hard pressed to find language instructors today who would claim that they are capable of teaching languages that they do not speak.

THE ROLE OF LANGUAGE FOR SPECIAL PURPOSES

People learn and retain what is useful to their needs. Our memories do not hold on to the rest very well. In this respect language learning is just like everything else. The key, therefore, as related to teaching language for special purposes, is to teach what learners find useful.

Language instructors have always been experts in language for special purposes, it is just that the special purpose has traditionally been literature. This is a valid area of specialization. The difficulty, however, is that it makes no sense to impose the specialization of "language for literature" on language learners who need to learn, for example, Spanish within the context of banking. Somehow it seems more important to know how to say "banco emisor" (issuing bank) than "ensueños de un soñador" (daydreams of a dreamer). In the past few years research in the area of language for special purposes has increased dramatically. Voght and Uber Grosse site over 200 examples of such studies in their review of the development of research in this area (181-195).

As we turn our attention to language for special purposes, the challenge for language instructors becomes that of knowing something about the "special purpose." All of us who were trained as language teachers find ourselves wondering how much business, law, nursing, police, engineering, etc. we need to teach learners in those specializations. This frequently leads to feeling inadequate, despite an expertise in language teaching. As a result, we create course curricula based on our "best guess." Once again we can take an example from our colleagues in ESL. Recent publications establish language needs analysis for ESL-speaking nurses (Cameron). Problems in that field would arise if patients and nurses could not communicate with each other. Similarly we can learn from the experience of ESL instructors who had to create language programs for oil companies in the Middle East (Holliday). In the area of Business Spanish, Arpan provides an overview of skills, topics, jobs, and major fields in International Business (61-76). (The best advice is to remember that there is no free ride.) If we are going to teach, for example, business language, we need to know something about business. We do not have to be an expert in every facet of banking, finance, accounting, marketing, management, sales, exportation and taxes, but if we are not familiar with the daily activities of our target group, we cannot assess their needs for language purposes.

An example from personal experience illustrates the balance between language teaching and subject knowledge. Years ago while I was a graduate student, (and looking for income), two epidemiologists asked me to teach them some Portuguese. They were conducting research on AIDS in Brazil and had decided that their knowledge of Spanish was insufficient to be effective. All of a sudden I was presented with Portuguese terms like "quimioprofilaxia," "candidíase oral" and "tuberculose extra-pulmonar." I spent hours reading the Health Ministry's AIDS Bulletin in Portuguese which was full of new medical terms. Then I started reading similar materials in English. Little by little I started to identify words within categories: diseases, recommendations, drugs, treatments, etc. From there, I developed the curriculum. I presented various Portuguese terms to the epidemiologists and they used Portuguese to teach me the meaning and use of the words. In the end this turned out to be a valuable learning experience. First of all, there was no need for me to be shy or embarrassed about my expertise in language teaching. All of us have a skill that requires special training. The experts in epidemiology did not know anything about language learning. In other words, we really do have a marketable and valuable skill. Second I learned that it was important to do my homework and become familiar with the area of specialization. We could not have developed the curriculum without some of the initial background research. And third, it was not necessary to be an expert in AIDS research to be successful in teaching language for this very specific purpose. The balance among these three factors is important for our success.

THE ROLE OF TECHNOLOGY

One of the difficulties related to a discussion on technology is to decide how technical something has to be before it gets labeled "use of technology in language teaching." If a student uses a word processor to type out an essay, is that what we mean by using technology in language teaching? Probably not, but it could be. Kelm (1998a) offers a list that describes how technology is being integrated into the Business Spanish curriculum at over 20 universities that make up the CIBER centers (The Centers for International Business Education and Research). It is helpful to divide our use of technology into two major categories: first, how technology is used in everyday life; and second, how technology is used to enhance activities that cannot be accomplished otherwise.

The first area provides language instructors with many ideas for language teaching. If technology is already used in certain ways within society, with a little creativity we can modify those activities within the context of language learning (Kelm 1998b). For example, as part of our courses in Business Spanish, students work with spreadsheet problems. Using different function keys, they have to determine a depreciation rate, the present value of an annuity or the correlation coefficient between two sets of data. In other words, people use spreadsheets everyday anyway, so we provide our students with opportunities to do the same tasks in Spanish. Other language activities that fall within this category are: e-mail, electronic slide presentations, video conferencing, internet surfing and word processing (Lauterborn, Owston, Rankin, Stull). The advantage of focusing on these sorts of everyday activities is that language instructors do not have to invest enormous amounts of time into learning how to run the software. Most language instructors are not in a position to dedicate hundreds of hours to learning software programs in order to create teaching materials. The key is to see what people do anyway and model similar activities in the target language.

The second area in which technology enters into the curriculum is in activities that are enhanced or created specifically for language teaching which do not occur in everyday life. In this category we see such things as multimedia software packages that combine sound, pictures, movies and text in unique ways. Software programs create interactive testing programs, review modules, simulators and animators. There are information searching tools, virtual tours, MOOs and MUDs, etc. (For more examples, see sample ideas within Warschauer 1995, Warschauer 1996). The learning curve that goes into learning how to create and maintain these sorts of activities is much steeper, and in many cases beyond the limited opportunities of language instructors. Basically there are two choices: one has to go through the process of creating materials or purchase commercial products. There are advantages and disadvantages to both options. If we want to create our own materials we have the advantage of customizing everything to fit our exact needs. However the disadvantage is that the level of expertise necessary to create these materials is akin to the expertise within the "special purpose" (e.g., business, law or engineering) that we are trying to teach. If we want to purchase commercial multimedia products we do not need to concern ourselves with development, but we are also at the mercy of the publishers. We have to

use whatever they create, whether it fits into our curriculum or not. Unfortunately we often end up creating the curriculum based on the materials available and not on sound principles of language teaching.

THE ROLE OF OLD-FASHIONED STUDY

Somewhere along the communicative competence path we forgot how to study. Sometimes we are so concerned about vocabulary in context that we shy away from telling our students to simply memorize some vocabulary words. I recently observed an extremely creative and entertaining instructor as he led his students through various language activities during an intensive language course. This instructor has been trained within the generation of "communicative competence" and all of his activities are truly engaging. Then one day an interesting thing happened. A substitute teacher came to class, wrote about 20 verbs on the chalkboard, opened up a flip chart with 30 - 40 verbs and began to drill the students on verb conjugations. All of the students were, to use the common vernacular, Intermediate Mid to Intermediate High and they could handle many communicative tasks. However, they had never been exposed to intense review of verb conjugations. For the students, the result was extremely motivating. The students kept making comments like, "we need to do this more often," "this really helped," "this is exactly what I needed," "I got a lot out of this today," etc. The lesson learned: We should not be afraid to require students to put a little elbow grease into their language learning. Of course, this is not to advocate that students exclusively spend their life doing "drill and kill" exercises, but it is a suggestion that in our effort to provide content-based teaching we not forget the value of old-fashioned study and memorization. Much of this is related to our ability to provide student-centered instruction, which is an essential element to language for special purposes (Nunan).

EXAMPLES: BLENDING TOGETHER ORAL PROFICIENCY, LANGUAGE FOR SPECIAL PURPOSES AND TECHNOLOGY

Refresher Spanish Course for MBA Students.

As soon as the incoming MBA students are accepted into our program at the University of Texas, we send a letter that invites them to take a summer refresher Spanish course before they begin their MBA courses. For five weeks in the summer, these students meet for five hours a day

and review Spanish. All of the students have studied Spanish previously. Some may have taken a few semesters in college, while others may have lived abroad for a short time. The course is generally composed of around 10 to 15 students who vary quite a bit in ability, but all fall within the range that roughly correlates to ACTFL guidelines for novice or intermediate speakers. The challenge has been to provide students at various levels of proficiency with the opportunity to review Spanish within the same course setting. In order to accomplish this, we base our curriculum around "Oral Proficiency Tasks" which are basically grammar and usage tasks. Appendix A illustrates a copy of the checklist which is divided among usage, grammar and culture tasks and which are further divided by level, Beginning (Novice), Intermediate, Advanced and Superior. By focusing on the communicative tasks, students are able to work on the same activity (orally presenting the tasks to their instructor) even though they might be at different levels of proficiency. In all there are almost 50 usage tasks, 30 grammar tasks and 15 culture tasks. It is important to clarify that we do not use the task approach as a preparation for an oral proficiency interview, nor as a way to assess proficiency. We simply give the students a focus of language tasks to help move them along in their desire to develop language skills.

As part of the course, each student is required individually to sit down with one of the instructors and orally demonstrate ability in the task at hand. For example, one of the advanced tasks requires students to discuss their first ride on an airplane. The student first practices this task with other classmates and at some point when he or she is ready, the task is presented to an instructor. Technology enters into the process in that each of the usage tasks are exemplified with video clips of native speakers of Spanish who complete the same task. The video clips are viewed over the internet as QuickTime® movies that allow the students to start, stop, pause, and review the movies as often as they like. The WEB page also includes a transcription and a translation of the movie clips. In the case of the description of the first airplane ride there is a video clip of a man from Mexico who describes his first airplane ride to Cozumel. A second video clip shows a man from Peru who describes a trip he took to Italy. As the students prepare for their own oral presentation, they consult the examples of the native speakers for vocabulary, ideas about what to talk about, phrases that can be used and samples of grammatical forms that come into play. For instance, in the task about describing the first ride in

an airplane, many sentences are in the preterite and the imperfect, allowing the students to see how these past tense forms fit into a narrative description in the past. Of the five hours that the students spend in class every day, one of the hours is in a computer lab where the students have access to the movie clips.

In addition to the oral pass-offs, students in the course are also required to make a "grammar portfolio" in which they choose a grammar topic and then search for examples of this topic within the movie clips of the native speakers. For example, if students want to study the correct placement of adjectives, they look for examples from within the clips, cite each one and provide an analysis of the citation.

By incorporating the video clips into the course we are able to blend the focus on oral proficiency and still provide the students with the background material for detailed analysis and study. The tasks are not specific to business, but they do provide our MBA students with a measuring stick to check progress. Part of the difficulty in teaching language to professionals (especially non students) is that they may have a false expectation about how much time it will take to become proficient in a foreign language. By using the Proficiency Check List it is possible to establish realistic expectations and measure progress as different tasks are checked off. This becomes essential in professional settings where participants need to have something to show physical evidence of progress. It is worth noting as well that although our MBA students do not receive credit for the refresher course, they do qualify for an MBA elective which focuses on Business Vocabulary.

Advanced Grammar and Composition for Undergraduate Majors in Business and Spanish.

As part of the normal sequence of courses, undergraduate majors of Spanish are required to take a course in advanced grammar and composition. Traditionally this course has been the last one that students take before entering the literature and linguistics sequence. As such, the content generally prepares them for literature courses. Many students now are double majors in Business and Spanish and the course in advanced grammar and composition rarely addresses their needs. To rectify this situation we have a section of the advanced grammar course specifically for double majors. Electronic technology provides the foundation for course activities. For example, during the semester students are exposed

to story problems that require the use of spreadsheet functions for their solution. All of the materials are provided on WEB pages that offer sample problems in Spanish, their solutions, a description about how to use the function, an English translation of the WEB page, downloadable spreadsheets, answer keys and a link to a spreadsheet help page. (Appendix B illustrates a sample page of some materials from the spreadsheet exercises). All of the function problems are presented first in class lectures where we orally practice describing the situation to one another. Students are then required to solve the problems and write a "memo" to the instructor as if the instructor were the supervisor or manager. Each memo is about 100 to 200 words long and includes a few lines about the reason for the memo, a few lines about the background of the situation and the answer to the question or problem. Finally students write a few lines about observations or suggestions that the student might have. The memos are sent via e-mail to the instructor who then checks them for content, corrects the grammar and makes class handouts based on the students' writing. At no time do the students stop and question why they are using technology to learn Spanish because the use of spreadsheets is simply part of what business students do.

What is seamless to the students is really much more than that to the instructor. In order for the students to have access to all of these materials we have had to use technology in the following ways:

- WEB pages contain all of the links to the materials.
- Spreadsheet files have to be saved on a server so that the students can download them.
- Electronic slide presentations are saved on the server to provide answer keys.
- We make a copy of the course materials on CD-ROM so that if needed, students can work at home on their projects, even if they do not have fast modem connections to the internet.
- We use e-mail for correspondence with the students in reference to their memos.

Despite the "seamlessness" of the course activities, each of these items takes time to prepare and implement. At the same time, however, they do illustrate how we can use technology from everyday uses and apply it to language instruction.

The course in advanced grammar and composition also contains other materials that illustrate the use of technology in ways that go beyond everyday activities. For example, the students also study transcripts of interviews with native speakers of Spanish who describe their typical day of work. These interviews include people in banking, finance, sales, insurance, realty and exportation. (Appendix C shows the transcript of one of the interviews). In all, students have access to over 20 interviews, all transcribed, translated and saved on the internet as movie clips. They are a wonderful resource to hear native speakers of Spanish who use natural speech to describe business practices. The preparation of these materials required a greater knowledge of computer software because digitizing movie clips and putting them on WEB pages does not fall under the category of everyday uses of technology. That is to say, it was necessary to know how to take video-taped interviews, digitize them, convert them to movies, make them workable on computers of various platforms, embed them on to WEB pages and saved them on the internet. Parenthetically, Kelm (1997) offers a step by step description on how to make video clips work on the internet. In the end, however, the students do not recognize the use of technology in these activities any more than the do in the spreadsheet activities. To them it is just a matter of clicking a button on a WEB page.

CONCLUSION

We do not want to fall into the trap of creating "technology for technology's sake." A temptation can arise to see some new technology, buy new computers and then try to figure out what to do with them. In most cases that approach does not result in productive activities. On the other hand, when we begin with specific teaching objectives within our curriculum, we put ourselves in position to decide how to best meet our objectives. With technology in our foreign language program in Business Spanish we look for ways to improve instruction and increase students' proficiency. Technology is just one more tool helping to bring a balance among oral proficiency, language for special purposes and old-fashioned study.

An advantage we have in language instruction is that we are in a position to observe activities in almost any area of education or professional performance and modify it within the context of language instruction. Especially since I work in a university setting, I am indebted to all of the

creative individuals whom I observe in so many different departments and programs. They give us ideas about things that we can imitate in our business language courses. Also, the more we are aware of how technology plays a role in daily activities, the more we can apply these activities to foreign language instruction. (This is one of the best ways to take the "high" out of "high tech.")

We also mentioned instances where the design of pedagogical materials require technical knowledge and expertise in software development, an expertise that frequently goes beyond the normal abilities of language instructors. We will have to depend on software developers and computer experts who create language materials. If we tell them what we want and how we want it to work, undoubtedly they will be able to create what we need. However, they will never be able to create what we need if we do not tell them, so we must tell them.

The final section of this paper presents some samples to show how we have tried to blend all of these factors together in our programs for Business Spanish at the University of Texas, Austin. Feel free to visit our course WEB sites to observe these materials: <http://www.sp.utexas.edu/ork/kelm.html>.

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APPENDIX A

SPANISH PROFICIENCY CHECKLIST

Beginning Range - Usage (Pass-off in Spanish)

1. _____ _____ Identify basic objects
2. _____ _____ Count to ten
3. _____ _____ Identify basic colors
4. _____ _____ Do simple arithmetic
5. _____ _____ Describe what you like to do
6. _____ _____ Describe your parents' or relatives' work
7. _____ _____ Describe the physical characteristics of different people
8. _____ _____ Introduce yourself and a friend to others
9. _____ _____ Describe yourself to others
10. _____ _____ Identify the days of the week
11. _____ _____ Describe what and where you study
12. _____ _____ Identify ordinal numbers
13. _____ _____ Describe your family
14. _____ _____ Describe what you have in common with at least 3 other people
15. _____ _____ Describe your typical daily activities

Requirement: 15/15
Maximum: 5 points each

Beginning Range - Grammar (Pass-off in English or Spanish)

1. _____ _____ Conjugation of regular "AR" verbs in the present tense
2. _____ _____ Conjugation of regular "ER" verbs in the present tense
3. _____ _____ Conjugation of regular "IR" verbs in the present tense
4. _____ _____ Conjugation of the verb "SER" in the present tense
5. _____ _____ Conjugation of the verb "ESTAR" in the present tense
6. _____ _____ Conjugation of the verb "TENER" in the present tense

7. _____ _____   Demonstrate knowledge of gender and number agreement

8. _____ _____   Demonstrate knowledge of plural formation

9. _____ _____   Describe correct placement of adjectives

10. _____ _____   Demonstrate knowledge of interrogative words

Requirement: 10/10
Maximum: 5 points each

Beginning Range - Culture (Pass-off in English)

1. _____ _____   Identify Latin American countries on a map

2. _____ _____   Identify Capitals of Latin American countries

3. _____ _____   Describe the use of "tu" and "usted"

4. _____ _____   Explain "el día de mi santo"

5. _____ _____   Describe Hispanic Surnames

Requirement: 5/5
Maximum: 5 points each

Intermediate Range - Usage (Pass-off in Spanish)

1. _____ _____   Make an appropriate social introduction
2. _____ _____   Ask and tell time
3. _____ _____   Ask and tell day, date
4. _____ _____   Ask and tell months
5. _____ _____   Count to 100
6. _____ _____   Order a simple meal
7. _____ _____   Negotiate a taxi ride
8. _____ _____   Ask and give directions
9. _____ _____   Follow directions
10. _____ _____   Buy an item of clothing
11. _____ _____   Buy a bus or train ticket
12. _____ _____   Buy a ticket for a theater or show
13. _____ _____   Talk about yourself (nationality, age, occupation, etc.)
14. _____ _____   Give appropriate leave-taking expressions
15. _____ _____   Talk about your favorite food

16. _____ _____ Tell about where you are from
17. _____ _____ Ask the price of an item
18. _____ _____ Ask if an item exists in a store
19. _____ _____ Answer questions about your family
20. _____ _____ Ask simple questions about someone else's family
21. _____ _____ Talk about your TV viewing habits
22. _____ _____ Talk about your favorite movies, actors, singers
23. _____ _____ Describe a physical ailment to a doctor
24. _____ _____ Talk about your favorite restaurant
25. _____ _____ Describe an experience you have had in a library
26. _____ _____ Tell about how long it has been since you took a break
27. _____ _____ Compare your physical characteristics to those of another
28. _____ _____ Talk about the climate of various distinct geographic regions
29. _____ _____ Describe your feelings about society's use of medicine
30. _____ _____ Describe an invention that will make you rich some day
31. _____ _____ Talk about when you were the coldest you have ever been
32. _____ _____ Talk about what part of high school you are happy to not have to live through again

Requirement: 20/32
Maximum: 5 points each

Intermediate Range - Grammar (Pass-off in English or Spanish)

1. _____ _____ Compare "SER," "ESTAR" and "HABER"

2. _____ _____ Conjugation of irregular verbs in present tense: IR, HACER, TENER, DECIR, PONER, VER , SABER, CONOCER

3. _____ _____ Demonstrate knowledge of demonstrative pronouns

4. _____ _____ Conjugation of stem-changing verbs in present tense: QUERER, VOLVER, SEGUIR

5. _____ _____ Demonstrate use of "GUSTAR"

6. _____ _____ Conjugation of irregular verbs in present tense: DAR, OIR, SALIR, TRAER, VENIR

7. _____ _____ Demonstrate knowledge of regular "AR" verbs in the imperfect

8. _____ _____ Demonstrate knowledge of regular "ER" verbs in the imperfect

9. _____ _____ Demonstrate knowledge of regular "IR" verbs in the imperfect

10. _____ _____ Demonstrate knowledge of present progressive and equivalent of "ING"

11. _____ _____ Demonstrate knowledge of regular "AR" verbs in the preterite

12. _____ _____ Demonstrate knowledge of regular "ER" verbs in the preterite

13. _____ _____ Demonstrate knowledge of regular "IR" verbs in the preterite

14. _____ _____ Demonstrate knowledge of comparatives and superlatives

15. _____ _____ Conjugation and use of present perfect tense

Requirement: 15/15
Maximum: 5 points each

Intermediate Range - Culture (Pass-off in English)

1. _____ _____ Demonstrate knowledge of the Latin American concept of family
2. _____ _____ Demonstrate knowledge of proxemics in Latin America
3. _____ _____ Demonstrate knowledge of Military Service in Latin America
4. _____ _____ Demonstrate knowledge of transportation in Latin America
5. _____ _____ Demonstrate knowledge of neighborhoods and addresses in Latin America

Requirement: 5/5
Maximum: 5 points each

Advanced Range - Usage (Pass-off in Spanish)

1. _____ _____ Describe your present or most recent job in detail
2. _____ _____ Describe your first airplane ride
3. _____ _____ Describe in detail an experience in an auto accident
4. _____ _____ Tell a story about an animal or one of your pets
5. _____ _____ Describe a favorite Christmas or special holiday
6. _____ _____ Give detailed information about your family (hopes, interests)
7. _____ _____ Describe your house
8. _____ _____ Describe the weather today
9. _____ _____ Give and take messages over the phone
10. _____ _____ Describe what you hope to do and where you hope to be in 10 years
11. _____ _____ Describe the different sections of a newspaper
12. _____ _____ Ask someone what they know about American business practices
13. _____ _____ Talk about your hobbies or special interests in detail
14. _____ _____ Describe your background before becoming a student

15. _____ _____   Explain your feelings about some current event

16. _____ _____   Answer questions about some current event

17. _____ _____   Ask questions to get to know somebody

18. _____ _____   Describe the geography of the United States

19. _____ _____   Describe the purpose and function of an organization

20. _____ _____   Tell the story of The Little Red Hen

21. _____ _____   Tell the story of The Three Little Pigs

22. _____ _____   Tell the story of Little Red Riding Hood

23. _____ _____   Describe in detail your worst date ever

24. _____ _____   Describe why you listen to the radio station you do

25. _____ _____   Describe how you would go about preparing dinner for friends

26. _____ _____   Describe in detail what you do to stay in shape

27. _____ _____   Describe the house you grew up in and what you thought of it

28. _____ _____   Tell the plot of your favorite movie

29. _____ _____   Relate an experience about trying to register for university courses

30. _____ _____   Relate an experience where you were a victim of a "computer" error

Requirement: 12/30
Maximum: 10 points each

Advanced Range - Grammar (Pass-off in English or Spanish)

1. _____ _____   Demonstrate knowledge of direct object pronouns

2. _____ _____   Demonstrate knowledge of indirect object pronouns

3. _____ _____   Demonstrate knowledge of reflexive pronouns

4. _____ _____   Demonstrate knowledge of reflexive verbs

5. _____ _____   Demonstrate knowledge of preterite vs
                                  imperfect
6. _____ _____   Conjugation of irregular verbs in the
                                  preterite tense: IR, SER
7. _____ _____   Conjugation of irregular verbs in the
                                  preterite tense: ESTAR, PODER,
                                  PONER, SABER, TENER, DECIR,
                                  HACER, QUERER, VENIR, TRAER
8. _____ _____   Conjugation of irregular verbs in the
                                  imperfect: SER, IR, VER

Requirement: 4/8
Maximum: 10 points each

Advanced Range - Culture (Pass-off in English)

1. _____ _____   Demonstrate knowledge of metric system
                                  weights and measurements
2. _____ _____   Demonstrate knowledge of Latin Ameri-
                                  can and Spanish educational systems
3. _____ _____   Demonstrate knowledge of Latin Ameri-
                                  can courtship traditions
4. _____ _____   Compare how one says large numbers,
                                  such as billion and trillion, in USA and
                                  Latin America

Requirement: 4/4
Maximum: 10 points each

Superior Range (Pass-off in Spanish)

1. _____ _____   Describe how your life would be differ-
                                  ent if there were no electricity
2. _____ _____   Tell about things 10 year old children do
                                  that you no longer can
3. _____ _____   If you were dying in a hot desert, de-
                                  scribe the mirage you would have
4. _____ _____   If you were asked to give a talk to a high
                                  school sociology class, what would you
                                  talk about
5. _____ _____   Tell of an experience when you should
                                  have had a camera, but didn't

6. _____ _____ Describe the environment you wish you would have been raised in

7. _____ _____ Tell of another time period you would have liked to have lived in

8. _____ _____ Talk about some stereotypes that you would like to see eliminated

9. _____ _____ Role-play: Call to make an appointment to see the manager

10. _____ _____ Role-play: Call on the phone to make an appointment with a doctor

11. _____ _____ Role-play: Talk to a friend about a possible purchase of a car

12. _____ _____ Role-play: You have just misplaced your boarding pass...

Requirement: 3/12
Maximum: 10 points each

Superior Range - Grammar (Pass-off in English or Spanish)

1. _____ _____ Demonstrate placement of direct and indirect complements

2. _____ _____ Conjugation of verbs in the subjunctive mood

3. _____ _____ Demonstrate knowledge of subjunctive mood

4. _____ _____ Demonstrate knowledge of "se" in Spanish

Requirement: 1/4
Maximum 10 points each

Superior Range - Culture (Pass-off in English)

1. _____ _____ Compare Latin American and North American concept of time

2. _____ _____ Compare and Contrast High Context and Low Context Cultures as related to the United States and Latin America

Requirement: 1/2
Maximum 10 points each

APPENDIX B

Función:

PEARSON (Coeficiente de Correlación producto o momento r)

Click **here** to see this page in English.

Problema ejemplo:

Suponga que sus empleados toman una prueba para determinar su agilidad manual. Usted tiene la impresión de que la edad de los empleados está relacionada con las calificaciones de las pruebas. Diez empleados reportaron sus calificaciones de la prueba de agilidad manual. ¿Existe alguna correlación entre la edad y las calificaciones.

Empleado	Edad	Calificación
1	35	93
2	25	96
3	52	87
4	40	90
5	26	94
6	55	86
7	61	84
8	30	93
9	47	91
10	66	84

Observaciones:

La función de PEARSON regresa el Coeficiente de Correlación producto o momento "r." La "r" es un índice que está entre -1,0 y 1,0 que refleja el grado de dependencia lineal entre dos conjuntos de datos. Y pide lo siguiente:

PEARSON (Array 1, Array 2):
- Array 1 es un conjunto de valores independientes.
- Array 2 es un de conjunto valores dependientes.

Nuestra función para el problema ejemplo es como la siguiente:

PEARSON(B2:B11, C2:C11). El Coeficiente de Correlación producto o momen-

to "r" en este caso es r= 0.971591. En otras palabras, sí existe una alta correlación entre la edad de los empleados y la calificación de la prueba de agilidad manual.

Problema para el estudiante:

Suponga que la compañía Trigos Excelentes, S.A. le ha pedido a varios de sus representantes regionales trabajar tiempo extra para incrementar las ventas. Usted no está convencido de que el tiempo extra sea necesario, o que las horas extras estén correlacionadas con el incremento de ventas. La siguiente tabla de datos muestra el número de horas mensuales que anteriormente trabajaba el representante junto con el promedio de ventas. También muestra la tabla de datos del incremento de horas y las nuevas ventas. Compare el incremento de horas con el incremento de ventas para determinar si están correlacionadas. Utilizando el Coeficiente de Correlación producto o momento r, mencione qué correlación existe entre el incremento de ventas con el incremento de horas trabajadas.

Haga un click **<u>aquí</u>** para ver un documento de Excel 5.0 con los datos de Trigos Excelentes, S.A. Los datos para el tiempo extra se encuentran en la hoja #2.

APPENDIX C

Marcos Leal, Gerente, Chestnut Hill Farms de Venezuela

Bueno, mis responsabilidades dentro de la organización consiste en llevar la parte administrativa de toda la división. Dentro de las mismas, se tiene que tener una completa organización de todo y cada uno de los eslabones que conforman la empresa, coordinar que la información que se procesa y se maneja en las uni-
5   dades primarias de producción, como son nuestras fincas, coordinen exactamente con las actividades del proceso de transformación del producto y con las actividades administrativas. Al tiempo dentro de estas mismas actividades implica tener una estricta supervisión de todo y cada uno de esos procesos que involucra la producción de fresas. Durante el tiempo que he estado en la empresa, esas
10 responsabilidades en la medida en que la organización ha ido creciendo, se han ido incrementado, al punto de que, no sólo uno llega hasta el momento de vender el producto, sino que la responsabilidad está en que ese producto llegue a su destino final, con todas las exigencias que los compradores han requerido.
El día de trabajo de una agroindustria implica empezar desde muy tempranas
15 horas de la mañana, supervisando que las actividades de la finca, las unidades primarias de producción, se lleven en su totalidad a cabo, sin ningún tipo de contratiempo. Posteriormente en horas del medio día, se chequea en planta las actividades de transformación del producto en las distintas presentaciones que se nos pueden exigir para su comercialización. De igual forma, se supervisan las
20 actividades administrativas que involucran relaciones con las distintas entidades financieras y se constata que toda la actividad del día, incluyendo la exportación del producto al final de la tarde, se lleva a cabo con toda normalidad.
Yo diría que la parte del trabajo que más me llama la atención, no podría describirla en una forma específica. Porque la actividad es completamente distinta
25 durante el día, lo que hace que todo el trabajo me guste. Difícil, bueno al principio sería difícil cualquier trabajo. Pero en la medida en que la experiencia de los años, a uno la van forjando, ya el trabajo no implica ninguna dificultad.Al contrario, se hace grato efectuarlo.
En cuanto al entrenamiento es complejo, desde el momento en que para
30 conocer uno a cavalidad la actividad que desempeña como administrador, primero se tiene que familiarizar con el producto que va a administrar. Es decir, hay que conocer las fresas, hay que saber cuales son las distintas facetas por las cuales el producto como perecedero que es puede pasar, ¿verdad? Y una vez conocido esto, el resto de esa actividad administrativa se hace mucho más fácil.
35 En cuanto a las experiencias con trabajo, a con trabajadores extranjeros han sido fantásticas, en tal sentido pues, nos han transmitido una serie de conocimientos que aquellas personas que han sabido aprovecharlos pues, eeh, han cambiado muchos aspectos de su vida, en cuanto a la parte de organización, la parte de detalles, en fin, son experiencias bastante agradables.