



Commercial Spanish

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Languages: Spanish

Level: Intermediate High to Advanced

Proficiency Target: Advanced

Performance Level: Advanced

Introduction/Summary Statements for this Curriculum

Course Description:

This class is designed for students who have a particular interest in using Spanish in a business environment. It will give students a foundation in the vocabulary of business and in the expression of basic business concepts in Spanish. This class will provide the opportunity to enhance Spanish reading, listening, writing, and speaking skills while serving as a forum for discussions of business practices in Hispanic cultures.

Course Overview and General Objectives:

This class will make use of business topics that reflect the typical curriculum of an American business school. At the same time, the course will cover business-oriented information about Spanish-speaking countries and will address the importance of cultural awareness and sensitivity in the context of international business. Students will familiarize themselves with some aspects of the current socioeconomic and political situation of Spanish-speaking countries. Readings and discussions will also involve some of the cultural differences between Hispanic cultures that affect business dealings and relationships. This class will be conducted in Spanish.

NOTE: This is not a grammar course given the advanced level of Spanish language that students possess. Grammar material will be included in as-needed-basis. This course will focus on vocabulary building and improving communicative skills and transferable skills within in a Spanish speaking business context.

Student Profile

This course is intended for intermediate high and advanced level students of Spanish, Heritage Spanish Speaking students and for native speakers of Spanish. Based on ACTFL's 2012

publication regarding proficiency levels, the description of the language abilities an advanced and intermediate high-level student possesses are the following:

General Advance Level (low, mid, and high)

Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major time frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

Intermediate High

Intermediate High Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary. Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

Themes (Big Idea):

Themes:

General themes for this curriculum include but are not limited to Spanish Business and its relation to the world. The umbrella topics that should be included are:

1. Cultural Business Practices in Spanish Speaking Countries / Practicas culturales en paises de habla hispana
2. Hispanics at Work / Hispanos en el trabajo
3. Entrepreneurship / Emprendimiento
4. Teamwork / Trabajo en equipo

5. Banking / La banca
6. Finance / Las finanzas
7. Human Resources / Los recursos humanos
8. Import and Export / Importación y exportación
9. Marketing
10. Accounting / La contabilidad

NOTE: Given the scope of the intended students, a theme that should also be included is Hispanics or Latinos and Business (keeping in mind that Hispanics only exist until they set foot in the USA), but their business practices display a hybrid mode of operation.

Big Idea

Students will create a Podcast under the framework of Entrepreneurship. Students will use any of the proposed themes in conjunction with a specific country (of student selection or assigned by instructor) to do their podcast related to entrepreneurship. In particular, students are asked to embark in an entrepreneurial venture in a Spanish Speaking country, therefore they need to select the country, find a product to sell or buy and write a short business plan

The main question or topic students should address in the Podcast is **Why is it a good idea to invest in this country and which product(s) seem a viable business opportunity?**

For this activity, students will do the following stages in order to complete the Podcast project.

1. Select a country of interest and research its current economy and market potential.
2. Research about common business practices in this country
3. Select a product or products to be sold or bought.
4. Write a 2-3 page summary of research done. This write up should explain the reasons why entrepreneurs should invest in this country, layout common business practices in this country and potential products to be bought from this country or sold to this country (explain why the product(s) chosen represent a good business opportunity)
5. Once this write up is corrected by instructor, students can proceed to record their podcast (using the summary write up as a guide).
6. Instructors can decide on which technology to use for the podcast. Some suggestions include canvas, SoundCloud, Spotify or any other app that can support this type of recording.
7. Finally, when students have uploaded the podcast to the app or platform, other students in the class should listen to 2 of their peers podcasts and write one comment and three questions.

Scenario of the Podcast:

The scenario consists of students taking the role of an expert and prominent businessman in a Spanish speaking country who has been asked by the country's National Chamber of Commerce to promote and ultimately convince investors to invest in that country by buying or selling a product. The dissemination of this information will be done through the podcast students will

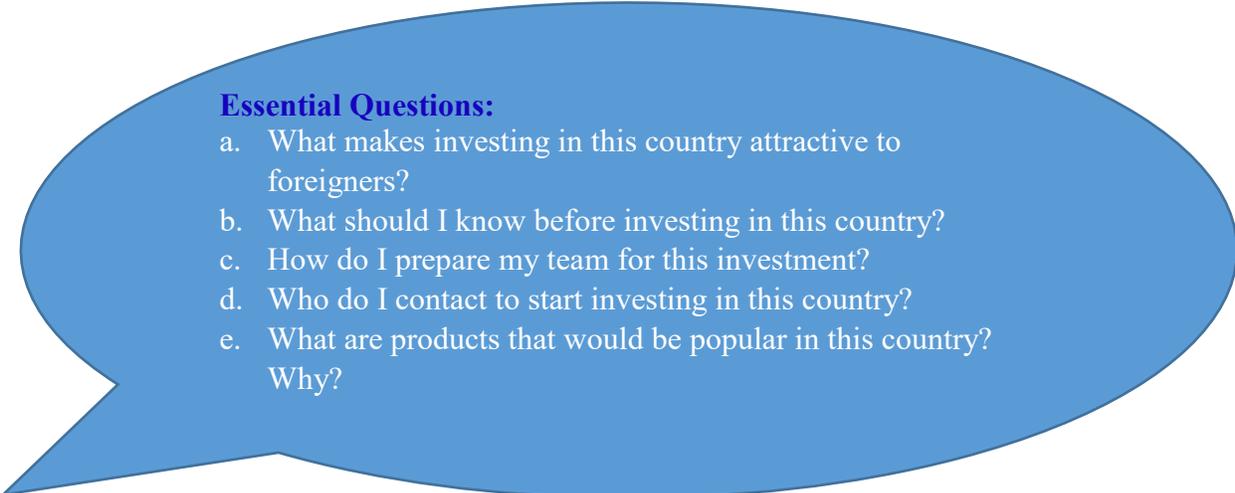
produce. Additionally, peer students will take the role of an investor and will be required to ask three questions and make at least one comment to the student who produced the podcast.

This “big idea” of the podcast should be carried throughout the semester or even half of a semester. As stated above, it is recommended that instructors plan on framing the podcast with other activities so students can arrive to a successful podcast production. Some activities related to the country selected by student. Activities may include oral presentations, short research papers and listening activities.



Enduring Understandings:

- a. Know the different forms of investing (direct vs indirect)
- b. Recognize different type of business – wholesale, retail, service.
- c. Recognizing major companies/brands in the country selected
- d. Cultural practices and perspectives in the country selected.
- e. Understand the concept of culture by comparing our cultures with other peoples' cultures.
- f. Reinforcement of knowledge of other disciplines while learning another language.
- g. Import and export opportunities.



Essential Questions:

- a. What makes investing in this country attractive to foreigners?
- b. What should I know before investing in this country?
- c. How do I prepare my team for this investment?
- d. Who do I contact to start investing in this country?
- e. What are products that would be popular in this country?
Why?

Phase # 1: Goals & Outcomes

What will students know and be able to do at the end of this Unit? (Can do statements from ACTFL)

Communication: Communicate investment opportunities in a Spanish speaking country.

Cultures: Identify Cultural practices related to business.

Connections: Make connections between culture and business practices.

Communities: Identify Spanish business communities.

Comparisons: Compare between Spanish Speaking Business World and their own.

Phase # 2: Methods

What will be acceptable evidence of the student's acquired knowledge and abilities? What types of tasks are students going to perform?

Integrative Performance Assessment (IPA)

Interpretive Tasks: Throughout the semester or length of the course students will watch and listen to a podcast in target language. The podcasts can be related to any of the 10 themes described above. Students will share two pieces of information (takeaways) related to their selected theme and make one comparison with their own culture and experience. At this point the country is not important since they are just interpreting and learning about podcasts and the information they can contain.

Interpersonal Task: In class, students will exchange with classmates their takeaways from the podcast they listened to and come up with a topic they would like to address in their own podcast. Additionally, students should elaborate an outline with three subtopics that they will include in their podcast.

Presentational Tasks: Students will have two main presentational tasks:

- a. Present a short research paper containing the information about the country and topic selected. This paper can be used as their story line for their podcast,
- b. Record their podcast where they carry out the assigned scenario.

Phase # 3: Tasks and Activities

What are the learning targets and activities that accompany them? Are activities and scenarios contextualized? Do they illustrate how students will engage to demonstrate what they can do and know?

What activities will students participate in to prepare them to demonstrate what they know and can do?

Learning Target #1:

Students can listen to business related podcasts in target language. Podcasts should be about 30 minutes long or if longer, instructor can select specific minutes in the podcast and indicate students to focus their listening on those parts. (*interpretative*)

1. Some sites that have podcasts in Spanish and relate to Business practices and instructors may wish include:
 - a. <https://novicap.com/blog/los-mejores-podcast-de-negocios-en-2020/>
 - b. <https://novicap.com/blog/los-mejores-podcast-de-negocios-en-2020/>
 - c. TedTalk en español: <https://www.youtube.com/watch?v=YS2s2VUBQ8M>
 - d. Hablando con líderes: <https://podcasts.apple.com/es/podcast/hablando-con-1%C3%ADderes/id1531838544>
 - e. Chócale: <https://chocale.cl/2021/01/guia-de-podcast-inversiones-ahorro-finanzas/>

Learning Target #2:

Students can interpret the information in the podcast they listened to by doing the following: (*Interpersonal*)

1. Write 2 takeaways for each podcast listened using appropriate vocabulary.
 - a. Linguistic target: Students can use appropriate business vocabulary and subjunctive grammar structure as well as other tenses.
2. Write one comparison with the business culture they are familiar with (USA or any other country for native speakers).
 - a. Linguistic target: Students can use appropriate business vocabulary and comparison grammar structures.

Learning Target #3:

Students can present information in written and oral form to prepare for the creation of their own podcast (*Interpersonal*)

1. Students will select a Spanish speaking country and elaborate an outline with the topics and subtopics they want to address in their podcast.
 - a. Linguistic target: Students can use appropriate business vocabulary and business concepts.
2. Students can conduct research on the country and themes included in the outline.
 - a. Linguistic target: Students can understand written texts and aural information in target language.
3. Students will write a 2-page research paper with the above- mentioned information. This information will be the basis of their podcast.
 - a. Linguistic target: Students can write in target language using appropriate business vocabulary and grammar structures.

Learning Target #4:

Students will record their podcast and publish it. Students can publish their podcast in the tool indicated by instructor. Suggested tools include canvas discussion board, *SoundCloud* and *Padlet*. The podcast should be between 7 and 10 minutes long. And should include the following parts: **(Presentational)**

1. Introduction: who are the students impersonating (they might choose to be themselves too)
2. What are the topics students will cover in the podcast (agenda)?
3. Present the content based on their research.
4. State the conclusion or takeaways of their podcast.
5. Say good-bye to the public using culture appropriate signals and language.
 - a. Linguistic target: Students can communicate to a larger audience business concepts using appropriate business vocabulary and grammar structures.

Learning Target #5:

Students can think critically and interpret knowledge in target language.

1. Students will write two questions to 3 of their peer's podcasts.
 - a. Grammatical structure target: Students can use question words appropriately.
2. Students will write one comment to 3 of their peer's podcasts.
 - a. Grammatical structure target: Students can use subjunctive to express their opinions.
3. Students will conduct a dialogue with peers by responding to questions and comments.
 - a. Grammatical structure target: Students can use subjunctive and other verb tenses to express their opinions.

Phase #4: Assessment

What are student's deliverables? How will they be assessed? What rubrics will be used?

Instructors can use rubrics for each of the target activities. However, a more comprehensive rubric is suggested for the assessing the podcast.

Resources suggested in the plan:**YouTube video:**

Historia de un emprendedor by Carlos Bremer

URL: <https://www.youtube.com/watch?v=TGIp0jehZXE>

Ni millonario ni jefe ¿por qué emprender? By Francisco del Villar TEDxITAM

URL: <https://www.youtube.com/watch?v=YS2s2VUBQ8M>

Website:

NoviCap: Los mejores podcasts de negocios by novicap.com

URL: <https://novicap.com/blog/los-mejores-podcast-de-negocios-en-2020/>

NoviCap: Hablando con líderes by Novicap.com

URL: <https://podcasts.apple.com/es/podcast/hablando-con-1%C3%ADderes/id1531838544>

Chócale: El entorno económico para consumidores y clientes bancarios by chócale

URL: <https://chocale.cl/>

Books:

Exito comercial: Practicas administrativas y contextos culturales. Michael Scott Doyle and T. Bruce Frye. 7th edition Cengage

