Introduction: Given the increased demand for foreign language in professional settings, language instructors find themselves in a situation where their general skills in teaching foreign language are needed in new areas of specializations, such as language for business. This presentation looks at the strengths of language instructors and what we know about language teaching that can be applied to courses in business language.

I. How much “Business” do I need to know to teach Business Language?
   A. It's not a free ride, but you are not expected to be a business expert
   B. Trust the business expertise and experience of your students
   C. Realize that we live in a world of “specialists”
   D. Case Study Method

II. What language instructors know about language learning that applies to all areas of Language for Special Purposes.
   A. ACTFL guidelines set realistic expectations
   B. Current Theories in Language Learning apply to Business Language too
   C. Active vs. Passive learners
   D. Identifying what language learners will be doing with their language skills

III. Cultural Aspects of Doing Business in Latin America
   A. Introduction to David Victor's LESCANT Model
   B. CD-ROM "Cultural Interviews with Latin American Executives"
      1. Culture Interview Questions (Handout #1)
      2. Negotiation #11 (Handout #2)
   C. CD-ROM "Interviews with Executives from Spain: Negotiating with North Americans"
      1. Spain Interview Questions (Handout #3)
      2. Spain Negotiation 1 & 8 (Handout #4)

IV. Business Spanish, Vocabulary & Content
   A. Excel Function Problems
      1. List of Functions (Handout #5)
      2. Future Value & Depreciation (Handout #6)
   B. CD-ROM "Un día típico de trabajo"
      1. Día Típico ABACO (Handout #7)
V. Proficiency Checklist
   A. Spanish Oral Proficiency Checklist (Handout #8)
   B. CD-ROM "Spanish Communicative Tasks"
      1. Beginning vs. Advanced Examples (Handout #9)
   C. Business Spanish Oral Proficiency Tasks (Handout #10)
   D. Advanced Oral Proficiency Checklist (Handout #11)

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