

**BUSINESS SPANISH LANGUAGE COURSE FOR FOREIGNERS THROUGH  
VIRTUAL - IN PERSON CLASSROOM MODALITY**

**ANGÉLICA CLEVES C.**

**LAURA MARGARITA MANRIQUE**

**ANDREA SORA**

**LINA SOSA**

**ESCUELA COLOMBIANA DE CARRERAS INDUSTRIALES**

**FACULTY OF HUMANITIES**

**MODERN LANGUAGES**

**BOGOTA**

**2014**

**BUSINESS SPANISH LANGUAGE COURSE FOR FOREIGNERS THROUGH  
VIRTUAL - IN PERSON CLASSROOM MODALITY**

**ANGELICA CLEVES C.**

**LAURA MARGARITA MANRIQUE**

**ANDREA SORA**

**LINA SOSA**

**Advisor**

**OLGA CAMILA HERNANDEZ MORALES**

**DEGREE IN FOREIGN LANGUAGES TEACHING**

**RESEARCH PROJECT TO OBTAIN THE TITLE AS PROFESSIONAL IN MODERN  
LANGUAGES**

**ESCUELA COLOMBIANA DE CARRERAS INDUSTRIALES**

**FACULTY OF HUMANITIES**

**MODERN LANGUAGES**

**BOGOTA**

**2014**

**Acceptance Note**

---

---

---

---

---

---

---

Juror President

---

Tutor

---

Coordinator

Bogotá, September \_\_\_\_ 2014

## **Acknowledgements**

Firstly, we want to express our gratitude to God our creator, Father and unconditional friend, for his wisdom, understanding and perseverance, for giving us his hand and always guide us on our way.

We acknowledge Olga Hernandez and Claudia Nusbaum for being the advisors with whom we could begin and bring to a prosperous end our project, both of them gave us their knowledge, experience, patience, advice and guidance, among others; which were central issues to its development.

Thanks to the ECCI and its leadership for providing us with educational tools resulting in the construction, development and improvement of the students' knowledge; to our coordinator Luis Orlando for being always available to assess and solve all our concerns, which we consider enough and very consistent.

Finally, we are grateful with our families who we consider an important role because of their moral and even economical support and above all, for understanding that from September 2013 we left behind our social and family life just to dedicate it to the implementation and development of this research.

## Table of Contents

Abstract .....	8, 9
Resumen.....	9, 10
Glosary .....	11-13
Introduction.....	14,15
1. Tittle of the Project.....	16
1.1 Problem Statement.....	16
1.2 Main Question.....	16
1.3 Sub Questions.....	16, 17
2. Rationale.....	17, 18
3. Objectives.....	19
3.1 General Objective.....	19
3.2 Specific Objectives.....	19
4. Background.....	20-24
5. Conceptual Framework.....	25
5.1 Spanish Course.....	25
5.2 Business Spanish Course.....	25
5.3 The Common European Framework.....	25, 26
6. Theoretical Framework.....	27
6.1 Theories of Second Language Acquisition.....	28-30
6.2 Theory of Secong Language Learning.....	30-32
6.3 Communicative Competences, languages and vocabulary.....	32, 33
6.4 The Language as a mean of communication.....	33, 34

6.5 Vocabulary.....	34-36
6.6 Learning Systems E-Learning.....	36-40
6.7 Accreditation of a Business Course through virtual – in person classroom modality.....	40
6.7.1 Undertaking of the Instituto Cervantes and the Accredited Centre during the currency of the Accreditation.....	40
6.7.2 On the part of the Instituto Cervantes.....	40, 41
6.7.3 On the part of the Accredited Centre.....	41
6.7.3.1 Obligations related to the content of the Accreditation.....	41
6.7.3.2 Obligations relative to the use of Accreditation.....	41
6.7.4 Basic requirements to request accreditation.....	42
7. Type of Study.....	42-44
7.1 Collection of Information Sources and Thecniques.....	44
7.1.1 Surveys.....	44
7.1.2 Content Analysis.....	44, 45
7.2 Population and Sample.....	45
7.3 Data Collection and Survey Analysis.....	46
7.3.1 Foreign Interest in Taking a Business Spanish Course.....	46, 47
7.3.2 Expectations of Foreigners in taking a Business Spanish Course.....	47, 48
7.3.3 Recommendations of Foreigners to teachers and / or Institutes that provide a Business Spanish Course.....	48-50
7.3.4 Survey Complete Questions.....	51
7.3.5 Opinion on the Results of the Survey.....	51, 52
7.4 Web Pages Content Analysis.....	52-55
8. Instructional Design.....	56

8.1 Course Structure Proposal.....	56
8.2 Objectives.....	56
8.2.1 General Objective.....	56
8.2.2 Specific Objectives.....	57
8.3 Methodology.....	57
8.4 Course Description.....	57, 58
8.5 Topics.....	58-60
9. Conclusions.....	61, 62
10. Recommendation.....	63, 64
References.....	65
Internetgraphy.....	66-70

### **List of Tables**

Table 1. Theory of Second Language Acquisition.....	28
Table 2. Theory of Second Language Learning.....	30
Table 3. E-Learning. Advantages and Disadvantages.....	40
Table 4. Web Pages Analysis.....	55

### **List of annexes**

Annex 1.....	71
--------------	----

## **Abstract**

Currently the knowledge and teaching of languages is a need in the business world and especially in countries that have economic relations with multinational companies around the world. Thus appear the need to design a business Spanish course for foreigners with virtual-blended features, such as a teaching method that adapts the needs related the business field of foreign professionals in our country, especially in the Bogota city.

This research proposes the development of a business Spanish course through virtual – classroom modality based on relevant topics to the business area, allowing students to interact with fluent and raises the language level, by introducing cultural, linguistic and discursive aspects. This proposal is important because currently, most companies or multinationals hire specialized professionals from various countries in certain areas and they are suddenly in a strange country, without know the language and in many cases with colleagues or staff members who do not know languages like English, German, Portuguese etc.

When the students finish the course, they will be certificated in accordance with the conditions provided by the Instituto Cervantes (Common European Framework), an institution whose functions include establishing the conditions to deliver these certifications in Spanish-speaking countries.

For the elaboration of the proposal of a business spanish course for foreigners through virtual – classroom modality was made study of the aspects considered most important for foreign professionals who is interested in learning Spanish in Bogotá, a series of surveys were done to some business professionals, so infer what are your frequent questions and actually expected to enroll in a course for learning business Spanish in our country. Also a exploration was made to



programs that offer Spanish courses in several universities and language centers in Bogotá. Based on this information was developed the research presented in the following pages.

### **Resumen**

Actualmente el conocimiento y enseñanza de idiomas es una necesidad imprescindible en el mundo de los negocios y especialmente en los países que mantienen relaciones económicas con empresas multinacionales de todo el mundo. Es así como surge la necesidad de diseñar un curso de español de negocios para extranjeros con características virtual-semipresencial, como un método de enseñanza que se adapte a las necesidades concernientes al ámbito de negocios de los profesionales extranjeros en nuestros país, especialmente en la ciudad de Bogotá.

En este orden de ideas, en el presente texto se propone el desarrollo de un curso virtual-semipresencial de español de negocios, on- line con base en temáticas relevantes del área empresarial, que permita a los estudiantes interactuar con fluidez, y elevar el nivel del idioma, mediante la introducción de aspectos culturales, lingüísticos y discursivos. Esta propuesta resulta de importancia pues actualmente, la mayoría de empresas o multinacionales, contratan profesionales especializados de diversos países, en determinadas áreas y estos se ven, de pronto, en un país desconocido, sin saber el idioma y en muchos casos, con compañeros o funcionarios que no saben idiomas como el inglés, alemán, portugués etc.

Los estudiantes al terminar el curso contarán con una certificación del idioma español acorde con las condiciones exigidas por el Instituto Cervantes (Marco Común Europeo),

institución que tiene entre sus funciones establecer las condiciones para entregar estas certificaciones en los países de habla hispana.

Para la elaboración de la propuesta “Diseño de un Programa de Español de Negocios Para Extranjeros Mediante la Modalidad Virtual-Presencial” se hizo un estudio de los aspectos considerados de más importancia para profesional extranjero que está interesado en aprender español en la ciudad de Bogotá, se realizaron una serie de encuestas a algunos de estos profesionales de negocios, para así inferir cuáles son sus dudas más frecuentes y lo que realmente esperan al matricularse en un curso para el aprendizaje del español de negocios en nuestro país. Igualmente se hizo un sondeo a los programas de español que ofrecen diferentes universidades y centros de idiomas en Bogotá. Con base en esta información se desarrolló la investigación que se presenta en las siguientes páginas.

## Glossary

**Advisory:** Having or consisting in the power to make recommendations but not to take action enforcing them.

**Assessment:** the act of making a judgment about something.

**Asynchronous:** *Computing & Telecommunications* Of or requiring a form of computer control timing protocol in which a specific operation begins upon receipt of an indication (signal) that the preceding operation has been completed.

**Booming:** Having a period of great prosperity or rapid economic growth.

**Communicative competence:** is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately.

**DELE:** Diplomas of Spanish as a Foreign Language

**Doer:** A person who acts rather than merely talking or thinking.

**E-learning:** Learning conducted via electronic media, typically on the Internet.

**Feedback:** Information about reactions to a product, a person's performance of a task, etc., used as a basis for improvement.

**Free trade:** The action of buying and selling goods and services without tariffs, quotas, or other restrictions.

**Globalization:** The process by which businesses or other organizations develop international influence or start operating on an international scale.

**Hub:** The effective center of an activity, region, or network.

**ICT:** Information and communications technology.

**Index:** A figure in a system or scale representing the average value of specified prices, shares, or other items as compared with some reference figure.

**Interaction:** A mutual or reciprocal action or influence.

**Knowledge network:** Resources and learning experiences shared among a network of non-profit organizations and colleagues who aim for continuous learning and building of expertise to improve outcomes and increase impact.

<http://www.scanpo.org/building-the-knowledge-network/knowledge-network-guidelines/>

**Linguistics:** The study of language.

**Logical thinking:** is to carefully analyze and assess your thoughts. You have to weigh the pros and cons of the subject at hand. Once you come to some sort of precise understanding, you can formulate a logical solution to the problem.

**Mother tongue:** The language which a person has grown up speaking from early childhood.

**Paradigm:** A typical example or pattern of something; a model.

**Parameter:** A numerical or other measurable factor forming one of a set that defines a system or sets the conditions of its operation.

**Performance:** The action or process of carrying out or accomplishing an action, task, or function.

**Phenomena:** A fact or situation that is observed to exist or happen, especially one whose cause or explanation is in question.

**Philology:** The branch of knowledge that deals with the structure, historical development, and relationships of a language or languages.

**Pragmatic:** Dealing with things sensibly and realistically in a way that is based on practical rather than theoretical considerations.

**Psycholinguistics:** The study of the relationships between linguistic behaviour and psychological processes, including the process of language acquisition.

**SACIC:** Accreditation System of centers from Instituto Cervantes.

**Underpin:** Support, justify, or form the basis for.

## Introduction

During this century, trade and finance businesses are booming among countries broadening opportunities for free trading and commerce. In Bogota, technical and higher education programs have been evolving and specializing according to the needs and demands of the economic systems, thus, the process has accelerated and it demands from the population adaptability and commitment in order to take on new challenges from the given conditions.

Therefore, the need of learning languages among professionals is a fundamental part of the business world; professionals nowadays need to be able to address issues objectively by implementing theories based on general economics by participating on business administration. This can be achieved through a range of tools that acknowledge the language by mastering skills and empowering, the already established, economic ties. The study of a language in a particular location allows the professional to make decisions accurately leading to a prosperous and positive future for companies and businesses.

According to the idea discussed above, it can be said that from the very moment the Spanish language began to be known as the national language of Spain, and the subsequent discovery of America, it has evolved in such a way that Spanish today is one of the most recognized languages worldwide. Likewise other languages, Spanish has become indispensable in the business world, because nowadays, the countries where Spanish is spoken have established important trade exchange with countries such as China, the U.S, the ones belonging to the European Union, among others. This condition allows professionals to work for multinational companies who have the need to learn business Spanish in regards on their demanding labors.

Based on the previous statements, it is relevant to analyze the importance of a Spanish business course for foreigners taught virtually or in person classes as teaching method which will be adapted to the needs of those foreign students who are immerse in the business field or foreign professionals who work in Spanish speaking countries, especially in Bogota, Colombia.

In order to have a better approach to the inquiries exposed by a foreigner professional, who wants to learn Spanish a country like Colombia, specifically in Bogota, a set of surveys were applied to some of them to infer which their doubts are and what they really expect when they register in a Spanish language learning course in our country.

As stated before, the following ideas outline the importance of a business Spanish course, which is focused on:

- Innovation in the didactic process
- Contents related to the development of writing, understanding and speaking Spanish language in a business professional.
- Responding to the communicative expectations that a business professional could have either at work environments or social areas.
- Allowing students to continue with their learning in those situations in which they have to commute from their house or work place.

## **1. Title of the Project**

Business Spanish Language Course for foreigners through virtual - in person classroom modality

### **1.1 Problem Statement**

Nowadays, there are different institutions of higher education in Bogotá, that offer Spanish courses and business Spanish courses only in the “in-person class” (presential) modality. This particularity becomes one of the limitations in which some professionals find it as interferences with their job commitments.

In addition, it was possible to observe that not all the institutions which offer Spanish Courses to foreigners provide a certificate known as DELE, but only one of them and Cervantes Institute certify its courses and programmes. The cost was also analyzed, considering that some professionals found the courses expensive when they could ask for some more affordable courses.

### **1.2 Main Question**

- How to design a Business Spanish course for foreigners certificated from level A2, following the official levels used by the Common European Framework?

### **1.3 Sub Questions**

- Which parameters are required by Cervantes Institute to certify a business Spanish course?



- Which are the most successful tools for designing virtual business Spanish course's structures?
- According to foreigner professionals' demands in regards of their interest on learning business Spanish in Colombia, what would be the content or specific vocabulary needed in a virtual business Spanish course?

## **2. Rationale**

This research topic arises from the interest to show from academic parameters the importance that Spanish language has for the entrepreneurial development as an essential characteristic of the foreign professional performance dedicated to the business industry in Colombia. This topic is very important in the business field since it allowed us to approach the immediate reality of the employees who get introduced into the country's language where they work as professionals. On that basis, local language knowledge allows effectiveness in communication and comprehension of the content intended to communicate, this undoubtedly will have an impact in certain enterprise's results in their economical rates or why not, in the economy in general.

Based on the above, in this paper we propose the development of a virtual business Spanish course which will allow foreign students to have high mechanisms and deeper knowledge of the Spanish language in order to enable its understanding and at the same time its interaction in an employment and social context. It is significant since, nowadays most enterprises or international companies hire foreign professionals specialized in certain topics in their origin countries, and suddenly, they are in a strange country with no knowledge of the

language; in many cases, with coworkers who do not speak languages like English or Mandarin, just to mention some.

It has been observed in the completed analysis for this proposal, that currently educative institutions offer Business courses in Spanish solemnly face to face; this fact limits students who have to commute around the country lacking face to face attendance to the classes; in this case starting up and using e- learning or virtual platforms are crucial elements in the acquisition of Spanish as second language in the business field.

Additionally, it is necessary to highlight the importance of Spanish as a very rich language that is used by millions of Spanish speakers worldwide. Furthermore, internationally Colombia is well known as a country where people speak the best Spanish. So, the implementation of a virtual-face to face Spanish business course will make foreign professionals living in our country have the opportunity of accessing to a Spanish business program with high quality in regards of content and necessary virtual tools in accordance with their learning process.

Finally, it is important to emphasize that Colombia has acquired more trade agreements and has increased the need to invest in Colombia, therefore, it is necessary to be prepared and give the appropriated tools to foreign people in their acquisition of Spanish as communication tool in their business performance.

### **3. Objectives**

#### **3.1 General Objective**

- To design a Certified Spanish course for foreign business Students from level A2, following the official levels used by the Common European Framework.

#### **3.2 Specific Objectives**

- To analyze the necessary requests to deliver a Spanish Business Course according to the requirements of Cervantes institution in Bogota, to provide the DELE certificate.
- Define the necessary aspects to deliver a business course in virtual classrooms modalities.
- Develop specific vocabulary or content for Business Spanish course in the city of Bogotá.

#### 4. Background

Studies published by Caro and Cuervo Institute evidence the importance that Spanish business courses addressed to foreigners have, in addition to that, they state that:

“Colombia, a country internationally recognized for its grammarians and the development of important studies of the Spanish language, offers education programs in Spanish for foreigners over 25 universities located in different cities, with high academic standards and broad international recognition”. (Information was taken of: <http://www.caroycuervo.gov.co/audio/la-palabra-8>)

Some of these educational institutions and institutes offer this type of courses due to their broad experience. According to the consulted information on the websites from these institutions, it is found that:

**Instituto Caro y Cuervo:** It was founded in 1942, it is entity linked to the Ministry of Culture which its main goal is to cultivate scientific research in linguistics, philology, literature, humanities and history of Colombian culture. It offers Spanish courses for foreign professionals, especially for students through their foreign partnerships universities know programs and accredited tradition of the institute in Spanish teaching as a second language.

(Information was taken of: <http://www.caroycuervo.gov.co/about>)

**Pontificia Universidad Javeriana:** “The Latin American Center”, has more than 45 years of experience in Teaching Spanish to Foreigners; it is an institution with one the longest track records in this field in Colombia and Latin America. The Center is part of the “Department of Languages”, in the “Faculty of Communication and Language” of the Pontificia Universidad Javeriana. this department offer the following services:

- A Spanish program for foreigners

- Courses for specific purposes
- International examinations
- A teacher training program
- Advisory and consultancy services for institutions who work in the area of Spanish as a Foreign Language, SFL.

(Information was taken: <http://antorchaweb.com/centrolatino/index.php/es/>)

**Instituto Cervantes:** It is a worldwide non-profit organization whose objectives are to promote the education, the study and the use of Spanish universally as a second language. This organization has branched out in over 20 different countries with 54 centres devoted to the Spanish and Hispanic American culture and Spanish Language.

The Diplomas in Spanish as a Foreign Language (DELE) are official qualifications certifying the degree of competence and mastery of Spanish, granted by Instituto Cervantes on behalf of the Ministry of Education, Culture and Sport of Spain.

The DELE examination provides for all the different variants of the Spanish language. They are all considered as valid to obtain the diploma.

The DELE examinations have been designed following the guidelines of the *Common European Framework of Reference for Languages* (CEFR) of the Council of Europe, which ensures a practical way of establishing a standard, international and objective measurement of the level that should be reached at each teaching stage, and in evaluating results.

(Information was taken: <http://prezi.com/bnivhk1rqg0l/el-instituto-cervantes-es-un-organismo-publico-espanol-sin-a/>)

**Sergio Arboleda University:** “Spanish for foreigners” courses were designed as per the Common European Framework of Reference and include Regular Courses, Personalized classes,

ELE immersions, Business Spanish and DELE exam preparation. The University offers 2-hour-group classes which are held at the Language Center. It offers one-on-one Spanish classes at our Language Center. The University uses task-based learning as the teaching approach which is a branch of the communicative approach that focuses on the use of authentic language and on asking students to do meaningful tasks using Spanish. It also works the four basic skills of the language in class. That is, it focuses on developing speaking, listening, Reading and writing.

(Information was taken: [http://www.usergioarboleda.edu.co/centro\\_idiomas/cursos\\_espanol\\_intensivo.htm](http://www.usergioarboleda.edu.co/centro_idiomas/cursos_espanol_intensivo.htm))

**Universidad de los Andes:** The program of Spanish as a Foreign Language (ELE – acronym in Spanish) of the Universidad de los Andes, carried out in conjunction with the Department of Languages and Sociocultural Studies, the Faculty of Arts and Humanities and the Spanish Center, seeks to provide students with the development and strengthening of their communicative skills while at the same time involving them in a critical reflection of the social and cultural practices of a multilingual and multicultural country as Colombia. Our program offers various modes of study such as: semester, summer, intensive and private courses for groups and business people. Students can also participate, in accordance with their level of Spanish, in the courses offered by the University on a variety of academic subjects. The program is based on the guidelines of the Common European Framework of Reference for languages: Learning, Teaching and Assessment.

(Information was taken:

[http://catalogo.uniandes.edu.co/Catalogo\\_General\\_2011/Formacion\\_Integral/idioma\\_extranjero.php](http://catalogo.uniandes.edu.co/Catalogo_General_2011/Formacion_Integral/idioma_extranjero.php))

**Salle University:** The University offers Spanish courses for foreigners and custom groups with high academic standards ensuring language proficiency of students and the approach to a culture rich in diversity and history.

These courses adhere to the guidelines of the Common European Framework of Reference for Languages, under the communicative and task-based approaches, from the simultaneous development of the four language skills: reading, listening, writing and speaking, and the use of instructional materials that facilitate learning.

Similarly, the environment allows students to get into university life, to share with the academic community and enjoy different cultural activities both within and outside the University, accompanied by a tutor who guides their learning.

Information was taken:

([http://www.lasalle.edu.co/wps/portal/Home/Principal/LaUniversidad/Centrodelenguas/ascentrodelenguas/ccentro\\_e spanol](http://www.lasalle.edu.co/wps/portal/Home/Principal/LaUniversidad/Centrodelenguas/ascentrodelenguas/ccentro_e spanol))

**EAN University:** The University offers Business Spanish Course which includes 4 Spanish courses, it looks for the development of reading comprehension, listening, speaking and writing skills for non-Spanish speakers. Applicants will be able to improve their level of Spanish, have access to the culture, acquire technical vocabulary and familiarize themselves with how to use the language in order to interact in the Colombian business world. Methodology:

- Class work to develop reading, listening, speaking and writing competencies.
- Implementation of comprehensive and productive practices with applicants inside and outside the classroom.
- Support by means of: videos, audio, case studies and financial documents focused on a wide variety of areas relevant to the applicant's needs.

- Work with support material embracing cultural contexts and business in Colombia.
- Dynamic and highly interactive activity-based teaching.
- Extracurricular an additional cultural activities.
- Small class sizes (maximum 15 applicants).
- Total Spanish immersion during the classes.

(information was taken:

[http://www.ean.edu.co/index.php?option=com\\_content&view=article&id=2806&Itemid=1370](http://www.ean.edu.co/index.php?option=com_content&view=article&id=2806&Itemid=1370))

**EAN** University is one of the universities that offer specifically business Spanish for foreigners. These courses are face to face and meet the needs of students. These courses have formats that allow foreign students to interact in appropriate ways in the business world in Colombia and interact with Colombian entrepreneurs through a comprehensive and appropriate linguistic repertoire that facilitates to develop an effective communication.

Broadly speaking, these are some of the colleges that offer Spanish courses for foreigners in the city of Bogotá. It is important to mention the programs of the National University of Colombia, Central University, Santo Tomas University, Pedagogical University, External University of Colombia, which offer quality programs and focused especially in teaching Spanish as a second language.

When wanting to design a virtual Spanish course for foreigners, it is necessary to analyze the specific characteristics of Spanish for foreigners programs that offer each of these educational institutions. So it can gather essential aspects that cannot be ignored because these institutions have experience in the field which is an added value, important to keep in mind at the moment to propose a new modality of program of business Spanish for foreigners.



## 5. Conceptual Framework

This project is located within the teaching of Spanish as a foreign language, specifically in the area of business. In this context a set of basic concepts that will be explained below:

### 5.1 Spanish Course

According to CollegeBoard AP:” a Spanish Course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication])” (P.5)

Escuela Mediterraneo says that: “The student will learn the grammar, the functions, the vocabulary and the social aspects of the language through a communicative method. Also the learner will learn different learning processes both for your oral and written skills.”

### 5.2 Business Spanish Course

In agreement with Escuela Mediterraneo: In the course the student will learn a specific vocabulary from different professional fields such as hotel and catering business, trade, tourism etc. and learner will read texts related to the professional field. acquire the language skills necessary to communicate in business and legal situations

On the other hand donquijote.org says that: The **Business Spanish course** is intended to help professionals with an intermediate Spanish level (or higher) gain the skills, confidence and vocabulary needed to successfully carry out business in Spanish.

Students will practice business Spanish through a wide range of mock real life situations designed to ensure that students will gain the skills they need to interact with clients and colleagues in Spanish.

### 5.3 The Common European Framework

According to Council of Europe: The CEFR was developed to provide a common basis for the explicit description of objectives, content and methods in second/foreign language education.

The Common European Famework:

- adopts an action-oriented approach, describing language learning outcomes in terms of language use;
- has three principal dimensions: language activities, the domains in which they occur, and the competences on which we draw when we engage in them;
- divides language activities into four kinds: reception (listening and reading), production (spoken and written), interaction (spoken and written), and mediation (translating and interpreting);
- provides a taxonomic description of four domains of language use – public, personal, educational, professional – for each of which it specifies locations, institutions, persons, objects, events, operations, and texts.

For reception, production, interaction, and some competences the CEFR defines six common reference levels (A1, A2, B1, B2, C1, C2), using “can do” descriptors to define the learner/user’s proficiency at each level.

The common reference levels provide a basis for comparing second/foreign language curricula, textbooks, courses and exams. Together with the rest of the CEFR’s descriptive apparatus, they can also be used to support the design of curricula, teaching programmes, learning materials, and assessment instruments.

## 6. Theoretical Framework

In this theoretical framework, it will be analyzed, in broad terms, theories related to the teaching of Spanish as a second language (L2), communicative competences, the definition of language and vocabulary. As well, it will be highlighted the current importance that the teaching of second languages (L2) has, e-learning as a tool training, communication, presentation of content, assessment and management, in the virtual training (distance).

Currently in our societies, and increasingly, education remains a key factor in the social development and its concept has been handled in such a way that is understood or is seen as an engine that marks the development of our countries. The learning of languages such as Spanish adheres to this flow and its learning is essential for the foreigners who carry out economic activities in Spanish speaking countries. . According to Gayo & Gómez (2011):

In general terms, we are talking about 400 million people whose mother tongue is Spanish. This represents 7% of the world's population, same that generates a wealth equivalent to 3,0 trillion dollars (3018900 million), it means, 10% of the total production of our planet, which translates into a per capita output and a purchasing power greater than the world average. ( P. 1)

The influence of different economic interests have made significant changes in our societies, it makes that countries, as Colombia, have to face new challenges in regards to the teaching of Spanish for business. This, considering that up to the present, the teaching of Spanish for foreigners was merely being conducted in the social sciences and humanities programs, but there were no specific programs for economic and administrative sciences. According to Gayo & Gómez (2011):

There are many reasons behind the importance of knowing languages today, the same or more if that language is spoken by 400 million people as is the case of Spanish. Spanish is the second most spoken language in the world, after english. If it is joined to this evidence, the fact that we live in an information society and globalization of the market, it is not difficult to imagine the importance that the knowledge of Spanish for business is going to have by making use of new technologies. (P. 1.)

## 6.1 Theories of Second Language Acquisition

In the process of second language acquisition (ASL) a number of theories has been developed. According to Bes (2006):

As for the theories of learning of second languages that are grounded in the field of psycholinguistics, we present in this study the main theories of transcendence in education, classified into three major groups (Mayor, 2004), this, taking into account that each one has emerged in a different context and with various focus of interest. (P.35)

<b>NATIVES THEORIES</b>	<b>ENVIRONMENTALISTS THEORIES</b>	<b>INTERACTIONIST THEORIES</b>
<ul style="list-style-type: none"> <li>● Monitor Theory Krashen</li> <li>● The theory of Identity between L1 and L2 acquisition.</li> </ul>	<ul style="list-style-type: none"> <li>● The theory of cultural assimilation of Schumann</li> </ul>	<ul style="list-style-type: none"> <li>● The theory of interaction</li> <li>● The theory of OUTPUT</li> <li>● Theory-functional typology of Givon (1979)</li> <li>● The multidimensional theory of group SIZA</li> <li>● The theory of interaction from the information processing.</li> </ul>

Table 1. Theory of second language acquisition. Source: Bes (2006)

For the development of the present work, we will analyze the parameters that delimit the hypothesis of interaction (interactionist theories). In accordance with the theories that Long exposes (1983b, 1985a, 1985b, 1988) (cited by Bes, 2006):

This interactionist theory proposes that the more opportunities a learner has to negotiate meanings, more effective is the acquisition of a language-learning. Getting involved in a interpersonal interaction and oral, in which problems of communication that are negotiated emerge, facilitates the acquisition of language, not the cause. (p. 31.)

In this regard the Cervantes Institute (2011) says that:

“Currently, the name of social interactionism also applies to a recent theory in the field of second language acquisition. It argues that the acquisition of a second language or foreign language consists on the interaction between the innate ability of human beings for the language and the linguistic data that the learners find in the meaningful communicative exchanges in which they participate. This theory is

midway between those positions that argue that the acquisition occurs solely as a result of innate human predisposition to language and those who believe that language learning is entirely computational. According to this model, the learner checks hypotheses, confirming them or rejecting them, through interaction with the linguistic data that the communication experience provides them. In addition to this perspective, it is also considered that the state of the learner interlanguage significantly affects the resulting type of interaction, as demonstrated by studies aimed at non-native speech. (P. 1.)”

In relation with language understood as a system of communication and verbal expression proper from people or as a linguistic system that is characterized by being fully defined, to be part of a culture differentiated, the concept of interaction allows them not to remain isolated in the learning process, but that these are inherent in the process because, somehow, lies in a given language. With respect to it, Fernández (2009) argues:

Thus, the relevant psycholinguistic theory is based on the idea that language acquisition is a constantly integrating process between an innate predisposition for handling language data, and data that apprentice found in everyday experience, ie, through social interaction (cooperation and reciprocity). In this manner, knowledge is a process of interaction between the subject and the medium. (Page 6.)

The theory of the interaction seeks to explain the acquisition of second languages (L2) from the fact that personal interaction has impact on the perception and production of the second language and therefore for its interpretation and analysis is necessary to handle concepts of psycho-socio-linguistic and pragmatic type. For those who defend interactionism, it is a key concept of social activity as the engine of human progress; and the zone of proximal development, which is the level of development that an individual can rise with the help from others (Delval, 1994: 67), it, applied to language learning, results in the level the apprentice can achieve with the help of an adult or more capable native (Baralo, 2004a: 20), and for Bes (2006),

These theories understand that second language acquisition is too complex to be explained by only a nativist or environmentalist factors. This is very different theories together to assume that language acquisition is more effective the more opportunities are

offered to learners to negotiate meaning, this negotiation motivates the learner to participate in the conversation, which favors learning. (P. 30)

## 6.2 Theory of Second Language Learning

In the acquisition of a second language (L2) one of the most important aspects is the interaction of adult learners and the tools through which they relate to the method of teaching and learning, with the teacher or facilitator, with peers and the social environment. According to Mayor 2004 (quoted by Bes, 2006):

The concept of learning is one of the central concepts of Psychology, and the controversy around the same, serves to explain the evolution of part of this discipline throughout the twentieth century. In regard to the theories of learning of second languages that are grounded in the field of psycholinguistics, ( ...) are presented in three large groups. (P. 84)

BEHAVIORISM	COGNITIVISM	SOCIOCONSTRUCTIVISM
<ul style="list-style-type: none"> <li>● The objective psychology of Pavlov (1890-1900/1930).</li> <li>● The behaviorism of Watson (1913/1924-1925).</li> <li>● Conduct systematic theory of Hull (1943).</li> <li>● The descriptive behaviorism of Skinner (1961).</li> </ul>	<ul style="list-style-type: none"> <li>● Social learning theory and social cognitive theory of Albert Bandura 15.</li> <li>● The model of learning taxonomic Robert M. Gagné (1972).</li> <li>● Theory of categorization theory or discovery learning of Jerome S. Bruner 16.</li> <li>● Meaningful learning theory of David P. Ausubel (1983).</li> <li>● Genetic Theory Jean Piaget (1954).</li> </ul>	<ul style="list-style-type: none"> <li>● Ecological Theory of Bronfenbrenner (1979)</li> <li>● Sociocultural theory of Lev S. Vygotsky learning (1962).</li> </ul>

Table 2. Theory of second language learning. Source: Bes (2006)

Based on the foregoing, and considering that socioconstructivism theory is directly related to the interactionist theory of second language acquisition, it aims to make an approach

to these two theories of teaching and learning for the development of this topic. In regard to the theories of socio - constructivism and the theory of cultural learning by Lev S. Vygotsky (1962).

Bes (2006) says:

For Vygotsky (1978: 263) humans, we do not act directly on the physical world, but we use tools that allow us to measure and regulate our relationships with others and change the world and the circumstances under which we live. Precisely, we need to understand how the social and mental activity is organized and regulated by these tools, artifacts constructed culturally. (p. 44).

The context of the learning of Spanish is very broad, therefore it is not only necessary to analyze the constitutive pragmatic of the language, but it is essential to note that the social context has implications as well, as it is in which the linguistic activity is developed. Then in the Spanish learning-teaching as a second language (L2) there is involved a whole serie of concepts that underlie the social environment and that are transmitted in the socialization as happens in the learning of the mother tongue. Ussa (2011) argues that:

In the learning and the acquisition of the foreign language comes into play a combination of elements, which include, of course, those who have already been developed with the acquisition of the mother tongue, such as the construction of logical thinking, the development of the imagination and creativity; this learning helps to restructure the thought and contributes to the creation of communication links with the middle socio-cultural of the new language.

During the process of learning a foreign language, student discovers and gradually rebuilds the structures and rules of the language being studied, thus establishing, parallels and relationships with their mother tongue tacitly. It is noteworthy that in so far as the language needs of each student in a foreign language are resolved, linguistic domain thereof is increased. However, the presence of interference will force, the student, to assess his knowledge so that he will be able to expand and check its acquis of notions in the new language and, in this way he can adequately communicate with it. (P. 109).

Each of these theories, both the socio - constructivism as the interactionist theory, do not refer to different perceptions of the nature of second language acquisition (L2) as well as the knowledge and the processes through which one builds this. Therefore, both theories do not dissociate to the subject of the context in which it is carried out the learning, because the

learning-teaching of second languages (L2), can not be proposed from antagonistic paradigms construction of knowledge, but from the social context in which knowledge is enrolled.

But, theories like socioconstructivism or interactionist, are not isolated, on the contrary, they are directly related to the language as a communication code, so that, there will be a brief look at the theories of some authors who have studied the concepts of communicative skills, language and vocabulary; as essential elements of second language (L2) teaching and learning. Fundamental characteristics that must be taken into account when designing a course in Spanish Language.

### **6.3 Communicative competences, language and vocabulary.**

In the teaching of Spanish as a second language (L2), communicative competence allows that linguistic interaction is given in a right way in communication situations. This competence allows students to recognize not only whether a production is "grammatical and acceptable" but also if it is "possible" (grammatical, cultural and communicatively) "practicable" in accordance with available means "grammatical and cultural", "adequate" related to the specific and real context.

According to Fernandez (2003) communicative competence includes other sub - competences:

**Grammatical subcompetences:** It refers to the language code (grammar, lexicon, pronunciation and spelling), focuses on the "knowledge" and the ability to use, understanding and expression.

**Pragmatic subcompetences:** it enables interaction between the linguistic elements, the context and the users; it is related to the "capacity" to conform the communicative situation, controlling the speech, the context in which they exchange, the intentions of the speakers and the message they want to transmit.



**Sociolinguistics subcompetences:** it is related to the knowledge of the language conventions, the dialects, the society and its relationship, as well as the ability to interpret the cultural references.

**Discursive and Textual Subcompetences:** The ability to relate sentences in order to develop "coherent and cohesive" messages in different genres (narratives, descriptions, texts) in the texts, in spoken interaction and conversational actions in general messages.

**Strategic Subcompetences:** The ability to activate mechanisms to plan, execute, solve problems and control the communication (communication strategies) and to make the learning easier and more successful (learning strategies).

#### 6.4 The language as a mean of communication

The language studied as "linguistic system" is characterized as being fully determined, for having a high degree of development, and for being the mean through which the differentiated cultures are supported, making possible for some systems of signs evolve and remain in the time. It is a privileged instrument of communication that we use to interact and express adequately the surrounding reality, making possible the understanding and even intelligence.

According to the dictionary of the Royal Academy of Language (2001):

It is understood as language: 2) communication system and a verbal expression itself or nation, or common to several. 3) Linguistic system that is characterized by being fully defined, for possessing a high degree of leveling, by being a vehicle for a differentiated culture and, at times, for having been imposed on other linguistic systems.

Alarcón, (2004) mentions that:

Language is a structure or system of signs. This statement comes from the real importance Course in General Linguistics Saussure F., and it is the foundation of modern linguistics. Language as structure is, therefore, the basic principle of language study that will develop structural linguistics from there onwards. But this system of signs that is the language, needs to be expressed and done primarily through words; without them "our thought is but an amorphous and indistinct mass." Words are important elements of this structure.(P.8)

Lozares, (2010 ) in an article entitled: Social capital, social cohesion and language use , sees language as a means of communication :

The language (and writing) is the vehicle for the greater part of interactions that occur in our social life. It is therefore the doer, instrument of communication and implicit and/or explicit resource of social relations.(P.2) Social interaction, and more specifically the communicative act, relationships, and basic factors are components of the generation and membership of social facts. The language, with its institutional face, and speech, more pragmatic, with contexts, vehicles and resources directly involved in social interactions and that both cognitively internalized objectified way, instrumental and symbolically.(P.4)

For Aguirre (2004):

One of the features of the language is its versatility to provide speakers of the same communication using system resources. The system is common and unchanging, but there is a number of factors that determine the different varieties of use. These varieties are called dialects or diatopic determined by the origin, territorial, diastratic or records, which are set according to the different social and cultural backgrounds of the speakers: styles of language conditioned by communication situations. (...) (P. 1117).

## 6.5 Vocabulary

When writing a vocabulary for a business Spanish course, it is important, first to define what is meant by vocabulary.

As for this, according to some authors we have: In the Dictionary of the Spanish Language of the Royal Academy of Language, RAL (2001) in this regard we find: vocabulary:

"Set of words of a language belonging to a region, for a given activity, to a semantic field given, etc. *Vocabulary andalusian legal, technical hunting, the effectiveness.*"

According to Peytard-Genouvrier (cited in Martin 1999):

"The set of all the words actually used by the speaker at a particular speech act" (p. 2).

Meanwhile Alarcon (2004) defines it like:

"Vocabulary is, strictly, the list of words that a speaker has, a group of them, a language. In this sense, there is a dictionary that describes the entire lexicon of a language." (P. 8).

For Benítez (1984):

With the term lexicon we are referring to the system of words that make up a language, but when those same terms are updated in the speech, they receive the name of words. The vocabulary thus defined as the set of words that appear in the oral or written language and represent a part of the lexicon. (P. 9)

In linguistic, vocabulary is inherent in the social and cultural condition of individuals but not for this an intrinsic part of the language system.

The vocabulary is part of the linguistic system and as such, it is independent of the particular knowledge of each speaker, what differentiates the mental lexicon, which is related to the competence of each speaker and the notions of receptive vocabulary and productive vocabulary. (Fernández, P. 2009. P. 44).

According to the dictionary of terminology from Instituto Virtual Cervantes (2013):

Vocabulary or lexicon can be defined as the set of lexical units of a language. Lexical units comprise what we normally understand by words (simple lexical units) and other larger units consisting of two or more words with a single meaning (lexical units pluriverbales or complex as *quinta columna* or *manga por hombro*; the Common European Framework talks, among other things, fixed formulas, idioms, metaphors lexicalized, prepositional phrases and grammatical elements: *encantado de concederle*, *quedarse de piedra*, *por medio de...*). In language teaching, the terms vocabulary and lexicon are equivalent, although distinction is made between the two terms in some language arts.

There are aspects that are considered relevant in regard to vocabulary and according to the same dictionary of Instituto Virtual Cervantes (2013):

(...) the number of units that comprises it (which, in the case of education, makes it convenient to have tools and criteria for selection, few in Spanish) and the multiple dimensions of words (phonology, spelling, morphology, semantics, syntagmatic relations, paradigmatic relations, pragmatic, etc..). These aspects make some major guidelines of their teaching, as that constitutes perhaps the fundamental question: explicit or implicit teaching, as it is to answer the question whether it is possible to teach explicitly (and what extent and in what way) a component of many languages with many component parts and dimensions for each one. The response has varied over the history of teaching and, of course, is related to the different methods or approaches. While some methods, such as grammar or the direct method, advocated an explicit vocabulary instruction, the communicative approach originally favored the implicit teaching obligations, primarily through inference techniques vocabulary in context.

In María Moliner dictionary (2007), vocabulary is:

Series of words combined under certain criteria and sorted alphabetically or systematically; for example, some words concerning the precise role or to compose a theme or exercise in learning a foreign language. Technology, terminology. Alphabetic series of words in a language.

So, the vocabulary is an intrinsic human ability that allows to express your knowledge, thoughts and feelings. For this, the human being makes use of a linguistic system characterized by having graphics, written and verbal signs that throughout history have allowed to communicate and develop in community. In this communication, people share what is known as language that enables them to reach a common understanding that serves as a hub for social, human and economic relations. To conclude, vocabulary is all the words that dominate individuals and those used in their daily relationships.

## **6.6 Learning systems E-Learning**

In a society like ours, where economic development is at an important time for the recent trade relations that the government and the private companies have established with multinational companies and foreign companies; the teaching of Spanish as a foreign language (FL) or second language (L2) implies challenges in an academic environment that increasingly demands more and is facing new challenges regarding academic knowledge and how to transmit it. One of these challenges has to do with the new e-learning paradigms and the use of ICT for both teaching and learning.

According to Sánchez, L. & Santos, G., (2004):

Teaching Spanish for professional communication can be defined as the approach of teaching and learning process that aims to improve the capacity of understanding and expression that are required to function in a particular field of a professional activity. This involves the mastery of the resources of the language and the application of the techniques of communication. On the other hand, the communication must occur in accordance with the conventions that the community requires and the professional contexts in which you have to intervene. (P. 1116)

An essential element in the development of academic systems has to do with the advances in science and technology; these developments lead to see the schooling or academic standards from another perspective, because what recently was considered "academic ideal", today is facing new challenges from all social orders. We have so, the education is not taught only from schools offering classroom education and that these, in turn, are giving importance to its status as technological advances.

Today education is being mediated by new learning systems: virtual education. And, the "sustainable knowledge networks" are one of the ways to channel educational resources to the people (knowledge network). Some of the characteristics of knowledge networks are: sustainable virtual community, diversity and global participation, access to information society, beneficiaries and builders, utility and efficiency, horizontal structure, among others.

According to Baelo (2009):

Sustainable knowledge networks are a mechanism or a way to channel resources toward people so that they, themselves, maintain and update content. It is assumed that people are those who have the knowledge, then they are the knowledge network. And that network is self-sustained when people participate and distribute their content. They are responsible to keep updated and available knowledge that they hold. (P. 34).

Another system of education is the e-Learning: the system begins to be used in distance education as "training tool". "Normally, it is used in order for a particular group of students to be able to acquire a certain level of training (get a degree, for example)." The functions of a system e-learning can be grouped into four sections: communication tools, presentation of content, evaluation and management.

Vasquez (2014) says of a system e-Learning:

The methodological basis for second language learning by tasks is based on the communicative, functional and linguistic theories, but also in the existing constructivist educational approach. Clearly, among the new features is the faculty to integrate and incorporate the means to effectively teaching and for learning optimization. Therefore, their training and development-oriented use and management of ICT is one of the cornerstones that will condition such integration. (P. 14).

Currently, in the knowledge society, the learning of the student is beyond the classroom, and teaching-learning system based on virtual platforms enables interaction with a quantity of resources that affect in good way the process of individual formation of the students, which will be influenced by the sociocultural environment in which they are immersed. So, a virtual platform is a mechanism that enables the connection with the acquisition of second languages (L2), as well as all devices like laptops, tablets, smartphones, among others, presented as fundamental tools in our culture.

In this context for Rodenes, Vallés & Moncaleano (2013):

The most obvious benefit of virtual education for students and teachers is to give them more time and flexibility in periods and movements. Students have time previously lost in transfers, and can plan their study time. They can focus on their difficulties, to enable the development of professional autonomy, and facilitate self-evaluation processes. Students have the opportunity to study anytime and anywhere according to their own availability, to do a pause at a specific point and, if is necessary, repeat a specific part. This is what happens in an environment of traditional learning, such as reading textbook, but multimedia features, probably keep the attention of students and facilitate understanding and interactivity, enhancing the quality in the assimilation process of contents. (P. 153).

At this point, it is important to note that the absence of a physical approach and the teacher losing his investiture of authority (so is just an academic mediator) the individual is faced with a new structure of relationships. "People who interact in a group, as equals, having the ability to speak and through the word establish better channels of communication." These new educational paradigms break with the principle of authority, the academic facilitator is not subject to the vertical relationship, as until recently, and the student does not feel pressured by the facilitator who is seen and treated in the same equals, without any hierarchy or authoritarianism.

Meanwhile knowledge belongs to no one, but circulating, it is produced and complemented from the interaction.

Another important aspect in the new systems of knowledge is the interest of the individual in respect of the subject and how they address it, then knowledge does not come as an external imposition of the established structure, but interest for learning part from a "subjectivity." In this cycle of knowledge in the learning stage should be three main processes: "1) to promote self-learning. 2) Encourage experimentation and 3) to promote feedback. "

According to Baelo (2009):

Models based on the web for teaching and learning must go beyond the mere provision of information, because if self-learning does not reach experimentation and feedback will be impossible to develop the full cycle, preventing the application of knowledge that blocking innovation. (P. 78).

But beyond the benefits that come with the implementation of E-Learning in our societies is necessary to analyze aspects that are perhaps not as interesting and cause expectation that has to do with this type of education. In this relation for example, there are aspects of traditional education that are considered important in second language acquisition and among them are: the scope of the social aspect, the direct and close motivation to students, feedback immediately. In contrast to the E-Learning lacks: No feedback at the time, requires discipline and commitment, it is a process in which the student is not dependent on an outside figure but is your own commitment that counts. These differences are discussed more extensively in Table 3.

	<b>Face to face Learning</b>	<b>E-Learning</b>
<b>Advantages</b>	<ul style="list-style-type: none"> <li>-Feedback immediately</li> <li>-It is familiar to both students and teachers.</li> <li>- it motivates the students</li> <li>- maintains a social community</li> </ul>	<ul style="list-style-type: none"> <li>- centered on the Student and self-paced</li> <li>- Time and location flexibility</li> <li>-Cost-Effective to the Student</li> <li>-Potentially available to global audience</li> <li>-Unlimited Access to knowledge</li> <li>- File ability to reuse and share knowledge</li> <li>-Single-Monitoring</li> <li>-Create social community and cooperation</li> </ul>
<b>Disadvantages</b>	<ul style="list-style-type: none"> <li>-Centred on the Instructor</li> <li>-Restriction of time and place</li> <li>-More beloved to communicate</li> </ul>	<ul style="list-style-type: none"> <li>-Lack of immediate return in asynchronous e-learning</li> <li>-It increases the preparation time for the teacher and the cost</li> <li>-It's not comfortable for some</li> <li>-Potentially introduces more frustration, anxiety and confusion</li> <li>-Absence of environmental stimuli</li> <li>-Need for equipment and infrastructure</li> </ul>

Tabla 3. E-Learning. Advantages and Disadvantages. Fuente: [file:///C:/Users/CAROLINA/Downloads/42932-](file:///C:/Users/CAROLINA/Downloads/42932-198754-1-PB.pdf)

[198754-1-PB.pdf](file:///C:/Users/CAROLINA/Downloads/42932-198754-1-PB.pdf) (Pág. 153)

## **6.7 Accreditation of a Business Spanish Course through virtual – in person classroom modality**

The Cervantes Institute is a public institution created by Spain in 1991 for the promotion and teaching of Spanish language and the official languages and to the dissemination of Spanish and Latin American culture. It is present in 86 cities in 43 countries on five continents. It also has two locations in Spain, Madrid headquarters and the headquarters of Alcalá de Henares, and within its multimedia platform with a reference portal on the Internet about the Spanish language and Spanish culture: the Virtual Center Cervantes.

### **6.7.1 Undertakings of the Instituto Cervantes and the Accredited Centre during the currency of the accreditation**

The main undertakings taken on by the Accredited Centres and the Instituto Cervantes as part of the SACIC Accreditation are described below.

#### **6.7.2 On the part of the Instituto Cervantes:**

Grant a personalised certificate which states the period of validity of the Accreditation;



Authorise the centre to use the denomination "Centro Acreditado del Instituto Cervantes" and the corresponding logo, on a non-exclusive basis and in accordance with the norms of graphic identity established by the Instituto Cervantes;

Publicise the accreditation of the Centre, during the period in which it is valid, through the webs through which the Instituto Cervantes supplies information on Accredited Centres ([portalhttp://acreditacion.cervantes.es/](http://acreditacion.cervantes.es/)) and any other instruments for the circulation of information that the Instituto Cervantes recognises as appropriate.

### **6.7.3 On the part of the accredited centre**

#### **6.7.3.1 Obligations related to the content of the Accreditation:**

Guarantee that the technical, academic and legal conditions are maintained during the entire period of validity of the Accreditation Agreement;

Inform the Instituto Cervantes, throughout the period of validity of the Accreditation, any material variation in the conditions previously assessed (changes to the Centre's facilities, changes to the corporate structure of the holder, changes to the management team of the Centre, etc.);

Promote the implementation of an equivalence of the teaching scheme of the Centre with the *Curricular plan of the Instituto Cervantes*, with the aim of guaranteeing the homogeneity of the levels of teaching Spanish in all Centres accredited by the Instituto Cervantes;  
Encourage students at the Centre to sit for the Diplomas of Spanish as a Foreign Language (DELE) awarded by the Instituto Cervantes on behalf of the Ministry of Education of Spain and to foster their participation in the various DELE Examination Sessions over the year.

#### **6.7.3.2 Obligations relative to the use of the Accreditation:**

Promote the value and prestige of the Accreditation;

Not publicise the mark obtained in the technical-academic dictum;

Pay the Accreditation Fee to the Instituto Cervantes every year;

In the event that it is so prescribed in the technical-academic dictum, carry out internal training for the teaching staff out of the Centre's budget;

Communicate to the Instituto Cervantes any intention of extending the Accreditation Agreement. This must be done at least eight months before the Agreement's expiry date.

#### **6.7.4 Basic requirements to request accreditation**

A centre that complies with the following general requirements may request to become accredited by the Instituto Cervantes. A centre must:

Include face-to-face teaching of Spanish as a foreign language in its programme;

Be located in cities where there are no other Instituto Cervantes Centres (except in cases when exceptional circumstances advise otherwise);

Comply with the basic requirements of the Instituto Cervantes DELE Centres Accreditation System concerning academic activities, quality of the teaching, facilities, equipment, administrative organisation, information and publicity, as well as the legal requirements detailed below.

With this accessed information in the Instituto Cervantes we realize that the accreditation is only for centers with face to face teaching of Spanish so its necessary try to manage with the Institute new policies or rules for accrediting business Spanish courses through virtual – in person classroom modality. It is important count with a recognition by an accreditation center for providing educational programs with quality and excellence.

### **7. Type of Study**

This study, with reference to the expectations and needs of foreign professionals interested in learning Spanish business, is qualitative-exploratory, aiming to observe and characterize the foreign population interested in learning Spanish with specific emphasis on business. The methodology of the study is based on statistical information collected through a qualitative instrument in characterizing the interests of foreign professionals (students) from different companies and multinationals in the city of Bogotá.

By way of the exploratory analysis-qualitative, there is a quest to identify the future students of Spanish for business and their expectations in the learning of Spanish with a clear and

accurate diagnosis. And, based on what it was identified in the research, designing a course of Spanish for business for foreigners, which will be focused on learning from interaction, in such a way that the students in the learning process have the opportunity to socialize and at the same time learn vocabulary consistent with their professional interests.

In the light of the above, we roughly analyze the characteristics of an exploratory investigation as to this, we have Baptista, B., Fernandez, C., & Hernández, R. (2006):

The exploratory studies serve to increase the degree of familiarity with relatively unknown phenomena, get information about the possibility of carrying out a more thorough investigation on a particular context of the real life, investigate problems of human behavior considered crucial for professionals of a certain area, identify promising concepts or variables, set priorities for subsequent research statements (postulates) verifiable. ( ... ) The exploratory studies on a few occasions constitute an end in themselves, generally determine trends, identify potential relationships between variables and set the "tone" of subsequent research more rigorous (Dankhe, 1986, p. 412). It is characterized by being more flexible in its methodology in comparison with the descriptive studies or explanatory, and they are more extensive and scattered than this other two types. (P. 70).

Patton (1980, 1990), (cited by Baptista, B., Fernández, C., & Hernandez, R., 2006) defines

Qualitative research as "detailed descriptions of situations, events, people, interactions, behaviors observed and its manifestations. A qualitative study seeks to understand the phenomenon of study in its usual environment (how they live, behave and people act, what they think, what their attitudes, etc.) (p. 64).

To Dolado (2001)

"Qualitative studies seek for the interpretation of a phenomenon in its natural environment, for example, gathering information from the people involved."

Qualitative research focuses on understanding and deepen phenomena, exploring them from the perspective of the participants in a natural environment and in relation to the context. ( ... ) The qualitative approach is selected when looking to understand the perspective of the participants (individuals or small groups of people or things to be investigated) about the phenomena that surrounds them deepen in their experiences, perspectives, views and meanings, i.e. the way in which participants perceive subjectively their reality. It is guided by areas or themes significantly in research, however, instead of that clarity on the research questions and hypotheses prior to data collection, analysis and qualitative studies can develop questions and hypotheses before, during and after the data collection and analysis. (P. 128).

According to Millán (2008):

“(...) the qualitative research, in its various forms: participatory research, field research, ethnographic participation, case studies, etc. ", have as common feature the reference to complex events that try to be described in its entirety, in their natural environment. "There is no consequently an abstraction of properties or variables for analysis using appropriate statistical techniques, an abstraction of properties or variables for analysis." (p. 1).

## **7.1 Collection of Information Sources and Techniques**

In order to achieve the object of the present investigation, collection of information techniques used are listed below:

### **7.1.1 Surveys**

One instrument of data collection used was the survey, it was applied during the development of this project to foreign executives and managers, officials of multinational operations in Colombia in order to know their views and expectations about what they would like to find in a Spanish course for foreigners.

According to University of Cambridge:

Any study where you collect data by asking people questions is a **survey**. This can be conducted using paper questionnaires, email, web-based survey forms, or occasionally by telephone or in public spaces. The people who participate in a survey are generally called 'respondents'.

### **7.1.2 Content Analysis**

This method was used with the purpose to analyze different web pages for creating our web page according to the students' needs and design the best options for learners. Crossman says that:

“Content analysis is a research method used to analyze social life by interpreting words and images from documents, film, art, music, and other cultural products and media.”

According to Meyer:

Content analysis refers to a general set of techniques useful for analysing and understanding collections of text. There is considerable work done in this area, which predates Internet

research by decades. In the context of understanding the impact of digitised collections and websites, one particularly relevant type of content analysis is the analysis of news articles. These news articles may be about the collection, or they may be about the type of resource in general.

## **7.2 Population and Sample**

The total population is comprised of 12 people which is the number of foreign professionals interviewed in a period between September 2013 and April 2014, who work in different companies and multinationals established in Colombia, especially in Bogotá.

For the design of the sample, it was used the random sampling in accordance with the interests and expectations of those interested in taking courses in Spanish for business for foreigners. With some features of interest such as: gender, profession, place of origin, company for which they work, levels of Spanish acquired, among others.

The study and surveys were based on the assumption that among the participants there are the same interests and expectations which suggests a possible homogeneity, although in regard to their language skills, learning models and the native language has heterogeneity.

It was determined that under a reliability of 95% and a maximum permissible error of 10%, the sample was taken of 10 possible students from related companies to the areas of Mining, Petroleum, Finances and Insurance. Of the total of foreign companies established in Bogota.

### **7.3 Data Collection and Survey Analysis**

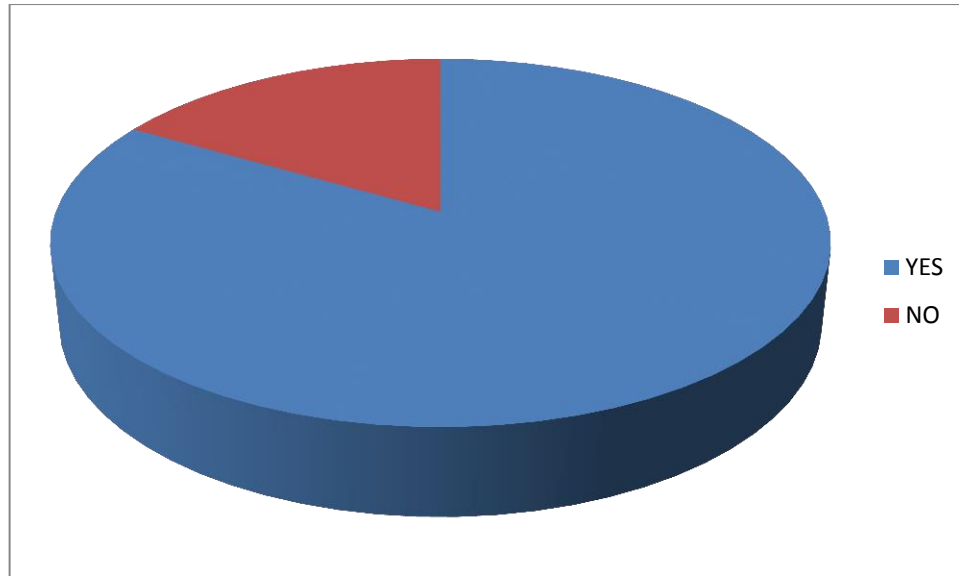
To make the analysis and data collection, we did a survey to different business people that allow us to see the interest of the foreign respondents, based on Colombia to take Spanish courses Business; it was designed in order to know expectations if they would access the course and some recommendations that would make teachers or institutes providing such courses. Also we did a observation to different web pages that help us to design our web page with the best features and services for students.

We interviewed 12 people, 5 men and 7 women, these people are high executives from recognized multinational companies established in Colombia, specifically in Bogotá from sectors as Financial, Insurance, Oil & Gas and Technology. The respondents are between 28 and 40 years old and their nationalities are German, American, Brazilian and Japanese. From the six questions we applied, we just chose the three most relevant in order to determine Interest, Expectations and Recommendations.

#### **7.3.1 Foreign Interest in Taking a Business Spanish Course**

To establish the interest of foreign respondents in taking a course in Spanish business was conducted a closed question (Question No. 4) which is detailed below:

- ❖ Will you be interested in taking a Spanish Business Class?



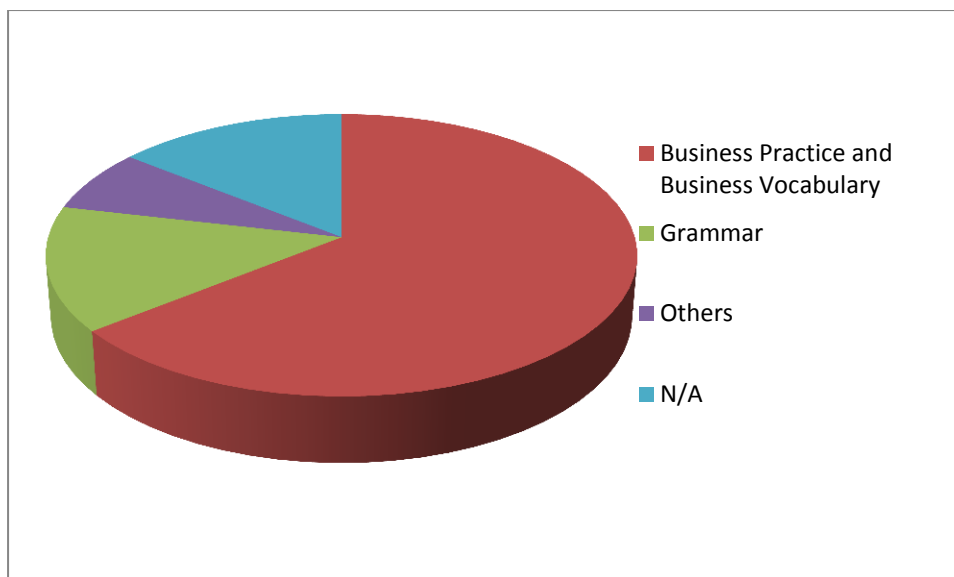
Of the total foreign respondents, which were twelve (12), ten (10), positively expressed that they would like to take a Business Spanish class. Two (2) foreigners said they were not interested.

This allows us to determine that there is a fairly high interest from foreigners to take a course or Business Spanish class.

### **7.3.2 Expectations of Foreigners in Taking a Spanish Business Course**

To determine the expectations of the respondents have access to a Business Spanish course, the next question in applied survey (Question No. 5) was designed

- ❖ What skills would you like to develop the most in a business environment?



Taking into account that the 12 respondents, the interested in taking the course are 10; in their responses we see that what they want is to know and strengthen specific business vocabulary, they want to see everything related to business practice and also reinforce grammar. Two people did not answer anything.

### 7.3.3 Recommendations of Foreign to Teachers and / or Institutes that provide Business Spanish Courses

To get a clearer idea about what foreigners would like to find in a Spanish course, it was design the next question (Question No. 6)

- ❖ What are your recommendations or suggestions for teachers or institutes that provide these classes?

**Respondent 1** - To focus on the business practice in specific country or area. It can be the originality of the school or teacher. Virtual Classes would be great!



**Respondent 2** - Like a modern day English course include cultural aspects into the classes and real life scenarios that include subjects like grammar and vocabulary and widen the area of what business is. Not all business courses should be focused on corporations and the traditional viewpoints of business solely for profit.

**Respondent 3** – business background. Virtual way.

**Respondent 4** – Os professores devem demonstrar amizade, entusiasmo, dedicação e disponibilidade com seus alunos, pois isso é importante. Também devem estar atentos, a selecionar materiais, fazer trabalho em grupo, apresentações, pois na minha opinião isso ajuda não só em conhecimentos, como também a praticar o idioma. / *Teachers must demonstrate friendship, enthusiasm, dedication and availability to their students, this is very important. It is also attentive, select materials, do group work and presentations, because in my opinion it helps not only in knowledge, but also practicing the language.*

**Respondent 5** – To take classes on Internet.

**Respondent 6** – To test first of all the different levels of the students and then develop exercises with appropriate difficulties that everybody feels challenged enough. One option could be that students with higher level can support students with difficulties. I would like to take some classes at home with my computer.

**Respondent 7** – Use current topics to discuss in class instead of using only school books; newspapers are brilliant material for teaching! I would like to have some virtual classes.

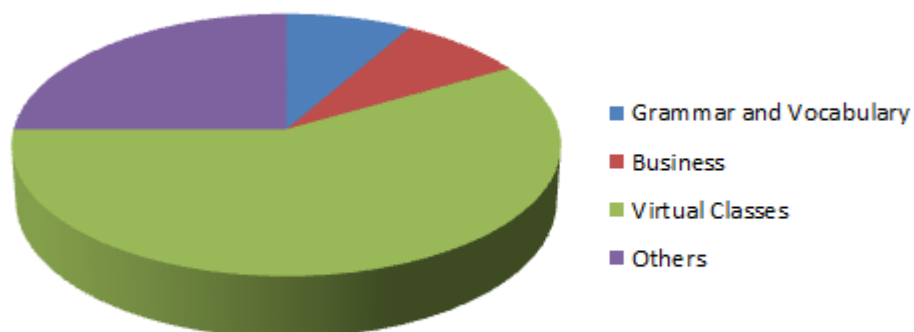
**Respondent 8** - Do not force it upon students and the option to take classes at home.

**Respondent 9** – I do not suggest anything.

**Respondent 10** – Slow and virtual.

**Respondent 11** – many options including virtual classes.

**Respondent 12** – Make the students travel to Spanish speaking countries.



From the 12 respondent, 7 people want the option to take some clases at home by Internet, one person wants to practice Grammar and Vocabulary, one person wants to learn more about Grammar and Vocabulary and 3 people have other comments like cultural interchange.

We can evidence that the students would like to have the possibility to take some classes at home, or maybe in their offices by Internet.

### **7.3.4 Survey Complete Questions**

1. Have you ever taken Spanish Classes?

If YES, what is your opinion about them.?

If NO, Would you like to take a Spanish Class?

2. Where did you take the Spanish Class?

3. Did this Course fulfill your expectations?

If NO, what are your complains?

4. Will you be interested in taking a Spanish Business Class?

If NO, why not?

5. What skills would you like to developed the most in a business environment?

6. What are your recommendations or suggestions for teachers or institutes that provide these classes?

### **7.3.5 Opinion on the Results of the Survey**

Using the results obtained through the instrument of data collection that was the survey, which was applied to 12 foreign working for renowned companies in our country a high interest in wanting to take classes and / or courses of Spanish for foreigners is observed but with emphasis on business issues, of course without neglecting grammar.

Most, want to learn business vocabulary, practice with business conversations and the opportunity to have some virtual classes.

All these answers led us to create a proposal with possible topics for the course, this proposal will be shown in the next chapter.

#### **7.4 Web Pages Content Analysis**

In order to design this course, three pages were taken into account which allowed the establishment of an analysis of benefits and opportunities for improvement that can be found in each course offered and the design of the page.

The analyzed aspects were divided into two: the physical aspect of the page (design and colors) and the content, in other words what the student will find in the development of the course.

The colors in a web page are fundamental because they are able to manipulate the subconscious of a person, they can persuade the reader to click on the “purchase” button or read certain content of interest. For its use, the country and culture must be taken into consideration since they tend to differ.

On the other hand, a well-organized and structured design will enable the user to find the information they need in a way that is fast and will allow them to familiarize themselves with the program and its content. Of the physical content of the three pages, the most appealing due to its design and use of colors is Lengalia, since it uses white which signifies simplicity and orange which shows creativity, determination, and success; it also has high visibility which makes it very useful to capture attention and underline the most important aspects of a webpage. The Color red is highly recommendable in webpages since they stimulate the reader to take quick decisions. To finalize, in this page we find the color green which indicate stability and resistance. As you can

see this webpage uses a series of colors that are very appealing which are able to awaken the interest of the reader.

In taking an online study, the information contained in the webpage must be clear, specific and easy to find, this way the student will be able to see the learning process in a dynamic and simple way. According to the previous statement, the page that was most complete from the three pages related to previously, continues to be Langalia. Here the student can find three studying options (general, professional and vocabulary) in this case since the subject of study is solely professional we can see an English of business 1 and 2 plus the office vocabulary. Each module has its content and subject, giving clarity to the themes given throughout the course so that the proposed objectives can be completed. Beside the resources offered by the page, Learning Statics is available which will help to measure the advancement that is happening throughout the development of the course. It also counts with tutors available 24/7 to support the students with their doubts in the aspects of grammar as well as oral help. Everything offered in this page can be proven with the demo that is offered for free.

Important aspects to consider in our page:

1. Online payments
2. Advance statistics
3. Option to read the content of the pages in different languages
4. Show credit options
5. Demos on Line
6. Test on line
7. Dictionaries

8. Financial and bussines information

9. Financial and busissines videos

In our page you can find the description of the course where the student has an idea of the characteristics, structures, topics and methods of the study, at the same time you can find our Mission, vision in order to become familiar with our goal and be part of them.

We have chosen two representative colors because according with their meaning we can express our objectives and motivated our clients. For example red : is highly recommendable in webpages because it stimulate the reader to take quick decisions. The color yellow is associated with the intellectual part, it helps to have clear ideas, ability to judge , think ,be organized, have innovated ideas and understand the information., color white: this color show us balance, sensitivity , this color is positive and affirmative, and finally the color Orange shows creativity, determination, and success.

As you can see we have design our page taking into account the psychology of the color in order to be assertive with our client in their learning process and search..

With this page the student can interact of easy way to help in their learning process because we have organized the topics, vocabulary, activities , resources etc, in order to the navigation be easy and pleasant. So we are aware that this world is changing and the expectation of each person also are changing, for this reason our idea is bring up to date the page according with the requirement of our client.

PAGE	<a href="http://www.lengalia.com/en/spanish-courses-online.htm">http://www.lengalia.com/en/spanish-courses-online.htm</a>						<a href="http://www.online-trainers.com/index.php">http://www.online-trainers.com/index.php</a>				<a href="http://continuingstudies.wisc.edu/certificates/business-spanish/index.html">http://continuingstudies.wisc.edu/certificates/business-spanish/index.html</a>				
COURSES	spanish / spanish Business						English course, spanish course, Italian Course, French course, german course				Business Spanish.				
TOPICS	Business Spanish (I- II)	Spanish for the Office	Spanish Computers	Negotiating	Medical Spanish	Medical Spanish	You can choose what you want study, according whit your objectives and desires, for example: reading, writing, spaking, whatching and playing				Business Spanish (I- II). This program offers discussion according whit the business sector of the sutudent, speaking about business, negociation and culture				
METHODOLOGY	Listening dialogues, exercises and vocabulary. Reading Comprehension, oral interactions						Listening dialogues, exercises and vocabulary. Reading Comprehension, oral interactions				Practicing phone conversartion, and skype interview with the instructor.				
LEVELS	19	10	8	5	5	This website doesn't specify				3 months. 10 informative lessons with guidance and feedback					
PRICES	12 Months: \$334.800 6 months: \$264000 3 months: \$15500 1 month: \$48000						3 months : 300 euros, 6 months: 570 euros , 9 months: 810 euros, 12 months : 1.20 euros				spanish1: 425 dolares. Spanish 2: 355 dolares				
ONLINE SPANISH TUTOR	On website there is a tutor icon, where students can contact them						Doesn't have spanish tutor				Tutor				
RESOURCES	Vocabulary trainer	verb conjugator	online translator	learning statistics	Questions and answers	virtual teacher	Language exchange	forum of spanish	Vocabulary trainer	Grammar	comprehension	Useful Expression	learning statistics	N/A	
PLACEMENT TEST	- Grammar comprehension, 36 questions - Reading comprehension, 12 questions						This test evaluate topics like: food, animals, fashion, dating, sport, travel, shopping, health				Both Courses can be adapted to an intermediated or advance speaker of spanish. If the student is uncertain about his/ her level can contact the course director. jdahl@dcs.wisc.edu or 608-262-5929.				
WHO THIS COURSE IS FOR	Business professional						General Course				Business professional who need hands-on skills for their current position. Professionals who wish to expand their career opportunities by acquiring the ability to work cross-culturally. MBA students who are considering careers in international business. Professional working for NGOs who work with spanish-speaking countries. Anyone interested in gaining practical language and cultural skills. Undergraduates looking to prepare themselves for a competitive global market				
CHARACTERISTIC	it's a complete page because the student can find a general spanish and business spanish, so at any time he or she can answer their question. On this page you can read the contents in different languages, you have the option of submitting a test to measure your level English, you can pay on line your course and talk at any time with your tutor. This page is very interactive and easy to understand						this page has a complete information, like aspect to note is that the page has a demo where you can know the structure of the course. Also has the option to ask questions online which can be answered immediately				On this page show us the characteristics of the Business spanish course, but it doesn't graphic, it has a lot general information, it doesn't have the option to interact with the course they are offering distance .				

Table 4. Web Pages Analysis

## **8 Instructional Design**

### **8.1 Course Structure Proposal**

#### **Mission**

To provide the foreigners an intensive, flexible and adaptable business Spanish course, with the best quality and excellence, allowing us to exceed the expectations of our customers for their needs and interests of personal and professional growth, making use of the media in virtual education.

#### **Vision**

By 2018, we will have one of the business Spanish courses for foreigners with more recognition within the language teaching in Bogota, making of our blended education a differentiated element in learning Spanish as a foreign language; with competence and integrity staff.

### **8.2 Objectives**

#### **8.2.1 General Objective**

- Increase the level of Spanish language focused on business by introducing essential of cultural, linguistic and discursive aspects in business, especially in the Colombian context.



### **8.2.2 Specific Objectives**

- Propose a set of specific vocabulary for a business Spanish course related to the expectations of foreign professionals who want to learn Spanish in Bogotá.

-Provide useful communication tools on-line based on themes relevant to the business area.

-Interact with fluency and naturalness with Colombian business people through the appropriate use of language to communicate adequately.

### **8.3 Methodology**

Our course considers language both, as a system and a tool of social communication; for this reason our method is based on interaction, following the official levels used by the Common European Framework. Through our useful activities, students will be able to put into practice the four linguistic skills: speaking, listening, reading and writing. After each topic, students will have feedback to identify and help to improve the weaknesses each one might have.

### **8.4 Course Description**

It will be characterized specially by its blended modality with time intensity (hours), which is divided by (x hours) virtual across the technological media (videos, audios, chats, and links) and (x hours) face to face classes where the student can use tutorials, professional interviews and extracurricular activities.

The course contains topics with dialogues, specialized texts and a variety of interactive exercises they can learn to deepen their knowledge. Each lesson contains a section of vocabulary with essential words and expressions to communicate spontaneously and fluently.

This program is designed for students interested in short term learning and flexible entry participation. Students will have the possibility to choose different topics, minimum three subjects to finish the course and at the end they will pass from level A2 to B2. Students are awarded a Certificate.

## **8.5 Topics**

### **TOPIC 1**

#### **THE ENVIRONMENT OF BUSINESS**

- Exploring the World of Business
  
- Social and Legal Concerns
  
- Exploring Global Business

### **TOPIC 2**

#### **TRENDS IN BUSINESS TODAY**

- Navigating the World of e-Business
  
- Choosing a Form of Business Ownership

-Small Business, Entrepreneurship, and Franchises

### **TOPIC 3**

#### **MANAGEMENT AND ORGANIZATION**

Understanding the Management Process

-Creating a Flexible Organization

-Producing Quality Goods and Services

-Business exhibition

### **TOPIC 4**

#### **HUMAN RESOURCES**

- CV and Interview

-Employment

-Personal Presentation

### **TOPIC 5**

#### **MARKETING**

-Product

-Advertising

-Price, Distribution

## **TOPIC 6**

### **INFORMATION FOR BUSINESS STRATEGY AND DECISION MAKING**

-Business Research

-The internet

-New Telecommunication Technologies

-Trading, export and payment methods

## **TOPIC 7**

### **FINANCE AND INVESTMENT**

-Central Banking

-Money

-Taxation

## 9 Conclusions

Nowdays in the business world has emerged the need for foreign professionals from different areas have the domain of the language of the country in which they are working, so the study of the language of a particular place allows the professional to establish with precision the taking decisions that will result in a positive future of companies and businesses. In this context it is noted that Spanish like other languages, has become in essential part of the business world, because currently the countries that speak Spanish have consolidated important trade relations with countries like China, United States, the European Union, among others. So the professionals that work in multinational companies from these countries have the need to learn a business Spanish in accordance with their work demands.

For this reason to make a research for the development of a business Spanish course for foreigners, it was observed that there are technological tools that is being used in education programs to distance or blended, but have been little used in programs teaching modern languages or languages like Spanish, specifically the business Spanish, so they become mechanisms which are available to influence the foreign professionals who need to learn Spanish in a country like Colombia.

Another key aspect that was identified is that the Accreditation System of centers (SACIC) from Instituto Cervantes does not offer a type of accreditation for courses in Virtual or Blended mode, but only provides courses and programs and institutions with a whole series of requirements demanded by the Instituto Cervantes. For this reason it is important request to Instituto revision and modification of their policies to accommodate the educational reality begins to impose currently, such as online courses, e-learning, etc.

Also it can see that in the city of Bogotá there is not a business Spanish course for foreigners in the virtual-blended format that allows foreign professionals have communication tools on-line based on noted subjects of business area; interact fluently, and raise their level of language use, by introducing cultural, linguistic and discursive aspects. For this reason it has been one of the special conditions that characterizes the present research proposal. Also it is a challenge when refer to accreditation, because nowadays it is only accredited Spanish courses attendance, so is necessary to begin to take steps to achieve recognition by the SACIC.

## **10 Recommendations**

### **We recommend the program of Modern Languages, Faculty of Humanities at ECCI :**

Introduce subjects or special courses for the students have contact with communication technologies, through which they can access and / or develop programs, tools, and software and web platforms. So educational tools are marking trends in the educational environment of the teaching and learning of modern languages at present.

Encourage students to make use of communication technologies as tools that allow them to enter professional life and develop new standards in the teaching of modern languages. This is projected as a professional opportunity because, for example, today distance education is emerging and the teaching of foreign languages (LE) or second language (L2) implies challenges in an academic environment that demands every day. One of these challenges is directly related to the use or implementation of e-learning and use of ICT for both teaching and learning.

### **To the Students are close to graduate Program Modern Languages, Faculty of Humanities at the ECCI:**

Develop a feasibility study in which will be analyzed the financial, economic and technological aspects for achieving the objectives of a virtual business Spanish course for foreigners. A proposal for analyzing the costs and benefits as well as the repercussions and restrictions highlighting the features of a course to be offered from the city of Bogotá.

**Recommendations to the educational institution or institutions concerned to develop and offer a language program for foreigners.**

Today online education is a means through which students can access to academic programs from any place and through various technological devices, so it is a good opportunity to develop and deliver courses and programs for underlining the importance of modern languages and especially the Spanish.

It is also important that institutions are currently offering Spanish courses or programs for foreigners to follow the requirements of the Accreditation System of centers by Instituto Cervantes, so that in this way becomes more common DELE qualification. So there are currently only a few institutions that have this accreditation and yet not it extends to virtual programs.



## References

Aguirre, B. (2004). *La enseñanza del español con fines profesionales*. Vadémecum para la formación de profesores. Enseñar español como segunda lengua (L2) / (LE). Editorial SGL. Madrid, España.

Benítez, P. (1993). *¿Qué vocabulario hay que enseñar en las clases de español como lengua extranjera?* Universidad de Alcalá de Henares. Recopilación de Manuela Estévez Coto y otros. Segundo Volumen. Fundación Actilibre. Madrid, España.

Dawley, L. (2007). *The Tools for Successful Online Teaching*. Idea Group Inc. USA.

Fernández, S. (2003). *Propuesta Curricular y Marco Común Europeo de Referencia Desarrollo por Tareas*. Edit. Numen. Madrid, España.

Moliner, M. (2007). *Diccionario de Uso del Español*. Edit. Gredos. Madrid, España. ISBN 9788424928865

Sánchez, L. J. & Santos, G. I. (2004). *La enseñanza del español con fines profesionales*. Vadémecum para la formación de profesores. Enseñar español como segunda lengua (L2) / (LE). Editorial SGL. Madrid, España.

Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge University Press. United Kingdom.

### Internetgraphy

Alarcón, G. (2004). La enseñanza del vocabulario. Recuperado en: [http://www.humanidades.uach.cl/documentos\\_linguisticos/docannexe.php?id=474](http://www.humanidades.uach.cl/documentos_linguisticos/docannexe.php?id=474) [Retrieved 02-09-2014]

Baelo A., R. (2009). *El e-learning, una respuesta educativa a las demandas de las sociedades del siglo XXI*. León, Universidad de León. Recuperado de <http://www.sav.us.es/pixelbit/pixelbit/articulos/n35/7.pdf>

Bes, Izuel. M. A. (2006). *La interacción en el proceso de instrucción formal en grupos multilingües de español /L2 de nivel principiante*. (Tesis de Doctorado). Universidad Pompeu Fabra, Barcelona España. . Recuperado en: <http://repositori.upf.edu/browse?value=Bes%20Izuel,%20M%20AA%20Asunci%C3%B3n&type=author> [Retrieved 02-09-2014]

Baptista, B., Fernandez, C., & Hernández, R. (2006). Metodología de la investigación. Recuperado en: [http://www.upsin.edu.mx/mec/digital/metod\\_invest.pdf](http://www.upsin.edu.mx/mec/digital/metod_invest.pdf) [Retrieved 05-04-2014]

Blackwell A. Survey Methods in Technology and Physical Sciences. [University of Cambridge](http://www.cambridge.org). Recuperado en: <https://camtools.cam.ac.uk/wiki/site/e30faf26-bc0c-4533-acbc-cff4f9234e1b/survey%20methods.html>

Campos, J., A. (2003). *E-Learning e internet como herramientas de autor para profesores de español*. Recuperado en: [http://cvc.cervantes.es/ensenanza/biblioteca\\_ele/asele/pdf/14/14\\_0129.pdf](http://cvc.cervantes.es/ensenanza/biblioteca_ele/asele/pdf/14/14_0129.pdf)

Centro Virtual Cervantes. (2011). *Diccionario de ELE*. Recuperado en:

[http://cvc.cervantes.es/ensenanza/biblioteca\\_ele/diccio\\_ele/diccionario/interaccionismo.htm](http://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/diccionario/interaccionismo.htm)

[Retrieved 02-14-2014]

Council of Europe.(2011). *The Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge University Press. Accessed in:

[http://www.coe.int/t/dg4/education/elp/elp-reg/cefr\\_EN.asp](http://www.coe.int/t/dg4/education/elp/elp-reg/cefr_EN.asp)

Crossman, A. (2014). *Content Analysis*. Accessed in:

[http://sociology.about.com/od/C\\_Index/g/Content-Analysis.htm](http://sociology.about.com/od/C_Index/g/Content-Analysis.htm)

Diccionario de la Real Academia Española. Recuperado en:

<http://www.rae.es/recursos/diccionarios/drae>

Dolado, J. (2001). *Diseño de interface para la simulación cualitativa de modelos de dinámicas de sistemas*. Recuperado en: <http://documat.unirioja.es/servlet/autor?codigo=308186> [Retrieved 05-04-2014]

Don Quijote. Spanish Language Learning. España. Accessed in

<http://www.donquijote.org/en/spanish-courses/business-spanish>

Escuela Mediterraneo. Languages Courses. Barcelona. Accessed in  
[http://www.escuelamediterraneo.com/cursos\\_espanyol\\_lengua.php](http://www.escuelamediterraneo.com/cursos_espanyol_lengua.php)

Fernández, Martín. P. (2009). *La influencia de las teorías psicolingüísticas en la didáctica de lenguas extranjeras. Reflexiones en torno a la enseñanza del español L2*. (Tesis de Doctorado).

Universidad Complutense de Madrid, Madrid, España. Recuperado en:  
[http://marcoele.com/descargas/9/fernandez\\_psicolinguistica.pdf](http://marcoele.com/descargas/9/fernandez_psicolinguistica.pdf)

[Retrieved 02-10-2014]

Gayo, Corbella. M. D. y Gómez, Molina. J. R. *Nuevas perspectivas para la enseñanza del español de negocios: el proyecto <<Dile>>*. Centro Virtual Cervantes. Universitat de Valencia. España 2011. Recuperado en:

[http://cvc.cervantes.es/ensenanza/formacion\\_virtual/formacion\\_continua/gayo.htm](http://cvc.cervantes.es/ensenanza/formacion_virtual/formacion_continua/gayo.htm) [Retrieved 02-14-2014]

Instituto Caro y Cuervo. (2014). *Cursos de Español como Lengua Extranjera*. Recuperado en:  
[https://www.google.com.co/search?q=instituto+caro+y+cuervo+cursos+de+espa%C3%B1ol+para+extranjeros+&oq=institu&aqs=chrome.3.69i59l2j69i57j69i59j69i61.4042j0j8&sourceid=chrome&espv=210&es\\_sm=93&ie=UTF-8](https://www.google.com.co/search?q=instituto+caro+y+cuervo+cursos+de+espa%C3%B1ol+para+extranjeros+&oq=institu&aqs=chrome.3.69i59l2j69i57j69i59j69i61.4042j0j8&sourceid=chrome&espv=210&es_sm=93&ie=UTF-8) [Retrieved 02-14-2014]

Lozares, C. (2011). *Capital Social y uso de las lenguas*. Revista Hispana para el Análisis de Redes Sociales. Recuperado en: <<http://www.redalyc.org/articulo.oa?id=93122194009>>  
[Retrieved 05-04-2014]

McNamara, C. Overview of Basic Methods to Collect Information. Free Management Library. Recuperado en: <http://managementhelp.org/businessresearch/methods.htm>

Martín, S. (1999). La revisión del concepto de vocabulario en la gramática de ELE. Recuperado en: [http://marcoele.com/descargas/expolingua\\_1999.martin.pdf](http://marcoele.com/descargas/expolingua_1999.martin.pdf) [Retrieved 03-24-2014]

Meyer, E. What is Content Analysis?. University of Oxford. Accessed in:  
<http://microsites.oii.ox.ac.uk/tidsr/kb/54/what-content-analysis>

Millán, T. (2008). *Metodología de la Investigación*. Consultado en:  
<http://metodoinvestigacion.wordpress.com/2008/02/29/investigacion-cualitativa/>

Oxford Dictionaries. Recuperado en: <http://www.oxforddictionaries.com/>

Rodenas, Vallés & Moncaleano: (2013). E-Learning: características y evaluación. Consultado en: <http://www.bdigital.unal.edu.co/38988/1/42932-198754-1-PB.pdf>

Sistemas de Acreditación de Centros Instituto Cervantes. Recuperado en:  
<http://acreditacion.cervantes.es/>

The College Board. (2012) Spanish Language. Course Description. New York. Accessed in  
[http://apcentral.collegeboard.com/apc/public/repository/ap08\\_spanish\\_coursedesc.pdf](http://apcentral.collegeboard.com/apc/public/repository/ap08_spanish_coursedesc.pdf)

Vásquez C. E. (2014). Tareas 2.0 para el aprendizaje y evaluación de segundas lenguas en entornos virtuales de aprendizaje. Universidad de Sevilla. Sevilla, España. Recuperado en:  
<http://www.redalyc.org/articulo.oa?id=36829340013>[Retrieved 04-18-2014]

Pontificia Universidad Javeriana. (2013). Departamento de Lenguas.  
<http://antorchaweb.com/centrolatino/index.php/es/>

Ussa, M. (2014): Aprendizaje de lenguas extranjeras y su relación con el contexto. Cuadernos de Lingüística Hispana. Enero Junio de 2011. Recuperado en:

<http://www.redalyc.org/articulo.oa?id=322227523009>> [http://marcoele.com/descargas/expolingua\\_1999.martin.pdf](http://marcoele.com/descargas/expolingua_1999.martin.pdf) [Retrieved 05-04-2014]

### **Universidades con Programas de Español Para Extranjeros en la Ciudad de Bogotá.**

Universidad EAN

[http://www.ean.edu.co/index.php?option=com\\_content&view=article&id=2806&Itemid=1370](http://www.ean.edu.co/index.php?option=com_content&view=article&id=2806&Itemid=1370))

Universidad Sergio Arboleda.

[http://www.usergioarboleda.edu.co/centro\\_idiomas/cursos\\_espanol\\_intensivo.htm](http://www.usergioarboleda.edu.co/centro_idiomas/cursos_espanol_intensivo.htm))

Universidad de los Andes.

[http://catalogo.uniandes.edu.co/Catalogo\\_General\\_2011/Formacion\\_Integral/idioma\\_extranjero.php](http://catalogo.uniandes.edu.co/Catalogo_General_2011/Formacion_Integral/idioma_extranjero.php))<http://>

<http://www.lasalle.edu.co>

[http://www.lasalle.edu.co/wps/portal/Home/Principal/LaUniversidad/Centrodelenguas/ascentrodelenguas/ccentro\\_espanol](http://www.lasalle.edu.co/wps/portal/Home/Principal/LaUniversidad/Centrodelenguas/ascentrodelenguas/ccentro_espanol))

Instituto Cervantes.

<http://prezi.com/bnivhk1rqg0l/el-instituto-cervantes-es-un-organismo-publico-espanol-sin-a/>

Instituto Caro y Cuervo.

<http://www.caroycuervo.gov.co/about>

## **Annexes**

### **Annex 1**

#### **SURVEY TO DETERMINATE THE INTEREST OF FEREIGNER IN TAKING AN BUSINESS SPANIS COURSE**

1. Have you ever taken Spanish Classes?

If YES, what is your opinion about them.?

If NO, Would you like to take a Spanish Class?

2. Where did you take the Spanish Class?

3. Did this Course fulfill your expectations?

If NO, what are your complains?

4. Will you be interested in taking a Spanish Business Class?

If NO, why not?

5. What skills would you like to developed the most in a business environment?

6. What are your recommendations or suggestions for teachers or institutes that provide these classes?