

SPANISH@THE BEACH

Director's Newsletter, November 2018

Inside This Issue

DIRECTOR'S MESSAGE

PREPARING FOR THE SPRING SEMESTER: OPTIONS IN SPANISH

RESEARCH-BASED TIPS FOR IMPROVING YOUR SPANISH

BILINGUALISM IN THE WORKPLACE: HOW FLUENT DO YOU NEED TO BE?

UPCOMING EVENT: TLATELOLCO '68/50 AÑOS

Director's message

by Maria M. Carreira



It's hard to believe that we will soon be entering the final weeks of the semester. I hope this has been a productive term for you and that you have enjoyed your Spanish classes and the many activities offered by our program. The picture above (courtesy of Professor Cynthia Leathers) comes from one such activity: the celebration of the Día de los Muertos, and the last page of this newsletter features an important commemorative event we hope you can join us for on Nov. 7.

Looking ahead to next semester, the flyer on page 2 of this newsletter offers information about six different options in Spanish. Consider this information as you select courses for the Spring semester. One exciting new option that is not on this flyer but that you should also keep in mind as you think about next semester is the Concentration in Interdisciplinary Studies in the Spanish B.A. This program of study offers students majoring in a variety of disciplines (e.g. Journalism, History, English, Chicano/Latino Studies, Art History, and others) the opportunity to count 15 units from that major towards the Spanish major. Please stop by the RGRLL office on the third floor of AS (Academic Senate) to learn about how you can get started on this option next semester.

Finally, for those of you looking to improve your Spanish, page 3 offers four research-based tips for building fluency and page 4 shows the proficiency and skills needed in different professional fields. All of this should help you plan ahead to get the most out of your time with us.

As always, feel free to stop by my office (AS 333) or write to me with your questions and suggestions: Maria.carreira@csulb.edu.

Options in Spanish

In the Southern California area and across the country a degree in Spanish is an invaluable asset. Over 572 million people worldwide speak Spanish and 22 million study it! More than 41 million people in the U.S. speak Spanish. The US Census Bureau reports that the nation's Hispanic population is expected to jump to 119 million by 2060. The Spanish Program, housed in the RGRLL department, offers five ways of achieving recognition for coursework in Spanish, and a variety of study abroad options for undergraduate and graduate students. Each of the five pathways can be completed separately as well as built upon incrementally throughout a student's academic career at CSULB.



CERTIFICATE IN PROFESSIONAL AND CONVERSATIONAL COMPETENCE FOR SPANISH HERITAGE SPEAKERS

This certificate offers an educational opportunity and professionalization for Spanish Heritage Speakers. It is comprised of 12 -15 units depending on a student's existing language competence. The level of competency achieved will be displayed on the student's transcripts upon graduation.

THE SPANISH B.A.

The Spanish B.A. offers further specialization and interdisciplinary coursework through our two options: I. Language, Literature and Culture, and Option II: Interdisciplinary Studies (Starting in 2019) which combines 15 units in 16 disciplines with 24 units of Spanish coursework.

THE SPANISH M.A.

The M.A. in Spanish at CSULB is an excellent choice for any profession with international reach and global interactions, particularly in the fields of education, social work, arts, management, fashion design, advertising, and journalism. Those interested in becoming teachers, translators, museum specialists, hospitality, travel, import-export, and culinary experts will all benefit from this degree.

THE MINOR IN SPANISH

The Spanish Minor can be taken in conjunction with any other major, and is complementary to many disciplines and careers. It consists of 18 units (15 upper-division) which can be counted for the Certificate Program.

THE SINGLE SUBJECT CREDENTIAL IN SPANISH

Completion of Option I of the Spanish major meets the subject matter competence requirement for the Single Subject Credential in Spanish. Prospective teachers of Spanish are also required to complete 45 units of professional preparation in the SSCP. Students may begin the professional preparation courses as early as the junior year.

CSULB STUDY ABROAD PROGRAMS

The Spanish Program and the RGRLL department offer a variety of study abroad options for undergraduate and graduate students as well as some scholarships. Whether you would like to go abroad for one month, one summer, a semester or a full academic year, you will be sure to find the program that is right for you. Most classes taken abroad can be counted towards the Certificate, Minor and B.A.

Many thanks to Professor Claire Martin for creating the above flyer

For a Spanish BA course planner go to:

<http://www.cla.csulb.edu/departments/rgrll/wp-content/uploads/2012/01/SPAN-BA-17-18.pdf>

For the Spanish BA brochure go to:

<http://www.cla.csulb.edu/departments/rgrll/wp-content/uploads/2012/01/Spanish-BA-Brochure-F17.pdf>

For a Spanish minor course planner go to:

<http://www.cla.csulb.edu/departments/rgrll/wp-content/uploads/2012/01/Minor-in-SpanishOctober2014.pdf>

For the Certificate in Professional and Conversational Spanish for Spanish Heritage Speakers go to:
http://web.csulb.edu/divisions/aa/grad_undergrad/senate/policy/degree/numerical/SpanishCertificateinProfessionalandConversationalCompetenceforSpanishHeritageSpekers.html

For the Single Subject Credential in Spanish go to:

http://web.csulb.edu/divisions/aa/catalog/current/cla/spanish/single_subject_spanish.html

Research-based tips guaranteed to improve your Spanish



By Maria Carreira

So you want to be fluent in Spanish? That's a great goal! Spanish opens doors to many professional and social opportunities in the U.S. and abroad. Of course, different careers and personal goals call for different levels of fluency. For instance, careers in tourism and public safety (e.g. firefighting and law enforcement), require intermediate-level skills. A combination of four years of high school study and two semesters of college study typically gets you to that level. On the other hand, Spanish teachers need advanced proficiency, which typically requires majoring in the language. Professional interpreters and translators need even higher proficiency and more specialized training. The chart on the next page gives you an idea of the types of skills needed for different professional fields and the amount of study required to get there.

Whatever your goals may be, there is a lot you can do on your own to develop fluency. Below are some research-based tips for building proficiency.

It's all about what you put in: Exposure to the target language – input – is the essential ingredient of language learning. Input should be *comprehensible*, meaning that you should be able to understand some of it and it should be *challenging*, meaning that it should be at a level higher than where you are. Together, these conditions mean that (a) input that is 100% comprehensible to you is too easy to promote acquisition, and (b) input that is barely (or not at all) comprehensible to you is too advanced to be useful. Bottom line: aim for input that stretches your abilities but does not overwhelm you.

Put it out there: Producing language – output – is also important. Output can be written or oral and it can be spontaneous, as happens in a conversation, or it can be carefully rehearsed, as happens when you write a term paper or give a formal presentation. Output promotes acquisition because it involves negotiating meaning that is, adapting language to ensure communication. Do not aim for perfect output – that is neither realistic nor necessary. Instead, aim for achieving communication, a far more useful and important goal.

All hail the king of the three R's: If you want fluency, **read, read, read!!!** Stephen Krashen, a leading authority on language acquisition has this to say about reading: *When children read for pleasure, when they get hooked on books, they acquire involuntarily and without conscious effort, nearly all of the so-called language skills many people are so concerned about: They will become adequate readers, acquire a large vocabulary, develop the ability to understand and use complex grammatical constructions, develop a good writing style and become good (but not necessarily) perfect spellers* (Krashen, 2004). These findings are as applicable to adults as they are to children.

Vocabulary size matters: To comprehend a written text without outside assistance (i.e. without a dictionary or help from an instructor), a passive understanding of 8000 to 9000 word-families is necessary. For spoken text, a passive vocabulary of 6,000 to 7,000 word-families is needed. Thus, time spent learning new words is time well spent. But be patient, research shows that it takes 15–20 *meaningful* exposures to learn a new word. Meaningful exposure happens in authentic contexts – i.e. while interacting with others, reading authentic texts, watching TV, etc. Frequency lists – a grouping of words by how commonly they occur in a language – can help you follow a systematic approach to expanding your vocabulary by highlighting the most important words to know. This website can get you started on this task:
<https://www.memrise.com/course/203799/5000-most-frequent-spanish-words/>

Interested in learning more about language acquisition? Take RGR 424/524 next semester.

ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
Distinguished	5 4	Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> Highly articulate, professionally specialized native speakers Language learners with extended (17 years) and current professional and/or educational experience in the target culture
Superior	3	Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> Well educated native speakers Educated language learners with extended professional and/or educational experience in the target language environment
Advanced High	2+	Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> Language learners with graduate degrees in language or a related area and extended educational experience in target environment
Advanced Mid	2		Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> Heritage speakers, informal learners, non-academic learners who have significant contact with language Undergraduate majors with year-long study in the target language culture
Advanced Low	2		K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> Undergraduate language majors
Intermediate High	1+	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> Language learners following 6-8 year sequences of study (e.g., AP) or 4-6 semester college sequences
Intermediate Mid	1		Cashier, Sales Clerk (highly predictable contexts), Receptionist	<ul style="list-style-type: none"> Language learners following 4-year high school sequence or 2-semester college sequence Language learners following an immersion language program in Grades K-6
Intermediate Low	1			
Novice High	0+	Communicate minimally with formulaic and rote utterances, lists, and phrases.		<ul style="list-style-type: none"> Language learners following content-based language program in Grades K-6
Novice Mid	0			<ul style="list-style-type: none"> Language learners following 2 years of high school language study
Novice Low	0			

https://www.actfl.org/sites/default/files/pdfs/TLE_pdf/OralProficiencyWorkplacePoster.pdf

CSULB
LAS, RGRLL, SPANISH, SGSA, TEATRO AL SUR
PRESENT

TLATELOLCO '68 /50 AÑOS

MÉXICO BEYOND 1968: REVOLUTIONARY,
RADICALS, AND REPRESSION

ENRIQUE OCHOA (HISTORY, CSULA)

EL '68 EN PRIMERA PERSONA: LUIS GONZÁLEZ DE
ALBA Y TLATELOLCO

MARICELA BECERRA (SPANISH, UCLA)

ANATOL CENTER

WED. NOV. 7 2018 5-7:00 PM
