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ABSTRACT

Career education should be part of every subject area on every grade level, from kindergarten through graduate school. Its components--self-awareness, educational awareness, career awareness, and curriculum infusion--can be included in language classes through special activities gleaned from career books, newspapers, and magazines; through judicious use of the regular classroom text; and by using the ancillary texts recommended. Important career activities described here include a Career Day and school and classroom bulletin boards for career information. Motivating activities are suggested for improving students' speaking, reading, and writing skills. Three texts dealing specifically with careers in foreign languages are mentioned, as well as a number of foreign language texts with information on numerous careers, which can be used in language and/or conversation courses at various levels. There is a sizable appendix containing an annotated bibliography, guidelines for conducting a Career Day, and activities for each of the four aspects of career education. Some materials are given in both Spanish and English.
 (Author/AMH)

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GUIDELINES FOR CAREER CONTENT IN THE FOREIGN LANGUAGE CLASS

--RUTH L. BENNETT, DIRECTOR AATSP CAREER COUNSELING SERVICE

Three hundred fifty thousand jobs in the metropolitan New York area require foreign language competency, and most are filled by foreign nationals. That's why we need career education in every subject area on every grade level, from kindergarten through graduate school. What can we language teachers do to fill this need and help our students at the same time? The answer seems to be career education in every language class.

Career education can be broken down into four steps: self-awareness, educational awareness, career awareness, and curriculum infusion. Briefly, self-awareness means knowing one's own character, personality, and capabilities; educational awareness is knowing what listening, speaking, reading, and writing skills (the same four skills we stress in language courses) are required for various types of work; career awareness deals with the types of jobs that exist and what knowledge and personal characteristics are required for each one; and curriculum infusion refers to the inclusion of career elements in the regular course of study.

How can a language teacher, within the limits of time and syllabus, include career education in the curriculum? For any level, from junior high through graduate school, career bulletin boards can supply all aspects of career education. The bulletin boards can be set up in the classroom and in the school corridors, not necessarily in the language wing, but better still in a hallway where non-language students will also see them. You can put on the board ads for jobs using Spanish or other languages clipped from local papers, the New York Times, and the Wall Street Journal, like this one from the New York Times of March 9, 1982: "DENTAL ASSISTANTS WANTED. IF YOU SPEAK FRENCH, GERMAN, ITALIAN, SPANISH, BECOME PART OF A FIFTH AVENUE PRACTICE WITH AN INTERNATIONAL CLIENTELE. CALL #..." This ad illustrates two points, that the health field is one with many opportunities today, and that knowledge of a foreign language enhances one's employability.

Another item for the bulletin board could be a list of some of the adjectives from the list in the appendix entitled "Adjectives for Self-Discovery," under a heading such as "Which Describe You?" and then showing on the other half of the board a list of jobs under the heading "Which Jobs Require These Qualities?"

Recently, the Sunday magazine section of Newsday, a Long Island newspaper, ran a few quizzes that can serve as an excellent self-awareness activity. They were taken from The Book of Tests by Nash and Monchik, published in 1980 by Doubleday and Company. One quiz was called "Are You Self-Confident?" and asked such questions as "Is your posture erect?" and "If you were turned down three times for jobs or by colleges, would you doubt your own ability?"

Another quiz, entitled "Do You Have Initiative?", asks those taking the test to answer "Never," "Sometimes," or "Often" to such statements as "I plan ahead in my daily life and for my leisure time." and "I see things that need to be done and do them, without being told."

Not only do these quizzes belong on the bulletin board, but they should be used in the classroom, either in English or in the target language, according to the level of your students. It need only take a few minutes to go over them in class, or they can be done at home, with a brief introduction to explain the

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assignment and a short discussion in school the next day.

Once you start exploring the resources at hand for infusing career education into the curriculum, you'll be surprised at how much material is readily available--in your public school, and local college libraries. Speak to the librarian in each of these to find out what materials are on hand. You might check to see how many of the works listed in the bibliography given in the appendix are there and start with those. Look at others too. Career books are being published in great numbers these days, so help is close at hand if you just look for it. For example, in the appendix are self-awareness activities gleaned from some of the books mentioned in the bibliography. They all assist students in learning about themselves. There are pertinent questions that would motivate a composition assignment or a discussion that will make your classes think about themselves. The adjectives for self-discovery, which we've already looked at, can be used again in writing or speaking activities--just choose a number that are on the level of difficulty of your classes. These lessons can take place the day before a school holiday, when students are restless and need a change or pace, or to motivate a reading lesson from the text that bears any relation at all to these questions. Any text can be adapted to career education if you examine it with that in mind.

To encourage educational awareness of what is involved in various types of work, instructors can canvas their classes to learn what jobs the students' parents, relatives, and friends' parents hold, then ask these people what education and skills are necessary for them. Students might then choose one or two jobs where foreign language skills are useful and write a few sentences on what qualities they have that suit them for this work and what education they will need to reach their goal.

The importance of social skills, dress, oral and written communication should be included in the educational awareness segments of your lessons. The appendix has a section pertaining to this area; following it there is a rating scale for evaluating personal traits that should motivate self-improvement in educational skills and modification of personality traits. The book from which this rating scale is taken is Coping with the Interview by John Keefe; it was published in 1979 by Richards Rosen Press.

Here are a few other motivating ideas you can offer your classes: the Sunday magazine section Parade, which appears in a number of newspapers, dated March 9, 1980, carried an article entitled "No Snap Courses," which said in part:

"If you're in high school and planning to enter a first-rate college--or if you're a college student who plans to go to graduate school now or later--take no snap courses. Students seeking admission to Ivy League or comparable colleges should choose strong academic programs rather than those where high grades are easy to obtain. Foreign languages, math, English, and the physical sciences are in many cases more impressive than history, sociology, and government courses."

From this could stem a discussion of how an employer would view two applicants, one who had taken "snap" courses and another who had studied more difficult subjects. Follow this with a comparison of two applicants, only one of whom had studied a foreign language. This might lead into an examination of the occupations where a foreign language is necessary or useful (see Bourgoin and Sherif in the bibliography of the appendix).

Another article that might open students' eyes and minds to the need to educate themselves appeared in the October 8, 1979 issue of Newsweek magazine in a public service advertisement by the International Paper Company. Written by Malcolm Forbes of Forbes magazine, it is entitled "How to Write a Business Letter," and

says in part: "A good business letter can get you a job interview. Get you off the hook. Or get you money. It's totally asinine to blow your chances of getting whatever you want--with a business letter that turns people off instead of turning them on. The best place to learn to write is in school."

After reading this article with the class, discuss the differences in style between European and American letter writers. Present examples of business letters in Spanish, French, or whatever language you teach, then have the students write a business letter in the target language, using the slightly more florid European style.

To get across the idea of the importance of oral communication, and some very valuable hints for improving it, look up the article by Dorothy Sarnoff, founder of Speech Dynamics, entitled "Making People LISTEN to You," which appeared in the October 11, 1979 issue of Woman's Day magazine. It says in part: "Annoying speech tics, like "y'know" and "like," can be eliminated fairly quickly through a simple trick. Print LIKE and Y'KNOW--or whatever the problem words are--on a dozen or so tiny stickers. Then put them in obvious spots, like the middle of your watch, on your telephones, on bath and bedroom mirrors, on the refrigerator door, and on anything else you look at repeatedly throughout the day. This battery of visual reminders will constantly catch your eye and remind you to avoid those annoying tics."

Now we come to the third phase of career education--career awareness. From the survey of parents' and relatives' jobs that the class has made, list the ones where foreign language skills could be useful. Ask students to think of others. Make available to them the three works dealing specifically with how foreign languages can be used in various occupations, all of which are listed in the bibliography in the appendix: Bourgoin's Foreign Languages and Your Career, June Sherif's Careers in Foreign Languages, and Theodore Huebener's Opportunities for Foreign Language Careers. These three should be not only in your school library, but also in the Foreign Language office of your school, for reference use by teachers and students alike. You might assign different chapters to individual students and have them summarize the material for the class. Going one step further, field research can be carried on by finding out the names of associations related to the interests of each student--public libraries have reference works listing these. The students can send for literature from the pertinent organizations, and then request a fact-finding interview with an officer or member of the association. Questions they might ask are listed in the Career Awareness section of the appendix.

Trade papers are an excellent source of information on the job market in the target field. These trade papers or magazines are listed in Standard Rate and Data Service, also in your public library.

This is the time to have your students bring in ads for positions requiring some knowledge of a foreign language and to discuss what other skills are needed. It should be pointed out that the more language courses they take in high school, the further along they'll be in college, enabling them to fit in double majors easily, a double major being the best way to prepare for a broader range of jobs. With careful planning, a student can even have a minor in a third area.

Using the regular text--any text, no matter how old--you'll see that several lessons lend themselves to career education. There are bound to be dialogues on hotels, restaurants, some form of travel, some aspect of health, in studying these,

you can ask students about the skills and education needed in these fields, why foreign languages are important in them, what courses they would need to work in them, and the variety of jobs in each field. Here's where the Dictionary of Occupational Titles, found in the reference section of libraries, can be valuable. It will suggest many more types of work in each area than any of us alone could think of, and it gives a description of each.

One of the most effective career awareness activities for any level is a Career Day or Career Assembly. Sometime during each school year, students should have the opportunity to hear speakers from various fields where languages are used and to ask questions of them. At the same time, the school is establishing a working relationship with the business community. Choose a format--several are suggested in the section of the appendix entitled "Planning a Career Day." To find speakers, identify the fields you want described (some where language skills are very useful are banking, health services, travel and tourism, social work, government, and international business). Then find representative firms or agencies in those areas through the telephone directory, the library, and personal contacts. The rest of the section on "Planning a Career Day" gives you the how-to of running a Career Day, including the suggestion that you take snapshots of the speakers for use in local and school newspapers, and to send to the speakers with a thank-you letter.

A simple but important career education activity is to teach your students to write a business letter in the target language. Many regular texts have such a lesson; if yours doesn't, take the material from one that does and adapt it. Use either a commercial text for advanced students, or a language text that has a unit on letter writing--Persona a persona is one that does. You'll find a wealth of career material in Books 2 and 3 of the series, published by MacMillan in 1982 and authored by Zenia Sacks Da Silva. Although the books are designed for high school students, most of the material in them could easily be used in college language or conversation courses. One section on letters in Book 3 of this series, on pp. 193-198, shows an ad for a Secretaria-Recepcionista, and then prints four answers to the ad. Comparing these letters will teach your students a great deal regarding how to go about getting a job.

Another text that can infuse career education into the curriculum is the reader Aventuras en la ciudad by Wald and Deren, published by Houghton Mifflin. Like the Da Silva texts, it's filled with humor, and if students enjoy a book they'll learn from it. This reader can also be used by college students after the first year of language study.

For more specific information about various careers, there are two new works published by D. Van Nostrand Company, called Spanish for Careers and French for Careers, the Spanish by Sedwick and the French by Gallo and Sedwick. They give the most directly pertinent career vocabulary and information of any book I've seen so far. For each unit, there is a detailed illustration, a vocabulary list, a detailed dialogue, questions on the dialogue and drawing, general discussion questions, topics for compositions, and a translation paragraph based on the dialogue. Among the 24 careers dealt with are computer specialist, librarian, military officer, translator, real estate broker, stockbroker, and dentist. These career texts could be used regularly as readers for a language course, just occasionally in that course, in a conversation course, or for an elective or mini-course on careers.

Other volumes that can be useful in bringing career education into the classroom are Sedwick's Conversation in Spanish: Points of Departure, which also appears in French, Italian, and Portuguese (see bibliography in appendix).

Still another text that can be used either for a conversation course or for infusing career information into the course of study is Pan y mantequilla by Salles and Fernández (see bibliography). The second edition consists of 35 units, each on a different store or service, such as the police station, the pharmacy, the customs house, the travel agency, and so on.

In addition to using these texts, showing an occasional filmstrip on careers would lend variety and concrete career information to the language class. The Wible Language Institute has a program called Foreign Languages for Business. It consists of a filmstrip, a cassette in either Spanish, French, German, Italian, or English--whichever you order--and the text of the cassette in all five languages. The program stresses the practical application of a foreign language for use by those involved in the import-export field, international business, interpreting, translating, and bilingual secretarial work. Wible has other career materials too--send for a catalogue. The address is Wible Language Institute, Allentown, PA 18105.

Once you're alert to the need for career education, you'll find many articles about it in newspapers, magazines--whole sections sometimes such as the annual New York Times supplement--and many books on all aspects of preparing for a job. Then it's up to you to make them available to your students, and to teach them to look for these materials themselves.

APPENDIX

GUIDELINES FOR CAREER CONTENT IN THE FOREIGN LANGUAGE CLASS

--RUTH BENNETT, DIRECTOR, AATSP CAREER COUNSELING SERVICE

RATIONALE AND GOALS FOR CURRICULUM INFUSION

Educators are coming to see that it is their responsibility to infuse into the curriculum, at every level and in every subject area, the elements necessary to prepare students for a career. This preparation requires an exploration of self, to know what one is interested in and capable of doing, and an exploration of as many career areas as possible to broaden students' horizons in choosing a fulfilling life work.

Now that some universities and school systems are putting in or re-instating a foreign language requirement for graduation, the teaching market is no longer shrinking at the rate it has in the past five years. However, the market for teachers, translators, and interpreters is not so great that we should point to them as the principal outlets for the use of foreign language skills. Many jobs require knowledge of a foreign language as a strong second skill, and even more as a lesser, but still valuable, tool.

The following are goals listed in Miller's Finding Career Alternatives for Teachers, p. 69 (see bibliography) which can span the secondary and college years; as students mature and develop, they can reconsider and revise their findings.

1. To identify one's values, needs, interests, and unique personality traits.
2. To identify and analyze one's key marketable strengths and aptitudes.
3. To identify possible career/job paths.
4. To do research in one's identified career/job fields.
5. To create contacts in these fields.
6. To write a résumé.
7. To go on information-gathering interviews.
8. To go on specific job interviews.

We hope that you will find in the succeeding pages some activities suitable for your classes, no matter what their level or make-up.

SELF AWARENESS

Students may be aware of their general strengths, such as having a talent for foreign languages or math, but rarely have they analysed their personalities to help them decide what type of work they would be best suited for.

Conversation lessons and compositions based on such analysis will be invaluable to the students in making a career choice. To narrow this choice, Sara Gilbert, in her book Ready, Set, Go--How to Find a Career That's Right for You, suggests that students answer these questions:

Do you tend to be: neat or messy, on time or tardy, strong-willed or easygoing, physically strong or weak, good at: starting a project, finishing a project, both, or neither, good at: using your hands, your mind, or your body, easily frustrated or persistent, practical or impractical, friendly or shy?

Would you rather: plan ahead or take things as they come, work for yourself or work for others, work with people or work alone, work outside or work inside, work under pressure or work at your own pace, follow detailed instructions or figure things out for yourself, talk or listen, save money toward a goal or spend money as you get it, make more money than your parents, the same money, or less money, have people like you or not care what others think?

Here is a list of activities. Which ones do you like or dislike? Which ones are you good at or poor at?

sports	reading	working with people
playing an instrument	writing	caring for animals
dancing	math	public speaking
art	science	doing things for others
cooking	foreign languages	fixing things

Which of these factors is the most important part of any job? Which is the least important?

making a lot of money	job protection and security
making a mark on the world	lots of interesting work
making something that pleases me	early retirement and good pension
doing something for others	being able to make decisions
making enough money to get by	having power over others
having a lot of time off	letting others do the worrying

Of all the courses you have taken, which two or three have you learned the most from? Which have you learned the least from?

In the past year, what have you worked the hardest at? Had the most fun at? What have you been happiest doing? What have you been proudest of?

What type of person do you most admire? Why? Right now, what is your most important goal? In five years, what do you hope to be doing? In ten years, what do you hope to be doing?

ADJECTIVES FOR SELF-DISCOVERY

Another means of implementing self-discovery is to include in your lessons some adjectives from the list below which describe a person's character and personality. For a lesson on adjectives or on ser, cognates may be used in such questions as "¿Eres optimista, José?" "¿Es placida Juana?" In a lesson dealing with occupations, such questions as "Para ser comerciante, ¿es necesario ser agresivo?" and "¿Qué cualidades necesita uno para ser veterinario?"

perezoso	lazy	enérgico	energetic
intolerante	intolerant	tolerante	tolerant
seguidor	a follower	pionero	pioneering
tímido	timid	agresivo	aggressive
leal	loyal	egósta	self-seeking
plácido	placid	dinámico	dynamic
contento	contented	descontento	discontented
considerado	considerate	desconsiderado	inconsiderate
pesimista	pessimistic	optimista	optimistic
seguro	confident	inseguro	insecure
alegre	light-hearted	hoscó	moody
solitario	a loner	sociable	gregarious
franco	outspoken	retirado	withdrawn
receptivo	receptive	terco	stubborn
dominante	domineering	sumiso	submissive
confiado en sí mismo	self-reliant	dependiente	dependent
cauteloso, cauto	cautious	audaz	bold
recatado	shy	exteriorista	outgoing
conciencioso	conscientious	negligente	negligent
esmerado	painstaking, careful	descuidado	careless
bonachón	good-natured	de mal genio	ill-tempered
respetuoso	respectful	irrespetuoso	disrespectful
hastiado	blasé	ardiente	eager
discreto	tactful	indiscreto	tactless
tranquilo	calm	intranquilo	restless
porfiado	persistent	meticuloso	precise
persuasivo	persuasive	determinado	determined, resolute
obediente	obedient	competidor	competitive
servicial	obliging, accommodating	disciplinado	well disciplined
cooperativo	cooperative	argumentador	argumentative
ordenoso	orderly	confidente	trustworthy
adaptador	adaptable	hazñero	fussy

EDUCATIONAL AWARENESS

One of the magic words for career seekers is **COMMUNICATION**. Quote to your students the remarks of Waldenbooks' director of reader services, Tom Paynter, who declares "Name a career, and I'll bet my bottom dollar one of the ways to get recognition is by being able to communicate." More motivation for your students to improve their verbal and writing skills is supplied by John T. Molloy, consultant to over 380 "Fortune 500" companies and author of Dress for Success, among other works. He writes that a survey of top executives reveals that they consider the ability to communicate the most important factor in career mobility. A small but important point they make is that using slang and shortened words is unappealing--they prefer "yes" to "yeah" and "going," not "goin'." And successful speakers more often use complete sentences or at least complete phrases when answering questions, rather than monosyllables--a good point to remember during an interview. Another way that 95% of us could increase our verbal effectiveness is to lower our voices a half octave or more. It takes concentration, but practice, particularly with a cassette or tape recorder, will help.

Writing skills are as important as verbal communication. Just as speech is often sloppy and reading skills on a low level, so has writing ability deteriorated in this country. To bring home to students how important it is for them to learn as much as possible now while they are in school, reproduce for them the Dear Abby letter which follows, as it appeared in Newsday May 28, 1981.

Dear Abby:

Today a young man in his 20s came into our office and applied for a job. We always hire a few extra people for the summer season. He won't get a job. His application went into the wastebasket as soon as he left.

He misspelled the town he lives in, the school he attended and the month he was born, plus several other words. His penmanship was so bad the manager couldn't figure out his last name or telephone number.

Considering the unemployment in this area, we're sure he needs a job. I HOPE THE YOUNG PEOPLE WHO READ THIS LETTER WILL MAKE A SPECIAL EFFORT IN SCHOOL OR ON THEIR OWN TO IMPROVE THE SKILLS THAT WILL GET THEM JOBS. We don't have time to teach a high school graduate how to spell and write.

--Concerned in Idaho

Language teachers are already helping this situation somewhat by making students aware of the structure of English through the teaching of Spanish grammar. However, we can do more by assigning, and carefully correcting, such tasks as keeping a diary (perhaps when reflexive verbs are taught), writing letters to friends and to business firms, giving someone travel directions, explaining how something works, writing a class or department newspaper, composing invitations to parents to attend a school function, and summarizing a newspaper article about the target language.

Social skills count too, says the aforementioned Mr. Molloy--knowing how to introduce people properly, basic rules of courtesy, and acceptable table manners are all essential. These can be practiced in the target language and compared with customs in the United States.

MOTIVATING SELF-IMPROVEMENT

Most students have not given much thought to what an employer looks for when hiring a worker. In Coping with the Interview (see bibliography), John Keefe lists the following things that the prospective employer is trying to find out about the applicant:

How you express yourself
The extent of your vocabulary
Your mannerisms

Your sense of humor
Your basic temperament
Your ability to get along with others

He/she will also be looking for personal characteristics:

Positives

Appearance
Smile
Politeness
Sincerity
Humility

Voice quality
Methods of reasoning
Intelligence
Patience

Negatives

Gum chewing and/or smoking
Finger tapping
Extreme nervousness
Shifting of the eyes
Avoidance of questions

Overaggressiveness
Boastfulness
Talking yourself down
Adverse social attitude
Making excuses

A rating scale to be filled out by a prospective employee's references shows what qualities the employer is seeking:

RATING SCALE FOR EVALUATING PERSONAL TRAITS

Instructions: Place a check mark on the line following each trait where you think the mark ought to be. The check mark need not be placed directly over one of the guide phrases, because the rating may lie somewhere between the phrases.

INITIATIVE

Additional tasks sought; highly ingenious	Resourceful; alert to opportunities	Regular work performed without waiting for directions	Routine work awaiting directions
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ATTITUDE TOWARD OTHERS

Positive; friendly interest in people	Pleasant, polite	Sometimes difficult to work with	Inclined to be quarrelsome or uncooperative
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LEADERSHIP

Forceful, inspiring confidence and loyalty	Order giver	Driver	Weak
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RESPONSIBILITY

Responsibility sought and welcomed	Accepted without protest	Unwilling to assume without protest	Avoided whenever possible
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ORGANIZING ABILITY

Highly capable of perceiving and arranging fundamentals in logical order	Able organizer	Fairly capable of organizing	Poor organizer
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INDUSTRY

Industrious; capable of working hard for long hours	Can work hard, but not for too long a period	Fairly industrious	Hard work avoided
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DECISION

Quick and accurate	Good and careful	Quick, but often unsound	Hesitant and fearful
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SINCERITY

Courageous, square shooter	On the level	Fairly sincere	Inclined to lack sincerity
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PERSEVERANCE

Highly steadfast in purpose; not discouraged by obstacles	Effort steadily maintained	Average determination and persistence	Little or no persistence
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PHYSICAL ENERGY

Highly energetic at all times	Energetic most of time	Fairly energetic	Below average
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CAREER AWARENESS

One of the best ways for students to become aware of the tremendous variety of occupations that exists is to glance through the Dictionary of Occupational Titles in the reference section of their public or school library. They could then research two or three in which they are particularly interested and for which language skills would be an asset. The best reports could be read and discussed in class.

Field research is necessary to find out more about the chosen area or job. The library can supply reference books listing associations related to all fields. Have students send for literature from the society connected with their field of interest. College students might attend local conferences of these organizations. They could write requesting a fact-finding interview with one of the officers or members of the association (even busy and important people are flattered to be asked for advice). Questions they might ask, as suggested in Miller's Finding Career Alternatives, p. 43, are:

1. I know I am interested in..., but not sure where my skills would best be used. After I tell you about myself briefly, can you tell me where I could fit into this industry/company and make a contribution?
2. What training is required?
3. What skills are required in your job?
4. What is your typical day like?
5. Why do you like/dislike your job?
6. What is the best/quickest way to get into your field?
7. What is the earning potential?
8. Are women welcome in the field? company?
9. What type of personality works well in this job? company? field?
10. How much autonomy do you have?
11. What is the turnover in your company? in the industry?
12. Whom else do you know that I can talk to in order to learn more about the field? apply for a job? make more and better contacts?
13. What "works" well in this company/field to "get" the job?
14. How do you think I would fit into this company/field?
15. What professional publications do you read?
16. What books in this field would you recommend I read?

Every industry has at least one trade paper or magazine. These are listed in Standard Rate and Data Service, found in the library's reference section. Reading the past few issues of the pertinent trade publication will supply information about what is happening in the industry, who the important people and firms are, and the "buzz words" or specific vocabulary connected with the field.

A career bulletin board in the classroom and in a well-travelled corridor of the school should be set up in every institution of learning and kept up-to-date. It can include ads for jobs requiring language skills; descriptions of such types of work; students' work relating to careers, e.g. a list of occupations in the target language with a drawing of each; quotations citing the importance of language skills (see all issues of Hispania, Chapter News section, subhead Personalities Speak Out, since March 1979); student-made slogans, cartoons, and comic strips relating to careers; pictures illustrating the various occupations; brochures of institutions which offer programs combining language with other skills.

CURRICULUM INFUSION

Use career vocabulary--the names of occupations, stores, related verbs--whenever possible, for example, in illustrating a point of structure.

Writing activities such as compositions and dialogues can have a career slant. The dialogues can then be acted out by the students in class. Role playing is an interesting and effective means of getting students to think about careers while giving them excellent language practice as well as poise and confidence. Simulation gives students the opportunity to express their feelings, while the teacher is gaining insight into students' attitudes. Use such adjunct texts as Sedwick's Spanish for Careers and Pan y Mantequilla by Sallesse and Fernández (see bibliog.)

The Ceres, California Division of Curriculum and Instruction developed, in 1977, a Compendium of Career Education Infusion Activities for grades 7-12 in all subject areas. Some of their suggestions for career activities in foreign languages:

Students compile a list of 10 verbs relating to a particular occupation of the students' own choosing, e.g. traductor: escuchar, hablar, escribir, leer, pensar, traducir, escribir a máquina, juzgar, viajar, introducir. The students read their list and translate and conjugate each verb (this could be done only for the more difficult verbs to avoid boredom). They then write a description of the occupation and qualifications needed for it.

In groups of two, students write a dialogue typifying a job interview situation for their chosen occupation. One student writes the lines for the interviewer and the other for the job applicant. After their work is corrected by the teacher, they perform it for the class, which can practice the vocabulary learned by making a word-search puzzle or crossword puzzle as a homework assignment.

The career bulletin board is kept up-to-date by the students, who bring in ads for positions using foreign languages.

PLANNING A CAREER DAY

A Career Fair, Career Day, or Career Assembly is a vital part of a school's career infusion activities. Sometime during each school year, students should have the opportunity to hear speakers from various fields where languages are used and to ask questions of them. At the same time, the school is establishing a working relationship with the business community.

CHOOSE 'A' FORMAT (N.B. Numbers 1 and 2 can easily be adapted for colleges by using the free hour.)

1. An assembly program, lasting one or two periods, with several speakers from different fields speaking to all the foreign language classes meeting that period, or to language students from one or more grades, depending upon the capacity of the auditorium, with these students being excused from their classes for that period. (Allow time for a question-and-answer session.)

2. Have each speaker in a separate room and allow students to go to whichever one interests them. Each speaker can make a short presentation and then answer questions. The period may be divided in two, so that students can learn about two areas per period (this might extend over two periods, to allow for four visits).

3. Bring the students to the speaker at his/her place of business. If it can be arranged, seeing the work in progress can teach the students more about the occupation than having a speaker come to them. Possible sites are a bank with an international department, an airport, an import-export firm or other company which does business abroad, or a foreign language newspaper.

FINDING SPEAKERS

Identify the fields you want described (travel and tourism, banking, health, social work, government, international business), then find representative firms or agencies in those areas through the telephone directory, the library, or personal contacts. Write to these firms or agencies on school stationery, giving (as suggested in the booklet "Tips to Educators on Planning Career Days," prepared by Open Doors, 200 Madison Avenue, New York, NY 10016; tel. (212)561-2002; out of print at present, but will again be available sometime in the future) the following information:

1. the general purpose of Career Day
2. the day, date, and time of the event
3. the specific career topic for which a speaker is sought
4. length of talk
5. who the audience will be (age, grade level, foreign language level)
6. a suggestion to bring literature and pamphlets
7. if possible an invitation to luncheon
8. a speaker guideline sheet (see sample which follows)
9. travel directions to school

SPEAKER GUIDELINES (Sample)

CAREER DAY - Tuesday, March 16, 1982

There will be two consecutive assembly programs of 50 minutes each, during which time each of three speakers will give a ten-minute presentation, with questions at the end of the three talks. The same program will be repeated during the second assembly.

Please try to include the following information:

1. Nature of the profession or occupation
 - a. Duties
 - b. Advantages
 - c. Disadvantages
 - d. Present and future outlook
2. Educational requirements
 - a. College, graduate, or other post-high school training
 - b. Cost of training
 - c. Special licenses, examinations, or certificates needed
 - d. Names of schools that have noteworthy programs
3. Individual qualifications
 - a. Mental ability
 - b. Personality
 - c. Special abilities and/or physical requirements
4. Compensation
 - a. Pay scale
 - b. Opportunity for advancement
 - c. Possibility of transferring to another profession or occupation
 - d. Other personal rewards
5. Additional information
 - a. Where students may get additional information regarding this profession or vocation
 - b. Implications for the high school (college) program

10-15 minutes will be allotted to questions and answers following the presentations.

Public Relations Activity: Take snapshots of the speakers, making two sets--one to use in the school and local newspapers, and another to send to the speakers with a thank you letter.

ANNOTATED BIBLIOGRAPHY

The following are suggested for the school, public, or language library, or the teacher's personal collection.
KEY: S before a title denotes suitable for secondary school, C suitable for college students.

- C **Boll, Carl R.** Executive Jobs Unlimited. New York: MacMillan Publishing Co., Inc., 866 Third Ave., New York, NY 10022, revised 1979. *Practical advice for the job hunter and good preparation for future job seekers.*
- S, C **Bourgoin, Edward.** Foreign Languages and Your Career. Available from ACTFL, 385 Warburton Ave., Hastings-on-Hudson, NY 10706. *A compact (74 pp.) digest of information on where FL as a complementary and as a primary skill can be used, with addresses for information in each area. Several useful appendices.*
- C **Brecker & Merryman, Inc.** How to Get a Job... 50 Essential Questions and Answers about Future Employment for College and University Students. 1980. Gratis from Corporate Communications, Armco, Middletown, OH 45053.
- S, C **De Renty, Ivan.** El mundo de los negocios. Madrid, 1977. Available from Larousse & Co., Inc., 572 Fifth Ave., New York, NY 10036. \$9.95 plus \$1.50 postage and handling. *A lexicon of business expressions grouped according to subject, plus abbreviations and proverbs.*
- S **Freeman, John and Dick Lidz.** Discovery: Career Log. New Jersey: Scholastic Publications, 904 Sylvan Ave., Englewood Cliffs, NJ 07632, 1973. *Workbook format which leads students to think of what is involved in following a large variety of occupations.*
- S, C **Glenbrook Laboratories.** Where the Jobs Are: 15 Most Promising Careers for Women. New York, 1979. Gratis from Doug Mittelman, Glenbrook Laboratories, 90 Park Ave. So., New York, NY 10016. *Information in this leaflet applicable to men too. Gives addresses for further information.*
- S, C **Huebener, Theodore.** Opportunities for Foreign Language Careers. IL: National Textbook Co., 8259 Niles Center Rd., Skokie, IL 60077, 1981. *Much concrete information in this revised edition.*
- C **Institute of International Education.** Fulbright Grants and Other Grants for Study Abroad 1982-83. Gratis from IIE, 809 United Nations Plaza, New York, NY 10017. *Describes grants, language requirements, etc.*
- S, C **Linkletter, Art.** Yes, YOU Can! New York: Simon & Schuster, 1230 Ave. of the Americas, New York, NY 10020, 1979. \$9.95. *Sound advice on how to develop self-confidence, influence others, excel in your work, make the best use of your time. Filled with anecdotes which make its reading very enjoyable.*
- C **Miller, Anne.** Finding Career Alternatives for Teachers. New York: Apple Publishing Co., Box 2498, Grand Central Station, Dept. CC, New York, NY 10017, 1979. \$9.95 plus \$1 postage/handling. *A useful workbook for both first job seekers and career changer.*
- S, C **Miller, J. Dale, John Drayton, Ted Lyon.** USA-Hispanic South America Culture Capsules. MA: Newbury House Publishers, Inc., Rowley, MA 01969, 1979. *Gives a comparison of 50 cultural themes such as humor, religion, etc. between U.S. and South American practices. Also USA-Mexico Culture Capsules.*
- S, C **Miller, Neil.** Conversation in Portuguese: Points of Departure. NY: 2nd ed. 1980. \$5.95. Available from Dr. Neil Miller, 747 Bruce Drive, East Meadow, NY 11554. *Many units suitable for career discussions. Contains detailed drawings, vocabulary, questions, and themes for discussion and/or composition.*
- S **Moldafsky, Annie.** Welcome to the Real World. NY: A Dolphin Book--Doubleday & Co., Inc., 501 Franklin Ave., Garden City, NY 11530. *A guide to making one's first personal, financial, and career decisions.*
- S **New York Life Insurance Co.** Careers for a Changing World. Packet of 13 booklets available free from N.Y. Life Insurance Co., Box 51, Madison Sq. Station, New York, NY 10010. *Twelve of these booklets deal with different fields, offering advice on preparing for them and personal reports of people in those fields. The thirteenth, entitled "Making the Most of Your Job Interview," gives sample interview questions, a bibliography, advice on résumés, and pointers on undergoing interviews.*
- S, C **New York State Department of Labor.** Why Young People Fail to Get and Hold Jobs. Booklet available free from Public Information Office, N.Y. Dept. of Labor, 2 World Trade Center, New York, NY 10047. *Gives examples of why various people were unsuccessful in their job search, and how the stumbling blocks were overcome.*
- S, C **Noticias Mundiales.** Weekly in Spanish (30 issues per school year). IL: Curriculum Innovations, Inc., 3500 Western Ave., Highland Park, IL 60035. \$44.95 per yr., 2 yrs. \$79.90. *Schools are encouraged to photocopy or thermofax articles of interest. Very well written.*
- S **Open Doors.** Getting It Together: My Job Campaign. Gratis from Open Doors, 200 Madison Ave., New York, NY 10016, along with other career materials. *A checklist of things to do to mount a successful job search, e.g. researching the company, proper dress, questions you should ask the interviewer, and keeping a record of the job hunt.*
- S, C **Sallese, Nicholas and Laura Fernández.** Pan y mantequilla. NY: D. Van Nostrand Co., 1979. Available from Heinle & Heinle Publishers, Inc., 51 Sleeper St., Boston, MA 02210. \$15.95. *Vocabulary, dialogues, drawings, exercises, and word games for some 35 occupations, plus 35 sports and recreational activities make this conversation text a must for all teachers, to infuse career material into the curriculum.*
- S **Schapiro, Jeri.** The Jobs Book: How to Find and Keep a Job. NY: Scholastic Magazines, 1976. Available from Scholastic Book Services, 2931 E. McCarty St., Jefferson City, MO 65101. *Excellent workbook with interesting activities which include learning to fill out a job application, write a report to one's employer, read a paycheck stub, and fill out an income tax return, plus many other activities.*
- C **Scheele, Adele M.** Skills for Success: A Guide to the Top. NY: William Morrow & Co., Inc., 105 Madison Ave., New York, NY 10016, 1979. *The author expounds on six critical career competencies, which include strategies for presenting, connecting, and positioning oneself for moving up the career ladder. In-depth interviews with four people who excel in their respective fields illustrate how these competencies were consciously or unconsciously responsible for their rise.*
- S **Science Research Associates.** Career Planning Notebook. IL: Science Research Associates, Inc., 155 N. Wacker Drive, Chicago, IL 60606. \$26.50 for 10. *Takes the student step by step through self-assessment, an overview of the world of work, career investigation, broad planning and decision making. Other career materials available.*

- S, C Sedwick, Frank. Conversation in Spanish: Points of Departure. NY: D. Van Nostrand Co., 1981 (3rd ed.). Available from Heinle & Heinle, 51 Sleeper St., Boston, MA 02210. \$8.95. See Miller, Neil above for description.
- S, C Sedwick, Frank. Spanish for Careers. Same publisher and price as preceding listing. In addition to the detailed career illustrations, vocabulary, questions, and themes for discussion or composition, this book contains lengthy dialogues to reveal the duties connected with each occupation, and translation exercises based on the dialogues. One of the best aids for infusing career education into the curriculum.
- S, C Sherif, June L. Careers in Foreign Languages. NY: Regents Publishing Co., Inc., 2 Park Ave., New York, NY 10016, revised 1975. Contains much vital information on careers using foreign languages both as a primary and secondary skill. Useful appendixes.
- S, C U. S. Department of Labor. A Counselor's Guide to Occupational Information. 63P1 S/N029-001-02490-8 \$3.50
Getting Chosen: The Job Interview and Before
Occupational Projections and Training Data, 1980 ed. 64P1 S/N029-001-12512-2 \$4.75
Study and Teaching Opportunities Abroad. 26X0 S/N017-080-02063-7 \$3.00
 All the above and a number of other career materials available from Superintendent of Documents, U.S. Govt. Printing Office, Washington, DC 20402.

DIRECTORIES

- Canadian Trade Index. Toronto, Ont.: Canadian Manufacturers Association. Lists Canadian manufacturing firms, products, addresses, branches and subsidiaries, assets.
- Dun & Bradstreet Middle Market Directory. NY: Dun & Bradstreet, 99 Church St., New York, NY 10007. Covers about 31,000 companies that have an indicated worth of from \$500,000 to \$999,999.
- Dun & Bradstreet Million Dollar Directory. Lists some 39,000 U.S. companies. Gives officers, directors, products or services, approximate sales, and employees.
- Dun & Bradstreet of Canada, Ltd. Canadian Key Business Directory. Publishes annually information as above.
- Standard & Poor's Register of Corporations, Directors and Executives. NY, 3 volumes. Lists over 36,000 U.S. and Canadian companies. Gives officers, directors, products or line of business, sales, and number of employees.
- Who's Who in Finance and Industry. Chicago, IL: Marquis Who's Who. Career sketches of leading businessmen and others in the fields of finance and industry.