Scholarship and Teaching on Languages for Specific Purposes

Lourdes Sánchez-López

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Editor

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Contributors

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Mary K. Long, PhD is Senior Instructor and Director of the International Spanish for the Professions major in the Department of Spanish and Portuguese at the University of Colorado at Boulder. Her publications in this area focus on cross-cultural communication and cultural sustainability in the global setting as well as LSP program development. She has also published about the role of artists and writers in the nation-building projects of 20th- and 21st-century Mexico and is co-editor of the volume *Mexico Reading the United States* (Vanderbilt UP, 2009), which explores the dialogue between the two countries from the Mexican point of view.

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INTRODUCTION, ACKNOWLEDGMENTS, AND DEDICATION

Introduction

Scholarship and Teaching on Languages for Specific Purposes is a collection of select peer-reviewed scholarly articles developed from concepts and positions presented and generated at the First International Symposium on Languages for Specific Purposes (ISLSP) celebrated on April 13–14, 2012 at the University of Alabama at Birmingham (United States). The symposium gathered 31 speakers and over 80 participants from all over the nation and other parts of the world. Each speaker brought a unique perspective of Languages for Specific Purposes (LSP), which was essential to pave the way to enlightening, fruitful and engaging discussions throughout the 2–day symposium.

The keynote address was given by Business Language Studies and Translation Studies renowned scholar Dr. Michael S. Doyle (*Theory and Method in Translation Studies (TS) and Business Language Studies (BLS): Illustrative Considerations for LSP in American Higher Education and Beyond*). He accurately approached the need for a stronger research agenda in LSP studies (particularly in non-English LSP) while strengthening pedagogies and resources. Because of the discussions that occurred during and after the symposium, participants concluded the first ISLSP may have prepared a solid ground for something larger, collaborative and long-lasting, with strong national and international repercussions.

To contextualize the current state of LSP it is helpful to briefly examine its history. The teaching of LSP originated in the 1960s in the United Kingdom and was established as a discipline as *English for Specific Purposes* (ESP)*.* A landmark publication, *The Linguistic Sciences and Language Teaching* (Halliday, McIntosh & Strevens, 1964), called for linguists to carry out research based on samples of language in specific contexts to develop appropriate pedagogical materials. Moreover, the focus of the teaching of LSP has as its primary goal to fulfill the communicative needs of a specific group of people (Hutchinson & Waters, 1987). Since the 1960s, slow but steady global attention has been given to LSP in both research and the development of pedagogical materials for the classroom for the professions, such as medicine, law, sciences, social work, business, translation and interpretation, among others. However, the specificity of these types of programs does not root in the teaching of a specific language, neither it is determined by the specific professional context. The specificity of LSP depends largely on the students themselves. Courses vary depending on the students taking them, that is, a needs assessment analysis prior to the course development is paramount. Generally, these courses were—and today still are—geared towards adult learners (both traditional or regular/degree seeking and non-traditional or non-regular/non-degree seeking learners) preferably with a basic language background, who clearly necessitate the language in specific professional or academic contexts. Courses are usually developed according to: 1) the student level of communicative competence, 2) the urgency to use the language in a professional context, 3) the specific characteristics of such context, and 4) the design of a program that promotes the learning process (Hutchinson & Waters, 1987). For all these reasons, LSP represents the teaching of languages according to learners' characteristics, and its teaching is closely determined by these elements.

Typically, the offering of LSP programs is mostly limited to adult or college students for two reasons: 1) the students must have a basic general target language background, and 2) the university system allows for more flexibility or experimentation in

course offerings than elementary and secondary education (Almagro, 1997). Therefore, LSP is not considered a discipline separate from the teaching and learning of languages for general purposes, but rather, it is as an extension (Sánchez-López, 2006). Most researchers agree that LSP pedagogy has been consistently learner-centered, long before the term became main-streamed in pedagogy. By definition, LSP "attempts to give learners access to the language they want and need to accomplish their own academic or occupational goals." (Belcher, 2004, p. 166)

Overall, LSP has a number of weaknesses in terms of institutional recognition and teacher training (Swales, 2000). There are still few professorial positions worldwide in LSP. The majority of the instruction is delivered by adjunct instructors. However, this situation is slowly changing, and, most likely, will continue to change, as the demand for languages for the professions increases in light of recent data ("Foreign Languages and Higher Education: New Structures for a Changed World," 2007; "Report to the Teagle Foundation on the Undergraduate Major in Language and Literature," 2009).

Scholarship and Teaching on Languages for Specific Purposes is divided into five sections. In the first section, **On LSP Theoretical Models**, Michael S. Doyle expands on his previous work of constructing a theoretical framework in Translation Studies (TS) and Business Language Studies (BLS). He calls for the development of non-English LSP theory development working groups to further develop theoretical cartographies and narratives, which the gathering era of global LSP will require in American higher education. He urges non-English LSP scholars and educators to expand on their work in theory and methodology to devise a general non-English Language for Specific Purposes theoretical model, essential to the maturation of the field.

The second section, **On the Current State of LSP**, Mary K. Long presents findings on a recent study of the LSP job announcements posted in the MLA Foreign Language Job Information List. Her study seeks to find answers to the new state of the foreign language profession in light of above mentioned MLA report "Foreign Languages and Higher Education: New Structures for a Changed World" (2007), which recommended that the language disciplines decenter away from literature and design programs that are more directly related to everyday life and applied contexts. Long's article sheds new light on foreign language professions by presenting a multiyear analysis of LSP MLA job announcements.

The third section, **On LSP Programs and Practices**, includes four chapters, each depicting an LSP program or curriculum currently offered in higher education. Carmen King de Ramírez and Barbara Lafford provide an overview of the Spanish for the Professions minor/certificate (SPMC) program at Arizona State University (ASU) and discuss student-learning outcomes. Leticia Barajas's study investigates whether the field of LSP has been influential in conceptualizing the design of the college-level Spanish curriculum in her region of Kentucky, Indiana and Ohio. Her findings shed light on the principal factors that affect the development of Spanish for Specific Purposes in the overall Spanish curriculum. Lourdes Sánchez-López describes the history, design, implementation and outcomes of the Spanish for Specific Purposes Certificate (SSPC) program at the University of Alabama at Birmingham. The goal of the SSPC is to fulfill the needs of its dynamic millennial students and of the increasingly diversified community. In the last chapter of this section, Marie-José Nzengou-Tayo and Gilles Lubeth present a general overview of the LSP context in the Caribbean region—as well as

recent additions to the French for Specific Purposes courses offered at the University of The West Indies, Mona—the methodological choices made, and their implication for assessment.

Section four, **On the Unexpected LSP Participant,** explores two different cases of unexpected LSP participants. Sheri Spaine Long chronicles her transition from professor of Spanish for general purposes (SGP) at the University of Alabama at Birmingham to professor of Spanish for Specific Purposes (SSP, with a military emphasis) at the United States Air Force Academy. Her reflection documents two transitions that mirror current curricular changes in undergraduate language programs in the United States. She urges foreign language educators to find common ground between SSP and SGP as they design hybrid programs to respond to multiple demands of today's Spanish learners. Susan Spezzini, Lisa A. La Cross and Julia S. Austin explore how a Language for Specific Purposes focus in a presentation skills course helped a doctoral student from a disadvantaged urban background shift from modified African-American Vernacular English to Academic English when giving course presentations. Their study suggests establishing an LSP focus when teaching, assessing, and researching speakers of social varieties who are learning to use an oral academic variety in a professional context.

Finally, section five, **On Methodology**, presents three different methodological aspects of LSP. Yahui Anita Huang discusses issues in teaching Chinese to American college students for professional purposes while focusing on building students' pragmatic competence. Using the multivalent *buhaoyisi* as an example, Huang argues that in order to use and understand the language appropriately in a business context, pragmatic classroom-based methodology must be woven into the curriculum. Susan Seay, Susan Spezzini and Julia S. Austin propose Peer-to-peer, Oral Techniques (IPOTs) as a methodological tool to help learners understand and use language specific to a certain field or occupation. In their article, these authors describe several IPOTs that can help instructors implement effective strategies to promote interaction in the LSP classroom. And finally, Kristi Shaw-Saleh, Susan Olmstead-Wang, Helen Dolive and Kent D. Hamilton explore how a job search clinic for international scholars and students was conceptualized and implemented at their university. The goal was to help international students in negotiating a job search process in the context of the United States.

Scholarship and Teaching on Languages for Specific Purposes intends be an important contribution to the LSP field. It is our wish to follow the path of previous, well-respected collections in the disciple (Lafford, 2012; Long, 2010). Collaboration, integration and unity are key elements for the success of our growing field. If this volume helps generate debate, thoughts, new ideas and fresh energy in the LSP profession, it will have achieved its purpose.

Lourdes Sánchez-López
Editor

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I am profoundly grateful to the Editorial Board of *Scholarship and Learning on Languages for Specific Purposes* who served as anonymous readers and offered invaluable feedback: Julia S. Austin, William C. Carter, Alicia Cipria, Jesús López-Peláez Casellas, Clara Mojica Díaz, Malinda Blair O'Leary, Sheri Spaine Long, Susan Spezzini, Rebekah Ranew Trinh, and Lamia Ben Youssef Zayzafoon.

I would like to offer my sincere appreciation to Jennifer Brady for her exceptional and upmost professional work as production manager of this anthology.

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And finally, I am most appreciative of my family, who is the source of my energy and motivation every day.

Dedication

This book is dedicated to all Languages for Specific Purposes educators and researchers around the world.

ON LSP THEORETICAL MODELS

Continuing Theoretical Cartography in the Language for Specific Purposes Era

Michael S. Doyle
University of North Carolina at Charlotte

Abstract: This chapter uses the First International Symposium on Language for Specific Purposes (LSP) keynote address titled "Theory and Method in Translation Studies (TS) and Business Language Studies (BLS): Illustrative Considerations for LSP in American Higher Education and Beyond" as a springboard to continue the theoretical BLS cartography initiated in "Business Language Studies in the United States: On Nomenclature, Context, Theory, and Method." It does so with a triple purpose: (1) to begin to fill in what was omitted from the original BLS mapping, (2) to extend the nomenclature proposal and disciplinary coverage, as manifested within a general theoretical framework, beyond that of the initial BLS content domain, and (3) to encourage the formation of post-UAB symposium LSP Theory Development Working Groups to further develop the theoretical cartographies and narratives, which the gathering era of global LSP will require in American higher education. The overarching goal is to encourage collaboration to devise a useful, informative, and adaptable general Non-English Language for Specific Purposes (NE-LSP) theoretical model that accounts for (1) what is already being done while (2) serving as a catalyst and predictor for future NE-LSP developments. It is not at all far-fetched to say in 2012 that US foreign language programs, departments, and institutions that do not embrace non-English LSP will be on the wrong side of curricular and pedagogical history in secondary and higher education as we go deeper into the LSP era of the 21st century. This affirmation presupposes the basic and applied research—intrinsic and extrinsic—that underlies, informs, and is derived from how NE-LSP is used or intended to be used, a general theory of which will more firmly anchor LSP in higher education as a crucial field of scholarly inquiry.

Keywords: Business Language Studies (BLS), BLS cartography, Language for Specific Purposes (LSP), method, nomenclature, theory (intrinsic and extrinsic), theory development working groups

Introduction

A prolegomenal theory of non-English Business Language Studies (NE-BLS) has been outlined in "Business Language Studies in the United States: On Nomenclature, Context, Theory, and Method," in which an initial mapping provided a general theoretical overview of the BLS interdisciplinary topography that requires further exploration and ongoing development in order "to anchor the field more adequately in American higher education" (Doyle, 2012a, p. 105). At the groundbreaking First International Symposium on Language for Specific Purposes (LSP), hosted by the University of Alabama at Birmingham (UAB) on April 13–14, 2012,[1] a reminder was issued that pressing aspects of this preliminary cartography include its momentary omissions and blind spots in regards to other discourse domains and related features that remain to be adequately addressed within a general theory of LSP and NE-LSP, which itself must become more fully developed. This provisionality is similar to the future-oriented reminder in Alvord

Branan's (1998) "Preface: Part I" in the paradigmatic volume sponsored by the American Association of Teachers of Spanish and Portuguese (AATSP), *Spanish and Portuguese for Business and the Professions*, when, scaffolding his forecast on the pioneering work of Grosse (1985) and Grosse and Voght (1990), he predicted that the development of the yet-to-be-named BLS[2] "movement will spread, as it has already begun to do, to all the professions: medical and health care, social work, law, science, and technology" (p. 5). Branan's prediction has recently been corroborated in "Evolution of Languages for Specific Programs in the United States: 1990–2011" by Long and Uscinski (2012), whose most recent findings, an update of Grosse and Voght (1990), show that "the sophistication and variety of [LSP] offerings have become deeper and more focused in response to broader needs" (p. 173), and that, while "business language [BL] courses remain the most common type of LSP courses," non-English "LSP courses are now more widely distributed across different professions" and languages (175–176). They confirm that LSP is now "solidly established as another curricular option, beside literature, cultural studies, and linguistics, in institutions where students demand it" (173).[3] Indeed, within NE-LSP-BL, Spanish for business and international trade, for example, "has evolved from curricular margin to mainstay" and "has moved from being an occasional, boutique or exotic course offering to a new status as an established, regular, and even core SSP [Spanish for Specific Purposes] feature in many Spanish programs today" (Doyle, forthcoming).

Within this general NE-LSP context in American higher education, this follow-up article uses the UAB First International Symposium keynote address titled "Theory and Method in Translation Studies (TS) and Business Language Studies (BLS): Illustrative Considerations for LSP in American Higher Education and Beyond"[4] as a springboard to continue the provisional theoretical BLS cartography initiated in Doyle's (2012a) "Business Language Studies in the United States" with a triple purpose in mind: (1) to begin to fill in what was omitted from the original BLS mapping, (2) to extend the nomenclature proposal and disciplinary coverage, as manifested within a general theoretical framework, beyond that of the initial BLS content domain, and (3) to encourage the formation of post-UAB symposium LSP Theory Development Working Groups to further develop the theoretical cartographies and narratives that the gathering era of global LSP will require in American higher education. The mapping remains provisional and awaits ongoing refinement by content- and situation-based instruction NE-LSP specialists in "more complex sites of engagement" (to adapt Bowles's phrase) of the various subject matter domains themselves (Bowles 2012, p. 48). Taking BLS theory as a starting point, this article proposes that the original cartography of this particular LSP subdiscipline, itself based on LSP-Translation (Doyle, 2012a, p. 105), be extended to include mappings of other prominent NE-LSP domains in the United States, such as LSP-Medical and Health Care, LSP-Education, LSP-Legal (Law Enforcement and Criminal Justice), LSP-Engineering, LSP-Science, LSP-Technology, and LSP-Agriculture, among others that may currently exist or be in various developmental or anticipatory stages.

As the theoretical cartography broadens to cover an array of LSP domains, a distinct and desirable possibility is that eventually, taken together, the domain mappings, developed and regulated by specialists in the various subdisciplinary regions, can serve as the aggregate basis from which to extract, extrapolate, and confirm a more general map for NE-LSP itself as it undergoes its fuller maturation process within American higher

education. This maturation will surely continue,[5] as all language usage can be defined as LSP one way or another, either narrowly (e.g., for specific disciplines, professions, or communicative work situations) or more broadly and less traditionally (e.g., LSP-Literature; i.e., the specific use of language for literary studies and criticism, or even the supposedly more general LSP of being able to engage in tourism or to socialize and "hang out" informally in a language, which in itself undoubtedly constitutes a specific cultural, ethnographic, pragmatic, and sociodialectal use of language). Any university program of study, for example, may be considered as a cognate specialization in the LSP of that particular content domain (e.g., to major or specialize in business, medicine, law, engineering, education, psychology, or philosophy is to engage in mastering the specific languages and discourses of those fields). It is anticipated that a belated, general (and perhaps generally accepted) theory may emerge from a distillation of the sum of its LSP domain parts. Both intellectual and pedagogical outcomes promise a more rigorous and thicker articulation of a general NE-LSP intrinsic theory that draws from and renourishes extrinsic, applied theory. In this manner, pedagogy and praxis become overtly *theory based* by definition and methodological DNA—that is what they *are* in essence[6]—in their responsiveness to the need for continuous development as LSP domains evolve to meet the demands of society. Bowles (2012) reminds us that a key challenge to research informing pedagogy and praxis (and, it is understood, reciprocally and symbiotically to pedagogy and praxis informing theory-based research: see Figure 1) —in sum, to intrinsic and basic research that extend themselves into extrinsic and applied LSP— resides in the fact that LSP practitioners must resolve issues of translating the increase in LSP "analytical insights and research data into instructable materials" (p. 44). Theoretical considerations are crucial to LSP because they more firmly anchor this recently emerging field of scholarly inquiry and pedagogical methodology in higher education, a locus characterized by the ongoing development, analysis, and refinement of core theory and method.
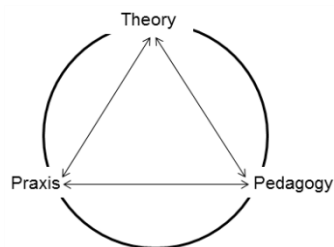
Figure 1. LSP theory informs pedagogy and praxis, and LSP pedagogy and praxis inform theory, as well as each other.

Continuing the Provisional Theoretical Cartography of LSP-BLS

The definition offered previously for the NE-LSP subfield of BLS is that it is "a major empirical sub-discipline of LSP whose objective is to examine and predict how languages are, may, or should be used to conduct business in various communicative situations and cultural contexts" (Doyle, 2012a, p. 109). This core definition encompasses the crucial ethnographic and multimethod considerations identified by Bowles (2012) "as a way of narrowing the product/process gap" (i.e., the LSP researcher "who views discourse as a

product" vs. the practicioner/user for whom such discourse "is an ongoing process") (p. 52). The prolegomenal mapping of BLS's theoretical terrain, as BLS has been and is currently being developed in the United States, can now be continued. In Figure 2, the original Provisional Map of Business Language Studies (Doyle, 2012a, Figure 2, p. 111) is revisited, now within a general NE-LSP paradigm, with a dividing line heuristically separating intrinsic and extrinsic theory, although these nourish each other and together they feed into a general theory of BLS. This separation will allow for additional cartographic detail, which appeared originally only in the narrative for the "Descriptive Theory" and "Provisional or Partial Theory" regions of the map (Doyle, 2012a, p. 110), to be provided for each theoretical side. That is, the earlier core description, which now needs to become more granular and thicker both in terms of narrative and cartographic representation, is included in Figures 3 and 4.
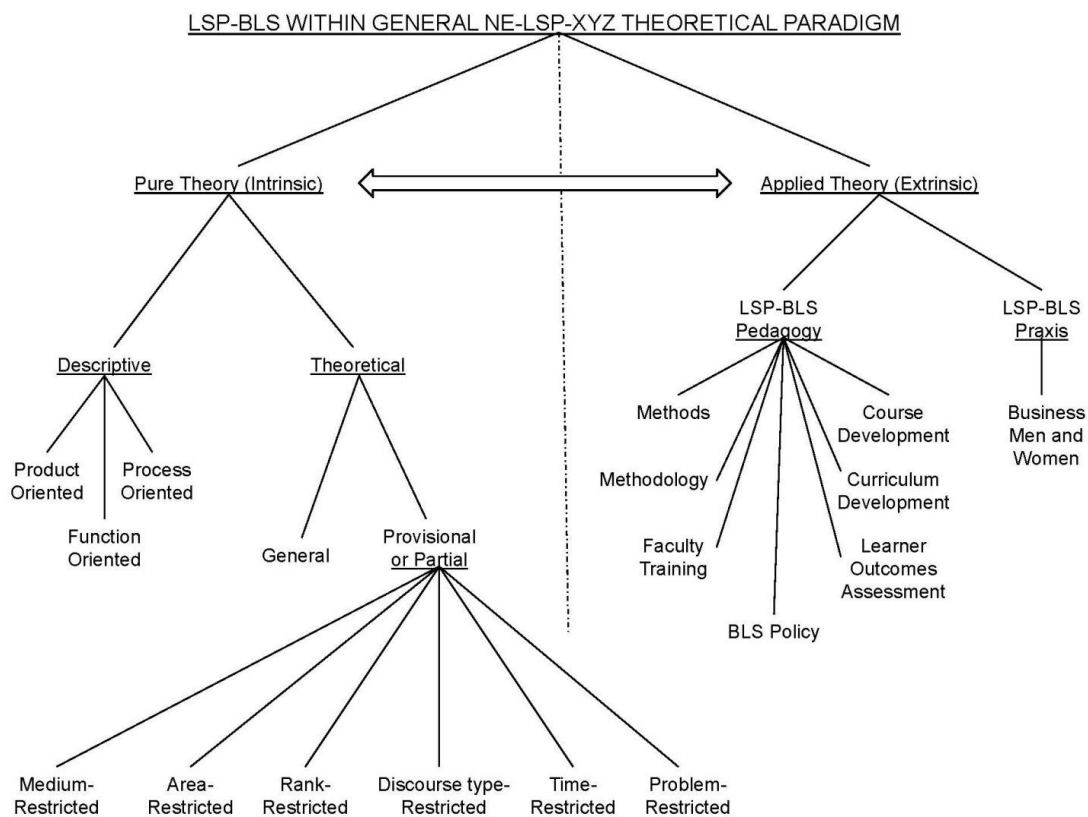
Figure 2. Provisional Map of Business Language Studies (LSP-BLS) within a general NE-LSP-XYZ theoretical paradigm and with heuristic dividing line between intrinsic and extrinsic theory. (XYZ = any given LSP content domain) (Doyle, 2012a, p. 111).

Figure 3, which addresses the pure or intrinsic theory aspect of BLS, now incorporates graphically the core explanation of (1) the descriptive theory considerations identified in the earlier narrative as product, function, or process oriented, and (2) the provisional or partial general theory considerations identified in the same earlier narrative as medium-, area-, rank-, discourse type-, time-, and problem-restricted elements (Doyle, 2012a, p. 110).

GENERAL THEORY OF BUSINESS LANGUAGE STUDIES (BLS)

Pure Theory (Intrinsic)

Descriptive -------------------------> Theoretical: Employs or anticipates the results of descriptive BLS, drawing from the many disciplines that inform it, to "evolve principles, theories, and models which will serve to explain and predict" what BL "is and will be" (adapted from Holmes, 2000, p. 178; see Doyle, 2012a, p. 110)

Product Oriented: Describes or compares, diachronically and synchronically existing and past BL texts and scenarios, including realia

Function Oriented: Analyzes how and why (to what ends) BL works or operates in given socio-cultural situations

Process Oriented: Examines and explains the process or act of BL itself (method and methodology)

General: -------------------------> Provisional or Partial
An intrinsic, general theory is informed by such provisional examples of restricted considerations

Medium-Restricted: Performed by humans, machines, or both

Area-Restricted: Delimited by languages and cultures involved, as well as geographic location

Rank-Restricted: Delimited by semiotic unit of BL analysis and performance, from word to text, image, sound, company, industry, economic sector, etc.

Discourse type-Restricted: Discourse analysis, genre analysis, conversation analysis, using ethnographic and multimethod approaches (Bowles, p. 52)

Time-Restricted: Diachronic and synchronic analyses of BL

Problem-Restricted: Delimited by specific BL issues such as ethics, fair trade, sustainability, translation localization, etc.

Figure 3. Provisional Map of Business Language Studies with core explanations of descriptive theory and general theory (provisional) (Doyle, 2012a, p. 112).

Figure 4, which addresses the applied or extrinsic theory aspect of BLS, now incorporates and further develops the formerly separate graphic depicting methods and methodology in business language (BL) pedagogy as well as sources of information and research for other applied theory considerations, such as course and curriculum development, assessment of learner outcomes, faculty training, and BLS policy. Applied theory represents the area of BLS where most of the theory-based research to date has taken place (Doyle, 2012a, pp. 105, 111).

With this, an ongoing theoretical mapping of NE-BLS in the United States continues to fill in what was not covered or dealt with earlier in as integrative a manner. The goal of providing a useful, general BLS theoretical cartography can benefit only from the forthcoming insights of additional researchers who are interested in contributing to the overall BLS objective: "to examine and predict how languages are, may, or should be used to conduct business in various communicative situations and cultural contexts" (Doyle, 2012a, p. 109). Such a collective benefit is also potentially the case as the NE-LSP theoretical mapping project extends its disciplinary coverage in the US beyond that of the point-of-departure focus on the BLS content domain.

GENERAL THEORY OF BUSINESS LANGUAGE STUDIES (BLS)

Methods and Methodology in BL Pedagogy

Applied Theory (Extrinsic)

BUSINESS CONTENT

Economics (macro and micro)
Management
Banking
Accounting
Property, Plant, and Equipment
Insurance
Communication Systems
Information Technology

Human Resources
Labor Relations
Goods and Services
Marketing
Finance
Import/Export
E-commerce
Legal Environment, etc.

COMMUNICATIVE FUNCTIONS & ACTIVITIES

GEOGRAPHIC CONTEXT

CULTURAL CONTEXT

World
Regions and Specific Countries
Geographic Features
Climate
Capitals, Major Cities and Ports
Natural Resources
Infrastructure, etc.

Large "C" and small "c":
History
Languages
Beliefs and Attitudes
Literature and Arts
Ethnic Groups, Age Distribution
Legal and Political Systems, etc.

Comprehensive, multi-skill, communicative development in speaking, listening comprehension, interpreting, reading, writing, translating, and paralingual expression (kinesics and proxemics)

Inform, describe, announce, solicit, compare, contrast, analyze, calculate, measure, summarize, persuade, respond, present, congratulate, complain, hire, fire, buy, sell, and negotiate, etc.

BLS Pedagogy

BLS Praxis

Methods

Methodology

Course Development (see e.g., Doyle, 2012a, Appendix A, p. 118)
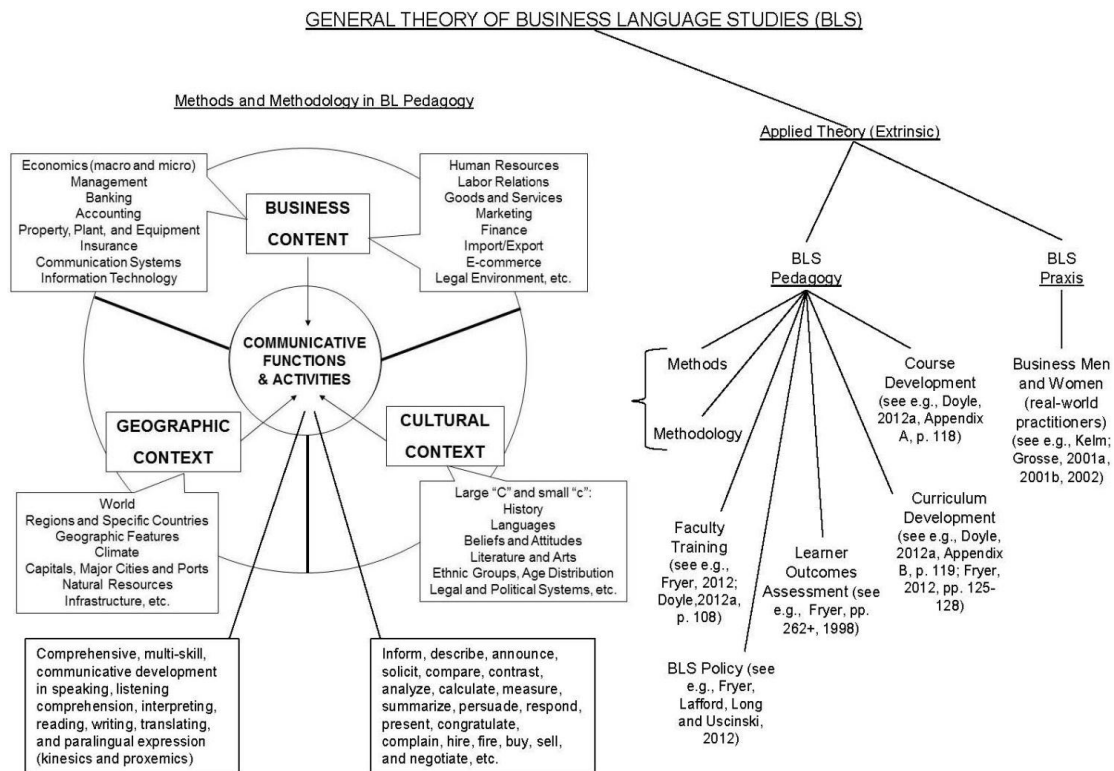
Business Men and Women (real-world practitioners) (see e.g., Kelm; Grosse, 2001a, 2001b, 2002)

Faculty Training (see e.g., Fryer, 2012; Doyle,2012a, p. 108)

Learner Outcomes Assessment (see e.g., Fryer, pp. 262+, 1998)

Curriculum Development (see e.g., Doyle, 2012a, Appendix B, p. 119; Fryer, 2012, pp. 125-128)

BLS Policy (see e.g., Fryer, Lafford, Long and Uscinski, 2012)

Figure 4. Provisional Map of Business Language Studies including BL methods and methodology as well as other applied theory considerations.

Extending Nomenclature and Provisional Theoretical Cartography from BLS to Other NE-LSP Domains

The nomenclature Business Language Studies (BLS) has been proposed as a "more serviceable and academically communal name—a more rigorous toponymic identity—by which to identify itself as a theory-based field of scholarship" within LSP (Doyle, 2012a, p. 105). This has been done because, for academic and political reasons in higher education, nomenclature "encapsulates and stimulates further articulation and validation of the intellectual foundations—theory, method, and methodology—upon which a discipline or subdiscipline builds itself through a pragmatic and constructivist (shared and learner-centered) epistemology" (Doyle, 2012a, p. 106). Furthermore, nomenclature "identifies a scholarly forum in which to explore further and refine underlying intellectual assumptions (metareflection) as well as principles (derived from fundamental, basic, pure, or intrinsic research) that inform and upon which pedagogy and praxis (applied or extrinsic research) may subsequently be based" (Doyle, 2012a, p. 106). BLS may prove useful as a model for more broadly theorizing NE-LSP, such that the "studies" nomenclature may be applied productively to other content domains, which addresses the critical intercultural communication needs of our representative professional schools in the United States via a movement from Business Language *Studies* (NE-BLS) to, for example, Medical and Health Care Language *Studies* (NE-MHCLS), Legal Language *Studies* (NE-LLS), Education Language *Studies* (NE-EDLS: e.g., the rising importance of using Spanish, Vietnamese, Chinese, etc., administratively and pedagogically in K–16 settings),

Engineering Language *Studies* (NE-EGLS), Scientific Language *Studies* (NE-SCLS), Technical Language *Studies* (NE-TLS), and Agriculture Language *Studies* (NE-AGLS), among others. The point is that NE-LSP domains such as these constitute essential areas for effective cross-cultural communication in today's global economy, in which the vast majority of the world does not do its daily living and work in English, and in the increasingly multicultural and multilingual US itself. The word "studies," a rubric broadly adopted in US higher education for interdisciplinary areas of investigation and pedagogy, seems custom-made for LSP and its XYZ content domains. As Lafford (2012) elaborates, "studies" indicates "a field that calls on the expertise of many disciplines for its realization" (p. 6).

The definition of BLS, which represents an example of any NE-LSP domain (XYZ), may be extended and adapted to serve as a suitable vehicle for other NE-LSP domains such as those listed above. Figure 5 demonstrates the slight adjustments required initially, but always in need of ongoing (and definitive) regulation and refinement by specialists within the respective content domains. As seen previously, the NE-LSP subfield of BLS is "a major empirical sub-discipline of LSP whose objective is to examine and predict how languages are, may, or should be used to conduct business in various communicative situations and cultural contexts." Definitional adaptations would replace the phrasing "to conduct business" with wording apposite to each NE-LSP-XYZ discourse domain, as in "for medical, health care, and nursing purposes," "for legal and criminal justice purposes," or "for engineering purposes." Figure 5 provides a definitional template that may be useful for the NE-LSP nomenclature and theory agenda.

1. **NE-XYZS**		1. **any LSP-XYZ**
2. NE-BLS		2. business
3. NE-MHCLS		3. medical, health care, and nursing
4. NE-LLS	is a major empirical sub-discipline of LSP whose objective	4. legal and criminal justice
5. NE-EDLS	is to examine and predict how languages are, may, or	5. education	purposes in various communicative
6. NE-EGLS	should be used for	6. engineering	situations and cultural contexts.
7. NE-SCLS		7. scientific
6. NE-TLS		8. technical
9. NE-AGLS		9. agricultural

Figure 5. Prolegomenal, definitional template for various (XYZ) NE-LSP studies (S) domains.

Within the LSP mapping of a general theory of NE-LSP-XYZ (XYZ = Medical, Legal, etc.), the Descriptive and Provisional content of the Pure Theory (Intrinsic) terrain presented for BLS in Figure 3 would need to be shifted to the different domains being considered, that is, from BLS to MHCLS, LLS, EDLS, EGLS, etc. For example, the business language (BL) in Pure Theory → Descriptive → Product Oriented in the wording "[d]escribes or compares diachronically and synchronically existing and past BL texts and scenarios" would be modified accordingly to any other XYZ content domain (e.g., MHCL, medical and health care language; LL, legal language; etc.) under consideration, as indicated in Figure 6:

Describes or compares diachronically and synchronically existing and past — BL (Business Language) / MHCL (Medical and Health Care Language) / LL (Legal Language) / EDL (Education Language) / EGL (Engineering Language) / SCL (Scientific Language) / TL (Technical Language) / AGL (Agriculture Language) / Any other (XYZ) LSP domain language — texts and scenarios
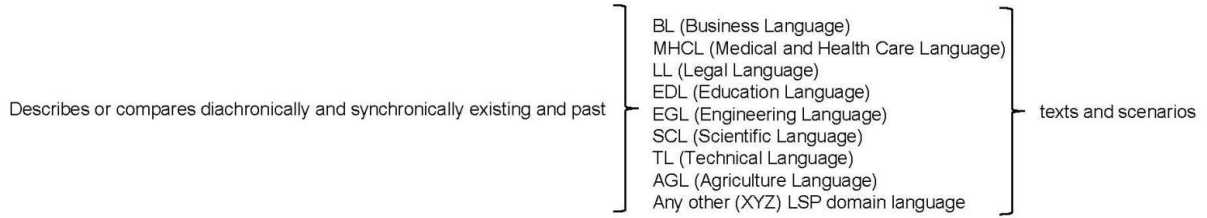
Figure 6. Pure Theory → Descriptive → Product oriented adjustments for various (XYZ) NE-LSP studies (S) domains.

Similar adaptations would be LSP domain-matched throughout as warranted for other descriptive paradigm components (e.g., Function Oriented, Process Oriented, as well as in the Provisional cartography sections of Medium-Restricted, Area-Restricted, etc.).

A corresponding LSP-XYZ adaptation would apply as well to other components of the theoretical modeling, as in the case of the Applied Theory → Pedagogy → Methods/Methodology consideration. Figure 7 anticipates what this particular adaptation might look like initially, with the expectation that LSP domain specialists will refine and regulate the mapping.
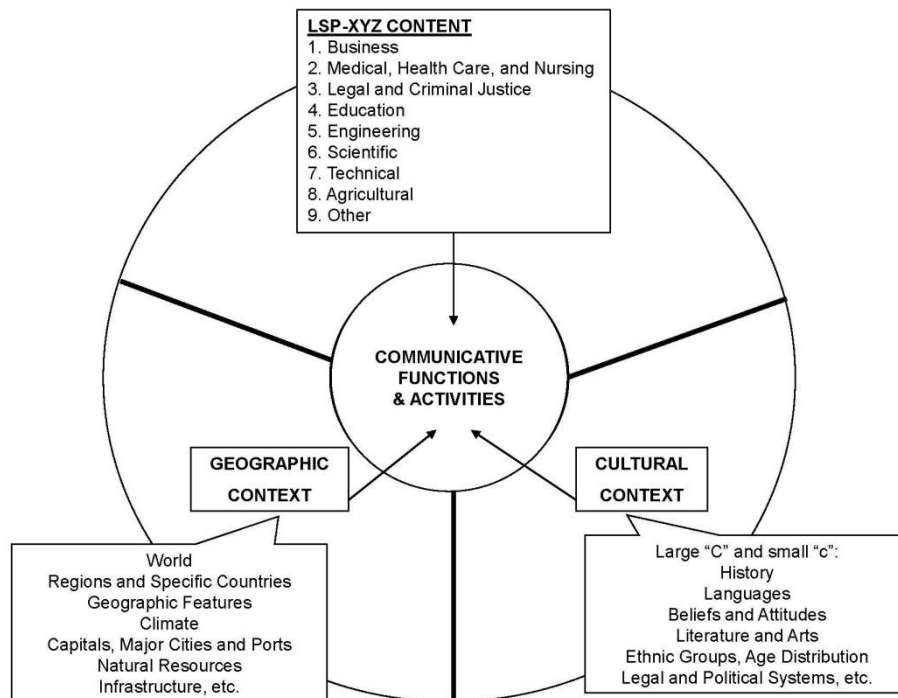
LSP-XYZ CONTENT
1. Business
2. Medical, Health Care, and Nursing
3. Legal and Criminal Justice
4. Education
5. Engineering
6. Scientific
7. Technical
8. Agricultural
9. Other

COMMUNICATIVE FUNCTIONS & ACTIVITIES

GEOGRAPHIC CONTEXT

CULTURAL CONTEXT

World
Regions and Specific Countries
Geographic Features
Climate
Capitals, Major Cities and Ports
Natural Resources
Infrastructure, etc.

Large "C" and small "c":
History
Languages
Beliefs and Attitudes
Literature and Arts
Ethnic Groups, Age Distribution
Legal and Political Systems, etc.

Figure 7. Applied Theory → Pedagogy → Methods/Methodology adjustments for various (XYZ) NE-LSP studies (S) domains.

The overarching goal is to collaboratively devise a useful, informative, and adaptable general NE-LSP theoretical model that accounts for (1) what is already being done (e.g., initially in NE-LSP-BLS) while (2) serving as a catalyst and predictor for future NE-LSP developments. A goal is also to more solidly secure the NE-LSP field *theoretically* in US higher education, an anchoring project that remains a continuing priority (Doyle, 2012A; Fryer, 2012; Lafford, 2012).

The Potential of Post-UAB Symposium LSP Theory Development Working Groups and Beyond

The third purpose of this article is to propose for consideration the opportune formation of post-UAB First International Symposium theory development working groups to collaborate on the further development of the theoretical cartographies and narratives that the gathering era of global LSP—a new curricular and research status quo—will require in US higher education and beyond. The synergetic work of these LSP Theory Development Working Groups (TDWG), at (although not restricted to) future UAB-initiated symposia on Language for Specific Purposes, with a near-term focus on shoring up pure and intrinsic LSP theory, will cooperate with the more developed and ongoing research in applied theory, new directions for which can also be proposed and pursued by the symbiotic TDWGs (in intrinsic and extrinsic theory). Ideally, the TDWGs would complement the parallel creation of additional symbiotic working groups, such as an LSP Content Development Working Group (CDWG) and an LSP Methodology Development Working Group (MDWG), among others that might be identified as essential to a better understanding and advancement of LSP. The UAB-initiated theory, content, and methodology working groups could also meet to pursue and share their ongoing research and development at other professional meetings, such as the annual conference of the federally-funded Centers of International Business Education and Research (CIBERs), annual gatherings of the American Council on the Teaching of Foreign Languages (ACTFL), the AATs (American Associations of Teachers of French, German, and Spanish and Portuguese), the Chinese Language Teachers Association (CLTA), the Modern Language Association of America (MLA), and the American Association for Applied Linguistics (AAAL), among others, as well as extending their efforts internationally in a global LSP dialogue and collaboration that should be pursued more vigorously and purposefully than ever before. The formation of such LSP working groups in core developmental areas—theory, content, and methodology—represents a consequential opportunity for UAB to extend its LSP leadership beyond the groundbreaking First International Symposium. As Symposium Director Lourdes Sánchez-López (2012) has written in her colloquium epilogue, "Because of the discussions that took place during and after the symposium, we believe that we may have prepared a solid ground for something larger, collaborative and long-lasting with strong national and international repercussions" and "[c]ollaboration, integration and unity are key elements for the success of our growing field" (no pagination). The UAB Symposium could serve as a prelude to an International Year of LSP, to be coordinated globally among scholars and to herald a concerted and sustained International Decade of LSP. This would serve to galvanize an integrative, long-term commitment to LSP development during which "the field of LSP can truly 'come of age'" (Lafford, 2012, p. 22). In this promising context, the UAB Symposium may even help trigger the creation of an American Association of Languages for Specific Purposes (AALSP), along the lines of the European Association of Languages for Specific Purposes,[7] or even a more global International Association of Languages for Specific Purposes (IALSP). In any event, as a result of ongoing interest forums, such as the UAB Symposium, future surveys of the "Evolution of Languages for Specific Programs in the United States" will have the greatest potential ever to confirm LSP as a curricular status quo and mainstay.

Conclusion

In 2012, it is not at all far-fetched to say that US foreign language programs, departments, and institutions that do not embrace non-English LSP will be on the wrong side of curricular and pedagogical history in secondary and higher education as we advance further into the LSP era of the 21st century. This affirmation presupposes the basic and applied research (intrinsic and extrinsic) that underlies, informs, and is derived from how NE-LSP is used or intended to be used. Ongoing fruitful work in theory and method, which should contribute to improved curricula, pedagogy, and teaching materials, must be pursued as essential to the maturation of the field.

Notes

[1] The conference theme was "Scholarship of Teaching and Learning" and featured inter-national presenters in a broad array of LSP sessions (see http://www.uab.edu/languages/symposium). Conference Director, Lourdes Sánchez-López, and the Organizing Committee (Brock Cochran, Malinda Blaire O'Leary, Yahui Anita Huang, John Moore, Sheri Spaine Long, Susan Spezzini, Rebekah Ranew Trinh, and Mike Perez) are to be commended for planning and hosting the informative event.

[2] Doyle addresses the issue of LSP-BLS title and taxonomy twelve years later, in 2012, in "Business Language Studies in the United States: On Nomenclature, Context, Theory, and Method."

[3] See "Table I: Types of Languages in the United States Currently Offered Across Languages and Professions During the 2010–2011 Academic Year" (Long and Uscinski, 2012, p. 176). The Grosse and Voght (1990) survey showed that LSP was already well-established in the national curriculum and pedagogy at "all sizes and types of four-year institutions. . .at private and public institutions. . .fairly evenly distributed among small, medium and large institutions" (p. 38).

[4] Delivered by Doyle on April 14, 2012, the keynote address focused on two theoretical considerations: (1) that those engaged with LSP-Translation, especially its pedagogy, be "good utopians" who are well grounded in the extensive bibliography on translation theory (descriptive, prescriptive and speculative) and method, and (2) that those engaged in LSP-Business Language Studies (BLS) further articulate and develop its intrinsic theoretical aspects in order to complement the extensive work already done in extrinsic and applied BLS, given that the development of methods and methodology has far outstripped theoretical considerations *per se*, the latter of which are now warranted to more adequately anchor the field in American higher education. These are bookend theoretical concerns in that the first, in the field of translation, deals with an abundance of theory, dating back several millennia, which should not be ignored when praxis and pedagogy occur; the second, in the field of BLS, considers the lack of articulated theory upon which praxis and pedagogy are based.

[5] Regarding this maturation process, Lafford (1991) has written that "the field of (non-English) LSP in the United States needs to follow the lead of the fields of CALL [computer-assisted language learning], Translation Studies, and ESP/EAP [English for Specific Purposes/English for Academic Purposes] all over the globe in order to become recognized as a valuable subfield of applied linguistics and to take its rightful place in the

academy. At that point, the field of LSP can truly 'come of age' and Grosse and Voght's (1991) initial optimism over the position of LSP in the FL [foreign language] curriculum finally will be realized" (22). Long and Uscinski (2012) also conclude that the maturation is ongoing, as the Grosse and Voght "optimistic, almost euphoric hopes for the reenergizing and internationalization of the US education system (and LSP's role in that process) have yet to be fully realized" (188). Long and Uscinski "predict a continued steady presence ["maturation"] of LSP in university curricula for years to come" (188).

[6] Doyle (2012a) reminds us that "methods and methodology, of course, presuppose a theory, regardless of whether it is fully developed and articulated" (108–109).

[7] Created in 1992, it is an "association of European University professors specialised in languages for specific purposes" whose "objective is that of fostering and promoting both the research into and teaching of modern languages as regards their applications to science and technology" (http://www.aelfe.org/?l=en&s=origen).

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ON THE CURRENT STATE OF LSP

Language for Specific Purposes Job Announcements from the Modern Language Association Job Lists: A Multiyear Analysis

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Abstract: The Modern Language Association (MLA) report "Foreign Languages and Higher Education: New Structures for a Changed World" (2007) recommended that the language disciplines decenter off literature and design programs that are more directly related to "real world" contexts. This recommendation has awoken renewed discussion about how best to promote and develop multilingualism and intercultural competence in the United States. In order to change undergraduate offerings, it would be necessary to change the focus of graduate programs. Changing the focus of graduate programs is a delicate and high stakes task, which can influence both the nature of intellectual production in the United States as well as impact the employability of thousands of new PhDs. Will the MLA 2007 report stimulate any lasting change? Will the number of jobs which deviate from the traditional literature, linguistics and second language acquisition fields merit redesign of graduate programs to train future professors to meet this demand? The MLA Foreign Language Job Information List contains a plethora of data that can provide answers for some of these questions. This article seeks to create insights into a significant subcategory of the Foreign Language profession by presenting an analysis of job announcements for Language for Specific Purposes (LSP).

Keywords: jobs, job announcements, Languages for Specific Purposes (LSP), Modern Language Association (MLA), non-tenure track (NTT), tenured/tenure track (TTT)

Introduction

Since its release five years ago, the Modern Language Association (MLA) report "Foreign Languages and Higher Education: New Structures for a Changed World" (2007) has awoken renewed discussion in the profession about how best to promote and develop multilingualism and intercultural competence in the United States. The suggestion that the language disciplines should decenter off literature and design programs that are more directly related to "real world" contexts has caused both consternation and excitement as well as much discussion about what steps would be necessary to redesign both undergraduate and graduate programs in order to train future faculty to teach within the proposed new scenarios (e.g., Porter, 2009; Rifkin, 2012). Changing the focus of graduate programs is a delicate and high stakes task that can influence both the nature of intellectual production and international understanding in the United States as well as impact the employability of thousands of new PhDs. Thus, those in the profession are wise to move deliberately and to consider the multiple angles. From the point of view of preparing future professors, some very pragmatic issues of job market demand must be considered. For example, will the MLA 2007 report stimulate any lasting change? Are departments truly moving to transform their undergraduate offerings away from literature? If so, in what ways are they redefining their programs and who will teach these courses? What is the balance between tenured/tenure track (TTT) and non-tenure track (NTT) jobs

in these areas? Will there be steady demand for future faculty trained to meet the new scenarios? Are new research fields emerging? If so, what do they look like? Will the number of jobs that deviate from the traditional literature, linguistics and second language acquisition fields merit redesign of graduate programs to train future professors to meet this demand? Or, is it more a question of helping future professors to enhance the traditional fields of specialization with new pedagogical approaches and secondary content expertise?

The MLA Foreign Language Job Information List contains a plethora of data that can provide answers for some of these questions and be used to gauge the direction of the Foreign Language professions. In fact, the MLA itself releases yearly summaries of many of the overarching themes, such as number of jobs overall, changes in demand between languages, and so forth, but the potential exists to provide much more detailed analysis, which will be useful—and even crucial—to shaping the future of Foreign Language education in the United States. Along those lines, this article seeks to create insights into a significant subcategory of the Foreign Language profession by presenting an analysis of MLA Job List announcements with a focus on Languages for Specific Purposes (LSP).

Since the late 1940s, the LSP field has been meeting the 2007 MLA report's stated goals of increasing the number of "educated speakers who have deep translingual and transcultural competence" as well as the ability to carry that competence beyond the classroom into the world (MLA, 2007, p. 3). The LSP field continues to represent a significant area of Foreign Language Education in the United States. The national survey "Evolution of Language for Specific Purposes programs in the United States: 1990–2011" conducted by Long and Uscinski (2012), shows that, since the early 1990s, overall offerings of LSP have remained stable at 62% while at the same time the sophistication and variety of offerings have become deeper and more focused in response to the nuanced needs within different multilingual settings. The LSP faculty profile created as part of this survey indicates a more or less even split between TTT faculty and NTT faculty. In addition, while 20% of faculty listed LSP as their primary field of academic preparation, a dramatic 80% indicated another field as their primary field of academic preparation. Of these, the majority listed Literature as their primary focus, with Linguistics and Cultural Studies running a distant second and third (Long & Uscinski, 2012, p. 183). In part, this mix of primary fields has a very pragmatic explanation since as new fields develop, there will necessarily be a large number of "ground breakers" who are willing and able to expand their research and pedagogical skills beyond their original areas of content expertise. But, in addition, and more importantly, this mix of expertise is by definition one of the advantages and challenges for any interdisciplinary field.

Recent volumes focused on LSP (e.g., Gueldry, 2010a, Gueldry 2010b; Lafford, 2012; Pérez-Llantada & Watson, 2011) showcase the rich research potential of the LSP focus for a variety of fields and point to the advantages of interdisciplinary research for addressing many of the complex intercultural issues faced in today's "global setting." These publications also provide significant insights into the history, current state and future potential for the LSP field. One of the difficulties highlighted in this body of work is that interdisciplinary work often blocks the professional progress of faculty since tenure and promotion structures are more suited to single focus research fields. Against this backdrop of past practices, the following analysis of LSP job announcements will shed light on how the profession envisions the future of the LSP field as well as offer insight

into what provisions (if any) are being made in the design of new positions to support and promote the professional success of faculty who possess highly needed interdisciplinary expertise.

Methodology

The job announcements have been analyzed for two "snap shot" moments: the online *MLA Foreign Language Job Information* list September 2008–January 2009 and the online *MLA Foreign Language Job Information* list from September 2011–June 2012 (and, one chart shares additional data on Spanish for Business from September 2007–January 2008). It should be noted that in 2008–2009 there was an historic decline in job announcements that continued into 2009–2010. Since 2010–2011, there has been a "tentative climb upwards" (Lusin, 2012, p. 95). Because of the unique moment represented by the job market during these years, and because only two years of data are presented, there has been no analysis performed to determine if changes in raw numbers or percentages represent statistically significant changes overtime. Rather than attempting to track statistical changes, the goal of this current project has been to have a more clear understanding of the quantity and specific profiles of jobs in the LSP field both in relation to the overall job market, and within the LSP profession itself.

The data was collected as follows: the search function included in the electronic posting of the job list was used to first search each language for the total number of jobs for all ranks and regions in each language (both expired and current listings). The categories offered on the MLA job list that were searched are: Arabic, Chinese, French, German and Scandinavian, Hebrew, Italian, Japanese, Portuguese, Russian and Slavic, Spanish, Other languages, Linguistics and ESL, Generalist, and Other. After establishing the total number of jobs for each language, several new searches were conducted per language using the keyword function to limit results. For the 2008–2009 list, the search was repeated for each language using the keyword 'business,' and this keyword brought up announcements that also contained other LSP terms such as 'professions,' 'translation,' 'medical,' etc. For the search of the 2011–2012 MLA list, a more expanded set of keywords was used. Each language was searched separately for the following keywords: business, translation, medicine, medical, professions, professional and specific/special purposes. To avoid double counting of announcements that included several of the search words and to eliminate "false positives" when the keywords were used in non-LSP contexts, once they were identified, the LSP announcements were read individually and hand-sorted.

After extracting the number of LSP jobs in relation to the overall number of jobs for each language, further analysis was conducted on the specific nature of the LSP jobs, whether the LSP field was listed as primary or secondary, the split between TTT and NTT positions within these categories, and in the case of jobs that list LSP as a secondary field, what primary fields are most often combined with LSP.

Results

Search terms.

For the 2008–2009 search, even though additional search terms emerged through the key word 'business,' the majority of jobs were for 'language for business' with 'translation' coming in second. In 2011–2012, the highest results were for business, translation, professions, medical and specific/special purposes in descending order. 'Medicine' and 'professional' did not achieve any results in any language. This process revealed that when the keywords 'specific/special purposes' and 'professions' are used they are frequently followed by a parenthetical list of examples that duplicated other keywords (most often 'business' and 'translation'*)* along with words not used in the search function. For example, for Spanish, other parenthetical examples included 'legal,' while for German, 'engineering' is a significant 'specific purpose.' 'Medical' only appeared in Spanish LSP job announcements, occasionally as a stand-alone term, but most often as one possible professional use. 'Translation,' on the other hand, was a stand-alone term that rivaled 'business' in Spanish, French, German, and Japanese. (In these cases, only non-literary translation positions were counted since there is a clear distinction in announcements between literary translation theory and applied professional translation.)

Categories with LSP announcements.

Categories that included jobs with an LSP focus in both 2008–2009 and 2011–2012 are Arabic, Chinese, French, German and Scandinavian, Japanese and Spanish. Categories that had no LSP jobs linked to the keywords in either sample are Hebrew, Italian, Portuguese, Russian and Slavic, Other languages, and Generalist. The Linguistics and ESL heading had no LSP jobs in the 2008–2009 list, but in the 2011–2012 had 10 LSP jobs out of 120 total (8.3%), 2 in ESL and 8 in Spanish. However, since the focus of this article is not on ESL and the Spanish linguistics/LSP jobs have also been counted in Spanish and will be analyzed there, the Linguistics and ESL category will not be analyzed further in this article. In each of the years, the category 'other' has a few interdisciplinary opportunities with a professional focus that breaks away from categorization by language.

Overall numbers.

Table 1 shows the total number of jobs compared to total LSP jobs and percentages for all languages from the 2008–2009 and 2011–2012 samples.
Overall, the LSP job offerings fluctuate between 2 and 9% of all jobs, depending on specific language and year.

Table 1

Total jobs vs. total LSP jobs and percentages by language 2008–2009 and 2011–2012

Language	2008–2009 Total of all jobs in sample of MLA job list	2008–2009 Number of jobs with LSP element in sample	2008–2009 % of jobs with LSP element out of all jobs in sample	2011–2012 Total of all jobs in sample of MLA job list	2011–2012 Number of jobs with LSP element in sample	2011–2012 % of jobs with LSP element out of all jobs in sample
Arabic	46	2	4.3%	46	1	2.1%
Chinese	64	6	9.3%	79	4	5%
French	150	6	4%	177	9	5%
German and Scandinavian	90	4	4%	120	9	7.5%
Italian	-	-	-	59	0	0
Japanese	?	2		38	2	5%
Portuguese	-	-	-	39	0	0
Russian and Slavic	-	-	-	34	0	0
Spanish	377	13	3%	365	29	7.9%
Other languages	-	-	-	64	0	0
Linguistics and ESL	-	-	-	120	2 ESL and counted in Spanish 8 linguistics (5 required and 3 possible field)	8.3%
Generalist	-	-	-	34	0	0
Other	?	3		137	1	NA

Table 2 breaks down the total number of LSP jobs for both sample years into categories of LSP as a primary or secondary field of interest and also indicates whether the jobs are TTT or NTT.

Table 2
Total number of LSP jobs compared to primary or secondary field and Tenured/Tenure Track (TTT) or Non-Tenure Track (NTT) by language for 2008–2009 and 2011–2012

Language	2008–2009 Total number LSP in sample	2008–2009 LSP as Primary field and TTT or NTT	2008–2009 LSP as secondary field and TTT or NTT	2011–2012 Total number LSP in sample	2011–2012 LSP as Primary field and TTT or NTT	2011–2012 LSP as secondary field and TTT or NTT
Arabic	2	1 (NTT)	1 (TT)	1	0	1 (NTT)
Chinese	6	2 (NTT)	4 (TTT)	4	1 (TT)	3 (2 TT/1 NTT)
French	6	3 (2 TTT/1NTT)	3 (TTT)	9	2 (1 TT/1 NTT)	7 (3 TT/ 4 NTT)
German and Scandinavian	4	4 (2TTT/2NTT)	0	9	1 (TT)	8 (4TT/3 NTT)
Japanese	2	1 (NTT)	1 (TTT)	2	2 (1 TT/1 NTT)	
Spanish	13	6 (NTT)	7 (TTT)	29	13 (9 TT/ 4 NTT)	16 (11 TT/ 5 NTT)
Other	3	1 (TT) Primarily business, PhD in applied linguistics or other fields of linguistics and MA in one of the World Languages)	2 post docs language open PhD field open; work on creating connection between the arts and the sciences and business	1	1 (TT) Director of a center for International Understanding	
Total	36	18 (5 TTT/13 NTT)	18 (16 TTT/2 post docs)	53	20 (14TTT/6NTT)	34 (21 TTT/ 13 NTT)

Table 3 transforms the raw numbers from Table 2 into percentages from the 2008–2009 and 2011–2012 samples of TTT LSP positions overall, and the split for jobs with LSP as the primary field or secondary field. In order to provide context, the percentages of TTT jobs by language for the overall profession from the 2011–2012 job list is also provided in this table.

Table 3
2011–2012 percent of tenured/tenure track (TTT) for all jobs vs. 2008–2009 and 2011–2012 percent of TTT in LSP total and percentages of TTT with LSP as primary or secondary field

Language	2011–2012 % TTT of total jobs in MLA sample	2008–2009 % TTT of total LSP in sample	2008–2009 % TTT LSP as primary within total LSP sample	2008–2009 % TTT LSP as secondary within total LSP sample	2011–2012 % TTT of total LSP sample	2011–2012 % TTT LSP as primary within total LSP sample	2011–2012 % TTT LSP as Secondary within total LSP sample
Arabic	**43%**	**50%**	0%	50%	**0%**	0%	0%
Chinese	**47.5%**	**66%**	0%	66%	**75 %**	25%	50%
French	**47.9 %**	**83%**	33%	50%	**44%**	11%	33%
German and Scandinavian	**38%**	**50%**	50%	0%	**55 %**	11%	44%
Japanese	**48%**	**50%**	0%	50%	**50 %**	50%	0%
Spanish	**53%**	**53%**	0%	53%	**68%**	31%	37%
Overall	**49%**	**58%**	50%	8%	**64%**	25%	39%

The percentages of TTT positions for the overall profession by language range from 38% (in German) to 53% (in Spanish). For 2008–2009 the percentages of TTT positions out of the body of LSP jobs ranged between 50% and 83% while in 2011–2012 the percentages ranges from 0% to 75%. When the LSP jobs are analyzed for TTT positions with LSP as a primary field or as a secondary field, the TTT positions with LSP as a secondary field are slightly more than LSP as a primary field for both samples. From 2008–2009 to 2011–2012 there would seem to be a decrease in the overall number of TTT primary LSP positions, but these numbers are misleading, since in 2008–2009 only two languages (French and German) had TTT primary LSP positions, while in 2011–2012 all languages except for Arabic have at least one TTT primary LSP position.

Discussion of overall numbers.

At first the overall percentages of LSP positions to total jobs may seem low, but it helps to contextualize them by briefly comparing with the percentages of other more traditional specializations within the language professions. So for example, from the 2011–2012 list, a search in late July for Spanish with keyword 'Mexico' reveals 18 out of 359 or 5% of jobs focused on this specialization, while the keywords 'Golden Age' yield 12 out of 359 or 3% of jobs, 'Modern Peninsular' appears in 16 out of 359 or 4.4%, 'Applied Linguistics' in 41 out of 359 or 11% of announcements, and 'Cultural Studies' tallies a dramatic 82 out of 359 or 22% of all jobs in Spanish. For French, the keywords '18th century' exist in only 5 out 175 or 2% of jobs, while '20th century' yields 12 out of 175 for 6%, 'Francophone' 54 out of 175 for 30%, 'Applied Linguistics' 11 out of 175 for 6%, and 'Cultural Studies' 57 out of 175 for 32%. In contrast, the 'Generalist' category defines 34 out of 359 or 9% of jobs for Spanish but for French only 6 out of 175 or 3%. One could continue to generate multiple different combinations of keywords. For the purposes of this article the point meant to be illustrated by this quick comparison of some literary and linguistic categories is to show that the percentages for job offerings requiring some LSP content, while not in the double digits, are as significant as many other smaller fields of specialization within the profession, and thus, LSP is a viable career enhancing area of expertise for those who have an interest or previous experience in an LSP area or who have access to LSP content and/or teaching experience through their graduate institution.

In regards to the percentage of TTT positions, it appears that the ratio of TTT to NTT within the LSP profession is slightly better than in the overall job market. But, as stated earlier, no analysis has been done to determine statistical significance. What is clear, however, is that the ration of TTT to NTT for LSP is at least the same as for the overall market. However, the most important element in the analysis of TTT vs. NTT positions is the split between primary and secondary fields. In this case, the numbers do not seem to justify advising graduate students to focus exclusively on an LSP field. Rather, they should pursue LSP as a strong secondary field and be prepared in the case of primary LSP positions to expand on their LSP expertise further. This leads to the question of which primary fields are most often combined with a secondary interest in LSP in the job announcements. It is not possible to make overall generalizations about this, since the primary/secondary field combinations are quite specific to each language. So, in what follows, the results for each language will be presented and discussed individually.

Arabic

In 2008–2009, there were 2 LSP jobs out of a total of 46 announcements or 4.3% of jobs had an LSP element. One of these jobs was a tenure track position with a primary field listed as expertise in language, culture and civilization with business and comparative literature as desirable secondary fields. The other was a non-tenure track position with primarily a focus on Arabic for business and additional duties as administrator of the Arabic minor. In 2011–2012, the sample also revealed 46 jobs but just one (or 2.1%) had an LSP focus. This non-tenure track position offered a 3 year renewable contract but had a hefty list of requirements:

Required: Experience with the proficiency communicative approach; ability to teach at least one colloquial dialect in addition to Modern Standard and Classical Arabic at all levels, and content courses such as Newspaper/Media Arabic and Business Arabic; experience in curriculum development and supervision, along with full competency to teach language and content courses at all levels; completed doctoral degree by time of appointment.

Chinese

In the 2008–2009 sample, there were 6 LSP jobs out of a total of 64 for Chinese, which represented 9.3% of all jobs in this language. For the 2011–2012 sample, the percentage is lower at 5%, while the total number of jobs is higher at 79 only 4 positions mention LSP. In 2008–2009, there was one tenure track assistant level position and 3 tenured at the level of Associate or Full. All of these positions were at the City University of Hong Kong and listed cultural management communication as the primary field with business as a secondary area. The jobs that listed business as a primary field were both non-tenure track: one visiting professorship focused on policy and business and one non-tenure track full-time position, which also included administration of the minor. In 2011–2012, there were 3 TTT positions: two had a primary focus on LSP, one focused especially on "courses related to Chinese Business Language and Culture" the other specified that "research should focus on the knowledge and behavioral demands confronting nonnative speakers seeking professional level competencies in contemporary China, issues of cross-cultural communication between Americans and Chinese, and the development of pedagogical instruments for training in these areas." The other TTT position and the NTT position listed the interest in and ability to teach Chinese for business as a plus, while leaving the actual specialty open.

French

In the 2008–2009 sample, there were 6 LSP jobs out of a total of 150 for 4% and in 2011–2012, 9 out of 177 for 5%. The 2008–2009 positions were split equally between primary and secondary with a majority of the jobs (5) as TTT, and the only NTT was in the primary LSP category. The field combinations during this year were quite interesting with the primary fields being defined as "Business French and also Italian with a PhD in French from any field" and "open area able to teach Business French and Francophone cultural studies" for the TTT positions, and "French and Spanish able to interact with regional business" for the NTT position. When LSP was listed as a secondary field the primary fields were: 1) French literature and/or Francophone studies, in a program that had an Undergraduate major in Global studies, 2) 19th-and 20th-century literature or Francophone studies or linguistics, and 3) Post-1600 French studies and an "active participation in Language and Cultures for Professions and ability to create internships/study abroad."

In 2011–2012 the French LSP positions were split 2/7 with a distribution of 1 TTT and 1 NTT in primary LSP and 3 TTT to 4 NTT in the category of secondary field. For the TTT primary LSP position, the description specified a Generalist, with preference being

given to specialists in Cultural Studies and Business French. The NTT position required a PhD or equivalent in French or related field but stated that the successful candidate:

> must be familiar with current business and economic issues in Francophone countries and the EU and be able to develop and maintain links to the Francophone business and cultural community in the Greater Atlanta area and also serve as academic advisor for students in the Language and Business concentrations and interest/experience with Study Abroad programs is a plus.

For the jobs that specified interest in LSP as a secondary field, the specified primary fields were: 1) pre-20th-century French literature and culture and the LSP field was translation, 2) Linguistics and pedagogy, and 3) PhD in Spanish, French or Romance Languages, with preference for those who can teach both French and Spanish though candidates who can "teach only French will be considered." The NTT positions in the secondary LSP category listed language teaching, pedagogy and phonetics as primary interests and the LSP fields were translation and business.

It is important to note that in the French announcements, when LSP capabilities are listed as secondary interest they are most often included in a list of possible secondary fields like phonetics, phonology and stylistics. Keywords 'business' and 'translation' predominate. It is also important to note the frequent combination of Francophone studies with LSP fields.

German and Scandinavian

In this category, all the LSP jobs were for German with 4 out of 90 or 4% from the 2008–2009 sample and 8 out of 120 or 6% for the 2011–2012 sample. In 2008–2009, all the jobs were for primary LSP field with 2 TTT and 2 NTT. The TTT positions listed the PhD field as open and emphasized the "ability to develop Professions Focus" for the first and phonetics and business for the second. For the NTT positions one had an open PhD field, and also asked for English in addition to German for Business, and the other NTT position, which was renewable, included the administrative task of directing the Business German PhD and required a PhD in Applied Linguistics with a focus on language and identity.

In 2011–2012, the sample yielded one primary LSP job seeking a colleague with PhD in any area to contribute to a "new beginning in the German studies program." The primary interest was in "practical experiences" for the student such as "cultural studies (politics, society, business, media, film) literature and second language acquisition." The TTT LSP secondary jobs had primary fields of: 1) 19th- through 21st-century German Studies, the LSP fields of interest were film, professions (engineering and business) and language-across-the-curriculum, 2) German literature with an LSP field in translation, 3) German or German studies, and 4) German and German Cultural Studies. The NTT positions did not specify the PhD field and were primarily focused on general language teaching and some advising and administrative tasks. Of particular note in these announcements is the predominance of German studies or German Cultural studies over literature.

Japanese

In the 2008–2009 list sample, there were two LSP jobs (the overall number of Japanese positions is unclear). They are: one NTT primary LSP position to administer the Japanese for business minor and one TTT secondary LSP position which called for the ability to teach all levels of language, civilization, history, business, contemporary culture and literature. In 2011–2012, there were 2 jobs out of 38 or 5%. Both were primary LSP positions. The TTT position was for the University of Hong Kong and stated, "Those specializing in literature, film, translation, linguistics, business culture, anthropology, and/or religion are especially encouraged to apply." The NTT position clarified that the candidate is expected to work with faculty to design and develop content-based/thematic-based courses and/or Japanese language for special purposes.

Spanish

The data for Spanish LSP is more extensive since the majority of LSP jobs are in this language. Also, the data is drawn from three sample moments since in addition to the 2008–2009 and 2011–2012 sample used for the other languages, data was also collected for Spanish from the September 2007–January 2008 portion of the MLA list, which can be seen in Table 4.

Table 4
Breakout of data for Spanish job listings for 2007–2008, 2008–2009, and 2011–2012

Spanish	Total jobs 2007–2008	LSP jobs 2007–2008	Total jobs 2008–2009 (Sep–Jan 23)	LSP jobs 2008–2009	Total jobs 2011–2012	LSP
Totals	514	40	377	13	365	29 (5 specifically call for linguist)
Primary LSP Focus		0		6 (NTT)		13 (9 TTT/ 4 NTT)
Secondary LSP focus		40		7 (TTT)		16 (11 TTT/ 5 NTT)

In the 2007–2008 sample (which was the year before the dramatic drop in job offerings), there were 40 LSP jobs out of a total of 514 Spanish positions, which equaled 9% of jobs. In the 2008–2009 sample, there were 13 LSP jobs out of 377 for 3% and in 2011–2012, 29 LSP jobs out of 365 for 7.9%.

In 2007–2008, data was not collected for TTT vs. NTT positions, but all the LSP designations were listed as a preferred secondary field, 26 in the area of business, 15 for professional (non-literary) translation/interpretation, and 9 for medical. Typical announcements were "Assistant Professor of Spanish (Golden Age). . . . [S]trong preparation in

Golden Age literature. . . . [W]illingness to teach Business Spanish. . .” and “Tenure-track position. . . . [F]ield of specialization open, but generalist with Latin American studies preferred. Must be prepared to teach all levels of language (including business Spanish) as well as Hispanic Americana and Peninsular literatures and cultures.”

In the 2008–2009 list, though the overall numbers had dropped, the number of primary LSP positions had increased dramatically to 6, although all were NTT positions some requiring only a MA. The 7 secondary LSP positions were all TTT. The designated primary fields followed the standard areas of specializations of the Spanish profession with a predominance of literature positions and the announcements were characterized by the “laundry list” nature shown in the examples above.

In the 2011–2012 sample, of the 29 positions 13 were for primary LSP positions and 9 of these were TTT. Of the 16 secondary LSP positions, 11 were TTT. There are some dramatic changes in the nature of the job announcements in this sample. For example, where as in previous job list samples ‘business’ was the primary word, and most often was a stand-alone term, this time none of the job announcements called only for ‘business,’ rather ‘business’ was always included in a list of options (e.g., medical, legal, interpretation, etc.) most often under the heading ‘Spanish for the Professions.’ ‘Spanish for Health Professions’ or ‘Medical Spanish’ seemed to gain ground, with 3 TTT positions (two primary LSP and 1 secondary LSP). Translation and interpreting studies showed a marked increase with 8 TTT positions of which 5 were primary LSP and 3 secondary LSP positions. Translation also appeared in 4 NTT secondary LSP positions. In addition, whereas earlier lists had predominantly shown literary fields combined with LSP, in this sample, applied linguistics showed significant gains with 4 jobs specifically designating a combination of applied linguistics and an LSP field (translation, interpretation, or medical) and 3 listing linguistics in general as one of the possible primary fields.

Some of the announcements still combined seemingly disparate primary and secondary fields. For example “Contemporary Peninsular Literature with emphasis on theatres and /or poetry. . . . [E]xperience teaching Spanish for the Professions a plus” or “Preferred specialization Peninsular and Cultural studies; ability to contribute to Spanish for health professions (interest in interdisciplinary research/program development).” The mention of interdisciplinary research marks an opening up that is observable in many of the Spanish announcements. Yet, in spite of the mention of interdisciplinary research being a valued interest, in this sort of advertisement, there is really no clear vision of what that interdisciplinary research might look like. While it is true that this kind of open-endedness can be exhilarating and freeing for a creative professional, it can also be somewhat problematic at the time of tenure and promotion review.

In contrast to this sort of announcement that has previously characterized LSP job descriptions, there were a number that had very specific and extensive LSP designations. Consider for example this announcement for an Assistant Professor in Spanish Applied Linguistics:

> The Department of Modern Languages and Literature at the University of [X] is seeking an innovator in Spanish applied linguistics or Latin American or Latina/o cultural studies research and pedagogy with interdisciplinary skills to engage the complex socio-cultural dimensions of health-related issues in South Texas. This position requires a willingness to develop a research plan and engage in cross-

disciplinary research in healthcare issues of particular importance to the region of South Texas, such as health literacy, diabetes, obesity, or health issues surrounding poverty, race, gender, class, immigration, or legality. The successful candidate will participate in teaching and mentoring in the Department's unique program in Medical Spanish for Heritage Learners, will collaborate with faculty from other departments in advancing research in healthcare, and will teach undergraduate and graduate courses in the area of specialization. A PhD in Spanish is required prior to start date in Fall, 2012. The successful candidate will have native or near native fluency in Spanish. The candidate must demonstrate potential for teaching excellence, research and publication, and grantsmanship.

Or another from a criminal justice program "[X University] seeks an Assistant Professor of Spanish/Specialist in Translation and Interpreting (Foreign Languages), PhD in Spanish Translation, interpreting or related field."

   The specificity and focus of these job announcements mark a significant change in the envisioning of Spanish LSP fields and seem to create clear direction for the expected research agenda, which would allow the faculty member to develop a unified body of research and facilitate the path to tenure/promotion.

   One question that comes to mind when reading these more detailed job descriptions is how many candidates there might be for such jobs given the very specific qualifications (especially in the Applied linguistics ad for the medical field). Also, one is lead to ponder what the doctoral programs that are producing such specialists might look like. There are a few doctoral programs around the nation that are already preparing candidates for such positions and a description and analysis of these programs is material for another article. For our purposes here, these job announcements lead us to return to the questions posed at the beginning of the article.

Conclusions

   Are departments truly moving to transform their undergraduate offerings away from literature? Are new research fields emerging? If so, what do they look like? What is the balance between TTT and non-tenure track NTT jobs in these areas? Will there be steady demand for future faculty trained to meet the new scenarios?

   Based on the information presented here, there does not seem to be a dramatic increase in the quantity of LSP positions, but rather a steady demand at a level that is similar to other less common research fields. However, there are indications that the LSP positions are becoming better defined as announcements move away from the "laundry-list" format to specific visions for new programs. Also, there is a slight increase in TTT primary LSP positions and these positions are also slowly becoming more focused on specific regional and/or discipline needs (i.e. health issues in South Texas, Francophone outreach in the Atlanta metropolitan area, translation and interpretation programs). The emergence of the phrase 'cultural studies' or 'specific area studies' (i.e., German, Francophone) in many of these LSP announcement and the large number of jobs in Spanish and French that come up with a keyword search for 'cultural studies' does suggest a shift away from literature. It seems that perhaps the cultural studies field might ultimately provide an umbrella for LSP programs that could afford LSP faculty a more

central institutional position. This data seems to echo Doyle's (2012) extensive and convincing argument in favor of a nomenclature change in the Language for Business field to Business Language studies.

But, ultimately, will the number of jobs, which deviate from the traditional literature, linguistics and second language acquisition fields, merit redesign of graduate programs across the board to train future professors to meet this demand? Or, is it more a question of helping future professors enhance the traditional fields of specialization with new pedagogical approaches and secondary content expertise? In spite of the examples of very specific jobs given here, the number of these is still so low, that it would not seem feasible to suggest that all doctoral programs be transformed away from literature at this time, though certainly the PhD and Master's programs that have already developed these sorts of focus will become an ever more vital part of the foreign language education mission. What seems to be a more feasible approach for doctoral programs with a strong literature tradition is to begin a more gradual expansion into complementary areas. This can be accomplished by providing opportunities to doctoral candidates to develop secondary expertise in LSP content areas and to develop frameworks of practice that allow them to move between the theories of scholarly analysis to the practicalities of application to real world scenarios. The forum for such training can be graduate seminars and/or certificate programs through language resource centers.

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ON LSP PROGRAMS AND PRACTICES

Spanish for the Professions: Program Design and Assessment

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Abstract: Languages for Specific Purposes (LSP) courses and programs have formed part of foreign language curricula at the postsecondary level in the United States (US) for several decades (Grosse & Voght, 1990; Lafford, 2012; Long & Uscinski, 2012). However, LSP scholars have noted the need for creation of more appropriate assessment tools to gauge the attainment of student learning outcomes in US LSP programs (Douglas, 2000; O'Sullivan, 2012). This article first provides an overview of how the Arizona State University (ASU) Spanish program designed and implemented an innovative Spanish for the Professions minor/certificate (SPMC) program that heeded the call of the Modern Language Association (MLA) (2007) to break away from the binary linguistics/literature track programs traditionally taught at 4 year universities in favor of a more interdisciplinary approach to the study of languages and cultures. It then discusses how student outcomes in this program are formatively and summatively assessed, in light of current theories of LSP assessments.

Keywords: assessment, languages for specific purposes (LSP), learning outcomes, program design, Spanish

Introduction

Languages for Specific Purposes (LSP) courses and programs have formed part of foreign language curricula at the postsecondary level in the United States (US) for several decades (Grosse & Voght, 1990; Lafford, 2012; Long & Uscinski, 2012). However, LSP scholars have noted the need for the creation of more appropriate assessment tools to gauge the attainment of student learning outcomes in US LSP programs (Douglas, 2000; O'Sullivan, 2012). This article provides an overview of an LSP program at one of the United States' largest research universities, Arizona State University (ASU), and describes how the university's downtown campus Spanish faculty designed and implemented an innovative Spanish for the Professions minor/certificate (SPMC) program that heeded the call of the Modern Language Association (MLA) (2007) to break away from the binary linguistics/literature track programs traditionally taught at 4 year universities in favor of a more interdisciplinary approach to the study of languages and cultures. The present study also discusses goals for student outcomes, how outcomes are assessed (in light of current theories of LSP assessment), and the summative assessment administered at the end of the program to test the achievement of those outcome goals.

Rationale and Program Design: Spanish for the Professions Minor/Certificate

Despite the recent recession in the United States that caused a decline in the Hispanic immigrant community from 2007–2009 (Pew Hispanic Center, 2010), and stricter enforcement of immigration laws that have resulted in increased number of deportations of undocumented Latino/a workers in recent years (Lopez, Gonzalez-Barrera, & Motel, 2011), studies show that the number of immigrants who reside in the United States has tripled since 1990 (Pew Hispanic Center, 2010). Furthermore, this population has shown stable growth since 2010, thus maintaining the United States' position as the second largest Spanish-speaking country in the world, preceded only by Mexico (Pew Hispanic Center 2010). Given that the 2010 census predicts the United States will become the largest Spanish speaking country in the world by 2050, one may conclude that as the economy recovers, more jobs are created, and the number of births to Hispanic families continues to increase, the Spanish speaking population in the United States will continue to grow well into the 21st century.

According to the 2008 US Census American Community Survey (2008), 34.5 million residents in the United States, ages 5 and older, currently speak Spanish at home. These figures are supported by the Pew Hispanic Center (2010) that confirmed that 44.4% of Hispanics in the United States (including 72.2% of foreign born speakers), over the age of 18, speak English "less than very well." Given the growing Hispanic population whose primary language is Spanish, educators must meet the challenge of providing real world language training for students who will join the work force in professional sectors that serve these community members. This task is ever more pressing when we consider the shortage of Spanish-speaking professionals in fields like education, social work and health care (Lutfey & Ketcham, 2005; O'Neill, 2003).

The changing demographics of the United States, and the need for linguistic and culturally competent professionals, are the driving force behind 21st-century university initiatives, such as the design aspirations outlined by ASU's president Michael Crow in his 2002 inaugural address.[1] These goals define the model for a New American University whose role will be to transform society, be socially embedded, fuse intellectual disciplines and engage globally. The New American University will not be based on the traditional liberal arts college that has maintained an elitist academic culture but will be a "people's university." Furthermore, Crow's address specifically states, "ASU must embrace its cultural, socioeconomic, and cultural setting" making the university "a force, and not just a place." As a response to this educational reform, the Spanish program at the ASU campus, which houses schools of journalism and mass communication, criminology and criminal justice, community resources and development, social work, and the college of nursing and healthcare innovation, began to incorporate new approaches to their Spanish curriculum to better serve the professional and academic needs of the downtown student population.

Program Design: Spanish for the Professions Minor/Certificate

The Arizona State University SPMC program is available to students who are able to demonstrate intermediate/advanced communication skills in Spanish. While the growing trend in university language programs is to offer entry-level Spanish courses with

concentrations in areas such as business or health care,[2] the Arizona State University SPMC consists of five 400-level advanced courses and maintains a more traditional lower division curriculum that covers the grammar and vocabulary needed in every day encounters.

Not permitting students to enroll in the SPMC program until completing the equivalent of six semesters of college-level Spanish allows us to circumvent the most critiqued pitfall of specific purposes language programs, which is the production of students who know enough Spanish to "survive in certain narrowly defined venues but not enough to thrive in the world at large" (Belcher, 2004, p. 165). The prerequisites required for admissions into the professional courses avoid the vocabulary and grammar lacunae created by prematurely focusing on specialized topics and therefore better prepare students for professional experiences in which they will be required to demonstrate advanced oral and written skills.

While it was clear that our students needed to be proficient in speaking and writing Spanish before they could enter the program courses, designing the content of the professional courses posed some challenges. In order for our program to successfully meet the diverse needs of our students, we needed to create a program that was broad enough that students of differing fields of expertise could take the same courses, but specialized enough that each learner could apply the skills acquired in the course in his/her individual field. Ultimately, the Language for Specific Purposes (LSP) model we needed to establish had to be learner-centered and genre-based, prepare students to participate in Spanish-speaking environments as professionals, emphasize sociocultural aspects of language, and encourage on-site/immersive learning. A program based on the previous objectives is best described by Dudley-Evans & St. Johns (1998) as a situation where learners are prepared to communicate using the discourse conventions necessary to achieve their goals in a particular field of interest. The curricular design of such LSP programs is what distinguishes them from traditional second language programs.

Course Development: Spanish for the Professions Minor/Certificate

The first professional track course for the Arizona State University SPMC program was launched in the fall of 2009, with new professional courses added each successive semester until all courses for the minor were established. In order to accomplish our goal of providing courses in which students could prepare to meet the everyday challenges of professional careers in the increasingly competitive global market, we needed a Spanish for the Professions' curriculum that recreated real-world tasks in a classroom setting. However, the simulation of these real world situations became complicated by the diversity of the program's students, whose major specializations range from journalism/media to criminology, education, and social work, and by the fact that our language instructors did not possess expertise in all of these fields. Such predicaments have been identified by researchers such Adam & Artemeva (2002) and Auerbach (2002), who contest that the pedagogical approaches used by many LSP instructors do not simulate real life task-based contexts. In order to remedy this difficulty, the first two classes launched as part of the Spanish for the Professions program, "Written Spanish for the Professions" and its counterpart, "Oral Spanish for the Professions," required the collaboration of experts from the professional community who could provide students

with meaningful information about the specific communicative functions they would need in order to succeed in their daily tasks. While community professionals do not replace the role of the academic professional who helps students identify and remedy problem areas in their written and oral communication, we have found that the expertise and experience that these community professionals offer an insight to their field that many professors and linguists may lack due to their limited contact with professional fields outside of academe.

Bilingual professionals, most of whom are heritage or native Spanish speakers, have played an important role in our program throughout all the stages of program development. During curriculum planning meetings, we met regularly with representatives from several professional fields in order to establish key vocabulary for each unit, genre specific information for each field, and special sociocultural considerations and pragmatic competencies that should be taken into account. Professionals in fields, such as journalism and social work were asked to provide written documents that best represented the work distributed in their profession for the Spanish speaking population. This professional text approach mirrors techniques used in English for Occupational Purposes programs in which "text is used as context" (Belcher, 2004, p. 170) and technology is incorporated for recording, collecting, and analyzing real interactional data from actual occupational situations to which students are exposed. This study of language through the use of textual content (often referred to as Content-Based Instruction, CBI)[3] has characterized LSP since its inception and it provides a stimulus for professionals and classroom students to interact and facilitate learners' acquisition of knowledge about a given profession and the linguistic strategies used to carry out various communicative functions in workplace settings related to specific professional domains.

Our collaboration with bilingual full-time professionals was not limited to curriculum design but formed an integral part of the classroom experience. In both the written and oral Spanish for the Professions courses, the beginning of each field specific unit commences with a talk by a bilingual professional who explains the duties associated with his or her job and how the Spanish-speaking community's needs are meet in that field. The activities that follow the professional speaker include a field visit in which students must choose an organization associated with the current area of study and complete an in-person observation and a write a paper reflecting on their reactions to the professional guest speaker and their experience in the field.

The in-class professional presentation by field experts, paired with community site-visits, allow students the opportunity to learn about different occupations in which bilingual professionals work, experience first-hand some of the resources available to Spanish speakers in their community, and ask questions they may have about that profession. Furthermore, since many undergraduate students are still deciding in which area they would like to major, the opportunity to speak with bilingual professionals in and outside of the classroom setting exposes them to career options and provides them a contact person within their field of interest.

The SPMC not only ensures that students interact with bilingual professionals of various fields, but also draws upon student experiences in those fields in order to create authentic assessment materials for professional based courses. The next section explores the creation and administration of appropriate LSP instruments that assess student achievement of learning objectives in the ASU SPMC program.

LSP Assessment of Program Learning Outcomes

The question of how to gauge student achievement in LSP courses has been explored by Douglas (2000), who noted that LSP assessments should not consist of general tests of language abilities but rather evaluate the ability of an individual to carry out different types of specific tasks required within a given professional context (see Cumming [2001] on the distinction of general vs. specific proficiencies). For instance, Johnson (2001) noted that tests of Practical Oral Language Ability (POLA) could assess the abilities of international teaching assistants to give lectures as well as communicate effectively during office hours. Unfortunately, as O'Sullivan (2012) noted, general proficiency tests are sometimes used to test learners' abilities in LSP contexts (e.g., the International English Language Testing System [IELTS] to test academic English is also used in business and medical contexts). Therefore, the ASU SPMC program strives to focus on the creation of appropriate LSP assessments containing real-world tasks typical of specific professional domains, such as medicine, criminology, journalism and social work.

Characteristics of Appropriate LSP Assessments

When creating assessment instruments for LSP courses, such as those that comprise the ASU SPMC, instrument creators need to take into account that LSP assessments need to be ecologically valid, localized, and require students to integrate linguistic skills and cultural knowledge to complete various tasks within natural or simulated professional contexts. Instruments are ecologically valid when they reflect what the LSP student will actually do with the target language in the real world (van Lier, 2004). Localized LSP tests take into account the linguistic and cultural competencies that need to be assessed within a specific group of potential test-takers. Although our program prepares students to work with Latino/a populations in various parts of the US, our assessments are designed to take into account primarily the special sociocultural needs of Spanish-speaking clients in our region (US Southwest) and formulate situations that prepare students to work with our particular Spanish-speaking population.

The advantages of task-based instruction and assessments have been noted in second language acquisition literature for several decades (Bygate, Skehan & Swain, 2001; Doughty & Long, 2003; Ellis, 2003; Long, 1985; Nunan, 1989). LSP task-based assessments reflect real-world activities in various professional domains and have specific outcomes in mind (e.g., successfully filling out an intake form by getting information from a Spanish-speaking client in a social work setting). The real world tasks that students perform in the ASU SPMC program require them to integrate skills (listening, speaking, reading, and writing) and their intercultural (Byram, 2000) and sociolinguistic (Canale & Swain, 1980) competences to successfully complete the task at hand.

One way our program accomplishes the integration of linguistic and cultural knowledge in LSP assessments involves the utilization of the principles that guide the National Foreign Language Standards (National Standards in Foreign Language Education Project, 1999) to inform the creation of our LSP assessments. The constructs that underlie the standards are known as the five C's (*communication* [presentational, interpretive, and interpersonal modes], *culture* [perspectives, products, practices], *comparisons*,

connections, and *communities*). Magnan (2008) noted that although the profession as a whole has prioritized the communication and culture standards over the other three standards, students consider the *communities* standard to be the most important. LSP courses, community service learning, and internships provide an opportunity for the higher prioritization of the *communities* and *connections* standards.[4] Lear and Abbott (2008) and Abbott and Lear (2010) explain in detail how LSP community service learning can help students integrate their knowledge and skills in the attainment of the goals set by the National Standards (especially the communities and connections standards).

LSP Formative and Summative Assessments

Scriven (1967) distinguished between two types of learner evaluations: (1) *formative assessments,* which are carried out during a course of study to give the instructor a sense of the learners' understanding and progressive abilities throughout the course (e.g., periodic tests, oral reports, essays), and (2) *summative assessments,* which usually occur at the end of a series of units or courses to evaluate the learners' attainment of overall program goals. However, more recent work on assessment (e.g., McKenzie & Smeltzer, 2001) have pointed out that the boundary between the two is blurry as both types involve evaluation at various points in a program. In fact, Black (1998) proposed that these two labels "describe two ends of a spectrum in school-based assessment rather than two isolated and completely different functions" (p. 35). The ASU SPMC recognizes the interdependence of the terms and makes use of both types of assessment.

Formative assessments.

The ASU SPMC has several formative assessments in each of its courses such as dialogues among students role playing simulated real world scenarios, creating written materials (informational pamphlets) for LSP contexts, editing professional documents for grammar and stylistic errors, reflection papers on Latino/a cultural perspectives and linguistic differences among Spanish-speakers in the United States and learners' biweekly reflections on their internship experience. Furthermore, e-portfolios (Cummins & Devesne, 2009; O'Sullivan, 2012) are utilized at ASU to collect evidence of students' reaching course goals throughout the semester in various classes. E-portfolios are also used summatively after the completion of the internship to provide evidence showing learners' overall attainment of program goals.

Summative assessments.

LSP summative assessments holistically evaluate learners' abilities after a course of study or the completion of an LSP program. This can easily be accomplished by the creation of learning scenarios (Lafford & Lafford, 2001) in which students take on the identity of a professional in order to accomplish ecologically-valid tasks within a simulated real world setting. At Arizona State University, the SPMC uses an exit exam (described below) based on a professional scenario as a summative assessment to evaluate the students' attainment of overall program learning outcomes.

Program outcomes: Spanish for the Professions minor/certificate.

The SPMC has six learning outcomes that serve as a base for course development:[5]

1) *Spanish Oral Communication for the Professions*: Students will be able to communicate effectively when speaking with monolingual Spanish-speaking US Latino clients in formal (professional) and informal contexts in the public sector (presentational and interpersonal modes).

2) *Spanish Written Communication for the Professions*: Students will be able to create professional-quality written documents in Spanish that would assist their communication with US Latino clients in formal (professional) and informal contexts (presentational mode).

3) *Spanish Grammar and Stylistics for the Professions:* Students will enhance their grammatical and stylistic competence in order to produce and edit documents written in Spanish that are appropriate to the context and genre in which they are found in professional settings (interpretive and presentational modes).

4) *Spanish in the US Community:* Students will understand how US Spanish speakers from various backgrounds (e.g., Mexican-American, Cuban-American, Puerto Rican) use language differently according to social and contextual features present in professional settings (sociolinguistic and intercultural cultural competencies).

5) *US Latino/a Cultural Perspectives:* Students will gain an awareness of 21st-century US Latinos' changing concepts concerning traditional beliefs associated with the Latino community (intercultural competence).

6) *Professional Spanish Internship:* Students will gain an awareness of the challenges faced by 21st-century US Latinos (presentational, interpretive, interpersonal modes; sociolinguistic and intercultural competencies).

After successfully meeting the learning outcomes of the 5 upper division courses required for the professional Spanish program, students must complete a capstone project in which they demonstrate their ability to use the target language in the professional community to which they aspire. This project consists of a 135-hour internship with a Spanish-speaking organization that will immerse students in specific communities of practice (Wenger, McDermott, & Snyder, 2002) and provide on-site learning and scaffolding. The goals of the internship experience are not only to provide students an environment in which to test their language skills, but also to allow them unique opportunities that cannot be simulated in the classroom or by short onsite visits.

The implementation of internships in university curriculum has gained popularity over the years due to the bridge it provides between university life and the professional application of the skills learned during university studies. These critical connections between academia and the professional world are what led scholars, such as Tovey (2001), to describe internships as "more than simply learning job skills" (p. 228), but rather, as a way for students to socialize and become acclimated to workplace culture. Likewise, Baker (2003) promoted internships as an opportunity for students to learn skills that will help them transition from the campus to the workplace by learning to become more self-reliant with the familiar support of a faculty member. As a result of our experience with

professional internships programs, we echo the enthusiasm shown by Baker and Tovey and have found that through the internship experience students are required to take an active role in their education. Students must express motivation and independence throughout the entire internship process as they collaborate with the Spanish for the Professions Coordinator and maintain clear communication with their onsite mentor.

Exit exam: Spanish for the Professions minor/certificate.

After completing the program planning process we recognized the need to gauge the level of language proficiency and intercultural competence achieved by each program graduate and therefore developed an exit exam that uniformly measures students' professional competence in Spanish. This summative assessment consists of five sections and is based on a professional scenario in which the student acts as a bilingual academic counselor. While students are not given the specific situations until the exam, two-three days before the testing process, each participant receives general instructions regarding the professional simulation and is required to prepare a PowerPoint presentation for a parent/student audience.

The professional presentation, in which the test taker provides information about what to expect during the first year of college, is followed by a simulated conference in which the academic counselor (student taking exam) answers parents' (test administrator) questions about university life. In addition, the academic counselor (student taking exam) is required to complete two brief professional writings: a letter of recommendation for a student who wishes to attend college and a cultural analysis of the attitudes expressed by Hispanic parents during the professional simulations. These types of tasks are representative of professional activities in which the student may take part in the work world.

The administration of an exit exam not only provides students with a diagnostic test that measures the skills obtained after their internship experience, but it also serves as a device with which to determine the effectiveness of the program. Upon completing the exam, students receive contextualized feedback that underlines his/her strengths and weaknesses. A copy of this feedback is retained as an official record of the student's level of competency at the time of his/her program completion and is available to the student upon request.

Conclusions

The detailed descriptions of the development of professional courses in the Arizona State University SPMC and the assessment tools used to gauge student success in that program can serve as examples for educators who wish to integrate professionally-based courses into the foreign language curricula (i.e., courses that will prepare students for communicating with Spanish-speaking clients in their professional field of expertise). However, much work still needs to be done to hone learning objectives and create ecologically valid local assessment instruments that can be used in specific LSP programs in the United States and abroad.

Acknowledgments

Notes

[1]For a description of these ASU design features see http://newamericanuniversity.asu.edu/.

[2]The ASU campus currently offers Spanish for Health Care courses that range from beginning to advanced levels. Since the majority of students who enroll in Spanish for Health Care courses only have one elective class outside of their program's required coursework, these multilevel individual medically-focused courses do not form part of the Spanish for the Professions certificate/minor.

[3]As Lafford (2012) notes, interdisciplinary CBI language initiatives also form the basis of Foreign Languages Across the Curriculum (FLAC) (Kecht & von Hammerstein, 2000) in the United States and Content and Language Integrated Learning (CLIL) (see Dalton-Puffer, Nikula, & Smit, 2010) in Europe.

[4]See ACTFL (2011) on the influence, impact, and future directions of the National Standards.

[5]In practice, all of these goals form part of each course in the minor/certificate curriculum, as students are asked to integrate linguistic skills with cultural knowledge throughout the program.

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Spanish for Professional Purposes:
An Overview of the Curriculum in the Tri-state Region

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Abstract: As the Hispanic population continues to grow in the United States, professionals in a variety of fields are increasingly encountering the need to be able to perform their daily tasks in Spanish. Given the new demands in the job market, the role of Spanish departments in US universities in providing future professionals with the knowledge of the language and an understanding of the Hispanic culture has become essential. Language for specific purposes (LSP) research has recommended this pedagogical approach where language is not the focus but the medium to provide learners with the linguistic and cultural skills they need to communicate in the target language within their professional areas. The present study aims to investigate whether the field of LSP has been influential in conceptualizing the design of the Spanish curriculum in the three-state region, Kentucky, Indiana and Ohio. Using an electronic survey and interviews, the study obtains data regarding the attitudes of the representatives of Spanish departments in the states towards Spanish for Professional courses and sheds light on the main factors and issues affecting the development of Spanish for Professional in the Spanish curriculum.

Keywords: Curriculum, Language for professional purposes, Language for specific purposes (LSP), Spanish curriculum, Spanish for professional courses

Spanish for Professional Purposes: An Overview of the Curriculum in the Tri-state Region

Over the past few decades the globalization of markets has brought numerous economic and social changes to the professional work environment. Even in parts of the world with traditionally homogenous populations, the demands of trade and increased access to transportation and technology have made international business and global communication a reality. However, this growing international interaction has been accompanied by the complexities that occur when individuals of different linguistic and sociocultural backgrounds attempt to communicate. As immigration rates continue to increase in many parts of the world, individuals face the challenge of performing their professional duties in multiple languages, which has made cultural and linguistic barriers among the populations more evident.

In the United States, where Spanish is the second most common language and Hispanics the largest and fastest-growing minority, professionals living in areas with high Latino populations have performed their daily tasks in English and Spanish throughout the last century. According to the most recent Census, figures in 2010 reported that the number of Hispanics in the US has grown 43% since 2000 and that Latinos represent 16% of the US population at the present time (US Census Bureau, 2010). While the states in the Mexican border regions continued to have the greatest growth, every state saw a surge in their Hispanic population in 2011 (Mataconis, 2011). This statistical data correlates with

the increasing demand for monolingual Americans throughout the country to learn Spanish not only to communicate in general settings, but also to perform specific tasks in their jobs.

US undergraduate students have taken notice of the great benefit fluency in Spanish and an understanding of the Hispanic world can have on their professional development. Even when the study of a second language is not required as part of general education curriculum, students overwhelmingly continue to choose Spanish over any other language (The Modern Language Association, 2009). Yet, most students who pursue a BA in Spanish are typically required to follow a curriculum that has them take general Spanish courses for their first two years; it is not until their junior or senior year that they actually begin to take the advanced courses that will count towards their majors or minors. For the most part, these advanced courses are electives in special topics, such as conversation, literature, film or culture. However, that is beginning to change. With students increasingly looking to apply their Spanish language skills to their future professions, foreign language departments in the US have begun to integrate courses into their elective curricula that prepare learners for using Spanish in their chosen professional setting. For example, courses such as Business Spanish or Medical Spanish have been added to the curriculum based on the principle that students are facing different language concerns depending on the professional community in which they will interact. While several Spanish instructors have published works detailing their experiences in designing and teaching these types of courses, there is a lack of empirical research offering reliable data regarding how these courses should be developed, for whom they are targeted and what their significance is within the Spanish curricula.

By far, the most common approach for teaching professional courses has been Language for Specific Purposes (LSP), a method of applied foreign language instruction used to teach the linguistic and sociocultural skills that learners need for a particular academic or professional context (Dudley-Evans & John, 1998). In contrast with general language teaching, LSP as an applied foreign language approach focuses on the tailoring of curricula to address specific needs and preparing individuals to communicate effectively in their disciplinary discourses. There is a great deal of evidence in second language research supporting the LSP approach and affirming that disciplinary curriculum must address the content that is most relevant to the learner. The optimum pedagogical methodology in LSP research for achieving these goals is Content Language Integrated Learning (CLIL). In such approach, the target language is not the direct objective, but instead, gaining knowledge linked to the subject area while using the target language is seen as natural component in the learning process (Jappinen, 2005). While CLIL has been widely accepted in tertiary education, it has also been successfully utilized in all sectors, from primary through higher education. In this sense, a content-linked LSP curriculum acknowledges that combining linguistic skills in a second language with professional knowledge from the learners' content areas can offer a variety of benefits, which include providing opportunities to study content while developing language competence and increasing motivation and confidence in the language and the subject.

Historically, the idea of using languages for instrumental purposes was widely explored in the 1960s and early 1970s, particularly in the area of English (Hutchinson & Waters, 1987). LSP courses began to gain greater acceptance in the foreign language curriculum in the US in the early 1980s after the President's Commission on Foreign

Language and International Studies decried the inability of Americans to speak foreign Languages, concluding that the nation was unprepared at that time to function successfully in an increasingly competitive global market (Grosse & Voght, 1990). More recently, the LSP movement has expanded to other languages and content fields. An increasing number of students in American universities are making the conscious effort to become "global citizens," and as a result more emphasis is being placed on language studies.

In the Spanish language field, general language programs have been commonplace for nearly a century within the Spanish higher education curriculum. The importance of integrating Spanish for Professional Purposes curricula in American universities was widely discussed in 1999 in the National Forum of Spanish Departments on College and University campuses. The forum concluded that one of the most relevant challenges in the future of Spanish departments was to move beyond the existing traditional literary and linguistic focus of the curriculum to meet the needs of students who are learning Spanish to perform specific tasks for their professions (Kelm, 2000). Nevertheless, scholarship in the subsequent years did not show any further discussion regarding the possible implications of these ideas into the field. It was not until recently that some authors began to make the argument that Spanish departments were not adequately responding to the demands of the students and the professional market. Based on a survey conducted in 2008, examining university student's attitudes toward the nature of courses offered by Hispanic Studies departments, Graziano (2008) concluded that the traditional literary curriculum that many Spanish programs offer is inadequate for those students looking to develop Spanish proficiency in their chosen professional field. Similarly, Tebano (2004) suggested that Spanish departments are reluctant to depart from a literature-based curriculum and have maintained courses, which offer little in the way of addressing the specific needs of non-literary professions. He also pointed out that the instructors in these courses are faculty and graduate teaching assistants who often have literary interests that do not reach into the areas of language teaching and professional area instruction, and, in many cases, students are left with instructors who are highly qualified to teach literature or second language acquisition but have little or no qualifications or interest in teaching content courses outside of the areas of their expertise. In their conclusions, both authors made the case that the current curriculum in Spanish departments does not reflect the rapid changes in the Latino demographics in the US and does not target the professional goals of the majority of the students in those programs.

The most current scholarship on the subject has begun to highlight the fact that educational and academic settings are coming to understand the significance of integrating LSP into their language curricula, but there have been very few empirical studies aimed at revealing important trends that are developing in the field of Spanish for Professional Purposes in current second language research. Likewise, a consensus has yet to be reached on what type of professional and educational backgrounds are best for preparing an instructor to teach Spanish for professional purposes.

Purpose of the Study

The present study is an overview of the Spanish curriculum in colleges and universities within the tri-state region: Ohio, Kentucky and Indiana. While the data collected in this research is concerned with a specific corpus of universities and colleges

in this particular region, the study aims to shed light on the main factors and issues affecting the development of SP courses in the Spanish curriculum.

The objectives of the study are: 1) to analyze the types and characteristics of institutions with SP courses, 2) to explore the reasons for initiating, maintaining or discontinuing SP courses in the Spanish curriculum, and 3) to examine the background and concerns of the faculty teaching these courses. Additionally, the study looks at the attitudes of representatives of Spanish departments towards these courses and offers a more comprehensive understanding of the area by investigating the perceptions of Spanish faculty and administrators towards language teaching with a professional content. The guiding questions of this study are:

1. What is the profile of the universities and colleges that currently offer Spanish for Professional (SP) courses?
2. What Spanish for Professional (SP) courses do universities and colleges offer?
3. What factors determine these offerings?
4. What are the perceptions of faculty and program administrators about these courses?

Methods

Instruments and procedures.

In order to achieve the aforementioned objectives, the study employed a mixed methods design in which a survey was used to gather data concerning the Spanish department curricula in the tri-state region: Indiana, Kentucky and Ohio. The survey was based on an earlier questionnaire used by Grosse & Voght (1990) in a similar study that investigated the LSP curriculum of foreign language departments in higher education across the US. Nevertheless, the results from the present study cannot be analyzed and compared based on those in the previous study given that the questions do not aim to investigate the field of Spanish for professional purposes, but rather, LSP in foreign language departments. In addition, the present research includes a qualitative component in which selected participants are interviewed to provide a more in-depth understanding of their perceptions.

In December 2010, the chairs or heads of Spanish programs in all public and private universities and colleges in Ohio, Kentucky and Indiana (n=119) received an electronic survey with a questionnaire consisting of 21 questions. If a chair or department head did not exist or was unable to be identified, the survey was emailed to the Spanish faculty representative in the department. Based on the earlier model used by Grosse & Voght (1990), the participants in the survey were asked to provide data regarding the profile of their institution and Spanish department; the type, level and number of sections for each of the SP courses offered; the target student population; the reasons for including or not including SP courses in the curriculum; and the problems in initiating or maintaining courses in the past. The researcher requested additional information regarding the backgrounds and challenges of the faculty teaching SP courses. Additionally, respondents were asked to estimate the growth of the field over the following year and to identify current trends. A second step in the process included a follow-up call that was made to all the individuals in the target population who did not reply to the survey. The

purposes of this call were to encourage participation, clarify any confusion as well as identify the most appropriate person in the department to participate in the study. Then, those who did complete the survey received a second email asking for their participation in a phone interview based on their initial replies. The researcher recognized that in order to comprehensively cover the issues in the survey and to minimize potential limitations of structured questions, it was essential to include in-depth unstructured interviews as part of the study.

Participants.

Initially, chairs of the departments were the target response group, based on the assumption that these individuals generally play a major role in the implementation and development of courses in the curriculum and are more likely to be familiar with faculty backgrounds. However, in some universities and colleges, especially in smaller institutions, other faculty or staff members in the department were in a more suitable position to reply to the survey. In many cases, it was the Spanish coordinator or the SP instructors themselves who had a better understanding of the development of SP courses in their institution.

Results.

From a total of 119 electronic surveys sent, 25 institutions completed the questionnaire (21% response rate). Five of the survey respondents agreed to take part in the phone interview in the second part of the study. Participants were asked questions concerning their answers in the survey and follow-up questions to those answers. The results suggest that universities in Kentucky, Indiana and Ohio are widely offering professional courses. In fact, 80% of the Spanish programs that responded to the survey reported offering some type of SP course.

Profile of the institutions and the departments.

Type and size of the institutions. Spanish departments with SP courses were in all types of institutions, almost equal in the number of public and private universities and colleges (Table 1). The size of the institutions and offering SP courses were correlated. The chi square (Table 2) shows that large and small institutions were more likely to offer SP courses in their curriculum than medium-size institutions. It is likely that this type of courses is in higher demand in large institutions because the number of Spanish majors and minors in these departments tends to be larger. On the other hand, smaller institutions tend have fewer students, which allows them to be more receptive to their demands and more flexible regarding the changes needed in the curriculum.

All of the participants in this survey were from 4-year colleges and universities; therefore, the conclusions may not be applicable to 2-year institutions. There was a wide variety of answers with the years ranging from 1920–2009.

Table 1
Type of Institutions with SP Courses

		Does your department currently offer SP courses?		Total	
		Yes	No		
Type Institution	Public	9	2	11	χ^2=.925, p=1.00
	Private	10	2	12	
Total		19	4	23	

Table 2
Size of the Institutions with SP Courses

		Does your department currently offer SP courses?		Total	
		Yes	No		
Size of the institution	Large	9	0	9	χ^2=8.858, p=.02
	Medium	3	3	6	
	Small	5	1	6	
	Very small	0	1	1	
Total		17	5	22	

Graduate school programs.

Contrary to the researcher's expectations, only 25% of the departments with SP courses offered graduate studies programs, and only 15% of these had doctoral programs in Spanish (Table 3).

Table 3
Percent of Institutions with SP Courses and Graduate Programs (Frequency in Parentheses)

	Does your department currently offer SP courses		Total
	Yes	No	
Undergraduate	100.0% (20)	100.0% (5)	100.0% (25)
Master	25.0% (5)	40.0% (2)	28.0% (7)
Doctorate	15.0% (3)	0.0% (0)	12.0% (3)
Total	18	4	22

Majors and minors.

Programs with SP courses appear to have larger numbers of Spanish majors and minors. Higher student demand for SP in these institutions has likely forced departments to offer a more diversified curriculum.

Foreign language requirement.

Presently, college students have functional reasons to learn Spanish for their professional careers, whether or not there is a foreign language requirement in the school curriculum. As indicated by the chi square test results (Table 4), institutions with a foreign language requirement for admission or graduation were not significantly more likely to offer SP.

Table 4

Percent of Institutions with SP Courses and Language Requirement

		Does your department currently offer SP courses?			
		Yes	No	Total	
Does your institution have a general foreign language requirement for admission?	Yes	8	2	10	$\chi^2=.041$, $p=.84$
	No	10	2	12	
Total		18	4	22	

Spanish for Professional Courses

The Spanish departments in the sample appear to be slowly responding to the students' professional needs but not at the rate of transformation called for in current research and trends. The number of sections and courses offered does not match the rapid changes in the job market and the increasing Latino population numbers in recent years. In addition, the content areas and levels of proficiency at which SP courses are currently offered are restricting the courses to students with particular interests and Spanish backgrounds, and the opportunities to involve learners from other departments and from the professional community remain limited.

Type of courses.

As indicated in Table 5, 16 of the 20 institutions offering SP provided a description of their courses. Almost 80% of the institutions offered Spanish for Business courses and 48% offered Spanish for Health Science. Spanish for Educators or Spanish for Law enforcement courses were offered by 21% of the institutions. Other Spanish departments offered other professional courses such as Spanish for Service Professionals or Legal Spanish.

Table 5
SP Courses Taught at Responding Institutions

Spanish for Business	78.9% (15)
Spanish for Health Science	47.4% (9)
Spanish for Social Workers	15.8% (3)
Spanish for Educators	21.1% (4)
Spanish for Law Enforcement	21.1% (4)
Other:	15.8% (3)
Answered question:	19

Sections and proficiency levels.

A large majority of SP courses had only one section. From a total of 27 courses described in the survey, 44% were offered at the advanced level while 52% were taught at the beginner level. When the researcher brought up to the issue of the appropriate proficiency level at which students should take SP courses, the respondents had different opinions. For instance, one faculty member said, "I don't see any reason why you couldn't teach Spanish for whatever area you want, because you still have to acquire grammatical structures, and all you are doing is gearing the vocabulary and grammar to a content area."

Credit.

All the institutions with SP courses offered academic credit for these courses towards language requirement, major or minor.

Target Population.

Seventy-percent of the institutions reported that their SP population was Spanish majors and minors; 34% had students from other programs; and only 2 institutions had professionals from the community enrolled in SP courses.

Reasons for Including SP Courses in the Curriculum

Participants were asked to rank the three most important reasons for including SP courses in their Spanish curriculum. On average, the participants decided that "to promote the study of Spanish" was the most important reason for including SP courses, followed

by "to meet employers' needs," which nearly tied for second place with "to diversify the Spanish curriculum." Additional responses to the question included: 1) to recruit students from majors who rarely see the connection between their studies and the need for a foreign language, 2) to provide practical applications for language work, and 3) to give students better tools in a globalized job market. During the interviews, respondents were asked to elaborate on the reasons for their responses.

To promote the study of Spanish.

Many of the participants agreed on the fact that SP courses encourage students' motivation and attract new students to the department. An SP instructor commented that these courses are a way to connect content with language. The participant talked about the successful experience of having an interdisciplinary program at her institution that allows students to earn an additional credit by developing a research project that links the content of their major with a foreign language. From some of the explanations, however, it appears that for many Spanish departments, adding these courses to the curriculum is more a necessity to maintain high student enrollment rather than a genuine desire to redesign the curriculum to fit the needs in the current market. One department chair said, "Many students do not see the purpose of having any experience in a foreign language. . . . These classes are an incentive to have people know there is a concrete reason to continue their studies in Spanish." Another participant added, "People now tend to think that language is not only related to literature and that's what the students are realizing." Some departments are finding it difficult to find a balance between what the students want and what professors think they need. As one chair explained, "We are serving the market with courses that are more accessible to students. . .to this generation of students that do not like to read as much. It is a generation of Twitter, Facebook, gaming and social networking, so reading literature, which is my *forte*. . . . What I hear from students is that they want something practical, even though they do not know that reading literature is practical." While departments are aware that students recognize they need Spanish for professional courses and, for this reason, promote these classes in their curriculum, the question still remains if departments believe that their students' perceptions are accurate.

To meet the employers' needs.

The interviewees use different facts to illustrate their view such as the increase of Latino demographics over the years, the increasing number of US expatriates in Latin America and the need of professionals who are able communicate with a group of customers who tends to have limited knowledge of English. For instance, one of the department heads in a large university said, "Many of our students have used their Spanish to work with companies in Latin America, which, in many cases, hired them because of their Spanish skills." In general, departments know that both immigration and business with Latin America have created an enormous opportunity for the study of Spanish for professional purposes in their departments.

To diversify the Spanish curriculum.

Departments are aware of the change of focus in the needs of the students, from continuing their education in graduate school in literature studies to looking for more practical goals to use their Spanish skills. But for some faculty this is not necessary a positive change; rather, there is a concern about redefining the prestige of the departments or about their professional careers, which are not exclusively valued in literary terms anymore. One of the SP instructors added, "Originally, the program was designed to prepare our majors for graduate study in Spanish. . .but most of our students in Spanish are looking for a concrete way to use the language rather than going to graduate school." Other faculty see these changes in students' goals more as problem rather than as an opportunity for reassessing the department's objectives. As one faculty expressed, "Our department is known as an excellent department in literature. The 'problem' is that the profile of our students has changed. They are not very interested in literature anymore; they want to do pragmatic things with the language." Some instructors have found a way to design and teach SP courses with a literary base. For one of these instructors, it is the obligation of the teacher to engage students to read literature and learn about international communication at the same time. He says, "By using literature you can find stories, very short stories because we have a generation that is not reading, that deal with issues of business and cultural phenomena. . . . You can really make it interesting for the students if you diversify the curriculum. I am not saying it has to be fun; it is not an issue of fun, but it is more engaging the curiosity to make them interested and show them the passion you have for reading. . . . If you don't use a human connection with reading, students simply do not get it." While it is true that learners are not always a reliable source of information about their own needs, nor do they invariably know what is beneficial for their future, their opinions are certainly important elements to consider when determining the content of the class in which they will be enrolling. On the other hand, it is not justifiable to assume that as language teachers, we know our students' real needs in a particular field where we may not have real experience or training. In this sense, Spanish departments that want to conduct a genuine review of their curriculum to determine if it addresses the students' real needs should see change as an opportunity for learning and becoming competent in areas that are currently relevant in the US.

The answers to the previous question and the interviews' responses matched the two most cited reasons of departments to add SP courses to their own curricula. The majority of the institutions said these courses were added to attract new students and to respond to student demand. On the other hand, the least cited reasons were due to "interest in the community" and "in response to administrative initiative." If departments want to develop curricula that meet the needs of a wider range of students, department administrators need to understand that students belong to a community, and that perhaps the fundamental value of speaking Spanish is to perform professional tasks to serve the needs of this community rather than using language for academic and literary purposes.

Reasons for Not Including SP Courses

Those institutions that do not offer SP in their curriculum were also asked to provide their reasons for not offering these courses. The most cited reason was "faculty

restrictions," such as not enough faculty members, lack of trained faculty to teach SP courses or heavy faculty loads. The second reason selected was "no room in the curriculum." Interestingly, none of the participants selected "faculty opposition" as a reason.

Initiating, Maintaining and Discontinuing SP Courses

Based on the Grosse & Voght (1990) LPS model, two elements were considered predictors of the future growth of professional courses: discontinued courses and plans to add new courses in the 2011–2012 school year (see Table 6). When both of these elements were utilized to predict the growth of SP courses in the three-state region, seven departments (nearly 30%) reported plans to add new courses, while six (25%) of the departments reported having discontinued courses in the past. Of those six departments that plan to add courses, only two do not have SP currently. Based on the results from this sample, neither a big increase nor a major reduction in SP courses seems likely in the near future. Insufficient enrollment was the most cited reason for discontinuing courses; the least frequent was faculty opposition and restriction.

Table 6
Discontinued and New SP Courses in the 2010–2011 School Year

Has your department ever offered any SP courses that were later discontinued?	Yes	6
	No	18
Does your department plan to offer new SP courses by the 2010-2011 school year?	Yes	7
	No	17

The top concern for initiating and maintaining courses identified by the institutions in the survey was "few faculty trained in content area." One of the participants added during the interview that professors and staff need to be flexible enough to adapt to the current budgetary restrictions in higher education, saying, "In the present, departments only have a few number of specialized classes, [and therefore] professors need to be generalist and be able to teach without having very specialized training." The Spanish Coordinator of one of the large universities explained how her department approaches this problem by saying, "The SP courses are mostly given to teaching assistants who are not taking any specialty course or to lecturers that do not have a background in these courses."

The second reason was "professional schools or faculty in other colleges not interested." In this regard, the Chair of one of the departments highlighted the importance of maintaining a liberal art curriculum in many institutions, which does not fit the specific purposes of SP courses. Another faculty member added, "People who are teaching these courses have mostly literary backgrounds. This does not mean that they cannot teach them, but in our case, obviously they don't want to teach those courses." Tied in the third place, "budgetary restrictions "and "student demand" were other concerns that appeared in the data.

Faculty Teaching SP Courses

An essential part of the study was to obtain empirical data regarding the backgrounds of the SP instructors and their main concerns when teaching these courses. From the survey, 70% of the institutions reported that the faculty teaching SP courses held doctorate degrees. Additionally, 18 institutions have faculty with degrees in literature and 14 departments have faculty with a background in foreign language education. It is important to note that this data reflects the number of institutions that answered the question.

Concerns of SP faculty.

The respondents were asked to rank the main concerns of the individuals teaching SP courses in their programs. The answers provided in order of importance were "low student enrollment" and "lack of experience in the content field" (Table 7). From the interviews, the participants provided information in more detail regarding their replies to the survey.

Table 7

Concerns of Faculty Teaching SP Courses

		Mean	Std. Deviation
From your perception, what are the three main concerns of faculty teaching SP in your department?	Material availability	2.15	0.555
	Low student enrollment	1.44	0.726
	Students' performance	1.92	0.9
	Lack of experience in the content field	1.47	0.743
	Other	2.17	0.983

Low student enrollment.

The most cited answer resembled the top reason provided for initiating or maintaining courses. However, it conflicts with the responses of those who chose "student demand" as the number one reason for creating SP courses in the curriculum. Regarding this concern, one of the participants mentioned, "It takes time for the students to learn about these courses and to know that they are useful and interesting." Another participant explained that, even though students want the SP courses, they find a conflict of schedule between SP courses and the courses from their own discipline of study. In many cases, students are already overwhelmed with the requirements of their programs and cannot find time to enroll in additional classes. This problem is likely to continue if departments do not develop an interdisciplinary curriculum with the cooperation of faculty and advisors in other programs who recognize the need for learning Spanish.

Lack of experience in the content field.

The interviewees explained that many of the SP instructors experienced difficulties teaching these courses because they lack expertise in the area or have experience in only

one aspect, whether content knowledge or pedagogical knowledge. For example, one instructor explained, "The SP instructor needs to know the protocols to be able to provide students with phrases and sentences in the content area in the target language." However, Spanish graduate programs that focus exclusively on academic and literary purposes run the risk of working with faculty members that are unprepared and unwilling to teach SP courses.

Conclusions and Implications

It is important to recognize that this research was based on a relatively small number of institutions in one particular area of the US. As a result, the author does not intend to make generalizations beyond the scopes of the region analyzed. Nevertheless, the factors considered in the electronic survey and the data gathered in the oral interviews can provide valuable perspectives on some of the issues affecting the decisions of Spanish departments in regards to SP curriculum design and needs-analysis of current students. Additionally, future research can take into consideration variables influential to specific geographical areas such as the Latino population percentage or the impact of migration of other growing minority groups, in order to provide a more comprehensive understanding of the SP field.

The study suggests that private and public colleges and universities in the states of Kentucky, Indiana and Ohio have come to value Spanish professional courses in their curricula. The quantitative analysis of the data implies that SP courses are more likely to be available in large and small institutions rather than in those that are medium or very small. This higher demand for SP courses is likely attributable to the fact that the number of Spanish majors and minors tends to be greater in larger institutions. In the case of smaller institutions, departments appear to be more receptive to the students' needs and more likely to adapt their curriculum to changing global trends.

The results in this study reinforce current trends in literature, which highlight the lack of growth in the number of SP courses offered in recent years. Even when the number of new professional courses created in Spanish departments is greater than the courses that have been discontinued, the areas in which they are offered is still restricted to primarily two disciplines: business and medical science. In this matter, it would be advantageous for Spanish departments to reassess the need for expanding these courses to other fields as the growth of the Latino population is likely to be reflected in all sectors.

The analysis of the data in the interviews shows awareness by some participants of the need to reassess the traditional structures of many Spanish departments. In the present, most of the tenure-track faculty positions offered are in very specialized areas in literature or linguistics. However, the highest demand for Spanish in many institutions comes from students who take the general language courses needed to fulfill the language requirement and from students who have practical reasons to learn the language (Kelm, 2000). In many instances, the graduate students in the program are responsible for delivering these courses, and frequently, these individuals do not have a focus or interest in pedagogy or language teaching and may feel frustrated by having to teach these types of courses. Acknowledging the present needs of the students in the Spanish departments will require a team integrated by faculty with diversified backgrounds and with instructors

with formal preparation to develop professional courses that not only satisfy a language requirement but also target the needs of the community.

The initiative to add SP courses to the curriculum in a time when budgetary restrictions seem to be the recurring theme for many institutions can be a challenge. Spanish departments will have to find creative ways to diversify courses in order to address the needs of students from other disciplines and departments. Using a flexible curriculum that integrates different majors in individual courses and hiring faculty that are enthusiastic about adapting to changing environments and learning new content can lead to positive steps in Spanish departments' futures. For instance, given that the presence of new Latino generations will be particularly reflected in schools, offering a Spanish for educators course that integrates content teachers, ESL teachers and school staff and provides them with an understanding of the linguistic and cultural needs of this group can be highly positive in the American education system.

Another issue is the proficiency level of the language that students need to attend these courses. Second language research has suggested that acquiring competence in lower proficiency structures is not a prerequisite for learning specific language from a target community. On the contrary, delaying instruction in specific communicative skills ignores that individuals learn language as they need it, rather than incrementally acquiring it in the order presented by the language instructor (Hyland, 2002). According to the results of the present study, SP courses seem to be offered mainly at the beginner and advanced level, but the decision to offer a course in a particular proficiency level seems to be based on the availability of materials and the intuition of the faculty rather than utilizing empirical evidence. There is a need to conduct empirical research in the future regarding language proficiency in professional language courses given their importance in the present curriculum.

Additionally, the majority of students enrolled in Spanish professional courses at the present time are students who are majors and minors in the language. The limitation of the current student target population and the low enrollment reported in the interviews conducted is likely due to the lack of collaboration among language departments and the local community. In a time when foreign language departments are required to generate quantitative results, Spanish language departments should place particular consideration in establishing an interdisciplinary curriculum that motivates students from other departments. Interdisciplinary programs, such as those in which students earn extra credits for completing a project in the target language, can encourage collaboration among departments and increase the number of Spanish students who are motivated to connect the content of their disciplines with language projects and authentic assignments. These programs can attract a wider range of students who recognize the functional application of the language requirement while learning "language through content" in meaningful situations. Moreover, departments can establish community outreach programs to involve professionals and local businesses that are already facing the language challenge of performing their operations within the Hispanic community. This agenda will not take place unless Spanish faculty and colleagues in other content areas collaborate to address the new students' needs. This collaboration is unlikely to occur if administrators do not recognize the time and efforts that these programs require and provide incentives to encourage cooperation between academics and the community.

Moreover, the development of SP courses in the curriculum appears to be lagging when compared to the rapidly changing statistic trends at the present time. Although the data demonstrates that the SP area remains active, many departments have decided that there is no room in a liberal curriculum for these courses. In 1999, the National Forum on the Future of Spanish Departments on Colleges and University Campuses concluded that Spanish departments needed to modify the traditional literature and linguistic structure of a Spanish curriculum and recognize the need for teaching language for instrumental purposes. According to the data, only one section of professional courses is generally offered, which suggest that today the majority of Spanish students are enrolled in general language courses that many times focus on grammatical rules and broad vocabulary acquisition or courses with a particular literary focus (Graziano, 2008). In large, over the past decade, departments have failed to follow the suggestions put forth by the National Forum and little has been redefined in order to include the current goals of the students. Kelm (2000) suggests that the curriculum should determine whether students are majoring in Spanish to become literature graduates or Spanish teachers or whether they can take the opportunity to fulfill a foreign language requirement to find a practical application of language for their future careers.

The complexity of finding qualified instructors who can teach language and content for a particular discipline was another issue that repeatedly arose in this study. The research revealed the lack of faculty members eager to learn or teach an unfamiliar discipline in which students may have had a better grasp of the subject. Because of this, professional courses run the risk of being based on teacher-centered curriculum in which the content fits the interest of the professor rather than the real needs of the students. Relating to these difficulties, Belcher (2009) argued that the area of language for professional purposes offers collaborative opportunities in which students and teachers are willing to learn from each other. From another standpoint, the National Forum of Spanish departments in 1999 concluded, "Today's graduate students, who will be tomorrow's faculty, should receive training specifically in the area of Spanish for special purposes." Still, the current state of the majority of Spanish departments is one in which graduate students and part-time instructors do the majority of basic language teaching, while advanced courses are taught by tenure track professors who primary hold literature degrees or by professor with degrees in foreign language education. If Spanish faculties do not become more flexible in teaching a wide range of courses and departments do not diversify the current structure and prepare future educators to teach new areas, the aforementioned concerns will continue to come up, and students will continue to suffer the consequences.

In summary, in the current challenging economic climate, in which departments are constantly under pressure to maintain enrollment and to justify budgetary expenses, the need to review the curriculum of Spanish departments has become essential. In this process, departments should reconsider their initial mission and decide whether they are still responding to the current linguistic and cultural needs of learners who will soon become part of an increasingly competitive professional market. The notions that individuals have different motivations to learn languages and the accepted knowledge that languages are learned through interaction should not be overlooked. After all, what we teach our students today dictates their success in the future.

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APPENDIX

I. Spanish for Professionals Survey

Your responses will contribute to the results of a survey on the study of Spanish for Professionals (SP) courses at institutions and colleges in the states of Indiana, Kentucky and Ohio in the United States.

II. Profile of the Institution

1. What is the name of your institution?

2. Which is your institution?

> Public
> Private
> 2-year
> 4-year
>
> Large **
> Medium **
> Small **
> Very small **

(**According to the size and setting classification Carnegie description: Large = enrollment of at least 10,000 degree-seeking students; Medium = enrollment of at least 3,000–9,999 degree-seeking students; Small = enrollment of 1,000–2,999 degree-seeking students; Very small = enrollment of fewer than 1,000 degree-seeking students)

3. Does your institution have a general foreign language requirement. . .
> for admission?
> for graduation?

III. Profile of your department

4. In what year was your department established?

5. How many students in your department are. . .
> Spanish majors?
> Spanish minors?

6. What level of Spanish courses does your department offer?

> Undergraduate
> Master
> Doctorate

IV. Enrollment in Spanish for Professionals (SP) courses

7. Does your department currently offer SP courses (e.g., Spanish for Business, Spanish for Medical Personnel, Spanish for Teachers, Spanish for Social Workers)?

    Yes
    No

V. Programs that offer Spanish for Professional Purposes

8. Provide the following information about the SP courses currently offered by your department:

    a) Level(s): B = Beginning, I = Intermediate, A = Advanced, G = Graduate;
    b) Number of sections

    (e.g., Spanish for Business: B, 2)

    Spanish for Business
    Spanish for Health Science
    Spanish for Social Workers
    Spanish for Educators
    Spanish for Law Enforcement
    Other:
    Other:

9. What is your target student population currently enrolled in SP courses? (Please circle all that apply)

    Students with Spanish majors or minors
    Students from colleges
    Professionals
    Other

10. Does your department offer academic credit for SP courses?

    Yes (If so, which type of credit?)
    No

11. Why did your department add the SP courses to the curriculum? (Please circle all that apply)

       In response to student demand
       To attract new students
       Due to interest of faculty in your department
       Due to interest of faculty in other colleges or professional schools
       Due to interest in the community
       In response to administrative initiative
       Other (please specify)

12. In your opinion, what does your department consider to be the three most important reasons for including SP courses in the Spanish curriculum?

       To promote the study of Spanish
       To diversify the Spanish curriculum
       To infuse professional education with humanistic perspectives
       To meet student demand
       To meet employers' needs
       Other (please specify)

VI. Programs that do not offer Spanish for Professionals Purposes

13. Currently, why does your department not offer SP courses?

       Faculty opposition
       Low enrollment
       Faculty restrictions (e.g., not enough faculty, lack of trained faculty, heavy faculty loads)
       No room in the curriculum
       Other (please specify)

VII. Discontinued courses

14. Has your department ever offered any SP courses that were later discontinued?

       No
       Yes (If so, which course(s)?

VIII. Reasons to discontinue SP courses

15. Why were these SP courses discontinued? (Please circle all that apply)

Faculty opposition
Insufficient enrollment
Lack of funds
No room in the curriculum
Faculty restrictions (e.g., not enough faculty, lack of trained faculty, heavy faculty loads)
Other (please specify)

IX. SP Courses offered in 2010–2011

16. Does your department plan to offer new SP courses by the 2010–2011 school year?

No
Yes (If so, which course(s)?)

17. In your opinion, what are the three biggest problems involved with initiating and/or maintaining SP courses in your department?

Student demand
Few faculty trained in content area
Budgetary restrictions
Lack of professional rewards (e.g., activities not counted for promotion and tenure)
Language faculty not interested
Professional schools or faculty in other colleges not interested
Administrative resistance
Lack of initiative from outside or non-academic institutions
Other (please specify)

X. Faculty Teaching SP Courses

18. What educational degrees does faculty teaching SP courses in your department have? (Please circle all that apply)

BA
Master's
Doctorate

The *Spanish for Specific Purposes Certificate* (SSPC) Program: Meeting the Professional Needs of Students and Community

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Abstract: This article describes the *Spanish for Specific Purposes Certificate* (SSPC) program at the University of Alabama at Birmingham (UAB), the first undergraduate certificate at the University, which was established in 2007. The SSPC caters to the professional needs of both traditional, degree-seeking students and non-traditional local professionals. The SSPC coexists with the long-established major and minor programs in Spanish in the Department of Foreign Languages and Literatures. The goal of the SSPC is to fulfill the needs of its dynamic, millennial students and of the increasingly diversified community.

Keywords: Business Spanish, certificate programs, languages for specific purposes (LSP), medical Spanish, Spanish for occupational purposes, Spanish for specific purposes (SSP), translation and interpretation, University of Alabama at Birmingham (UAB)

Introduction

Society is changing rapidly and drastically. In a world that is no longer round but flat (Friedman, 2005), students prepare for a globalized job market that is open to anyone in the world. This means that the jobs that once were available to only a few, now are available to millions. And, often times, the decisive factor for an employer is the multilinguistic and multicultural qualifications of applicants. Recent studies and their data suggest a pressing need to revise foreign language curricula in the United States to better meet the needs of students and society ("Foreign Languages and Higher Education," 2007; "Report to the Teagle Foundation," 2009). Many university programs in the US are responding to these needs by adapting existing language programs or developing new ones (Doyle, 2010; Jorge, 2010; Sánchez-López, 2010).

Two decades ago Grosse and Voght (1990) reported the results of the first extensive survey conducted in 1988 in the US regarding the status of languages for specific purposes (LSP) nationally. Linking their study to a report from the President's Commission on Foreign Languages and International Studies (1980), Grosse and Voght reported that LSP courses had gained a place in the higher education curriculum since the 1980s in the US. Their study suggested a decline of foreign language skills in the US and a need of language courses specific for the professions, and their survey results indicated that over 60% of language departments offered some type of LSP courses. However, these data also suggested that LSP still had a minor role in the foreign language curriculum overall.

In a recent survey study by Long and Uscinski (2012) and following the model of Grosse and Voght, the authors report that the current "presence of LSP courses in colleges and universities across the United States has remained about the same over the past 30 years." (p. 175). There is no significant difference in the number of institutions that offer LSP courses. However, Long and Uscinkscy's timely study sheds new light on the type of LSP programs (e.g., majors, minors, certificates or graduate programs) that are offered

nationally. The results of their study suggest that 27% of the respondents offer some type of LSP program, most of them at 4-year universities. The authors conclude that

> LSP has steadily and quietly settled in as another curricular option, beside literature, cultural studies, and linguistics, in institutions where students demand it, thus providing the students who are motivated to enter these fields with valuable applied skills in both language and cultural understanding. We predict a continued steady presence of LSP in university curricula for years to come. (Long & Uscinski, p. 188)

Two decades ago Grosse and Voght (1990) optimistically predicted growth of LSP in the US that, according to Long and Uscinkscy (2012), has not materialized yet. However, according to both of these studies, the status of LSP in the US is strong and has become slowly more visible with time, with dozens of new LSP programs that cater to new societal needs (for a list of some of these programs see Sánchez-López, 2010).

One of these new programs is the *Spanish for Specific Purposes Certificate* (SSPC) program at the University of Alabama at Birmingham (UAB), which was established in 2007 and was the first undergraduate certificate at the University. The SSPC caters to the professional needs of both traditional, degree-seeking students and non-traditional local professionals. The SSPC coexists with the long-established major and minor programs in Spanish in the Department of Foreign Languages and Literatures (DFLL), and it attempts to fulfill the needs of its dynamic, millennial students and of the increasingly complex community.

Background

The University of Alabama at Birmingham is a medium-sized (about 18,000 undergraduate and graduate students) public university in Birmingham, Alabama. Birmingham is a metropolitan city with a rapidly growing Hispanic population over the last three decades. Just recently, the state's Hispanic population grew from 1.7% in 2000 to almost 4% in 2010, a nearly 145% increase (US Census Bureau, 2010). Because of this, hospitals, clinics, police and fire departments, government offices and local businesses have seen the increasing need to be able to communicate with Hispanic patients, customers and clients in Spanish. However, this rapid and steady growth has recently and abruptly come to a halt due to a newly passed state immigration law. In June 2011, the state of Alabama Government passed the Beason-Hammon Alabama Taxpayer and Citizen Protection Act, commonly known as H.B. 56 (State of Alabama, 2011). This is one of the strictest immigration laws in the country, which has led to a general state of fear among undocumented individuals. It has already impacted demographics of the state with a significant decrease on the growth of Hispanics in the state, including children (Center for American Progress, 2011; Novak, 2012; Southern Poverty Law Center, 2011).

UAB was established in 1945 originally as the Medical Center of Alabama. The academic side of campus was later established in 1969, branching off from the University of Alabama, Tuscaloosa. For decades both the medical and the academic sides functioned as two almost independent units, with very little interaction between them. Today, although most faculty, students and staff still refer to the west or the east side of campus

(or the medical and the academic side of campus), institutional efforts attempt to portray both sides of the University as one unit, with a synergetic relationship, interdependent, with everyone on board moving in the same direction.

Health-care and diversity are two of the best-known and most marketed landmarks of the University. The UAB vision is: "A world-renowned research university and medical center—a first choice for education and healthcare" (UAB Vision, 2012). In addition, The Princeton Review has ranked UAB as the 5th most diverse campus nationally in 2011 (The Princeton Review, 2013). Many undergraduate students choose UAB because they would like to pursue a career in a health-related field. Pre-medicine is a popular track among UAB undergraduate students with an annual average of 44% of entering students who declare a pre-medicine track (UAB Office of Planning and Analysis, 2012).

The UAB Department of Foreign Languages and Literatures (DFLL) was established in the late 1960s as most languages departments were at the time, with a focus on language, literature and culture. UAB had a language requirement for the core curriculum up to the late 1990s, when it was eliminated. Since then, there is no language requirement at UAB. In the early 2000s, the DFLL combined their two majors in Spanish and French into a major in Foreign Languages (with Spanish and French tracks), largely due to a state requirement for viability. In addition, the DFLL also offers minors in Arabic, Chinese, French, German, Italian, Japanese and Spanish. A large percentage of students in the major are double majors in Spanish or French and another disciple (biology, chemistry, criminal justice, international studies, pre-medicine, pre-nursing coupled with Spanish are some of the most common double majors).

With an eye toward the long-term needs of the department in 2001 the UAB, DFLL hired me as the first applied linguist for a dual purpose. I was charged with developing linguistics courses at all levels and with developing and teaching certain Spanish for Specific Purposes (SSP) courses, such as medical, business, professional Spanish and translation and interpretation. All of these courses (linguistics and SSP) were never intended to replace the existing literature and culture courses, but rather, to expand the repertoire of offerings to cater to a larger pool of students and professional interests. The SSP courses were well received and offered on demand with regularity. After a few years, additional instructors were asked to teach these courses as well, becoming specialists in the different areas, such as business, health and translation and interpretation. However, the vast majority of students enrolled in the SSP courses were regular UAB students (either majors or minors, or students who took one or two of these courses as electives). The Department received frequent inquiries from individuals in the community and local businesses wishing to learn occupational Spanish, but, unfortunately, the University admission system did not make it easy for them to enroll as non-degree seeking students. Faculty also received almost daily requests from the medical side of campus, from other hospitals and clinics, from government agencies, from court services, and from different local businesses asking for translation and interpretation assistance. Faculty and/or students would help depending on the situation. As these challenges increased over the years, the DFLL decided to explore other options to better meet the needs of the community and the local professionals; and at the same time to reward the regular students who were successfully completing many or all of the SSP courses, but were not receiving any particular degree or recognition in SSP. At such point, offering a certificate program

in SSP was an interesting and promising idea, which materialized in the fall semester 2007.

A Journey to the Spanish for Specific Purposes Certificate: Program Design: Approval and Description

Due to the success and high demand of the SSP courses offered in the UAB DFLL and to the increasing requests for assistance with translation and interpretation to cater to the Hispanic community, in 2005 I was asked by my chairperson, Sheri Spaine Long, who sought to respond to societal trends, to investigate models of certificate programs worldwide and to explore if a certificate program in SSP would meet the specific needs of the DFLL, the UAB undergraduate population and those of the community. Over the course of several months, I investigated models of certificate programs and other types of languages for specific purposes programs nationally and internationally. Based on a careful assessment of the information gathered, the chairperson and I decided that a certificate program was an optimal option for UAB and for the Birmingham community. Then, the second and most detailed stage of the process started: the design of the program and the development of a program proposal.

I was asked to design a program that utilized the resources of the DFLL and the courses that were already offered, at least at the outset. I met with a variety of institutional constituents (Office of Admissions, Office of Undergraduate Affairs, and Office of Undergraduate Policies and Procedures) at different stages during the design of the program proposal. These constituents gave me valuable advice on how to craft the program and what the prerequisites should be. Over the course of the following year, the SSPC proposal was approved at each stage by the DFLL, the School of Arts and Humanities Curriculum and Educational Policies Committee, the University Office of Undergraduate Policies and Procedures, and, finally, by the Board of Trustees of the University of Alabama System in May 2007. The SSPC was the first undergraduate certificate at UAB, and it was first implemented in the Fall 2007. It was lauded as a model program to meet societal needs and consolidate and expand language enrollment.

The SSPC program was designed for traditional as well as non-traditional students. The main objective of this program was, and still is, not only to fulfill UAB students' academic needs for their future, but also to create connections with local professionals. Because of the steady growth of the Hispanic population in the nation, with almost 17% percent of the population (US Census Bureau, 2012), each day more and more professionals, such as teachers, medical care professionals, business people, law enforcement officers and others, have the need to communicate with the Hispanic community. The courses are content, vocabulary and culture-based. Students learn the vocabulary, language and cultural background that they use in their professional field through extensive practice in the classroom and also out of class through service-learning opportunities.

Publication and promotion of a new program is paramount for its success. An easy to navigate and informative website is critical for the SSPC (http://www.uab.edu/languages/ssp). The website houses the necessary documents that offer information to prospective students and local professionals, and a detailed description of the application process can also be found there. Once the website and all

documentation (e.g., program application form, student manual, checklist, and flier) were created, the program was ready for promotion and student recruitment. Promotion and recruitment efforts included regular information sessions (2–3 per semester) open to all students and the general public; briefings at academic advisors general meetings; presentations at specific business, health and international studies classes; and announcements in local newspapers, magazines and UAB's website and newspapers.

The SSPC program requires completion of a minimum of six classes (18 credits) in SSP, of which at least 12 credits must be at the advanced level. Students may choose classes within the professional track of their interest (e.g., health care, business or translation and interpretation), but they are required to take a phonetics and phonology course and a foreign language service-learning course for the completion of the SSPC requirements. The foreign language service-learning course must be taken towards the end of the program to ensure that students have the desired occupational language skills to function well working with a community partner.[1] Students must receive an A or B grade in all courses and maintain a minimum of 2.8 GPA in Spanish to maintain a "good standing" status. They can retake courses for a higher grade if necessary. The final program requirement is to pass an oral interview at the level of intermediate-mid or above, according to the ACTFL speaking guidelines.[2]

There is a program application process that is open all year. Regular UAB students must submit an electronic application. Local professionals must first be admitted as non-degree seeking students at UAB before they can apply for the SSPC.[3] The SSPC program director reviews applications and sends acceptance or rejection letters. Then, she communicates with the UAB Director of Academic Records who updates the students' records and transcripts. SSPC candidates are asked to meet with the SSPC advisor at least once a year for an advising session, although many students choose to meet more frequently.

Outcomes, Program Assessment and Outgrowth

The SSPC has become a popular program in the Department of Foreign Languages and Literatures. In its five years of existence, the program has enrolled 86 students, of which 27 have already successfully graduated from the program. The program offers three tracks: health care, business, translation and interpretation. Each track offers two courses, one at the intermediate and one at the advanced levels. Not surprisingly, due to the specific context at UAB and in the Birmingham area, the most popular and highest enrolled courses have usually been the Spanish for health professional classes, which are offered every semester (three times a year). The rest of the classes are offered once or twice a year, depending on demand and instructor availability. Because some of these courses are not offered every semester, it is very important that SSPC candidates meet regularly with the SSPC advisor to ensure that they graduate in a timely manner.

One of the main and most visible successes of the SSPC are the collaborations that have been established with other units on campus, such as the Schools of Business, Dentistry, Health Professions, Nursing and Medicine. The advanced Spanish for Health Professionals course is offered cross-listed with the School of Nursing courses, creating a unique and enriching learning environment for all students, who share the same classroom. The SSPC faculty design and teach courses for students in the Schools of

Dentistry and Medicine with regularity. Recently, a former Spanish major from the DFLL and a current medicine student, partnered with the DFLL and the SSPC to organize a short Spanish course for medical students. The course was designed and taught by an SSPC faculty and offered during the winter break between sessions in the School of Medicine (Davidson & Long, 2012). Furthermore, weekly Spanish conversation tables are offered by SSPC faculty, which are open to any student on campus with an interest in health related professions. In addition, the Graduate Student Associations of the Schools of Medicine and Dentistry have separately organized weekly Spanish conversation tables led by SSPC faculty and students. All of these efforts clearly indicate the high level of interest to learn Spanish from the part of the students in health-related professions, who are doing whatever they can to include some level of medical Spanish study in their busy academic schedules.

Another success of the SSPC is the quality of student research, which is linked to the professional interest of the student within a local context. Two illustrative examples, from the inception of the program to the most recent are "Legalese and Spanish: The Hispanic Immigrant Experience with the Legal System in Birmingham, Alabama" (Hall, 2007) and "H.B. 56 and Its Impact in the State of Alabama" (Novak, 2012). In the former, SSPC and Spanish Honor's student Brittlyn Hall conducted a survey study among law firms in Birmingham to investigate the level of legal support offered to the Hispanic population and the specific Spanish needs of these firms. In the most recent, SSPC graduate and current MBA student in the School of Business investigated the economic impact of the new State immigration law known as H.B. 56 mentioned earlier (Novak, 2012). Both studies linked the students' professional interest to their community. The studies taught them not only valuable information about their professions and future careers, but also gave them firsthand experience about how their professions interact with their community and the synergistic relationships that are born from such interactions.

An integral part of the long-term success of a new program is periodic program evaluations to assist in implementing necessary modifications. At the end of the program students are asked to complete an SSPC Exit Survey, in which they provide useful feedback about the program. This is mainly a demographic and a student satisfaction survey (see survey in the Appendix) used to get to know our students, their needs and their expectations better and to make adjustments as necessary. One important modification that has already been implemented in light of the students' feedback is an additional course on translation and interpretation at the intermediate level (the original certificate only offered advanced translation and interpretation). This new course was necessary as a stepping-stone to the advanced course, which was regarded as too challenging by many students.

Another important addition to the program occurred in 2010. The SSPC and the Department of Art and Art History partnered to have a student competition to design a logo for the SSPC. As a class requirement, all students in an advanced graphic design class were asked to design a logo. This was a unique and incredible experience for students, since not only was this their first real assignment, but they also were competing for the first time for a real client. There were 27 entries. Graphic design students met with the SSPC Director and explained their logo, motivations and meanings. After that, the SSPC Director asked all faculty in the Department of Foreign Languages and Literatures to vote on their first three choices. The logo with the most votes was selected as the SSPC official logo (see logo at http://www.uab.edu/languages/ssp).[4]

In an effort to strengthen the business Spanish track of the SSPC, in 2010, the interim chairperson of the Department of Foreign Languages and Literatures John K. Moore and the SSPC Director met with administrators in the School of Business to discuss ways in which to collaborate. After several meetings, it was clear that there was a need and an interest for Spanish (and Chinese) in the business world. However, the business curriculum at UAB is rather inflexible due to their accreditation limitations. Because business students at UAB are unable to incorporate the SSPC program into their regular curriculum, the Department of Foreign Languages and Literatures offered to design a new and shorter 12-credit program catered to business majors: a new minor in Spanish for Business. The new minor employs courses already existing in the Department of Foreign Languages and Literatures: Spanish for the Professions, Business Spanish and any other two intermediate or advance Spanish courses. The proposal was approved by the University in April 2011 and was first implemented in the fall of 2012 (for an overview of the program, visit: http://www.uab.edu/languages/images/pdfs/news/Minor_Spanish_for_Business.pdf). As this new program is in its first year, it is still premature to make an accurate evaluation. However, due to the overall success of the SSPC and to the growing globalized economies and markets, we predict a successful prospect for this new program. We look forward to report related findings in the near future.

Conclusions and Future Directions

As the results of surveys by Grosse and Voght (1990) and recently by Long and Uscinski (2012) have demonstrated, LSP courses and programs in the United States are no longer peripheral within the educational curriculum in higher education. They have become highly demanded by a dynamic student population that is in charge of their own learning and wish to be well prepared for an extremely competitive future in a globalized world.

This article has described the recently established Spanish for Specific Purposes Certificate program at the University of Alabama at Birmingham within a local context. This program caters to traditional and non-traditional students who share educational goals and classroom experiences. Because it is a highly practical and applicable program in real life, and because it is available to all students and local professionals, the SSPC has become one of the fastest growing programs at UAB with almost 30 graduates in its short existence. Most importantly, the program has created strong and synergistic connections and collaborations with local companies (e.g., hospitals, clinics, charity organizations, banks, libraries, law firms, government offices, schools and early learning centers) through the foreign language service-learning course required for the SSPC. In addition, the SSPC has established collaborations with other units on campus, such as the Schools of Business, Dentistry, Health-Professions, Nursing and Medicine. Furthermore, SSPC students produce high quality research linking their professional interest to their communities and exploring its synergetic relationships. SSPC graduates move on to a variety of professional fields in health, business and translation and interpretation services, or to graduate programs in related fields in which their knowledge of occupational Spanish is (or will be) useful and beneficial to them, their companies and their community.

One significant outgrowth of the SSPC is the new minor for Business Spanish established in fall 2012 utilizing SSPC resources. This new program seals collaborative efforts between the Department of Foreign Languages and Literatures and the School of Business and aims to cater primarily to Business students, but is also open to any student with an interest in pursuing an international career.

As mentioned earlier, an integral part of a successful program is periodic program assessment. The SSPC Exit Survey taken by graduating students gives the SSPC director and faculty regular opportunities to reflect upon the progress of the program, and thus, to make revisions where necessary. In addition to this informal form of student satisfaction evaluation, it is important to conduct some type of performance assessment to investigate the impact that the SSPC classes have on students' Spanish performance. This performance program assessment has been projected to take place within the next academic year and we look forward to new findings.

Acknowledgments

Notes

[1]For a detailed description and a sample syllabus of the Foreign Language Service-Learning course required for the SSPC, see Sánchez-López (2013; forthcoming).

[2]American Council for the Teaching of Foreign Languages proficiency guidelines can be found at http://www.actfl.org/files/public/Guidelinesspeak.pdf.

[3]Non-degree seeking students must have a minimum of 12 credit hours of successful college level work (grade C or above in all courses), with the following distribution (minimum): at least 6 credit hours in Area 1 (English Composition), at least 3 credit hours in Area 2 (Arts and Humanities), and at least 3 credit hours in Area 4 (Social Sciences).

[4]The artist of the SSPC logo is UAB's graphic design student Alan Heiman. The faculty member of the graphic design class that participated in this project is Professor Douglas B. Barrett.

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APPENDIX

The University of Alabama at Birmingham
College of Arts and Sciences
Department of Foreign Languages and Literatures

Spanish for Specific Purposes Certificate (SSPC) Exit Survey

Note: <u>This survey is anonymous</u>. Please, be as honest as possible when completing it. Thank you for providing us with valuable information to get to know our students and to improve our SSPC program.

    I.   **<u>Personal Information</u>** (circle one)

1. Gender: Male   Female

2. Age: 18–20   20–23   24–26   27–30   More than 31

3. Regular UAB Student   Non-regular UAB student (local professional)

4. Work: Full-time job   Part-time job   Unemployed

5. Work place: _____; Position: _____

5. Race: African American Caucasian   Hispanic Indian Asian   Other

6. Major/s: _____   Minor/s: _____

7. Previous Higher Education Degrees: _____

8. Your first language/s is/are:_____

SSPC related

1. How long did it take you to complete the SSPC program? _____

2. In which of the three tracks did you specialize (health, business, translation &

interpretation)?: _____

3. Please explain why you pursued the SSPC:

_____

_____

4. Did the SSPC fulfill your expectations? Yes   No

Please explain why?

_____

_____

5. Did the SSPC classes fulfill your expectations in general? Yes   No

Please explain why?

_____

_____

6. What did you like the most about the program?

_____

_____

_____

_____

7. What did you like the least about the program?

_____

_____

_____

_____

8. Please give us your suggestions on how to improve the SSPC program:

_____

_____

_____

_____

9. How will the SSPC impact your current or future career?

_____

_____

_____

_____

10. Would you recommend the SSPC to your friends or colleagues? Yes   No

11. Finally, do you give your permission to use the information that you provided above anonymously for statistical and research purposes?   Yes   No

Note: If you have further comments, please use the back of this form. *GRACIAS*.

French for International Conference at The University of the West Indies, Mona: Total Simulation in the Teaching of Languages for Specific Purposes

Marie-José Nzengou-Tayo
The University of The West Indies, Mona

Gilles Lubeth
The University of The West Indies, Mona

Abstract: As a Caribbean institution of Higher Learning, the University of the West Indies is seen as a major contributor to integration efforts in the Region very often mandated by CARICOM to carry out educational missions to that effect. Working in a geographically fragmented and multilingual space, foreign language education is a major preoccupation for academic departments or sections in the respective campuses. The Mona Campus, based in Jamaica, was very one of the earliest to recognize the need to add LSP courses in its curriculum as electives (Business) or as 'service courses' for other programmes (Tourism and Hospitality Management). To these existing LSP courses, the French Section at the Mona Campus added in 2003 a new LSP course geared toward International Relation students. The originality of the course lays its chosen method of delivery by total simulation. The course was offered twice since its approval and under two different schedules (two-week intensive and semester-long). This chapter discusses the impact of these two schedules on the course delivery and learning process. The comparison shows the importance of student's motivation and learning autonomy. The study also comments on the use of blended learning (on-line module complementing face-to-face delivery) and suggests that virtual reality may offer a new addition to Total Simulation for LSP.

Keywords: CARICOM, French for international trade, international conferences, Language for Specific Purposes (LSP), methodology

Introduction

Language for Specific Purpose (LSP) has developed with the expansion of international trade and the development of multilingual and multicultural working teams. Short language courses are designed at the request of enterprises or institutions in order to meet the specific demands related to the work environment. Though LSP courses have been in existence for more than three decades, their introduction in the academic programs of language majors is quite recent and has been a hot debate for several years at MLA and ADFL meetings. In the Caribbean, with the development of integration, the need for LSP has been felt as the CARICOM (Caribbean Community) started to look beyond the English-speaking Caribbean and opened itself to non-English-speaking territories (Surinam and Haiti joined the organization in 1995 and 2002 respectively while Cuba and the Dominican Republic have observer status).

These political trends impacted on our foreign language offerings, stressing the need to open our curriculum to professionally oriented courses. The Department of Modern Languages and Literatures and the language sections of the two other campuses

had various responses: at the St. Augustine Campus (Trinidad and Tobago), a Latin American Studies program was developed; at Cave Hill (Barbados), a cross-faculty program in Management Studies with a minor in a foreign language was approved; at Mona, LSP courses were developed and students from other faculties were allowed to declare minors in French or Spanish. In this article, we present the circumstances surrounding the design of the latest addition to French for Specific Purpose courses offered at the University of The West Indies, Mona (UWI, Mona), the methodological choices made and their implication for assessment. Because the course has been offered twice since its approval by the University Academic Quality Assurance Committee and with two different schedules, we will compare and discuss these two delivery modes.

Language for Specific Purpose at the UWI, Mona

At the UWI, Mona, the introduction of French for Special Purpose came out of a pragmatic approach at a time when high schools were experiencing a high turnover of French teachers and a reduction of schools offering A-level French (equivalent to the *Baccalauréat*). Noting that our graduates were being hired in the insurance and tourism industries, it was thought that equipping them with professional language skills would give a 'practical' touch to our program. The recruitment of a colleague with professional experience in translation led to discussions about a more professionally oriented program. "French for Business" was the first LSP course to be designed in 1991–1992 with the creation of a level III course of French for business or "Business French." The course was developed as an elective in response to a situation in which French graduates were moving toward the business sector instead of education. In the subsequent years, other LSP courses were introduced: "French for Hospitality" in 1998–1999 and "French for International Conferences" in 2003. The introduction of this last course coincided with a drastic overhaul of the French curriculum. The offering of "French for International Conferences" came at a time when the French section of the Department was repositioning itself and revising its offerings. The course was designed with a view to attracting International Relations (IR) students while capitalizing on the latest trend in French foreign language teaching methods. The decision was based on the fact that IR majors and French majors minoring in IR outnumbered students majoring in French only. It was taken at a time when the section was going into a survival mode, taking drastic measures and moving away from the traditional language curriculum (36 credits equally divided between language and literature). The section opted for a mix of language, literature, film and culture, and French for specific purpose courses. It was a drastic choice since the section was moving away of the traditional literary offerings. Though the section has not fully recovered, it has increased its numbers and the majority of students pursuing French are double majors (French and Spanish) with a professional objective of becoming translators or interpreters, followed by IR and Linguistics majors.

Total Simulation in French Foreign Language Teaching and Learning

Even though Total Simulation in French Foreign Language Education was initiated in the 1970s at the BELC (*Bureau d'Enseignement de la Langue et de la Civilisation Françaises à l'Étranger* / Office for the Teaching of French Language and Civilization

Abroad) it did not really become mainstream until the late eighties. This approach to language teaching evolved from role playing and the need to expand role playing over a longer period of time with a view to involving diverse aspects of communication (Yaiche, 1996). Total Simulation was borrowed from continuous professional education where staff received specific training to deal with job-related situations. Total Simulation for French Foreign Language Teaching was first conceptualized by Francis Debyser, a professor at the CIEP (*Centre International d'Études Pédagogiques* / International Center for Pedagogical Studies). In the 1980s, Total Simulation became more broadly accepted and moved from experimental to established status. Publishers become interested and several textbooks were published by Hachette between 1980 and 1990 (Yaiche, 1996). By the 1990s, Total Simulation was redirected toward the teaching of French for Specific Purpose (Business French, French for International Relations, Hospitality French). Total Simulation benefits today from IT and its use in the classroom. It is still at the experimental stage as is the case of 'Virtual Cabinet' for the teaching of English, which has been developed by Masters' students at University of Lyon II (http://sites.univ-lyon2.fr/vcab/demo/) or 'L'auberge' developed by University Lille III for incoming French Foreign Language Students (http://auberge.int.univ-lille3.fr/).

Characteristics of a Total Simulation Course in Foreign Language Learning

Total Simulation in Foreign Language Teaching and Learning could be considered revolutionary in its approach and methodology. First, the role of the teacher is transformed as he or she becomes a facilitator and a participant in the simulation instead of an instructor. For instance, in the International Conference Simulation, the teacher plays the part of the Secretariat. He or she compiles and archives the material needed for the progress of the conference. He or she also provides documents and the linguistic tools needed for the project.

Secondly, simulation follows a set pattern of five stages (See Bourdeau, Bouygue, & Gatein, 1992; Yaiche, 1996). The first stage is the creation of the setting. In the case of the International Conference, it means, choosing the theme and the place of the conference. The second stage is to identify the participants. At this point, the role playing starts as the learners have to choose an identity and the country that they will represent. Learners will have to play several roles: delegates from their chosen countries (Minister of Foreign Affairs or High Ranking Civil Servant or Ambassador). At one point, they also play the part of journalists. The countries are fictitious but based on the characteristics of real countries. During this stage, learners choose their identity and civil status; they invent a short biography indicating two physical, moral, psychological, intellectual characteristics, two distinctive objects, (Yaiche, 1996). The third and fourth stages consist in conducting the simulation: the official opening ceremony and the working sessions. At this point, learners are to present their country's respective position paper. Interaction takes place as well as negotiations for a common position and action plan. During this stage, the facilitator plays an important part in ensuring the archiving of all productions and the elaboration of a data bank for the progress of the conference. Students are provided with documents and assisted in acquiring the mastery of the linguistic tools needed for the exercise (e.g., mastery of high language register for official speeches; mastery of diplomatic lexicon for the phrasing of the final resolution and the press release,

ability to write an abstract or a synthetic report from a news article, etc.). The final stage is geared toward ending the simulation. In the case of the International Conference, it is marked by the writing of the final resolution and a press conference. Since IR students are to be prepared to face and manage diplomatic incidents/crisis during negotiations, elements that could lead to such incident are introduced between the fourth and fifth stage of the simulation when students are drafting the final resolution of the conference. Students are expected to draw on their negotiating skills in order to solve the problem or assuage the potential conflict and bring the conference to a positive closing ceremony.

Assessment is blended in the simulation: oral expression is assessed during the opening ceremony (a five-minute presentation) and during the press conference. Students are video recorded and marking takes place afterwards. (See evaluation sheet in appendix B). Both examiners are present to abide by University Examination Regulations. Writing proficiency is assessed through a press release and the conference final resolution, which is done individually during a traditional in-class test. It is also assessed 'outside' of the simulation through the submission of a take-home assignment, the format of which is either a *précis* writing or a critical review of a newspaper article related to the theme of the conference. Students are provided with a choice of articles from *Le Monde Diplomatique,* a well-established and recognized reference journal from which they will select an article for review or summary.

LSP and Total Simulation in Jamaica and at the UWI, Mona

French teachers in Jamaica were introduced to Total Simulation in 1993 thanks to a new French Linguistics Attaché who was also appointed at The University of the West Indies from 1992–1997. A specialist in Total Simulation, she organized two workshops for the Jamaica Association of French Teachers and one for the Tourism Product Development Company (TPDCo), a Jamaican state agency responsible for the training of the workforce in the tourism sector. The co-authors received additional training at the annual training seminar organized by the *Centre International d'Études Pédagogiques* (CIEP) held in Caen in July 1996 (Nzengou-Tayo) and July 2009 (Lubeth) respectively.

The first total simulation course at the UWI was developed in 2003. Two factors contributed to the choice of this methodology. One was the renewed interest in LSP with the review of the French program. After a quality assurance review in 2003, the French section, threatened by low numbers in registration, revised its program with a stronger professional component (introduction of an additional LSP course and translation modules). The second was the institutionalization of summer courses, which offered the possibility of using an intensive format. The idea was to design a course that could imitate a real life situation: an international conference taking into account that such an event is usually limited over a period of time (1–2 weeks) and requires a full work day. The course was submitted to the University Quality Assurance Committee for approval (See course proposal in Appendix A). In the initial submission, evaluation was by 50% coursework and 50% final examination (Appendix A). However, when the course was first taught in 2006, we requested a change of the evaluation scheme to 100% coursework (50% oral presentation and 50% written assignment). The reason for this change was directly related to the philosophy behind total simulation, which required a formative form of assessment that would blend seamlessly in the simulation.

Case Study: The 2006 and 2009 Experiences

Since its creation, French for International Conferences (FREN 3118) has been offered twice: first, in 2006 as an intensive summer course over two weeks, and secondly, in 2009 as a regular semester course over thirteen weeks. These two modes of delivery will be compared and discussed in this section.

Course delivery schedule.

In 2005–2006, during the two-week period during which the course was offered, the timetable averaged 25 hours per week with 5 daily contact hours. FREN 3118 was the only course attended by the students. Students were put in an immersion situation as they interacted with a native speaker of French during the week. During the second week, ten hours were set aside for independent research in an attempt to give students an opportunity to develop learning autonomy.

In 2009–2010, the course was taught during the first semester according to the regular schedule. The timetable featured 3 one-hour sessions per week. In addition to FREN 3118, students were simultaneously registered for four other courses whose demands were competing with the French course. The fast pace of the semester (13 weeks) did not allow for a scheduled independent research. Students had to use their free time for independent research to develop their learning autonomy.

The difference between the schedules of the 2006 and 2009 course delivery had an impact on the course management as well as the students' learning experience. It is evident that 2009 students did not have the same learning stimulus as the 2006 ones. They had the pressure of their other courses in term of time and workload. In addition, regular attendance was an issue since students sometimes missed classes either due to timetable clashes or assignment deadlines to meet in other courses. The running of the course was affected as each student had a part to play in the progress of the simulation and absence from class meetings affected the proceedings of the conference.

Student profile and number.

The course targets third-year students and requires a general language module at level III as a co-requisite. However, the co-requisite can be waived depending on the level of the students. For instance, when the course was offered during the summer 2006, it was waived for second-year students who had received a B+ in the two modules of the level II language courses. In 2009, a third-year International Relations student who had completed level I of the French language courses with A and was reading the level II language course was allowed to register. The waiver was granted based on his outstanding results at level I and also after an interview in which he demonstrated a high level of motivation and learning autonomy.

In 2006, the course was offered with 9 students and in 2009 there were 14 registered students. Numbers can be an issue for conducting a total simulation course. For instance, our experience taught us that, even though Cali, Cheval, & Zabardi (1992) suggest a number of 20 participants divided according to a ratio by type of countries[1] in *La Conférence Internationale et ses Variantes*, country-ratio balance can still be observed

with lesser numbers. Based on our 2006 experience, we recommend a minimum of 8 students. Indeed, a lesser number would not allow their distribution according to the recommended country ratio. In addition, work in commissions, which is part of the simulation process, would be less productive. Similarly, 20 is the maximum manageable number of students during total simulation. The attention to be devoted to students' progress and the group dynamics become a challenge with larger numbers. Therefore, beyond 20, the group would be divided and two concurrent simulations conducted, provided that staffing is not an issue for the institution.

Topics and scenarios.

On both occasions, the theme of the conference was inspired by current affairs relevant to the Caribbean region. In 2006, the conference was titled "Libre circulation des travailleurs à l'échelle mondiale: Faisabilité et conditions" (Feasibility and Conditions for a Global Free Movement of Labour). The theme was inspired by discussions taking place in the media about the Caribbean Single Market and Economy (CSME) put in place by CARICOM countries that year. The scenario was developed to involve a group of 9 countries, members of a regional organization seeking to achieve integration through free movement of workers.

The 2009 edition of the conference, "Réchauffement climatique: Stratégies et équité" (Global Warming: Strategies and Equity) was inspired by the then ongoing international negotiations on global warming. The course started in September, just three months before the Copenhagen Summit. The scenario was based on the creation of an international organization, the Group of 14 (G14) specially dedicated to addressing the issue of global warming, and therefore holding its first conference accordingly.

The choice of topics related to current international or regional issues stimulates the students' interest as they can have access to current reference material. They develop their critical thinking as they are exposed to various diverging opinions and asked to present their country's position at the start of the conference. For example, at the 2009 conference, the delegate of "Bonangue" expressed the country's position as follows:

> Conscient des graves effets [du réchauffement climatique] sur l'environnement, nous tenons à prendre action immédiatement parce que les effets poseront un problème pour le pays. Par le passé, la Bonangue a donné priorité aux revenus, dans certains cas, au détriment de l'environnement. Le pays est disposé à porter [sic] les changements nécessaires.

The delegate of "Kalasie," on the contrary, indicated, "La Kalasie est favorable au recours aux crédits d'émission de gaz utilisables par les investisseurs." Another delegate from "Lisérbie" chose to stress the social impact and the importance to reach a consensus on the matter.

The multiple and sometimes diverging country positions will contribute to the life of the conference as the objective is to find a common ground and sign a final resolution, which would bring the conference to a close.

Resources and methods.

The course outline was developed in accordance with the prescribed textbook *La Conférence Internationale et ses Variantes* (Cali et al., 1992). The authors' recommendations were followed with some adjustments, which will be presented below. Since countries have to be fictitious to respect the principle of Total Simulation, two websites, *CIA: The World Factbook*, and *Quid* were used to establish the profile of these invented countries.[2] Using the principle of '*mots-valises*' students invented the name of the countries they were representing. For instance, "Lisérbie," "Kalasie" or "Dukenyah" were obviously created in reference to existing countries or regions. Other names were arbitrary and left to the students' imagination as "Cadeaux d'Ouest," "Amapour" or "Kadia."

Other web resources were used in accordance with the theme of the conference and a companion website was developed on the University Virtual Learning Environment (OurVLE) (UWI, Mona "Virtual Learning Environment") to take advantage of information technology at our disposal at the Mona Campus.

The 2006 intensive format.

We introduced some slight variations from the standard format of the simulation. First, the course started with a screening of the French movie *Saint-Germain ou la Négociation* (2003) with Jean Rochefort. The objective was to highlight the objectives, modalities of diplomatic negotiations as well as to insist on the high-language register used during negotiations, which the students would have to use. Despite the historical context (the 16th century), the film was particularly suitable as it showed protocol and behind-the-scene events taking place during political negotiations.

Secondly, students were given an introductory lecture on the processes of international conferences coupled with a tour of the Jamaica Conference Centre in Kingston. This was facilitated by a colleague and professional translator who worked at international conferences and was familiar with the facility.

Various documents were made available online on a range of topics: international organizations pursuing regional integration through implementation of free movement of labor (the European Union, CARICOM) and a compilation of documents on immigration and globalization. In 2006, the course page on OurVLE was used only for archival purposes. The instructor, playing the part of the conference Secretary, uploaded for future reference documents that had been identified as relevant to the conference.

Since the students' time were dedicated to the course, it was easy to simulate the rhythm of a conference with meetings in commission and plenary sessions. The course outline was design to be the "agenda" of the conference. The intensive format helped to develop a group dynamic based on solidarity and conviviality, which stimulated weaker students to make efforts to improve their proficiency.

The 2009 semester-long format.

The semester-long delivery of FREN 3118 differed from the intensive summer course on some points. The presentation by the guest lecturer and the film screening were maintained, but, due to timetable constraints, the tour of the Conference Centre did not take place. The main innovation was in the extensive use of the online module and the exploration of the functionalities offered by the Moodle platform supporting OurVLE

where all the material necessary for the presentation of the theme and the conduct of the activities of the conference were uploaded. All documents were made available online via OurVLE, expanding from print and website links to audio and video. Students' productions were added to the resources identified by the instructor.

The instructor/facilitator provided the following resources: explanatory documents on global warming (its geopolitical implications and the negotiation process); documents with terminology used in diplomatic language; and audiovisual documents from France2, France3, and YouTube. A link to Yann Arthus-Bertrand's documentary *Home* (2009) was also put on the course portal. As Secretariat, the instructor/facilitator uploaded reports of sessions held during the preparatory phase (the preconference meetings). These reports gave students a regularly updated overview of progress made, a review of notions covered as well as the calendar of events (the schedule of meetings).

Using the functionalities offered by Moodle, students were able to contribute to the development of the course portal. Using the 'upload a single file' and the forum features, they uploaded their own production, including country and delegate profiles, reports resulting from the sessions in commission and plenary sessions, and draft resolutions. The course portal was useful for archiving the various activities conducted during the course. Students were able to refer to a central repository outside of the contact hours. This tool also had financial and ecological benefits as it reduced the cost of photocopying. Indeed, whereas all documents had to be printed in 2006, only documents produced during the conference (student-generated commission and plenary reports, agenda and list of speakers) were printed for circulation in 2009.

Because of the discontinuity of the timetable (3 hours spread over 13 weeks), the 2009 conference did not flow as harmoniously as the 2006 one. With competing interests, students found it difficult to dedicate themselves to the conference. Running from one class to another, they sometimes lost track of the conference objectives, which in turn had an impact on the group dynamics and progress as indicated by the results of the continuous assessment (i.e., the coursework).

Evaluation and students' results.

As mentioned earlier, the course assessment was done by 100% coursework. The percentage was equally divided between oral and writing proficiency (50% each). Oral proficiency was assessed as follows: delegate's address at the opening ceremony weighting 25%; delegate's interview at the press conference (15%); and one intervention as a journalist interviewing the delegates at the press conference (10%).

Writing proficiency was assessed through a press release (10%), an individual proposal for the final resolution (15%), and one *précis* writing/critical review of document(s) (25%).

Students' oral and written productions were graded using a criterion-referenced assessment grid (See Appendix B for details).

In 2006, we got a 100% pass rate with results ranging from A+ to C. In 2009, the pass rate was 71.42%. With the intensive format, students demonstrated their mastery of high-level register. Students who were considered 'weak' based on their low grade in the general language courses, managed to improve their proficiency level and achieve acceptable performances in oral presentations. In 2009, there was a large gap between the

best and the weakest students (2 students got As, 4 students failed, and 8 students' grades ranged from B+ to D). Group average was 49.79%.

When comparing the two groups' results, we have to admit that we had some doubts initially about the intensive format because of the limited time given to students to properly absorb the notions and the various tasks required in the course. Yet, it appears that stretching the process over a semester is not a decisive factor for improved performance. The role of group dynamics in total simulation is yet to be measured though it is generally recognized in class interaction and learning. During the regular semester, the group dynamics did not play a cohesive role as it did in the summer course where more proficient students helped to strengthen the weaker ones. Competing academic interests and irregular attendance during the regular semester also had an impact on students' low performance.

Conclusion

At the UWI, Mona, we introduced LSP courses in our academic programs as part of our major from a pragmatic standpoint in reviewing our curriculum. Though we are aware that LSP courses generally target professionals already in the field, as a result, the design and offering of such courses is usually preceded by a need analysis and the identification of the language processes (i.e., register, lexicon, syntax, speech acts) needed to achieve the requested proficiency (Mangiante & Parpette, 2004). Both "Business French" and "French for International Conferences" count toward the major, though only one can be taken as a core course, the other being an elective. Because LSP courses have a professional orientation, they give undergraduates the impression of being prepared for the world of work. The use of total simulation comforts this impression because of its task-based approach and the fact that it recreates a work environment with its idiosyncrasies. Combined with information technology (OurVLE), it becomes an original and valuable method. The dual-mode adds flexibility to the course and expands access to authentic material. However, success depends heavily on students' learning autonomy, which is enhanced by a tool like OurVLE. Motivation and participation are essential for the success of students as evidenced by the results of the third-year student who was accepted while doing the first module of level II French and was one of the top two students in the course.

Our experience suggests that the intensive format yields better results because it reinforces student concentration, dedication, and performance, which also benefit from the positive impact of the group dynamics. Recent development in the field shows an orientation toward multimedia and information technology to create virtual worlds where Total Simulation is made possible on a large scale. The combination of the two is very promising for language learning and teaching but presents new challenges to foreign language teachers and course developers.

Notes

[1]Cali, Cheval, & Debardi (1992) identify the following categories: developing countries, developed countries, least developed countries, and Central or Eastern European countries in transition towards market economy. The latter category being now obsolete, the decision was made to replace it with countries in the same geographical region.

[2]See https://www.cia.gov/library/publications/the-world-factbook/ and http://www.quid.fr.

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APPENDICES

Appendix A

Original submission to the Academic Quality Assurance Committee of the UWI, Mona Campus in 2003–2004. The assessment was subsequently modified to 100 percent coursework in 2005–2006.

DEPARTMENT OF MODERN LANGUAGES & LITERATURES
COURSE PROPOSAL

Course Title: French for International Conferences

Course Code: FREN 3118

Level: 3

Semester: 1

Credits: 3

Prerequisite: A Pass in F24A (FREN 2001)

Co-requisite: F34A (FREN 3001)

Contact hours: 4 hours per weeks (1 lecture, 1 writing tutorial, 1 oral expression, 1 listening comprehension)

Rationale: French is one of the major languages of the United Nations and other international institutions. In response to increased demand for specialized foreign language courses, this course will introduce students to the technical French of international relations and negotiations

Course description: This course is designed to reproduce an international conference setting during which various aspects of diplomatic negotiations will be envisaged with a view to using French at the formal/foreign affairs level.

Objectives: At the end of the course students should be able to

- Demonstrate understanding of French spoken in a formal/diplomatic setting
- Read articles in French on international issues.
- Write press reviews, press releases in French about an international issue.
- Express a personal view about a topical International issue in French
- Express a simulated official view about a topical International issue in French
- Simulate an official address in French
- Simulate a press conference in French

ASSESSMENT

50% in-course: 3 one-hour in-class tests: Reading comprehension (15%); Writing (20%); Listening comprehension (15%)

50% Final Examination: Oral presentation (25%) and 2-hour written examination (25%)

TEXTS

La Conférence Internationale et ses Variantes. Chantal Cali, Mireille Cheval and Antoinette Zabardi. Paris: Hachette Livre, Français Langue Étrangère, 1995.
Audio-visual material from TV5 (such as *Kiosque*, Une fois par mois, Le dessous des cartes).
Articles from journals such as *Le monde diplomatique.*

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Appendix 2. Assessment grid for oral presentation

Official Address: (5-minute presentation at the Opening Ceremony).
Press Conference Part 1 and 2: Presentation of Country Position followed by Questions and Answer session). Students plays the country official and then the journalist parts.

FREN 3118: Oral Presentation Assessment Grid

NAME:	Grade	Comments
Relevance of Arguments	/5	
Fluency	/5	
Consistent use of high-language register	/3	
Communicative skills	/2	
Accuracy and richness of vocabulary	/5	
Accuracy and use of complex syntactic structures	/5	
Accurate pronunciation	/5	
FINAL GRADE (25%)	/25	

FREN 3118: Press Conference Assessment Grid—Presenter

NAME:		Grade	Comments
Relevance of Arguments (5 pts. x 3 = 15)	Presentation		
	Answer (1)		
	Answer (2)		
Fluency (5 pts. x 3 = 15)	Presentation		
	Answer (1)		
	Answer (2)		
Consistent Use of High Language Register (3 pts. x 3 = 9)	Presentation		
	Answer (1)		
	Answer (2)		
Communicative skills (2 pts. x 3 = 6)	Presentation		
	Answer (1)		
	Answer (2)		
Accuracy and Richness of Vocabulary (5 pts. x 3 = 15)	Presentation		
	Answer (1)		
	Answer (2)		
Accuracy and Use of Complex Syntactic Structures (5 pts. x 3 = 15)	Presentation		
	Answer (1)		
	Answer (2)		
Accurate Pronunciation /5 marks x 3 = 15	Presentation		
	Answer (1)		
	Answer (2)		
Unconverted Total (90 pts.) / FINAL GRADE (15%)			

FREN 3118: Press Conference Assessment Grid—Journalist

NAME:		Grade	Comments
Relevance of question (5 pts. x 4 = 20)	Question 1 (Name)		
	Question 2 (Name)		
	Question 3 (Name)		
	Question 4 (Name)		
Fluency (5 pts. x 4 = 20)	Question 1 (Name)		
	Question 2 (Name)		
	Question 3 (Name)		
	Question 4 (Name)		
Consistent use of high-language register (3 pts. x 4 = 12)	Question 1 (Name)		
	Question 2 (Name)		
	Question 3 (Name)		
	Question 4 (Name)		
Accuracy and richness of vocabulary (5 pts. x 4 = 20)	Question 1 (Name)		
	Question 2 (Name)		
	Question 3 (Name)		
	Question 4 (Name)		
Accuracy and use of complex syntactic structures (5 pts. x 4 = 20)	Question 1 (Name)		
	Question 2 (Name)		
	Question 3 (Name)		
	Question 4 (Name)		
Accurate pronunciation (5 marks x 4 = 20)	Question 1 (Name)		
	Question 2 (Name)		
	Question 3 (Name)		
	Question 4 (Name)		
Unconverted Total (112 pts.) **FINAL GRADE (10%)**			

ON THE UNEXPECTED LSP PARTICIPANT

The *Unexpected* Spanish for Specific Purposes Professor: A Tale of Two Institutions

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United States Air Force Academy
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Abstract: The present study documents a language educator's reflection on two transitions that mirror current curricular changes in undergraduate language programs in the United States. The first chronicles her personal pedagogical transformation from a general-purposes Spanish language professor and her adjustment to teaching as a visiting professor in a Spanish for Specific Purposes (SSP) language-learning environment at the United States Air Force Academy. The second reports the evolution over several decades of the Spanish language program at University of Alabama at Birmingham from a traditional general Spanish-language program to a multipurpose program. The study suggests that SSP and liberal arts values are not mutually exclusive, and it explores what Spanish for General Purposes (SGP) can learn from SSP. Spanish programs that find common ground and *hybridize* to respond to multiple demands of today's Spanish learners are likely to be the most successful in the future.

Keywords: language learning curriculum, liberal arts, medical Spanish, military language learning, Spanish for General Purposes (SGP), Spanish instruction, Spanish for Specific Purposes (SSP), United States Air Force Academy, University of Alabama at Birmingham (UAB)

Introduction

This academic year, I dubbed myself the *unexpected* Spanish for Specific Purposes (SSP) professor because specialized career-focused instruction became part of my pedagogical repertoire. Working in a SSP language-learning environment has made me take stock of what mainstream language educators can gain from exposure to the philosophy and instructional techniques of languages for specific purposes. I am serving currently as Distinguished Visiting Professor of Spanish at the United States Air Force Academy. I am a permanent Professor of Spanish at the University of Alabama at Birmingham (UAB).

In this reflective paper, I chronicle two transitions. First, I share observations about my transition from general purposes language instruction to the more focused language-learning setting at the United States Air Force Academy. Language learning at the United States Air Force Academy exemplifies the definition of a Spanish for Specific Purposes (SSP) program because it is dedicated to the goal of educating future Air Force officer-leaders with a global perspective. Secondly, I narrate from an administrative/ administrator's point of view UAB's evolution from a traditional Spanish curriculum to a dual-purpose program that includes a SSP certificate. I conclude that both the United States Air Force Academy and UAB Spanish language programs provide unique insights into the curricular changes and challenges in language teaching that have emerged during the last several decades in higher education. My experiences in these respective undergraduate Spanish programs show that signature language curricula have been and can be developed to serve diverse missions of learners and institutions and that intellectual and practical needs simultaneously helped mold these

programs. The United States Air Force Academy and UAB Spanish language programs are traditional and nontraditional at the same time. I posit they will resemble our future *hybridized* Spanish language programs. For purposes of this paper, I understand hybridized to mean multipurpose programs that have SSP components and a liberal arts foundation.

The subfield of SSP can be defined as a practice that gives language learners access to the Spanish that they need to accomplish their own academic or occupational goals (Sánchez-López, 2013). It is necessary to locate SSP within the domain of Second Language Acquisition (SLA) in order to recognize that SSP is not a departure from current theory or practices in foreign language education. The counterpoint to SSP is Spanish for General Purposes (SGP). SGP is a broad descriptor for the teaching and learning of Spanish in ways that can be exploratory in nature. It is language teaching and learning that is likely *not* to have a singular career focus. Along with the concept of language learning for cultural breadth, traditionally SGP has been ensconced within the notion of liberal arts education.

After almost 20 years of teaching principally undergraduate SGP at UAB, I relocated to Colorado Springs to experience anew the teaching and learning of Spanish in a different context. The learning environment that I envisioned at the service academy would be focused on the specific Air Force mission within undergraduate higher education. By contrast, I am the product of a liberal arts education that was not singularly focused on a specific career. For the last several decades, I have taught students with a variety of goals, both professional and personal. The teaching and learning environment with which I am the most familiar is rooted in the model of a liberal education that has historically framed SGP programs across the United States over the last 75 years. Goals of the liberal arts education include such attributes as thinking critically, possessing broad analytical skills, learning how to learn, thinking independently, seeing all sides of an issue, communicating clearly (orally and in writing), exercising self-control for the sake of broader loyalties, showing self-assurance in leadership ability, and participating in and enjoying (cross-)cultural experience (Blaich, Bost, Chan, & Lynch, 2010). By reviewing some attributes commonly found in definitions of a liberal arts education, I highlight the cornerstone of numerous undergraduate programs in higher education. My goal is not to produce a comprehensive list of its characteristics. In fact, one finds variations in the definition of the liberal arts education tailored to suit institutional realities and needs. The elements that I emphasize in the present discussion are particular characteristics, such as analytical and critical thinking, leadership development, civic responsibility and cultural breadth, which are especially relevant to how these two Spanish language programs evolved at both the United States Air Force Academy and UAB. Although critical thinking may not be one of the characteristics that spring to mind within military education given the realities of obedience, discipline and hierarchy, critical thinking is an essential characteristic of military officers that must make decisions in complex situations. The teaching/learning of the ability to analyze critically is key in military service academies and in civilian institutions, such as UAB.

UAB and arrived at the United States Air Force Academy in summer 2011. Because of the courses that I had been asked to design and teach, I knew that the United States Air Force Academy's curriculum was *not* about technical instruction as in Spanish for Military Purposes. In fact, my fall courses had mainstream course titles that one might find in any Spanish program: *Literature and Film of Spain* and *Latin American Civilization and Culture*. My military supervisors told me that I was invited here to bring a different perspective and pedagogy into the classroom. As my first semester unfolded, I set out to learn from diverse

pupils and faculty members *and* to absorb and adapt to the differences before me.

      The United States Air Force Academy's mission fits neatly on a sign that everyone reads upon entering the military installation: "Developing Leaders of Character." The United States Air Force Academy (2011) is an undergraduate institution, awarding the BS degree as part of its mission to inspire and develop officers with knowledge, character and discipline. Undergraduates are referred to as cadets, and this underscores both the military and academic focus of the learners. After a few weeks at the United States Air Force Academy, I realized that I had landed in a one-of-a-kind educational setting. The institution subscribes to and emphasizes many of the key core values that I associate with a liberal arts education while additionally providing technical training. As Pennington (2012) pointed out in her recent commentary in *The Chronicle of Higher Education*, we need to acknowledge that preparing for work and pursuing a liberal arts education are not mutually exclusive. Considering liberal arts principles and professional training as polar opposites is a deeply ingrained notion by many individuals in higher education and in society at large. This belief needs to change because of the type of complex preparation that today's students will need to flourish in the future.

    Below is the complete list of shared outcomes of the Unites States Air Force Academy. Even with a cursory examination, one finds intertwined traditional liberals arts concepts and elements associated with technical education for engineers, scientists and warriors:

Shared United States Air Force Academy Outcomes (2011)

Commission leaders of character who embody the Air Force core values. . .

    . . .committed to Societal, Professional, and Individual Responsibilities
- Ethical Reasoning and Action
- Respect for Human Dignity
- Service to the Nation
- Lifelong Development and Contributions
- Intercultural Competence and Involvement

    . . .empowered by integrated Intellectual and Warrior Skills
- Quantitative and Information Literacy
- Oral and Written Communication
- Critical Thinking
- Decision Making
- Stamina
- Courage
- Discipline
- Teamwork

    . . .grounded in essential Knowledge of the Profession of Arms and the Human & Physical Worlds
- Heritage and Application of Air, Space, and Cyberspace Power
- National Security and Full Spectrum of Joint and Coalition Warfare

- Civic, Cultural and International Environments
- Ethics and the Foundations of Character
- Principles of Science and the Scientific Method
- Principles of Engineering and the Application of Technology

Source: http://www.usafa.edu/df/usafaoutcomes.cfm?catname=Dean%20of%20Faculty

Values such as critical thinking, ethics and ethical reasoning, respect for human dignity, lifelong development and contributions, intercultural competence, and oral and written communication are integral to a liberal arts education and are the foundation of cadet education. The first phrase that frames the entire list—"Commission leaders of character who embody the Air Force core values. . ."—is key to my contention that the United States Air Force Academy's type of SSP is the teaching and learning of languages in the broader context of leadership education. The direct relationship between what one associates with well-informed leaders and liberal arts values emphasizes the importance of nurturing future leaders (whether cadets or college students) that are civically and globally astute. Leadership development clearly underpins both liberal arts values and those of the United States Air Force Academy.

Like many undergraduate institutions in the United States, Spanish is widely taught at the United States Air Force Academy. According to Diane K. Johnson, an institutional statistician, there are a total of more than 500 cadets (out of a total cadet enrollment of over 4,000) that are in Spanish classes (introductory through advanced) in spring semester 2012. There are also cadets enrolled in 7 other languages that are labeled strategic or enduring. Notably, there is no language major at the United States Air Force Academy. However, there is a Foreign Area Studies major. Also, cadets can declare a minor in a language. There were 327 cadets with minor in languages at the time of this spring semester 2012 snapshot.

The specific mission statement of the United States Air Force Academy's Department of Foreign Languages is: "To develop leaders of character with a global perspective through world-class language and culture education." Language and culture are embedded in the concept of the kind of global perspective that a 21st-century leader must possess. From Washington DC to Wall Street, there is agreement that future leaders internationally—both military and civilian—need to be multilingual and culturally adept to be able to navigate and lead in the 21st century (Education for global leadership, 2006). According to Lt. Col. Western (2011), it is imperative that our military comprehend that maintaining world leadership and security requires a broad understanding of other languages, cultures and thought processes. Although the Department of Defense's report (2012) on "Sustaining United States Global Leadership: Priorities for 21st Century Defense" does not directly address language and cultural expertise, many of theses priorities rely on knowledge from military leaders with considerable language and cultural acumen.

Historically, the language department has always had a dual purpose that has consisted of SSP focusing on developing future Air Force officers, while providing many elements of a liberal arts education. From the following list, you will see a sampling of the generic course titles. They are not a departure from what one might find at other institutions: Basic Spanish I & Basic Spanish II (Spanish 131–132), Intermediate Spanish

I & Intermediate Spanish II (Spanish 221–222), Advanced Spanish I & Advanced Spanish II (Spanish 321–322), Civilization and Culture (Spanish 365), Current Events in the Spanish-Speaking World (Spanish 371), Introduction to Peninsular Literature (Spanish 376), Introduction to Latin American Literature (Spanish 377), Advanced Spanish Readings (Spanish 491), and Special Topics (Spanish 495).

The course titles do not offer clues as to how these classes might differ from the average civilian college or university classes with similar names. In my experience teaching and/or observing these classes, differences do stand out because language learners at the United States Air Force Academy focus on application of language as a skill combined with cultural and historical knowledge. The cadets also seek intellectual breadth through the analysis of multiple perspectives particularly found in intermediate- to upper-level Spanish language classes. In the first six months in residence at the United States Air Force Academy, I observed that cadets are more intellectually broad than I assumed at the outset. Cadets read about literature and culture, analyzed film, and even wrote poetry in Spanish with *gusto*. They do perform in the classroom with a defined career in mind. The focus on the military profession and leadership changes the daily routine in the language classroom. By emphasizing deliberate leadership and language teaching and/or learning opportunities, crosspollination enhances the classroom experience and improves institutional learning outcomes. Form cannot be divorced from function in language learning, so the synthesis of leadership development and language/cultural learning occurs. Recent studies from interdisciplinary research with the neurosciences and education show that fusion between disciplines can provide effective pathways to learning (Coyle, Hood, & Marsh, 2010).

Teaching Spanish at the United States Air Force Academy altered my preparations and delivery. Because of SSP, I adapted to differences that are administrative, operational, pedagogical, experiential and conceptual. First, I experienced the surface-level administrative transformations from SGP to the special brand of SSP at this institution. I learned about:

- Classroom rituals that include military protocols, such as calling the class to attention in Spanish, inspecting students' regulation dress and upholding other classroom standards in the target language;
- References to Air Force traditions and military rank in the target language;
- And, lock down, active shooter and natural disaster drills that might happen during class time in the target language.

Additionally, there were different details in course design that reshaped my pedagogical filter. During an examination of all Spanish language course syllabi at the United States Air Force Academy, I noticed that the *communities* standard from the 5Cs in the *Standards for Foreign Language Learning* (1999) is often replaced with a different C that stands for *Careers*. The focus on the professional use of Spanish is starkly emphasized through this substitution.

On an operational level in the classroom, staying abreast of current events in the Spanish-speaking world and being able to interpret them—such as changes in government officials, political and economic transitions in the target culture—take on greater importance while teaching at the United States Air Force Academy. For example, when

learners know that they might be assigned to carry out tasks in any Latin American country in the future, the learners understandably pay more attention to geographical details, how economic conditions impact political situations, how longstanding historical realities affect the current mood, and so on. The language-learning environment carries with it a cachet of practical information, and it also supplies complex situations and problem-solving scenarios on which future Air Force decision makers can cut their teeth. Language practice includes creating a number of hypothetical SSP situations in which cadets participate in order to foreshadow their leadership roles, such as role-play opportunities that are relevant to Air Force operations. For example, cadets might be asked what they would do and say as a United States Air Attaché or an intelligence officer stationed in Latin America.

On the conceptual level, I am currently organizing and creating a seminar that is titled *War in the Arts, Literature and Film in Spain and Latin America.* It is a themed-humanities seminar that offers a rich lexical environment and an opportunity to focus on the profession of war, ethics, conflict and peacekeeping in the context of film, art and print texts of the Spanish-speaking world. Considering, for example, the representation of the warrior in a literary work provides an opportunity to discuss ethics and strategies and to analyze the representation of leaders across cultures.

At the United States Air Force Academy, I have participated in preparing cadets to go on semester-long exchanges to foreign military academies. Some of this is done through wayside teaching at our Spanish conversation table, emphasizing the type of current and relevant social, linguistic, and cultural information that a cadet might need to function abroad in a variety of contexts and represent the United States. One way to prepare for going abroad has been to encourage and mentor cadets to volunteer for selection to host visiting military dignitaries, such as ranking delegations from the Colombian and Mexican Air Force. To prepare cadets, instructors share with them tips about how to interact appropriately and to display leadership through social intelligence and knowledge of protocol in the target language and culture. As a follow up, debriefing after these events is essential to discuss perceptions and observations and to develop cross-cultural competence.

Much like teaching and interacting with SGP students, there are immediate needs, and then, there is the important long-range goal of encouraging life-long learning in Spanish. In the context of the United States Air Force, there are programs that make this objective more concrete than what is generally experienced by students in civilian colleges and universities. To take advantage of what the Air Force has to offer, I have also learned about LEAP (Language Enabled Airman Program), which provides for structured life-long language learning for specific purposes in the Air Force. According to the Air Force Culture and Language Center ("Air force culture," 2012), LEAP is designed to sustain, enhance and utilize the existing language skills and talents of Airmen in the program. The stated goal of LEAP is to develop a core group of Airmen across specialties and careers possessing the capability to communicate in one or more foreign languages. To become a participant in LEAP, Airmen must already possess moderate to high levels of proficiency in a foreign language. Individuals that apply and are accepted into the LEAP program receive regular training both face to face and online in the target language as well as have immersion opportunities at intervals during their careers. Working to encourage and help cadets apply for LEAP is another SSP goal at the United States Air Force.

These are an overview of my *unexpected* SSP experiences at the Air Force Academy. My transformation from SGP to SSP started with learning and applying new vocabulary that focuses on cadets' professional needs. Later, I began to think of my learners as future leaders that will need to perform and apply knowledge to make judgments about the Spanish-speaking individuals and groups. This motivated me to reorganize courses and reconceive of them with a keener eye toward performance and to explore ways to get cadets to think beyond their immediate milieu. With the overlay of leadership development and military culture, this teaching experience has driven me to operate in a more interdisciplinary fashion than before. I experienced first hand a teaching and learning climate that offers a unique hybrid of liberal arts and technical education in a military context. Perhaps the best lesson that SSP teaches is to constantly question the relevance of what you are doing in the classroom: to whom is it relevant and for what purpose?

Within the Department of Foreign Languages at the United States Air Force Academy, the SSP focus on career preparation in language instruction and the liberal arts connection with leadership evolved simultaneously. This dual focus of the curriculum contrasts the reality in most civilian language departments where there was one general focus and departments are being (or have been retrofitted) to include new curricula and/or tracks. Many civilian language departments are currently transitioning from SGP programs and integrating more SSP language options. In the late 1980s and on into the 1990s, Spanish for Business and Medical Spanish courses appeared. The integration of professional courses happened in response to societal needs (Doyle, 2010). The Department of Foreign Languages at the United States Air Force Academy offers a rare, fully integrated model of the curricular common ground of career-focused language learning with an underpinning of liberal arts breadth.

Conversely, civilian language programs have transitioned to dual-purpose or multipurpose programs for different reasons. In many cases, motives for transitioning programs have been to maintain relevance and enrollments. The latter was clearly the case with the Spanish language program at UAB in the 1990s. This two-fold reality raises the palpable issue of how best to organize these dual-purpose programs from both a curricular and an administrative point of view. Undergraduate language departments and programs *have to* meet the needs of both their general and specific constituencies. There is a general consensus in the language discipline that multiple paths to the language major, as advocated by the Modern Language Association in the report "Foreign Languages and Higher Education: New Structures for a Changed World" (2007), will be a necessity for the future survival of undergraduate language programs. With curricular reform underway, how do traditional language programs best transition from general purposes programs to *hybridized programs* that also house languages for specific purposes?

Another obvious driver of dual-purpose Spanish language programs is the limited support for language teaching and learning. As programs transform, we need to be mindful of the realities that face most undergraduate language programs: 1) limited financial resources to support language programs, 2) staffing limitations because of faculty background and adaptability, 3) reward systems that favor faculty members who work in the more established subdisciplines in the language field, and 4) multifoci and/or shifting interests of undergraduate students. Because of these conditions, exploring ways that resources can be shared intentionally and constructively will be essential to benefit general

and specific purposes language programs at the same time. The UAB Spanish language program learned to share resources and evolved into a multipurpose program.

The UAB Spanish language program transitioned from SGP to include SSP gradually over several decades. This transformation aligns the department with the institution's vision and mission, which is outlined below:

The UAB Vision
UAB's vision is to be an internationally renowned research university—a first choice for education and health care.

The UAB Mission
UAB's mission is to be a research university and academic health center that discovers, teaches and applies knowledge for the intellectual, cultural, social and economic benefit of Birmingham, the state and beyond.

Source: http://www.uab.edu/plan/

Reflecting the mission and vision at UAB, these statements clearly present the dual role of the institution: it is both medical and educational. When I joined the faculty 20 years ago, we spoke of the medical side and the academic side of campus in a way that implied a scant relationship between the two. Therefore, the undergraduate curriculum in the language department in the early years of my appointment had no relationship with the health sciences. This separation slowly eroded over the years.

When I was hired in 1992, the curriculum for the UAB undergraduate language major would best be described as traditional: language and literature. UAB students studied languages for a variety of reasons, ranging from enrichment to the fulfillment of the compulsory language requirement. We had a multiquarter language requirement that was rescinded in the mid-1990s as a result of the politics between the state's community colleges and the universities. Currently, UAB has no foreign language requirement. Almost 650 students were enrolled in Spanish in spring 2012 out of an undergraduate population of close to 12,000 students ("UAB student profile," 2011). Ironically, the lack of a language requirement in the undergraduate curriculum set the department on a path toward popularizing SSP. At that time, the UAB Department of Foreign Languages and Literatures began to turn its attention to providing courses that the students demanded. As a result in the mid-1990s, UAB offered its first medical Spanish classes for undergraduate students.

From that time on, I became interested increasingly in SSP for reasons that had to do with the institution's human capital both faculty and student. Also from 2002–2009, I served as chairperson of the UAB Department of Foreign Languages and Literatures. I took an administrator's interest in growing and integrating a SSP program into the existing general Spanish program. The medical Spanish courses were a good match for the interests of our student body. Approximately 40% of the freshmen that enroll at UAB declare that they are on the premedicine track. Many students are attracted to our campus because UAB houses an internationally known School of Medicine, although many freshmen abandon the premedicine track for other health-related fields.

Student interest grew in professionally focused language courses and key faculty members invested in SSP as well. In 2001, our first applied linguist in Spanish was hired in the language department. She shared her vision of starting a SSP program by offering a few courses to appeal to pre-professionals. She became the director of the nascent SSP program. Over the years, the SSP program became so popular that it evolved into a more defined and elaborate SSP certificate program ("UAB Spanish for specific purposes program," 2012) that had 62 students enrolled in the program in spring 2012. It was the first undergraduate certificate program on the UAB campus. As the program grew, the SSP Director was successful in convincing existing junior faculty to take professional development seminars in SSP and develop additional SSP courses, such as Intermediate Spanish for the Professions, Advanced Business Spanish and Advanced Spanish for Health Professionals. In 2007, we hired a Spanish instructor to develop and expand the medical Spanish courses in the undergraduate curriculum under the umbrella of SSP. She began to collaborate with the Schools of Nursing, Medicine, and Dentistry to provide short courses to their graduate students. Over time, signs of curricular integration increased between the medical and academic sides of campus.

Also, there was a confluence of external events in the state of Alabama and internal events on the UAB campus that occurred in the late 1990s and the first decade of the 21st century that promoted the success of the SSP program. Prior to the 2007 recession, a rapidly growing Spanish-speaking population in Alabama had health professionals in a reactive mode because they were not prepared to handle patients that spoke limited English ("Demographic profile of Hispanics in Alabama," 2012). In 2005, UAB hosted campus-wide events around its first freshmen discussion book *The Spirit Catches you and you Fall Down: A Hmong Child, her American Doctors and the Collision of two Cultures* by Ann Fadiman (1997). The book was widely read across campus, especially in the School of Medicine. Fadiman's volume chronicled Hmong (not Spanish) speakers. Nevertheless, the book captured the timely problem of the critical need for communication with the foreign born in the health professions. From that year on, the importance of cross-cultural communication became part of the UAB campus dialogue. Also around this time, UAB's prominent, grant-funded Minority Health and Research Center *unofficially* broadened its definition of minority to include Latinos.

Meanwhile, within the UAB Department of Foreign Languages and Literatures we were able to offer our first scholarship award for a Spanish major on the premedicine track in 2003. Beginning in 2003, I recall anecdotally receiving periodic inquiries from ranking individuals in the School of Medicine that wanted to collaborate. Typically, they requested the assistance of Spanish-speaking faculty with informed-consent forms. There were repeated requests for help with interpretation until the UAB clinics developed protocols to deal with Spanish-language only patients. In January 2010, we piloted a short course in Spanish (Davidson & Long, 2012) that was offered as part of the medical school elective curriculum. In 2002, the staff of the language department informally observed a trend in the increase of undergraduate students who declared a double major in Spanish and Biology/Chemistry. I procured a modest donation from a local physician for the aforementioned scholarship. All of these events fueled the popularity of the UAB SSP program and clearly defined the need for it.

The current SSP program and certificate houses a number of preprofessional courses that are not limited exclusively to SSP students. The full program description can

be viewed at http://www.uab.edu/languages/languages-programs/ssp. The number of general versus pre-professional students varies from course to course, but courses such as Spanish Translation and Interpretation tend to enroll students from both cohorts, whereas Spanish for the Health Professionals enrolls few general-purposes students. Of course, the faculty members have noticed over time that our student clientele had slowly changed: two very different types of students were sitting in the same classroom. Professionally focused Spanish students and general Spanish students enrolled in the some of the same courses. This presented new pedagogical challenges for our faculty members and raised the issue: how does one meet the needs of both groups (SSP and SGP) in the context of our institution's student body? To date, this matter has not been systematically dealt with in the UAB Spanish Division. Individual professors have developed strategies, like individualizing projects, and yet, other faculty members teach to one group to the exclusion of the other.

The curricular changes discussed by the Modern Language Association have come about in many language departments, and they have been welcomed by some faculty members but not by all. Embracing the notion that the traditional liberal arts language learner *can* cohabitate with the interdisciplinary and/or career-focused language learner (as demonstrated at the United States Air Force Academy) is key. Highlighting the philosophical common ground rooted in a liberal arts education is what may be perceived by some individuals as strictly technical training may help ease the transition. The next phase will be to articulate relevant practices for educators and administrators, as well as shared values and outcomes, and to provide models that show transitional programs how to achieve what I would like to call 'constructive hybridity.' I define constructive hybridity as a positive and collective effort to sort out and integrate the best of traditional Spanish language programs with different SSP practices evidencing more focused professional goals. The next task is to define the 'shared canon' between the various tracks in any given Spanish program. Obviously, this is not a one-size-fits-all charge due to different student, societal and institutional needs, but there is foundational work to be done in order to come up with more consensuses.

Given my administrative experiences as a faculty member at UAB and my teaching experience at the United States Air Force Academy, I have come to realize that both general and specific missions in Spanish-language learning are not mutually exclusive. In June 2011, I marched off to Colorado to teach and to learn. I have learned that there is a place for time-tested liberal arts values within SSP programs and that hybridized programs (liberal arts and SSP) can be successful and beneficial to the learner. As suggested by the United States Air Force Academy and UAB programs, future programs in Spanish-language instruction will need to focus on our common ground to serve multiple purposes. Thus, I return to the concept that I mentioned at the outset: it is time to *think hybrid*. Our future undergraduate language programs *will* have multiple tracks/purposes. This hybridization can be as positive and enriching for both faculty members and language learners as it has been for me during this phase of my career as a language educator. Returning to my own narrative as a committed, career Spanish professor, I have no doubt that, in the future, my newfound SSP instructional acumen and orientation will inform my future general purposes classes and improve them.

Disclaimer

The views expressed in this paper are those of the author and do not necessarily represent those of the United States Air Force Academy, the United States Air Force, The Department of Defense or the United States Government.

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A Doctoral Student's Shift from Modified AAVE to Academic English: Evidence for Establishing a Language for Specific Purposes Focus

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Abstract: This case study explores how a Language for Specific Purposes (LSP) focus in a presentation skills course helped a doctoral student from a disadvantaged urban background shift from modified African-American Vernacular English (AAVE) to Academic English when giving course presentations. Qualitative data were gathered from videos of the subject's presentations, classmates' evaluations of these presentations, and taped interviews with the subject. Through content analysis, factors were identified that influenced the subject's shift to Academic English. Also identified were actions undertaken by the subject for supporting this shift. Through content analysis, these factors and actions were analyzed from four theoretical frameworks: 1) AAVE, identity, and professional mobility (Delpit, 1995; Fordham & Ogbu, 1986; Horvat & Lewis, 2003; Hudley & Mallinson, 2011; Smitherman, 1995, 2000; Speicher & Bielanski, 2000; Trudgill, 1974); 2) motivation, investment, and imagined communities (Lave & Wenger, 1998; Norton, 1995, 1997; Pavlenko & Norton, 2007); 3) language *as/for/in/of* development (Pennycook, 1999, 2010); and 4) the teaching of LSP (Belcher, 2006, 2009; Grosse & Voght, 2012; Hyland, 2011). This study suggests establishing an LSP focus when teaching, assessing, and researching speakers of social varieties who are learning to use an oral academic variety in a professional context.

Keywords: Academic English, African-American Vernacular English (AAVE), imagined communities, language *as/for/in/of* development, social and academic language varieties, teaching languages for specific purposes

> *"Part of the fear factor is*
> *you are afraid to lose who you are. . . .*
> *Why would you just totally forget who you are?*
> *You hear some people;*
> *it's like their voice is made up."*
> —Rand Interview #2

Strongly proud of remaining true to himself, Michael Rand (pseudonym) was also poignantly aware that his use of oral English was interfering with opportunities for career advancement. Having come from a disadvantaged urban background in the southeastern United States, Rand's main language variety was African-American Vernacular English (AAVE). Though highly skilled at writing Standard English, Rand was not skilled at using this academic variety for oral communication. When giving presentations, he would modify his social variety—

AAVE; yet, the academic variety—Standard English—remained elusive. Rand's oral English was an obstacle to his career aspirations, his imagined future in the world of work (Belcher, 2006, 2009).

Rand recognized his own success and good fortune at having graduated from high school, received a scholarship to college, and attained an excellent job in a multinational information technology corporation. He was happily married with two children and had purchased a home on the outskirts of the city. Yet, Rand was often overlooked in job advancements and, on numerous occasions, had barely survived being dismissed—all because his oral academic language had not progressed on par with his career. Motivated to keep advancing professionally and thereby secure a promising future for his family, Rand enrolled in a presentation skills course at the university where he was finishing his master's degree and applying to a doctoral program. In this course, Rand, at 32 years of age, learned to shift from modified AAVE to oral Academic English when giving presentations.

To better understand Rand's language shift, we conducted a case study and explored how this presentation course influenced Rand's oral language use. We gathered qualitative data from videos of Rand's course presentations, classmates' evaluations of Rand's presentations, and taped interviews. We identified factors from the course that influenced Rand's shift to Academic English and also identified actions undertaken by Rand for supporting this shift. We analyzed these factors and actions through the lens of four theoretical frameworks: 1) AAVE, identity, and professional mobility (Delpit, 1995; Fordham & Ogbu, 1986; Horvat & Lewis, 2003; Hudley & Mallinson, 2011; Smitherman, 1995, 2000; Speicher & Bielanski, 2000; Trudgill, 1974); 2) motivation, investment, and imagined communities (Lave & Wenger, 1998; Norton, 1995, 1997; Pavlenko & Norton, 2007); 3) language *as/for/in/of* development (Pennycook, 1999, 2010); and 4) the teaching of languages for specific purposes (LSP) (Belcher, 2006, 2009; Grosse & Voght, 2012; Hyland, 2011).

Findings suggest that to shift to another language variety, Rand needed to embrace multiple identities—family, peer, professional, and an imagined community (Pavlenko & Norton, 2007). He needed to view AAVE as a scientifically studied rule-governed language. And, he needed an LSP focus through which Academic English would provide access to his imagined future in the world of work (Belcher, 2006, 2009). Once these needs were met, Rand no longer feared adding Academic English to his oral linguistic repertoire, and he no longer feared losing himself. He began to use oral Academic English for his own career development and that of his community (Pennycook, 1999, 2010). Rand's story suggests establishing an LSP focus when teaching, assessing, and researching speakers of social varieties who are learning to access oral academic varieties.

Literature Review

AAVE, identity, and professional mobility.

Standard English and AAVE are varieties of the same language. Each is rule-governed and operates within its own context. The context for Standard English is a "culture of power" in which success "is predicated upon the acquisition of the culture of those who are in power" (Delpit, 1995, p. 24–25). Because of this "gatekeeping" function of Standard English (p. 40), professional and social mobility are "blocked when speech is deemed inappropriate for particular levels of employment" (Speicher & Bielanski, 2000, p. 158). The context for AAVE is Black culture and, as such, is "diametrically opposed to white middle-class culture"

(Smitherman, 2000, p. 126). Given the cultural identity associated with AAVE, Black youth are often afraid to speak Standard English for fear of losing their culture or being perceived as "acting white" (Fordham & Ogbu, 1986), a term that refers to AAVE speakers using Standard English in oral communication.

To attain greater professional mobility, AAVE speakers must switch to Standard English in academic and professional contexts. Such switching, however, entails inherent challenges. Smitherman (1995, 2000) documented her struggles in learning to use Standard English, which included a pronunciation class required of prospective teachers. She describes being mocked by her Black friends for pronouncing the final "r" of Standard English (e.g., in words like "more") within the AAVE context of their "hood" (neighborhood or community). Based on such experiences, Smitherman learned that each language variety, AAVE and Standard English, has its own exclusive context. In order to talk outside the "hood" and advance professionally, she encourages the use of Standard English for "wider" not "whiter" communication.

The personal fears of switching to Standard English may be related to public speaking and school failure, as well as to the fear of losing oneself. Black students may have lower grades because of their opposition to "acting white" (Fordham & Ogbu, 1986) and their fear of becoming the "other" (Horvat & Lewis, 2003). They avoid switching to Standard English to preserve their identity. In a study of Black high school students, males were more apt to describe themselves as "black" than "male." Trudgill (1974) looked at several different sociolinguistic case studies in which men and women either used or avoided non-standard linguistic variations, finding that men use non-standard varieties more than women. In a case study based on peer groups in an urban school, Horvat and Lewis (2003) found that urban students may claim to have lower grades than they actually do in order not to be seen as "traitors," being someone they are not based on their sociolinguistic and economic backgrounds. These researchers also found that Black women are more likely than Black men to use Standard English thereby shedding the "burden of acting white." These findings were corroborated in several other studies that examined the effect of gender and race on both language and school performance (Hudley & Mallison, 2011).

Motivation, investment, imagined communities, and imagined futures.

Norton (1995, 1997) placed the concept of motivation, a primarily psychological construct, within the sociological framework of investment. By doing so, she established a connection between the learner's complex identity and his/her desire and commitment to learn a language for targeted communities of practice (Lave & Wenger, 1998). According to Pavlenko and Norton (2007), language learners become invested in the target language in order to reach imagined communities that promise new possibilities. By introducing imagined communities into language learning research, they identified the importance of language learners identifying a potential future for their personal development. Potential futures also positively influence learners in LSP contexts where their perceived needs are focused on "imagined futures in worlds of work, study, and everyday life" (Belcher, 2006, p. 133).

Language as/for/in/of development.

Pennycook (1999, 2010) proposed "language *as/for/in/of* development" as a framework for understanding the role of language within a development context. For

Pennycook, "language *as* development" represents the acquisition of a language as the development, "language *for* development" investigates language as a tool for multiple domains of development, "language *in* development" refers to the immediate impact of this language upon the community, and "language *of* development" questions the lingual medium of developmental organizations. Pennycook's framework has been used mainly to understand the role of target languages in other countries, primarily those in the developing world. For the current study, this framework provides insights for understanding how an individual from a disadvantaged urban background in the United States switched from a social variety to an academic variety. By using the aforementioned nomenclature, Standard English can be seen as the "language" and AAVE as the "affected community." Pennycook's concept of "development" can be personal and/or communal. Personal development would represent a new job with higher salary and more benefits that result from using Standard English. Communal development would represent the use of Standard English in jobs that aid the community and in occupations with local and global perspectives. Although Pennycook touches on race in more recent publications (2010), his focus remains on the locality of language: "languages are a product of the deeply social and cultural activities in which people engage" (p. 1), "what we do with a language in a particular place is a result of our interpretation of that place" (p. 2), "languages emerge from contexts" (p. 85), and people "negotiate identities through languages" (p. 85). To that end, we use Pennycook's model to examine the locality of an academic context as triggering the choice of Standard English in a perhaps oppressive relationship to AAVE.

Teaching and scholarship in LSP.

In an LSP-based class, teaching and learning focus on specificity, "perhaps the most central concept in language teaching and discourse analysis today" (Hyland, 2011, p. 7). Such specificity can be either discipline-specific such as computer science or task-specific such as giving presentations. Supported by this LSP focus, the needs and goals of students are identified for a future to which they aspire (Belcher, 2006, 2009). Through this needs-based instruction of LSP, students access new careers and other work-related opportunities. According to Grosse and Voght (2012), "[T]he continuing evolution of LSP doubtless will bring further integration of language, culture, and content to the academic and professional worlds" (p. 190).

As part of this LSP evolution, the current study opens a new venue, that of supporting speakers of social varieties such as AAVE in shifting to an academic variety such as Standard English for the specific purpose of academic and professional advancement. Meeting this LSP purpose requires a learning process that is similar, but not identical, to how speakers of other languages learn the type of Standard English required by their respective professions. Yet, because its nomenclature implies adhering to conventions imposed by societal powers, Standard English might be seen as corrective, rather than additive, for speakers of social varieties. We avoid this unintentional implication by using the term Academic English. Its nomenclature implies selecting a language variety for the specificity of a given context, that of academics, and, as such, fits well to an LSP focus.

Methodology

This case study responds to two research questions: 1) How did a presentation skills course influence an AAVE-speaking doctoral student for enhancing his use of Academic English?, and 2) What can be done to promote an academic variety so that a student's identity is not challenged?

Setting.

This study took place in a presentation course at a major research university in a southeastern state's largest metropolitan area. The course's purpose was to train graduate students in delivering academic presentations. This Spring Semester 2006 course met once a week in the evenings for 3 hours. During the first two classes, students identified and discussed best practices related to voice delivery, speaker characteristics, organization of content, and visual aids. All other classes consisted of four student presentations with extensive peer and instructor feedback. For this study, data-gathering activities took place in the classroom and the instructor's office.

Participants.

Study participants included the graduate student, Michael Rand, and the first author as instructor/researcher. At the time of the presentation course, Rand, an African-American, was about to initiate his doctoral studies in computational engineering. At that time, the instructor, a European-American, was initiating a tenure-track position in education. Peripheral participants were the other students in this course: 9 European or European-Americans (2 male and 7 female), 3 African-Americans (3 female), and 3 Asians (1 male and 2 female). Among Rand's 15 classmates were 11 native English speakers and 4 non-native (1 European and 3 Asian); 12 were in microbiology and 1 each in genetics, microchemistry, and biomedical engineering.

Course expectations.

To meet course expectations, each student was to deliver three discipline-specific presentations, 12 to 15 minutes in length. While one student presented, the others completed evaluation sheets. Each presentation was followed by two rounds of feedback. In the first round, students described aspects that they liked, and in the second, they identified areas for improvement. Afterwards, the student presenters viewed their presentation videos and critiqued themselves.

A catalytic moment occurred on February 1st following Rand's presentation. During the first round of feedback, classmates offered very positive feedback; everyone agreed—Rand was an energetic, charismatic presenter with a well-organized presentation. During the second round, everyone also agreed—Rand's use of oral language was not appropriately professional. The three Black women spoke direct and to the point—Rand needed to change how he talked if he expected to be taken seriously by other professionals and if he aspired for career advancement. They explained clearly how and why they used their social variety at home and an academic variety at work. They challenged Rand to do the same.

Instructional intervention: Teaching language for a specific purpose.

After receiving this feedback, Rand asked the instructor for help. At the first class, she had offered pronunciation assistance, and, although intended for non-native English speakers, her offer became an invitation for Rand. Because of his busy work schedule, Rand was unable to obtain extra help prior to his second presentation on March 8th. This time, Rand attempted using Academic English but was stiff and unnatural—it was not his voice. Determined to improve his oral Academic English so that he could reach his career goals, Rand met with the instructor on March 28th, April 5th, and April 11th.

Rand came with sentences for rehearsing a professionally acceptable delivery. When initial efforts did not produce the desired results, the instructor took a different approach. She asked Rand about his background, use of language, perceived needs, and future goals. She gave a name to Rand's language variety—African-American Vernacular English—and showed books and research articles. Rand became empowered upon realizing that his language had such a sophisticated name, was a rule-governed system, and had been studied scientifically for decades. The instructor asked Rand to describe differences between how he used AAVE with his male friends (*homeboys*) and also with his wife and young daughter (at that time, his only child). Rand became equally empowered at realizing that he was a sophisticated language user who competently switched between homeboy talk and family talk, yet always maintaining his identity as a Black man.

During the next session, Rand and the instructor talked about gender issues and why the Black women in his class could switch between AAVE and Academic English. He learned about dialect studies in which males tended to embrace social varieties and women tended to use academic varieties. In the third session, the instructor shared tips for practicing presentations at home—underlining words for extra emphasis and then reading aloud, presenting in front of a mirror, and taping rehearsal presentations. By now, Rand was relaxed and empowered. He knew that, even when switching from AAVE to Academic English, he would still be himself and would always retain his same identity. He was no longer threatened by adding a new identity, that of being a user of Academic English.

Because of work obligations, Rand was unable to give his third presentation during the spring semester. That summer, he delivered numerous workplace presentations and, as part of his efforts to acquire LSP-based Academic English, took a course on Style and Grammar. When giving his third course presentation that fall, Rand successfully used Academic English. He thanked the instructor and expressed a desire to help AAVE-speaking youth with shifting to Academic English for academic advancement while yet retaining their Black identity.

Research procedure.

We collected and analyzed qualitative data from videos of Rand's course presentations, classmates' evaluations of these presentations, and face-to-face interviews with Rand on November 10, 2006, and November 14, 2008. The interviews were recorded and transcribed with selected quotations appearing throughout this article. By using content analysis, we identified factors that influenced Rand's shift to Academic English for giving presentations and identified actions undertaken by Rand for supporting this shift.

Results

How the course influenced Rand's use of Academic English.

During the three support sessions, the instructor tailored her instruction to meet Rand's needs and aspirations, for example, his imagined future in the world of work (Belcher, 2006, 2009). Through its specificity in meeting a learner's needs, this instruction embodied an LSP focus. As a scientist, Rand became inspired by the scientific study of language and its research-based reasons for why people speak in certain ways, thus validating his own use of code-switching. Moreover, by viewing AAVE as a scientifically recognized variety, Rand became motivated to add another language variety, Academic English:

> We don't really think about speaking and the command of the English language as being something scientific. . . . I was able to wrap my hands around it and say, okay, these are the reasons behind me speaking a certain way, these are some things I can do. . ., and it is okay to go in between the two. (Rand Interview #2)

Once Rand was able to view Academic English as a variety to be added rather than as an oppressor for correcting his *homeboy* speech, he felt empowered to express his fear of losing his identity. He became aware of multiple identities and learned that gaining the skill to code-switch from AAVE to Academic English was an additive process that would allow him to retain his identity as a Black male:

> It didn't feel natural to me to talk in the academic dialect. When I attempted to speak it, it came across as being unnatural which gave the assumption that I was trying to be fake. . . . Everything sounded forced. . . . I had to become more comfortable and do away with the fear factor. . . . Part of the fear factor is you are afraid to lose who you are. (Rand Inter-view #2)

Promotion of another language variety without challenging Rand's identity.

When asked what helped him the most in assuming Academic English in professional contexts, Rand was quick to respond:

> Explanation. . .behind different dialects. That is a good starting point because I don't think that we are consciously aware that there are differences between dialects. We know that other people talk differently than we do but we don't really think about that. [Reassurance]. . .that I am able to transition between the two. I think that everybody is under the assumption that you have to talk in this academic variety all of the time. Techniques. . . . I worked on the techniques that you showed me like looking in the mirror, saying things, speaking out loud, doing some reading aloud. (Rand Interview #2)

In other words, Rand felt that he had been able to overcome his fear of using Academic English because of explanations about language varieties for specific contexts, reassurance about code-switching, and techniques for practicing a target variety.

Findings

The LSP focus of a presentation course helped Rand, an AAVE-speaking doctoral student, to shift to Academic English for giving academic presentations. Rand added a new variety for a specific purpose—oral presentations—similar to how language learners add a new language for a specific purpose—either discipline-specific or task-specific (Belcher, 2006, 2009; Grosse & Voght, 2012). Rand's success was due to many factors: his pride in having a family, his desire to secure a good future for his family, his aspirations for career advancement, and his need to deliver workplace presentations. These factors were related to motivation and investment (Norton, 1995, 1997; Pavlenko & Norton, 2007), imagined futures (Belcher, 2006), and professional mobility (Smitherman, 2000; Speicher & Bielanski, 2000)

The first research question can be answered affirmatively; the presentation course positively influenced Rand's use of Academic English by meeting his professional needs through the specificity of LSP. Regarding the second question, Rand shifted to Academic English without his identity being challenged because this LSP focus targeted a professional context for Academic English, thus reserving the social context for AAVE.

As expressed in his second interview, Rand maintained his individual and social identity through AAVE (Delpit, 1995; Fordham & Ogbu, 1986): "I want to embrace my blackness." To secure a good future for his family, he established a professional identity through Academic English and envisioned an imagined future in his world of work (Belcher, 2006): "I aspire to move up in my company." While Rand assumed a new identity of a man who uses Academic English in a specific context, he did not lose his former identity nor his social variety. Rather, he gained the ability to code-switch.

Most importantly, Rand lost his fear of Academic English and his fear of losing himself (Horvat & Lewis, 2003; Smitherman, 2000). Already in his first interview, Rand described the process of adding a new variety, Academic English: "I still need to practice on sharpening my skills, . . .to make it a habitual type of thing" and "I won't need to stop being who I am." He realized that by practicing, he could add another language variety with its corresponding identity and yet not lose his identity as an AAVE-speaking male.

Implications

Sociopolitical implications.

This study sheds light on the sociopolitical implications of an LSP focus for helping AAVE speakers, such as Rand, in shifting to Academic English for professional use. To join a community of practice (Lave & Wenger, 1998), Rand needed Academic English. When he realized that his AAVE-speaking identity would not be replaced by another identity, he invested his efforts (Norton, 1997). Based on Pennycook's development framework (1999, 2010), Rand experienced personal development through language *for* development and language *as* development. The acquisition of Academic English as a developmental tool and the knowledge of when to use Academic English, which ultimately led to a series of promotions, illustrate Pennycook's definition of personal development. By reaching out to help AAVE-speaking youth to expand their linguistic repertoires, Rand experienced communal development, that is, language *of* development and language *in* development. Therefore, by using AAVE as a lingual medium and by sharing his story, Rand reached out to young members of his AAVE community and spread the importance of education. This study

illustrates how Pennycook's framework, proposed for the developing world, can be applied to populations in the developed world.

Instructional implications for LSP.

This study provides instructional implications for establishing an LSP-based course in which speakers of a social variety (AAVE) feel safe to shift to an academic variety (Academic English) for delivering presentations. This task-specific LSP focus can be beneficial for dialect speakers similarly to how it has helped speakers of other languages. To reach their imagined futures in the world of work (Belcher, 2006), dialect speakers need meaningful opportunities offered from an LSP focus, peer-mentoring, and steady encouragement.

Implications for research.

Because this study is limited to only one subject, its findings cannot be directly applied to other subjects and other settings. Moreover, because this subject was self-selected, intervention effects may not hold for subjects who do not seek help in expanding their linguistic repertoires. This study is not conclusive but, instead, suggests a beginning. Further studies are needed to determine whether similar outcomes can be generated from similar LSP contexts. By having established an LSP focus for guiding a speaker of a social variety in shifting to an academic variety, this study opens a new direction for LSP research.

Conclusion

For many years, Rand had realized that his oral English was interfering with his professional goals. Though afraid to lose who he was, he needed to advance professionally in order to provide for his family. In the LSP context of a presentation course, Rand's needs were identified and addressed. Rand learned that he spoke a scientifically studied language, AAVE. He understood why his three Black female classmates were using Academic English and why it was more difficult for him, as a male, to do so. He also recognized that adding language varieties such as Academic English would not alter his ability to identify with his home community.

Through the LSP context of a presentation course, Rand forged a path for his future and his family's future. Two years later, Rand was confidently using Academic English. He had been promoted in the workplace and was giving corporate presentations in other states. He was also volunteering in local schools, encouraging AAVE-speaking youth to graduate and go to college. Six years after having taken this presentation course, Rand was completing his doctoral degree.

This study suggests that it was the LSP focus of a presentation course that allowed Rand to use oral Academic English and thus paved the way for his career advancement. This study has also paved the way for a new LSP focus, that of supporting speakers of social varieties to add an academic variety for the specificity of career advancement.

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ON METHODOLOGY

Teaching Business Chinese: The Importance and Methodology of Building Pragmatic Competence and the Case of *Buhaoyisi*

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Abstract: Knowing the literal meaning of a sentence is not enough to determine what speakers mean by what they say. Communicative success does not just rely on our ability to produce and understand grammatical sentences, but largely depends on our ability to use language appropriately and effectively. While the literature on grammatical competence in second language acquisition is extensive, work on the acquisition of pragmatics is scarce (Kasper, 1996; Rose & Kasper, 2011). In the field of teaching Chinese as a second language, there is little discussion on the teaching of pragmatics. This paper discusses issues in teaching Chinese to American college students for professional purposes with a focus on building students' pragmatic competence. The focus is on the multivalent *buhaoyisi*, or "to feel embarrassed/thanks/sorry/excuse me," an expression that has various functions in discourse. It shows that a mastery of Chinese grammar, an impressively large professional jargon, and workplace-specific business expressions do not guarantee the appropriateness of language use and the understanding of speech acts. Classroom-based methods of teaching should encourage pragmatic learning and must be explored.

Keywords: apology, *buhaoyisi*, *duibuqi*, pragmatic competence, speech acts, teaching business Chinese, translation

Introduction

A central objective in Business Chinese courses is to introduce workplace-specific jargon and to promote professional cultural awareness. While much attention is devoted to teaching language (vocabulary and grammar) and promoting cultural awareness (of business etiquette and customs), little is said about helping students develop pragmatic competence. In this paper, the author discusses the importance and methodology of building pragmatic competence in the classroom. The researcher reports her observation on intermediate college Chinese language learners' development of pragmatic competence. The focus is on the multivalent expression *buhaoyisi* ('to feel embarrassed/thanks/sorry/excuse me'), which has various functions in discourse. The author observes that students find it extremely hard to master the proper use of this expression when provided only the literal translations given in textbook instructions. By exposing students to the theory of Speech Acts (Austin, 1962) and working through a series of cross-cultural pragmatic training exercises, students' communicative competence is greatly improved in that they are able to understand the various illocutionary acts of *buhaoyisi* and draw appropriate inferences in various conversational situations. First, the author provides the definition of pragmatic competence and explains why it is important to study speech acts. Then, she shows that the multifaceted nature of *buhaoyisi* poses challenges to the teaching and learning of this expression. Introducing speech act theory helps increase students' pragmatic competence and awareness. Finally, this article demonstrates how we can improve students' pragmatic ability through explicit instruction and role-playing activities in the classroom.

The Importance of Building Pragmatic Competence

Students who embark on the journey of learning Chinese do not have sufficient linguistic skills to say or *do* much in the language they know very little about. Their primary concern is to perfect their tones, expand their vocabulary, and practice good grammar. Compliments are gladly given when they manage to speak with proper tones and correct forms. If there are errors in their utterances, mistakes are quickly forgiven. As soon as students' language skill reaches a certain level of sophistication, they become conversational participants with goals to achieve and topics to explore. As their proficiency increases, the question is no longer whether they have the words to say what they intend to say, but whether they know when to talk and how to talk in an appropriate way expected in new social-linguistic contexts. At this stage, inappropriate language use in a given verbal encounter is bound to give the negative impression of being rude, angry, arrogant, etc. To quote Spiderman's famous dictum, "With great power comes great responsibility." Many business Chinese students already enter the classroom with a considerable level of proficiency. We must educate our students to become pragmatically competent responsible speakers. In fact, it is to everyone's advantage that teachers exercise students' sociocultural linguistic competence as early as possible to make them aware of how to speak in a pragmatically appropriate way so that students reduce their chances of becoming subjects of embarrassment as a result of miscommunication. Unfortunately, the sociolinguistic aspect of language acquisition is said to be extremely challenging because so much attention is paid to practicing correct utterances that a pragmatically inappropriate verbal production usually goes unnoticed. For instance, many American students misuse *duibuqi*, or 'sorry,' to express sympathy without knowing that this expression is restricted to expressing apology. Consider the exchanges in examples (1) and (2):

(1)　　Teacher:　　Wo jintian you henduo gongzuo, meishijian chifan.
　　　　　　　　　　I today have lots   work   no time   eat
　　　　　　　　　　'Today I have lots of work and don't have time to eat.'

　　　　Student A:　Duibuqi!
　　　　　　　　　　'Sorry!'

(2)　　Teacher:　　Jintian tianqi taire. Wo kuai resi   le.
　　　　　　　　　　Today weather too hot I   almost hot dying LE
　　　　　　　　　　'I am dying of heat.'

　　　　Student B:　Duibuqi!
　　　　　　　　　　'Sorry!'

In both examples, students understand the teacher's utterances and intend to respond with sympathetic remarks. However, they are unaware of the fact that while 'sorry' in English can be used either to express sympathy or to issue an apology, *duibuqi* ('sorry') can only be used to issue an apology. They assume that *duibuqi* can be used to express sympathy just like 'sorry' in English. They also assume that Chinese speakers expect to receive remarks of

sympathy when experiencing unpleasant situations. This is pragmatic transfer, which according to Kasper (1992), refers to "the influence exerted by learners' pragmatic knowledge of languages and cultures other than L2 on their comprehension, production and learning of L2 pragmatic information" (p. 207). Some researchers believe that only when learners have achieved a certain proficiency level, will they be capable of pragmatic transfer. However, others report that the correlation between proficiency and pragmatic transfer does not exist (e.g., Bou-Franch, 1998). In common discourse, it is believed that pragmatic knowledge can only be gained through study abroad experience. As far as the author can tell, misusing *duibuqi* is not unique to students without a study abroad experience. Even students who have studied in China show inappropriate responses to their interlocutors' remarks in situations like (1) and (2) above. Even worse, because explications of pragmatic strategies are not overtly emphasized, and most textbooks only provide *duibuqi* for the English term 'sorry,' this makes learning difficult.

Upon hearing *duibuqi*, a Chinese listener draws an inference that the speaker claims fault on her/his part with respect to the situation under discussion. Saying *duibuqi* in the cases of (1) and (2) leaves the listener wondering why one should be apologetic. When someone says *duibuqi*, the inference that there is fault on the speaker's part immediately arises. It is hard to negate one's fault after one apologizes. For instance, it is contradictory for one to say, "I apologize for kicking your cat, but I didn't kick your cat." The proposition that the speaker kicked the addressee's cat denoted by the embedded clause under the verb 'apologize' cannot be easily denied. In a professional context, misusing *duibuqi* may cause serious misunderstanding with costly consequences and result in anger, or embarrassment. No one desires a situation in which a business partner describes his devastating situation caused by fraud in the production line, and a pragmatically incompetent student says *duibuqi* in a way that makes her a suspect of a foul play.

Understanding Speech Act Theory

In *How to do Things with Words*, Austin (1962) first defines the issuing of the utterance as the performing of an action. Searle (1969) adds that speaking a language is performing "speech acts." Since then scholars started to use speech acts as basic units of linguistic communication. In this current study, speech acts are the basic units of pragmatic teaching. If students realize that everyday language use is understood to perform certain actions, this will help them learn to speak Chinese in a socially and pragmatically appropriate way, especially in daily communicative encounters, such as initiating and responding to compliments, requests, and apologies, etc. Speakers of English and Chinese differ in their habits and principles in their formulation and response of speech acts in a variety of communicative encounters. In second language teaching, it is not enough to foster learners' grammatical knowledge.

The Problem with *Buhaoyisi*

Our ability to communicate effectively relies largely on our ability to understand and to interpret what utterances are used to do. For example, a competent English-speaking wife understands her husband's intent to get her to bring him his blue jeans because of her ability to interpret his utterance, "Have you seen my blue jeans?" is a request rather than just a

question. In business communication, speakers say or write words that are carefully chosen and put them together in various syntactic forms to achieve the desired goals. Listeners and readers must often go beyond what is literally said to derive the intended meaning and understand what actions are being performed (i.e., making offers, placing orders, accepting services, requesting information, etc.). Certain speech acts are used more often than others in the professional context. For instance, directives, that is, asking someone to get something done, have almost "become daily routines within and across institutions" (Kong, 2009, p. 242).

To introduce students to the subject of Chinese for professional purposes in relation to doing things with words, this current study focuses on the Chinese expression *buhaoyisi* because of its pervasive use in the everyday speech of Chinese speakers and takes the teaching and learning of this expression as its central objective. In common discourse, the English translation for *buhaoyisi* is often 'to feel embarrassed,' but it can take on different meanings in other contexts, meaning something like 'thank you' or 'excuse me,' or 'sorry.' In fact, *buhaoyisi* can serve to initiate directives such as requesting, inviting, ordering, and questioning. It can also function as an expressive (i.e., thanking and apologizing). Because the very expression *buhaoyisi* can have one function in one context and then metamorphose into meaning something different in another context, it poses great challenges to the teaching and learning of its pragmatic function. In the researcher's class, students read over the textbook translation of *buhaoyisi* in *Startup Business Chinese: An Intermediate Course for Professionals* (Kuo, 2011, p. 89), which is repeated in (3), and the various uses of *buhaoyisi* are summarized in (4) (p. 107):[1]

(3)   *Buhaoyisi*: to express apology, appreciation, or embarrassment; difficulty to say something in fear of hurting someone's feelings.

(4)   *Buhaoyisi* is a commonly used expression that can have several different meanings depending on the context. For example:[2]

    a.   **To apologize**
       Zuotian   buneng jian ni, zhen buhaoyisi.
       Yesterday cannot see you really sorry
       'I'm sorry for not being able to see you yesterday.'

    b.   **To express appreciation**
       Nin meici   lai dou song wo liwu, zhen buhaoyisi.
       You everytime come all give me present really *buhaoyisi*
       'Thank you for giving me gifts every time you come.'

    c.   **To describe embarrassment**
       Ni diyici zuo dangran zuode buhao,   buyao buhaoyisi.
       You first time of course do   not good don't feel embarrassed
       'Of course you didn't do well your first time; don't feel embarrassed.'

d.   **As a polite expression meaning 'excuse me' instead of using** *duibuqi;*
Buhaoyisi can also be used to express 'excuse me.'
. . .[B]uhaoyisi, qing rang yixia
'Excuse me, please let me pass.'

Soon it becomes obvious that knowing the literal translation of *buhaoyisi* is not enough to master the full function of this expression. Most students fail to capture the intended meaning of speakers who produce this utterance in similar contexts when these examples are randomly selected. Students admit that they are overwhelmed by the many uses of *buhaoyisi* and that they do not understand the reason why the same expression can have so many meanings. Obviously, students do not understand what they are *doing* by saying *buhaoyisi*. To help students recognize what illocutionary force speakers intend to convey upon hearing *buhaoyisi* in any given situation, it functions well to introduce the concept of speech acts to help students understand that the same utterance can perform different actions in different contexts. Although *Startup Business Chinese* offers excellent examples, the function of *buhaoyisi* in (4c) contains the negative element *buyao*, or 'do not.' This poses additional challenges to the learning and teaching of this expression. Given that students find the various discourse functions of *buhaoyisi* in its original form hard to learn, it may be beneficial to teach its use in a negative imperative only after students succeed in mastering its full function.

Acquiring Pragmatic Competence through Explicit Instruction

Efficacious communication depends on our ability to understand and interpret what utterances are used to do. For this reason, we cannot claim that we truly know a language until becoming pragmatically competent. Traditional language instruction places strong emphasis on the acquisition of grammatical aspects of a language, and not much has been said about developing pragmatic competence. In fact, there have been doubts about the teachability and learnability of pragmatic competence. Kasper (1997) states that pragmatic competence is not something that can be taught simply because "competence is a type of knowledge that learners possess, develop, acquire, use or lose" (Introduction, para. 1). Nevertheless, as Kasper points out, a number of studies confirm that pragmatic competence can be better developed if instruction is provided. Students can be taught pragmatic routines and many pragmatic features (Tateyama, Kasper, Mui, Tay, & Thananart, 1997; Wildner-Bassett, 1994). Even though the acquisition of Chinese pragmatics is said to be extremely difficult among learners of Chinese as a foreign language (Xing, 2006), developing pragmatic competence is still a feasible task. As a matter of fact, recent studies have suggested that pragmatic competence can be developed in the classroom (Kasper, 2001; Martínez-Flor & Usó-Juan, 2010) and through explicit instruction (Schmidt, 1993; Yoshimi, 2001). In this section, I show that introducing students to speech act theory can help them become pragmatically aware. The exposure of speech act theory is beneficial in that it helps students understand why so many illocutions are associated with one single utterance and urges them to think beyond the literal translation of an expression. To supplement the textbook explanation of the meaning of *buhaoyisi* as shown in (4) above, here is an overview of speech act theory in (5):

(5)   a.   Austin (1962) distinguishes three aspects of meaning:
             Locution: uttering a sentence with determined sense.
             Illocution: performing an act by uttering a sentence.
             Perlocution: the effect the utterance may have.

       b.   Same utterance may have different illocutionary force resulting in different perlocutionary effect. The same utterance can have different illocutionary force when said in different contexts.

       c.   For example:
             Context A: The air conditioning is broken and David fixed it.
             His wife: "You are so smart!"
             The illocution: to praise.

             Context B: The air conditioning is broken and David **cannot** fix it. It is making a loud noise.
             His wife: "You are so smart!"
             The illocution: to ridicule.

To help students apply Austin's speech act theory to understand the many meanings of *buhaoyisi*, below are more examples, in addition to what is explained in the textbook, to demonstrate the various illocutionary acts of *buhaoyisi* as an utterance:

(6)   a.   **Context A:** Lisi invites Zhangsan to a party but Zhangsan cannot go.
             Zhangsan: *Buhaoyisi! Wo buneng qu.*
             'Sorry! I cannot go.'

             i. The illocution: to apologize.

       b.   **Context B:** Zhangsan gives Lisi a birthday present.
             Zhangsan: *Buhaoyisi!*
             'Thanks.'

             ii. The illocution: to express appreciation.

       c.   **Context C:** Zhangsan scored the highest score on a test.
                  Lisi: *Zhangsan kaoshi kaode zuihao. Rang ta   dang Zhongwen shezhang.*
                           Zhangsan test do best   let him be Chinese club-president
                           'Zhangsan scored the highest. Let him be the president of the Chinese club.'

                  Wangwu: *Wo zancheng. Zhangsan you   shuai,   you   congming.*
                           I   agree   Zhangsan not only handsome but also smart.
                           'I agree. Zhangsan is not only handsome but also smart.'

>Zhangsan: *Bie shuo-le! Wo hui buhaoyisi!*
>   Don't say-LE I   will embarrassed
>   'Don't say anymore. I will feel embarrassed!'

iii. The illocution: to express an embarrassing feeling after receiving praise.

d.   **Context D: Zhangsan asks Lisi for a favor.**
>   Zhangsan: *Buhaoyisi! Bang wo mai jiping   pijiu.*
>   Sorry   help me buy several bottles beer
>   'Sorry! Help me buy some beers.'

iv. The illocution: to initiate a request.

Although the textbook examples are excellent, they are modified in (6c) so that *buhaoyisi* is not used with a negative command. The worry is that if examples of *buhaoyisi* are used with a negative command *buyao* ('don't') as in (4c), it may cause confusion for students who learn this expression for the first time. Moreover, using *buyao* as the negative command of *buhaoyisi* may not always be felicitous. The next section addresses this issue in greater detail.

Further Issues in the Development of Pragmatic Competence

While students' ability to comprehend the meaning of *buhaoyisi* increases after the exposure to speech act theory, they do not always construct appropriate contexts in which *buhaoyisi* can be appropriately used. When they are asked to engage in role-playing activities and create imaginary situations for the appropriate use of *buhaoyisi*, they make up contexts that are pragmatically improper. In the example in (6c), *buhaoyisi* is used to express a feeling of embarrassment. Students claim that they try to model the contexts provided in the example in (6c) above, but they produce the example in (7) instead:

(7)   Student A: *Nide taiyangyanjing hen haokan.*
>   Your sunglasses   very good looking
>   'Your sunglasses look good.'

>   Student B: *Buhaoyisi.*
>   'It's too embarrassing.'

While students understand that *buhaoyisi* can be used to express a feeling of embarrassment upon receiving praise, they do not have the culture-specific pragmatic knowledge of what Chinese speakers perceive as an embarrassing situation. Thus, they do not understand why *buhaoyisi* can be suitably uttered when someone comments on another person's high score and good looks as in (6c), but not when someone admires one's sunglasses as in (7). Even if the students protest that they intend for the use of *buhaoyisi* to express thanks as in (6b), this still renders the use of *buhaoyisi* in (7) inappropraite. This is an issue of production. Although students' pragmatic comprehension ability is improved, they have trouble constructing what they perceive is the right context for the appropriate use of *buhaoyisi*. The example in (8b) serves to demonstrate that students are unable to respond to someone's uttering *buhaoyisi*

used as an apology. They construct this example while having in mind the textbook example in (4c) repeated here in (8a):

(8)   a.   *Buhaoyisi* used to describe embarrassment:
                Ni diyici zuo dangran zuode buhao,   buyao buhaoyisi.
                You first time of course do   not good don't feel embarrassed
                'Of course you didn't do well your first time; don't feel embarrassed.'

        b.   Context: in a supermarket, speaker A accidentally runs over speaker B's feet with a shopping cart.

                Student A: *Buhaoyisi!*
                'Sorry (to run over you)!'

                Student B: *Buyao buhaoyisi!*
                'Don't feel embarrassed.' (Implying that B should continue running over B's feet with the shopping cart.)

Students learn from the textbook example in (8a) that one person must say *buyao buhaoyisi* 'don't feel embarrassed' to command the other person to stop feeling embarrassed. They infer from the example in (8a) that if saying *buyao buhaoyisi* can have the illocutionary force of asking others to stop feeling embarrassed and if *buhaoyisi* can also mean 'thanks/sorry/excuse me,' then they should be able to use *buyao buhaoyisi* to express 'don't feel sorry' and 'don't say thanks.' In students' example in (8b), one has the impression that they intend to use *buyao buhaoyisi* to express 'don't be sorry.' However, students do not know that when *buhaoyisi* is used to issue an apology, its negative command is *meiguanxi*, or 'it is okay,' not *buyao buhaoyisi*. Even worse is the fact that saying *buyao buhaoyisi* in the context they construct in (8b) gives rise to the implication that the speaker is inviting the person to run over her feet again.

       Note that *buhaoyisi*, *duibuqi* ('sorry') and *baoqian* ('sorry') can all be used to express apologies. Shih (2006) observes that these expressions display different distributions with respect to the frequencies of their uses. Linguistic research feeds language pedagogy; both are needed for effective teaching. However, very few studies have attempted to provide a proper syntactic analysis of *buhaoyisi* (You, 2006).[3] More work is needed to compare what Chinese and English speakers perceive as embarrassing situations and to uncover the felicitous condition for the appropriate use of *buhaoyisi* as compared to other related expressions.

An Observation

       In the Business Chinese class that I taught during Fall 2011, there were a total of 10 students enrolled who had two years of Chinese. At first, they were overwhelmed by the various meanings of *buhaoyisi* and had difficulty completing the textbook exercises. Later, all of them received instruction on speech acts and they worked through a series of cross-cultural pragmatic training exercises. The exercises required students to brainstorm and discuss the questions listed below:

(9)   a. Discuss with your classmates and construct a discourse context for each speech act performed by uttering *buhaoysi* ('to feel embarrassed/thanks/sorry/excuse me').

          b. What do Americans perceive as embarrassing situations? What do Chinese perceive as embarrassing situations that make them feel *buhaoyisi*?

These questions are designed to help students become aware of the culture-specific pragmatic knowledge that they need in order to understand the meaning conveyed in utterances containing *buhaoyisi*. The outcome of combining this exercise and the explicit teaching on the speech act theory is rewarding. Not only were students able to complete the textbook exercises with much better ease, they were able to correctly determine the illocutionary force of *buhaoyisi* in the midterm and final exam. Later, in a different class during the spring semester, students were asked to interpret the illocutionary force of *buhaoyisi* in the following contexts shown in (10) and write down their answers in English:

(10)   Question A: Someone made an appointment with you but didn't show up and later said to you: *buhaoyisi*. What do you think they meant?

          Question B: You gave your friend a present and she said to you: *buhaoyisi*. What do you think they meant?

Out of the nine students who turned in their answers, seven students who took the Business Chinese class and had received explicit instruction on speech acts correctly interpreted the illocutionary force of *buhaoyisi* in (10A) (to apologize, meaning 'sorry') and in (10B) (to show appreciation, saying 'you shouldn't have'). Two students who were not in the Business Chinese class and did not receive explicit instruction misinterpreted (10B). We know based on the fact that these students had the linguistic knowledge to correctly interpret the illocutionary force of *buhaoyisi* in (10A) that they must have learned the meaning of this expression prior to answering the questions in (10). The students claimed that they did not receive instruction on speech acts from their previous instructor.

        Unfortunately, we do not have enough evidence to show whether students who received explicit instruction out-performed those who did not. Given that these two students were not in the same Business Chinese class, their inability to give the correct interpretation for (10B) may be due to other factors such as the lack of practice/exposure. However, the present study shows that we can help raise students' pragmatic competence and awareness through explicit instruction and role-playing activities in the classroom. Such teaching methods significantly improve students' ability to understand the illocutionary acts of *buhaoyisi* as an utterance, and are expected to be applicable to help students master the use and the realization of other expressions. Future studies must also investigate the effect of pragmatic instructions on students' cross-cultural communicative competence in addition to speech act theory.

Conclusion

        In this paper, I argue for the importance of helping students develop pragmatic competence and fostering their pragmatic awareness. In our daily verbal communicative

encounters, we say words to perform actions. Understanding how speech acts are carried out is crucial for professional success. This article emphasizes the importance of providing explicit instructions, specifically exposing students to speech act theory, for instance, and engaging students in communicative practices such as role-playing activities that raise students' pragmatic awareness and ability. Role playing also creates opportunities for students to construct scenarios based on what they perceive as appropriate contexts for using a certain expression to perform desired speech acts. Since students who have study abroad experiences in China still misuse *duibuqi* ('sorry') and *buhaoyisi* ('to feel embarrassed/thanks/ sorry/excuse me'), it follows that environment alone cannot help them become pragmatically aware. Foreign language classrooms provide a safe and nourishing environment for the development of pragmatic competence. Though this paper focuses on *buhaoyisi*, the implications here are expected to be applicable to teaching other expressions and equipping students with the ability to understand and perform speech acts in business communication. It is imperative to incorporate pragmatics as a planned learning objective in a Chinese language course to help students gain the pragmatic knowledge they need for successful communication with Chinese speakers both within and outside the professional world.

Notes

[1]The textbook examples are written in Chinese characters, I use pinyin for readers' convenience. The use of *buhaoyisi* to describe a sense of obligation is omitted for the purpose of the discussion here. More work is needed to examine the full functions of this expression.

[2]Kuo (2011) does not provide a word-to-word glossary in these examples. I leave the meaning of *buhaoyisi* undefined in some examples and will discuss the underlying meaning of *buhaoyisi* on another occasion.

[3]You (2006) analyses *haoyisi* as an auxiliary and seems to imply that *buhaoyisi* is suitable for the same treatment.

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Enhancing Language for Specific Purposes through Interactive, Peer-to-Peer Oral Techniques

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Abstract: Language for specific purposes (LSP) is designed to help learners understand and use language specific to a certain field or occupation. Meaningful and authentic interaction between and among students using the target language is necessary for students to become proficient in using that language for communicating in business or field-specific areas. For meaningful communication to occur, students must be able to interact successfully in all four language domains. Interactive, Peer-to-peer Oral Techniques (IPOTs) provide a vehicle for that interaction. As students gain confidence in their ability to engage in authentic field-specific conversations with classmates, confidence is built for engaging native speakers in such conversations. This article profiles several IPOTs that can help instructors implement effective strategies to promote interaction: turn and tell (for verbalizing newly-acquired knowledge through periodic partner summaries), gap-filling tango (for completing a gap-filling exercise with vocabulary in the specific discipline), parallel lines (for sharing and/or collecting discipline-specific information with classmates), carousel charts (for activating prior knowledge about the content), roaming reporters (for acting as reporters to collect information being studied), and hot onion review (usually for revisiting content information).

Keywords: authentic learning; communicative language learning; Interactive, Peer-to-peer, Oral Techniques (IPOTs); interactive strategies; Language for Specific Purposes (LSP); meaningful interaction

Introduction

If students aren't talking, they aren't learning. This nugget of wisdom has been espoused by educators and researchers for decades (Brown, 2001; Hatch, 1978; Hedge, 2000; Long, 1983), yet teacher talk still dominates student talk in too many classrooms (Freeman & Freeman, 2007; Sahlberg, 2007). Studies consistently show the importance of having students use the language they are learning in the classroom (Echevarria, Vogt, & Short, 2008; Freeman & Freeman, 2007; Hill & Flynn, 2006). According to a 2007 Modern Language Association of America report, LSP classes should "produce a specific outcome: educated speakers who have deep translingual and transcultural competence" (p. 3). Doyle (2012) posited that language learning for specific purposes should be "concerned with the movement of learners from theory and cognition to praxis (theory applied) and the measurable ability to conduct business successfully in another language and culture" (p. 111). To meet these instructional goals, students must engage in meaningful and authentic interaction using the target language.

In a survey of several textbooks recommended for LSP classes, we noted that there were few opportunities for authentic student-to-student interaction. In the texts we examined, the purpose of the textbook or associated workbooks was to familiarize students with specific workplace vocabulary and language use, and student work was often limited to set exercises in the texts with little time devoted to student-to-student interaction using the target language in authentic ways. Even when the exercises in the text were designed to be spoken aloud, with students each taking a part, they were usually done as whole class exercises rather than as more meaningful peer-to-peer oral interactions. Whole class participation usually means that students have the opportunity to speak only a few times during the typical class period and that is not enough to foster proficiency. Often when activities are designed to be whole class interactions, rather than peer-to-peer interaction, the students who are extroverts, and/or those who have higher language proficiency, monopolize the conversation leaving the more introverted, shy, or lower proficiency students with little chance to interact.

As we noted in our introduction, in some language classrooms, there is more teacher talk than student talk. IPOTs, implemented through peer-to-peer or small group interactions, promote students' use of the target language in ways that researchers suggest best supports language learning (Brown, 2001; Hatch, 1978; Hedge, 2000; Hill & Flynn, 2006; Long, 1983). They give students practical as well as cultural knowledge of the language. Effective LSP classrooms should provide many occasions for such authentic interaction using the target language. IPOTs are an excellent venue for this to occur.

IPOT stands for Interactive, Peer-to-peer Oral Techniques and was coined by the second author as a quick way to describe student interactive activities in the classroom. IPOTs are activities specifically designed to engage learners in the type of conversations that are imperative for effective communication in specific occupational fields. By using IPOTs, student talk can easily be implemented in the adult LSP classroom (Spezzini, 2009). Many of these techniques, or adaptations thereof, have been around for decades. However, by having access to a catchy acronym such as IPOT, instructors seem to more easily remember to incorporate interactive student talk into their language classrooms.

Using IPOTS allows students to practice and even write their own scripts for conversations tailored to a wide range of communication needs within the workplace. Language use and formality differs for communications among factory workers, between workers and supervisors, middle and senior managers, and corporate employees and their clients. Dealing with the public is often a requirement for specific occupations, and this necessitates a specialized knowledge of language use, as well as of cultural norms (Graddol, 2000). IPOTs give students ample opportunity to role play specific scenes and probable situations they will encounter in the workplace. Obvious advantages of such practices are that students become familiar with proper stress and intonation, patterns of politeness, cultural and social norms in the work environment, and formal versus casual language use (Graddol, 2000). Understanding these subtleties may be the difference between being understood or misunderstood in the workplace.

A benefit of using IPOTs is that the activities allow for participation from students on many levels of language acquisition. It is easy for the instructor to group students according to ability levels by placing higher level and more confident students in a role that requires a higher level of oral participation, and newer students or students with a lower level of English acquisition in roles that require either repetition of something already said or lower speech exertion. Another advantage is that IPOTs can very easily be incorporated into the LSP

classroom. By adapting the content to allow for discipline-specific student conversations, instructors can continue using the texts and workbooks already in the classroom. An activity that we have used successfully in LSP classrooms, and one that allows instructors to get maximum use from the text, is allowing students to write their own scripts for IPOTs using information from the textbooks and workbooks available in the classroom.

In this article, we describe six IPOTs that are useful for instructors to use in teaching students language for specific purposes: Turn and Tell, Parallel Lines, Gap-filling Tango, Carousel Charts, Roaming Reporters, and Hot Onion Review. We have used these many times with adult LSP learners and have found that language learning is indeed enhanced when IPOTs, such as these are used. Students enjoy being able to actually use the language they are learning. They are able to get immediate feedback on pronunciation and usage, while being afforded numerous opportunities to use the language.

Turn and Tell

Turn and Tell is a popular technique used in classrooms at every level. The benefit of this technique is that students immediately use the targeted vocabulary as they explain to a classmate, usually the student seated right beside them, what was just discussed or explained by the instructor. The procedure is to ask the students to explain something to their neighbor to the right or left. Students *turn* and *tell* their partners something about the lesson and/or vocabulary just introduced. For students in a business English class, this could be Partner 1 telling Partner 2 how to properly make introductions in a business venue. A follow-up to this activity could be students actually introducing themselves to each other using vocabulary that would be appropriate in a formal business venue when introducing clients, as opposed to the informal language one might use to introduce co-workers or friends. Another quick use is to have students define for their partner a term just introduced and explained by the instructor. If the teacher has already given students labels as either A or B, then the activity can be quickly initiated by asking student A to be the speaker and student B the listener. Alternating the roles the next time the activity is used assures that all students have a chance to speak and listen. Turn and Tell can be used at any point in the lesson. The informality lessens stress for learners and allows instructors to gauge student understanding. In the Turn and Tell IPOT, all students are engaged simultaneously with half speaking to their respective partner and the other half actively listening. This activity usually takes only a minute or two, and is concluded as soon as one student has turned and interacted with another student sitting next to or across from him or her. Because this activity takes little time to implement, it can be used successfully several times throughout the class period and does not require students to get up and move about.

Parallel Lines

Parallel Lines is an activity in which half of the students stand in a line with their backs against the wall. The other students form a parallel line by standing at a conversational distance, each student directly facing a classmate. The students in the wall line ask one or more questions from a 3" x 5" card or a graphic organizer, and their partners in the parallel line respond. When signaled, the students in the parallel line all move up one spot, with the head student going to the end of the line and the student next to the head student taking his or

her place in the line until all students in this line have moved up one spot. While the students in the parallel line are moving, the students in the wall line maintain their original position. This continues until the first student in the parallel line is back in his original position in the line, thus completing the cycle and ending the activity. The parallel line activity allows every student to engage in multiple conversations with multiple partners. If this IPOT were used to review construction and engineering terms, the students could have dialog written that would use the targeted vocabulary. Words like architect, plans, review, supervise, plot, and drainage could be used in describing a project. Students in the wall line could read the dialog, and students in the opposite line could ask questions about the dialog they hear. A timer or other signal is used to alert students to change partners by having each person move up one spot. In this Parallel Lines IPOT, all students are engaged simultaneously, with half speaking to their respective partner and the other half actively listening. This activity can be varied by having one student play the role of the project manager and the other play the role of client, thus changing both the formality and tone of the language used. For higher-level ability students, the Parallel Lines IPOT can become less scripted, with students generating dialogue, giving them practice that more closely reflects a real-world situation.

Gap-filling Tango

Gap-filling Tango is an excellent activity for the integration of reading, writing, listening, and speaking. To implement this activity, instructors select a script by photocopying a page from the textbook used in the class or adapting an article from the field of study. The scripts are given to students who will work in pairs. Instructors create blank spaces (gaps) in the scripts by using whiteout or correction tape or by retyping the selected passage. Script A and Script B will have different blanks spaces (gaps). Half of the students will get Script A, and half will get Script B. Students choose a partner who has the opposite script from the one they have. Here is an example of a gap-filling tango script for use in the medical field:

> *Original Script*: When you're short of breath, it's hard or uncomfortable for you to take in the oxygen your body needs. You may feel as if you're not getting enough air. Sometimes mild breathing problems are from a stuffy nose or hard exercise. But shortness of breath can also be a sign of a serious disease. Many conditions can make you feel short of breath. Lung conditions such as asthma, emphysema or pneumonia cause breathing difficulties. So can problems with your trachea or bronchi, which are part of your airway system. Heart disease can make you feel breathless if your heart cannot pump enough blood to supply oxygen to your body. Stress caused by anxiety can also make it hard for you to breathe. If you often have trouble breathing, it is important to find out the cause.

> Source: http://www.nlm.nih.gov/medlineplus/breathingproblems.html.

Script A would have words removed from sentences 1, 3, 5, etc. and those words would be replaced with blanks. For example:

1. When you're _____ ___ _____, it is hard or uncomfortable for you to take in the oxygen your body needs.

2. You may feel as if you're not getting enough air.

Script B would have the exact same words except that sentences 2, 4, 6, etc. would be replaced with blanks. For example:

1. When you're short of breath, it is hard or uncomfortable for you to take in the oxygen your body needs.
2. You may feel as if you're not getting _____ _____.

Students form tango pairs by sitting in chairs that have been placed beside each other, but facing in opposite directions so that students sit shoulder to shoulder and face away from each other. That way they cannot see each other's scripts but are close enough to hear their partner read the script aloud softly. When students hear words that have been left out of the script they are holding, they write the missing words on the corresponding blanks. Students take turns reading the sentences, with Student A reading first, then Student B. This alternating of turns is repeated until all the blanks or gaps are filled in. The activity can be ended by students taking turns reading the completed, filled-in script. The prepared script may also be used as a study sheet for a quiz or examination.

For more advanced students or to create a more meaningful experience, the scripts can be created by the students themselves. By working in pairs or groups, they can simulate situations and scenarios that would naturally occur in the field. In using this IPOT, students are using the target vocabulary, learning language for specific content, and using all four modalities of language. Once again, all students are engaged simultaneously with half reading and speaking to their respective partner and the other half actively listening and writing.

Carousel Charts

Carousel Charts is an activity that is adaptable for use as either an introductory activity or concluding activity. The idea of the carousel chart IPOT for introducing a topic is to enable students to activate prior knowledge by thinking of what they may already know about the subject to be discussed. As a concluding activity, carousel charts allow students to show what they have learned about the topic. To do this activity, first place several large poster-sized Post-It sheets on walls spread evenly throughout the classroom. Space the charts evenly around the room so that students have space to cluster around each carousel chart to write. Set a time limit for each chart, perhaps 2 or 3 minutes, and ring a bell when students are to change to another chart. In this way, students are gathered at each chart and rotate when they hear the signal, ensuring that all students are provided an opportunity to write on each chart. Be sure to provide markers for students to use when writing on the charts. If space is limited, not allowing for students to cluster around the charts, students can write on small Post-It notes and place those on the appropriate carousel chart.

Carousel chart use can take many forms. Here is an example that could be used when teaching nurses. When teaching nursing vocabulary in another language, instructors may want to list several areas of nursing, for example, patient care, nutrition, and allergies. Students would then go to each chart and write down any terms or information they might already know about the subject if used as an introductory activity, or what they have learned about each category if used as a concluding activity. After all the students have visited and written

on each chart, students can be chosen to read each chart to see if everyone agrees that the information should be on the specific chart. A simple thumbs-up or thumbs-down by students can indicate their opinion about whether the material belongs on the chart. Students could also discuss these terms with a partner by doing the Turn and Tell IPOT. By having students state a reason why they agree or disagree, the instructor can use this as an informal assessment of student knowledge.

An alternate way to use the Carousel Charts IPOT is to have the groups revisit the charts after each group of students has written on every chart. This time around, the students in their groups will discuss what is written on the charts and decide as a group whether there are any items with which they disagree. They will write down their group decisions and choose one person from the group to share the findings with the whole group. For every chart, there should be a group that revisits and makes a group decision about the answers on the chart. Every group will then share their findings with the whole group. Discussion can follow if there is whole group disagreement on the chart contents. This part of the adapted exercise may be conducted in either L1 or L2, but the group findings should be delivered to the whole group in the target language.

Roaming Reporters

Roaming Reporters is an activity that lends itself to several different applications and is easily adaptable to language ability level. In the Roaming Reporter IPOT, students take the role of reporters interviewing each other. Students may write a short script that they will use in answering questions when they are interviewed, and they can write questions to ask classmates about the scripts they have written. If students are not yet at a level at which they can write their own scripts, the instructor may give each student a script accompanied by a list of questions to be asked. Students take their scripts and questions with them as they 'roam' around the room. They will stop and read their script to a classmate and that classmate will ask questions about the script. Then, they will change roles and the classmate will read his or her script and the first student will ask questions. After this first exchange, students will find another partner and repeat the activity. The instructor may ring a bell or use another signal to indicate time for changing partners. Variations to this activity may be that one group of students has the script, and another group has the questions to ask. The roles may then change to give each group experience reading and asking questions. This activity can be used with any occupation or discipline. An example for students studying Business English might be for students to be given scripts with descriptions of different jobs and with instructions to introduce themselves as an employee of a given company who holds that specific position. The partner would then ask questions about the job-related duties of a person holding that position.

Roaming Reporters gives students practical practice along with multiple opportunities for using the targeted vocabulary. In this activity, as with other IPOTs, students speak many times with many partners, and all students are engaged simultaneously, with half speaking to their respective partner and the other half actively listening. Students may be given instructions to speak to three other students, and the activity ends when all students have spoken to three other students. If there are multiple languages represented in the class, students may be asked to speak to classmates who speak a different language from themselves, giving the opportunity to hear the target language spoken in various accents that

may be present in the workplace. A follow-up activity that would provide writing practice would be for the students to write a report about the interviews.

In the beginning of the term or if the language ability levels of the students is low, the instructor may write the scripts, but as students gain language proficiency, they will be able to write their own scripts. This is also an excellent opportunity for teachers to place less proficient students with more proficient speakers, with one student given the script and the other answering without a script. This lessens the affective filter for students who need more support.

Hot Onion Review

Hot Onion Review is an activity that is most often used as a review activity to check for understanding of vocabulary and concepts learned. However, this Hot Onion Review IPOT can also be used as an introductory activity for a new class. To participate in this activity, students stand in a circle and toss a "hot onion." The onion is made by writing questions on strips of paper and forming the papers into one large ball by layering on one strip at a time. It works best if each of these pieces is approximately one third of an 8½ x 11-inch sheet of paper. The first paper is wadded into a ball, and each additional paper is pressed together around that ball until all of the question strips are incorporated into the ball. For large classes or to shelter class time, two or more onions may be made for two or more circles of students.

In each circle, a student gently tosses the ball (the hot onion) to the one of the other students, who then carefully unwraps the outer layer of the onion, reads it aloud, and then answers the question. After answering, he or she tosses the hot onion to another student in the circle. This continues until every student has answered a question or until the onion is completely unwrapped. If used as an introductory activity, the prompts on each paper can be general questions designed to allow students to get to know one another, for example, "How long have you worked as a nurse?" or "What do you hope to learn in this class?" When the Hot Onion IPOT is used as a review activity, the target vocabulary is used for the questions on the lesson or course content. For example, when used in a class learning travel industry terms, a question could be, "What does 'shoulder season' mean?"

This activity can be adapted by allowing all students in the circle to participate in answering the question. Another adaptation we have used is to allow the students to prepare the onions. The questions prepared may ask for definitions of specific vocabulary, for answers to specific questions one may be asked by coworkers, or an explanation of a procedure. The Hot Onion Review IPOT is helpful to instructors because it allows a quick check on student understanding without a formal evaluation. Done before a major examination, it serves as a review for the students and as a way for instructors to ascertain where additional instruction is needed to clarify student misunderstandings.

Conclusion

In this article, we have detailed six IPOTs and have offered ways to adapt these activities. There are many more interactive activities than the six we describe that lend themselves to meaningful student interaction and that could also be listed as an IPOT. An Internet search on interactive language learning activities will quickly yield many interactive

activities for classroom use. For meaningful communication to occur, students must be able to interact successfully in all four language domains. IPOTs provide a vehicle for that interaction. They provide enjoyment for students and reduce some of the anxiety related to learning a new language. As students gain confidence in their ability to engage in authentic discipline-specific conversations with classmates, confidence is built for engaging with native speakers in such conversations. If you have not used interactive activities in your classroom, give these a try. You will see improvement in student learning outcomes, as well as higher student satisfaction with instruction.

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Orchestrating a Job Search Clinic for International Scholars and Students

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Abstract: This article explores how a job search clinic for international scholars and students was conceptualized, planned, and implemented. The purpose of this clinic was to help internationals in negotiating a job search process in the United States, understanding the pragmatics of a job interview in this cultural context, developing their interview skills, representing their strengths with appropriate clarity and cultural sensitivity, and inserting comments into a flowing conversation. Guided by their course instructor, graduate students at the University of Alabama at Birmingham created and implemented this job search clinic as a project in their Master of Arts in Education (MAEd) program in English as a Second Language (ESL). During this job search clinic, these MAEd/ESL students taught the linguistic skills necessary for an effective job search while placing these skills within the cultural context of the US workplace. They also focused on demystifying the interview process and provided an opportunity for international participants to experience a mock interview on Skype. Outcomes suggested the job clinic provided MAEd/ESL students and international participants with a venue for enhancing their knowledge and skills. This job search clinic has direct implications for the instruction, assessment, and research of Languages for Specific Purposes approaches for designing and implementing task-specific workshops for international scholars and students.

Keywords: CV, International students, Interviews, Job Clinic, Language for Specific Purposes (LSP), Skype

Introduction

International scholars and students often need help transitioning from university studies to the job market. For them, the pressure of interviewing is often compounded by anxiety over linguistic ability, legal status, and the cultural mores of interviewing in the United States. This situation creates fertile territory for a Language for Specific Purposes (LSP) focus, one that is targeted on the specificity of meeting students' linguistic and cultural needs. To that end, by participating in a job clinic designed from an LSP focus, international scholars and students learn how to navigate the job search process.

At the University of Alabama at Birmingham the task of preparing and implementing an LSP-based job clinic was assigned as a course project to the students in the Master of Arts

in Education (MAEd) program for teaching English as a Second Language (ESL). Located in Birmingham, UAB prepares ESL teachers of adult and K-12 language learners through a communicative, interactive, learner-centered approach. UAB's MAEd/ESL students practice their skills as future LSP providers by teaching language learners in real-life settings, such as the job clinic. By doing so, they learn to identify "the specific needs and purposes of students" and provide "quality materials and learning opportunities" (Belcher, 2009, p. 1). By working together to orchestrate UAB's first job search clinic for internationals, the graduate students in one of the MAEd/ESL courses made a difference in the futures of their international participants and also in their own futures as LSP providers.

Through collaborative efforts by the Graduate School, the School of Education, and the International Scholar and Student Services (ISSS), UAB hosted its first job clinic for internationals on Saturday, April 16, 2011. This inaugural event included 1 faculty member, 8 MAEd/ESL students, and 15 international scholars and students. Ranging in age from mid-20s to late-30s, these internationals represented nine countries: Brazil, China, Colombia, Kenya, Malaysia, Mexico, Saudi Arabia, Taiwan and Thailand. They also represented six disciplines: Business Administration, Civil and Materials Engineering, Communication Management, Genetics, Nursing, and Pathology. By stepping beyond the traditional classroom and participating in the job search clinic, the MAEd/ESL students and their international participants prepared themselves for exiting student life and embarking upon their respective careers.

Teaching and Scholarship in LSP

In the field of LSP, the focus is on specificity in the teaching and learning of a language: "Specificity is perhaps the most central concept in language teaching and discourse analysis today" (Hyland, 2011, p. 7). As such, LSP teachers understand the demands of their target discipline and how members of that community use language. They focus on "communicating and learning to communicate as a disciplinary insider" (p. 8) and, by doing so, attempt to meet the students' needs and goals in their community of practice, that is "the particular fields in which they will mainly operate" (p. 9).

An LSP context is created by responding to the needs and goals of language learners. Instead of focusing on needs within a given discipline, the specificity of an LSP context may also focus on the needs of a cross-disciplinary task, such as navigating a job search or participating in an interview. Helping international scholars and students improve their English for spoken job interview skills, written job search documents, and the world of work represents an LSP context for it helps learners pass through a gateway to new occupations or to higher levels of opportunity within the same occupation. For UAB internationals, such opportunities could be life science research careers, health policy positions, public health program administrators, hospital administrators, and nurse educators. UAB's job clinic was a 1-day LSP event in which internationals received "needs-knowledgeable" instruction (Belcher, 2009, p. 3) and accompanying learning materials targeted specifically toward their own anticipated job searches.

Although expectations and assumptions may vary across cultures and disciplines (Paltridge & Wang, 2011), the use of task-specific language is a constant when conducting a job search. Research studies have suggested that "learners acquire features of the language as they need them" (Hyland, 2011, p. 9). Although many internationals may not have acquired

superior English by the time they seek employment, they have very specific learning objectives and are so highly motivated that they enhance the probability of positive outcomes by participating in a job clinic. They can acquire and develop the desired features of language because their need for them is imminent. Moreover, because a job clinic is an LSP learning event, the language specialists coordinating this event identify major challenges facing the participants, and thus, prepare instruction that meets the participants' needs for joining their targeted workforce (Belcher, 2006). By doing so, they address the priorities of those who want to gain access to, and participate in, these work communities.

The LSP field has evolved greatly over the past 20 years (Grosse & Voght, 2012). Currently, LSP professionals are focusing on issues related to analyzing the discourse of languages for a specific purpose (Bowles, 2012); assessing LSP participants and programs (O'Sullivan, 2012); using technology to maximize the LSP learning context (Arnó, 2012); and defining the nomenclature, context, theory, and method of discipline-specific LSP programs (Boyle, 2012). Another focus could be LSP events that address specific tasks, such as navigating a job search in an unknown cultural context. To this end, the current article on UAB's job clinic responds to a relatively unexplored field in the LSP literature.

Orchestration of the Job Clinic

Each discipline has its standards for how to write a resume or curriculum vitae (CV) and how to conduct a job interview. For example, in nursing, candidates are expected to present a brief resume summarizing relevant experience and education and to provide explanations of responses to hypothetical situations. However, when searching for a position in academia, candidates are expected to present a lengthy CV detailing education, scholarly work (e.g., publications and presentations) and other accomplishments, and to participate in a full day of interviews including a research presentation. Yet, even with participants from diverse backgrounds, a job clinic can address core characteristics of workplace writing and job interviewing. UAB's job clinic is a model for this type of LSP activity. Its first job clinic included the following stages: analyzing the needs of international scholars and students, conceptualizing the job clinic as a course project for MAEd/ESL students, setting objectives, publicizing, following a course timeline, selecting topics, developing sessions, implementing the big day, presenting sessions, doing mock interviews, and evaluating.

Analyzing the needs of international scholars and students.

International scholars and students are often unaware that their expectations and schema regarding job searches may not be operative in the context of the professional culture in another country. This cultural mismatch is sufficiently problematic that many international UAB scholars and students were experiencing difficulty with becoming employed in their respective disciplines. Others failed to find internship placements for required internship courses because they were interviewing unsuccessfully. Therefore, they were not fulfilling their academic potential. This situation was identified as highly problematic by an immigration advisor in UAB's International Scholar and Student Services office. In her dual role as an immigration advisor and an MAEd/ESL student, she examined the linguistic and cultural needs of these international scholars and students and suggested ways in which they could be helped. As an immigrant herself, she was aware of the different cultural conventions connected with interviewing in the United States. Her work with nonnative English speakers

highlighted the fact that they had difficulty adjusting their use of English for different contexts, such as formal and informal (i.e., pragmatics). Hence, language use was a key issue for internationals, especially when interviewing. Although the immigration advisor provided support to students, such services often did not take into account the linguistic and cultural needs of the international scholars and students. Therefore, in 2010, this advisor/MAEd student piloted an "interview English" class for high-level adult English language learners at UAB's International House. This experience led to the conceptualization of a job search clinic to be provided through an approach that can support the delivery of LSP.

Conceptualizing the job clinic as a course project for MAEd/ESL students.

After the job clinic had been identified as a way to meet the job search needs of international scholars and students, a meeting took place with ESL faculty and staff from the Graduate School and the School of Education. It was determined that this job clinic would make an appropriate course project within the MAEd/ESL program. Because the main focus of the job clinic would be preparing for a job interview, the activities would necessarily target listening and speaking skills. Hence, this job clinic project was targeted for the *Instruction and Assessment: Listening and Speaking* course (EESL 657), a course that offers a foundation in approaches and techniques for teaching and assessing listening and speaking. This course provides teachers-in-training with a set of tools for teaching language use in 5 focal settings of adult ESL/EFL learners. Since university and workplace are among these settings, developing a job clinic would be a natural fit. This job clinic would be a collaborative, co-constructed final project that would serve UAB's international scholars and students. The MAEd/ESL students enrolled in this course would be expected to participate actively in planning, preparing, implementing, and evaluating the job clinic. Although some of these students might not be fully acquainted with the job search process in the US, especially those of international origin, they would be trained by the course instructor to teach this process and, by doing so, would become better prepared for their own job searches.

Setting objectives.

The job clinic responded to a broad range of objectives and learning outcomes. The international scholars and students would be helped in acquiring and enhancing their use of oral English during the interview process. To prepare their job search documents, participants would be encouraged to bring a copy of their resumes or CVs for help with formatting, grammar, and content. Because most participants would be seeking employment in the US, they would need to know about cultural aspects related to job searches in the US workplace, which differs considerably from other workplaces globally. For example, a major cultural dilemma is how to represent one's strengths with appropriate clarity because this is not done in many cultures around the world. Conversational flow was another goal for the job clinic because it is not easy for some international people to know exactly where and how to insert comments during interactions with native-English speakers. This was to be accomplished via small-talk between presentations as well as during coffee breaks and lunch. Lunch would allow participants to practice cultural aspects related to table talk, manners, and politeness similar to what they would need to do at a meal offered during an actual job search. These small talk opportunities would allow participants to lower their anxiety and also to interact socially with the MAEd/ESL students from whom they were to learn how to gauge personal

distance and other cultural aspects. Another objective would be to invite participants to participate in Skype interviews and thereby become comfortable with technology during the interview process.

Publicizing.

After selecting a date, place, and framework for the job clinic, concerted advertising efforts began. The MAEd/ESL students designed and distributed flyers, emails, and personal invitations to appropriate candidates. Contacts at UAB's International House also publicized the event. The MAEd/ESL students placed an advertisement in UAB's e-newsletter and on UAB's master calendar. Then, as the international participants registered, the MAEd/ESL students distributed a survey to identify their needs, thereby maximizing the effects of the job clinic. The course instructor, who had worked several years with preparing internationals for career entry to the US, used her background knowledge to guide the MAEd/ESL students in meeting the needs expressed on this survey.

Following a course timeline.

The first class session for the *Instruction and Assessment: Listening and Speaking* course (EESL 657) took place on January 10, 2011. This new course was designed with two LSP strands: nursing English as an example of a discipline-specific LSP context and Interview Skills as an example of a task-specific LSP context. At their first class, MAEd/ESL students learned that they would meet the course objectives related to the interview skills LSP context by designing and implementing a job clinic for international scholars and students. Discussion immediately began on how to best organize this event.

In February, these MAEd/ESL students furthered their plans for the job clinic by selecting four presentation topics: preparing documents for job applications, practicing high-frequency interview questions, researching the desired job, and projecting one's best professional self. They also began advertising the job clinic. In March, MAEd/ESL divided into groups to prepare sessions for the job clinic. Each group was responsible for planning and preparing all of the materials and activities required for a given topic. In April, they finalized their preparations.

Developing the sessions.

As an integral part of their course project, the MAEd/ESL students took charge of planning and developing the four major sessions for the job clinic. Guided by their instructor, they worked collaboratively in pairs or triads to develop sessions on one of the four topics that they had selected earlier in the semester. Each session was to consist of several interactive oral techniques in an effort to maximize opportunities for the participants to use English orally throughout the one-day job clinic. Throughout this planning stage, the MAEd/ESL students worked closely with their course instructor to make sure that everything would be ready for the big day.

Implementing the big day.

Doors opened early, and the international scholars and students were greeted with coffee and friendly faces. Coached by the MAEd/ESL students, the international participants

introduced themselves and conversed with their colleagues, therefore setting the stage for a positive experience. By making small talk and interacting, they formed bonds that were an important part of the job clinic experience. Throughout the day, the MAEd/ESL students played multiple roles. While some were presenting, others were responsible for logistical tasks such as running errands, checking the coffee supply, and also participating as group facilitators, conversation partners, and interviewers. Everyone worked together to create a meaningful experience for the international participants.

Presenting the sessions.

Documents for job applications.

The MAEd/ESL presenters provided examples of resumes and CVs; they focused on differences regarding content and length. These presenters also explained how to customize a resume or CV while using keywords to create a professional summary statement and employee objective statements. Because a resume or CV is often the initial glimpse at a prospective hire, editing was a principal topic, and suggestions were provided regarding spelling, grammar, punctuating, and formatting. Because the resume or CV is a critical factor in opening interview doors, most participants took advantage of this opportunity to have their own resumes or CVs critiqued. This teamwork effort between MAEd/ESL students and international participants empowered these future LSP practitioners and the international job seekers.

High-frequency interview questions.

International scholars and students are usually unfamiliar with the types of questions asked during a job interview in the United States. The MAEd/ESL students shared examples of tough interview questions, common interview questions, and also questions that are illegal and/or inappropriate to ask in the US. Tough questions are often open-ended while common questions are usually geared toward specific responses. Illegal/inappropriate questions encompass a range of personal topics regarding marital status, children, and age. Suggestions were provided for how to respond should such questions arise. Having a working knowledge of such questions is crucial to the success of internationals when interviewing in the US job market.

The desired job.

During this session, MAEd/ESL students shared job-related jargon and explained how to use networking for making contacts in the field. Many international students graduate without fully knowing and understanding their job options. They need to know how to do self-assessment and self-discovery for making the best career choice. Providing tools for gathering such information was both beneficial and rewarding. Participants were shown how to research the job market and identify potential jobs. The MAEd/ESL students demonstrated how to create a target list and organize steps in looking for a job. Making contacts and following up with contacts was stressed. Participants were provided opportunities to conduct informational interviews and do interactive website searches. Participants were also warned to take care when social networking on sites such as Facebook and MySpace.

Best professional self.

This session focused on projecting oneself professionally during the interview. Participants received a handout about appropriate and inappropriate attire for a job interview. A discussion evolved concerning etiquette and body language, which proved especially helpful for those less familiar with Western cultures. The MAEd/ESL students provided cultural pointers on maintaining eye contact during the interview, projecting one's voice, and maintaining rate of speech. Participants learned the importance of being organized, detailed, positive, and confident throughout the interview process.

Doing mock interviews.

Because traditional job interviews may not always be an option for today's job seekers, UAB's job clinic offered participants an opportunity to do a mock Skype interview and experience the "rapidly evolving cyber genres like videoconferences" (Belcher, 2009, p. 4). Becoming familiar and comfortable with Skype is necessary as an increasing number of job interviews are conducted in this way. Most of the international participants took advantage of the mock Skype interview. To simulate the interview process as closely as possible, two UAB faculty offices were used. One MAEd/ESL student staffed one of these offices where he/she served as the interview facilitator and also observed the interviewee while being interviewed. Another MAEd/ESL student staffed the other office and served as the interviewer. Immediately following the mock Skype interview, both of these MAEd/ESL students provided constructive feedback to the international participant. Those who participated expressed gratitude for having been offered this opportunity to do a Skype interview.

Evaluating.

The final activity of the job clinic was an evaluation completed by the international participants. Although a few unexpected challenges arose during the day, the written responses to this evaluation suggested that the majority of participants were very satisfied with the job clinic experience. They perceived that they were better prepared for embarking on a job search in their respective disciplines. Their suggestions on these evaluations and their unsolicited anecdotal comments will serve to improve future job clinics.

In their final class session for the *Instruction and Assessment: Listening and Speaking* course (EESL 657), the MAEd/ESL students provided an oral evaluation of the job clinic. They concurred that being involved in the development and implementation of this project was an extremely valuable experience for them as emerging LSP practitioners. They received practical experience in determining existing needs, defining these needs, and then creating the curriculum for meeting such needs. One MAEd/ESL graduate student explained, "Graduate students learn how to directly implement what was planned and developed. All instructors, regardless of field and expertise, will eventually need these skills and a solid foundation for creating such a project, especially those who practice in the LSP genre. The hands-on, collaborative experience of developing and implementing an LSP project such as the job clinic is an experience that will eventually yield benefits as the actual career emerges." For this student, these experiences will likely become cyclical in a future LSP environment of his own. This means that more scholars will eventually be exposed to the collaborative effort of a

job clinic and even more international students will exit programs prepared to interview successfully.

Lessons Learned

Following the debut of UAB's job clinic for internationals, MAEd/ESL students and professors alike agreed that there were many positive aspects, as well as some aspects to be modified for enhancing its efficacy. One modification will be to use website registration, thereby relieving the course instructor of the responsibility of being the conduit for all information. Another modification will be to more specifically meet discipline-specific needs by adjusting the type of language structures and interactions taught within each session. For example, there could be an introductory session in which the specific job search vocabulary is introduced and practiced. The job clinic planners also felt that technology should be set up earlier and rehearsed beforehand. They also suggested that the date of the job clinic be earlier in the semester in order to avoid conflict with final exams. Another suggestion was to initiate publicity as early as possible in order to maximize participation. Everyone felt that the mock Skype interviews were extremely helpful; however, person-to-person interviews and telephone interviews could add another needed dimension. Yet, another suggestion was to inform these international job seekers about the many resources offered by UAB's Career Center, such as required job search documents for their specific disciplines (O'Shulman, 2003; O'Viera, 2010). A final suggestion was for participants to submit their resumes or CVs beforehand so that the MAED/ESL students could review these in advance and then provide one-on-one feedback.

Recommendations

Based on our experience with planning and implementing UAB's first job clinic for internationals, we provide the following recommendations for its replication at other institutions:

1. Learn about other job clinics at www.uab.edu/esl/teacher-resources/99-jobs-clinic.
2. Identify material sources, facilities, and equipment available on campus.
3. Focus on helping international participants to successfully navigate their job searches.
4. Create a collaborative team that includes professors and graduate students.
5. Form committees and delegate responsibilities equitably.
6. Identify needs of internationals scholars and students, and set goals to meet their needs.
7. Make sure that these goals are reasonable and achievable within the timeframe.
8. Avoid trying to resolve too many issues; narrow the scope and focus on specifics.
9. Reassess at strategic points and, if needed, streamline the process.
10. Publicize as early as possible and encourage preregistration.
11. Use responses on the preregistration materials to fine-tune topics.
12. Showcase these selected topics as miniseminars.
13. Welcome ongoing feedback from committee members.
14. Conduct a pre-test and post-test to determine tangible outcomes.
15. Reflect on the inaugural event and plan adjustments for future events.

Conclusion

UAB's job clinic met the needs of the international scholars and students who participated and also of the MAEd/ESL students who did the planning and implementation. In this LSP context, both of these stakeholder groups enhanced their respective marketability. To that end, a job clinic for internationals may indeed be a pathway from university to workplace for the LSP learners and also their LSP providers.

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