

CUADERNOS DE ALDEEU

Volumen 28

Otoño, 2014

Número especial

ESPAÑOL PARA LAS PROFESIONES Y OTROS USOS ESPECÍFICOS
SPANISH FOR THE PROFESSIONS AND OTHER SPECIFIC PURPOSES

Editor invitado / Guest Editor: MICHAEL SCOTT DOYLE

Editora General / General Editor: CANDELAS GALA

Publicación de la Asociación de Licenciados y Doctores
Españoles en Estados Unidos
(Spanish Professionals in America, Inc.)

GUEST EDITOR REMARKS: Adding Thickness and Granularity to SSP

When I received an invitation from Dr. Candelas Gala, General Editor of *Cuadernos de ALDEEU*, to serve as a Guest Editor for a special volume dedicated to Spanish for the professions, I accepted enthusiastically and proposed for consideration that the content and title of the monographic issue be expanded to *Spanish for the Professions and Other Specific Purposes*, which locates Spanish for the professions as a key sub-field of the broader inquiry domain known as Spanish for Specific Purposes (SSP), itself a component of Languages for Specific Purposes (LSP). In addition to publishing significant new scholarship on key themes such as business, health care, translation, and other professions, the volume would invite contributions on important emerging topics in SSP, such as additional content domain considerations, methodology, curricular innovation, and educational policy. The contents of this monographic issue of *Cuadernos de ALDEEU* lend themselves to being organized as an SSP higher education narrative that begins with two essays dealing with important macro issues and policy in LSP-SSP, followed by five that focus on diverse cultural considerations (tied to different SSP issues and representative content domains), followed by service learning in SSP, social media and localization in SSP, and concluding with a call for the development of leadership with integrity across all LSP-SSP content areas and language proficiency levels. The fifteen scholars, from eleven institutions of higher learning in the United States and Spain, now make available new research that ranges from empirical and quantitative to qualitative and reflective, all of it forward looking. We are grateful for their contributions, which serve both to introduce *Spanish for the Professions and Other Specific Purposes* to the lay or non-specialized reader as well as to provide colleagues who are specialists in these areas with insightful new work.

In his opening essay “Language Studies: Implicit Associations and Cognitive Dissonances in How the Field Is Described, Perceived and Expected to Perform,” Alán José (Wake Forest University) identifies and analyzes four principal conversations (and their respective discourses) that are taking place in Language Studies (LS), a proposed subdiscipline within the generic field of the study of language/languages, and akin to but subsuming LSP/SSP, while also examining the primary constituencies or stakeholders involved and the dialectic between them. His essay lays bare implicit associations and dissonances in and surrounding LS, which is useful in mapping the still evolving disciplinary/interdisciplinary terrain of the field

as it continues to create space for itself in higher education. Orlando R. Kelm (University of Texas at Austin), in his essay “The Use of English as a Lingua Franca: Where Does Foreign Language Education Fit?” helps to provide a useful macro framework for LSP/SSP, and indeed for the study of languages other than English, when, “After nearly 30 years of teaching hundreds of students, professionals, and clients to speak Spanish and Portuguese, mostly for business and professional purposes,” he finds himself “reassessing the role of foreign language proficiency for professional purposes” when faced with the ubiquity of English as the modern *lingua franca*. He provides numerous informative and insightful firsthand examples of when and how English is used versus using LSP/SSP. This represents valuable procedural, self-critical, and cautionary knowledge for foreign language educators and working professionals who use foreign languages, as well as policy makers.

In “Spanish for the Professions: Cultivating Cultural Intelligence in LSP Programs,” Carmen King de Ramírez and Barbara A. Lafford (Arizona State University) explain the very useful concept of Cultural Intelligence (CQ), “coined by Ang (2003) to refer to a ‘person’s capability to adapt effectively to new cultural contexts.’” Their study demonstrates how incorporation of the CQ four-step model can be a powerful and productive tool for teaching culture in language programs, especially so in Spanish for the Professions programs, with measurable positive learner CQ outcomes, findings which “support the notion that the CQ model is effective in increasing students’ knowledge regarding cognitive and meta-cognitive cultural attitudes.” Kelly Washbourne (Kent State University), in his essay “Toward Culturally Sensitive Mediation: Intercultural Transcompetence in Spanish Medical Interpreting,” explores how “cultural competence and humane medical care itself cannot be separated.” He issues a compelling call for a cultural turn in interpreting didactics, whereby “interculturality and culturally discordant encounters must be defined as the problem domain, rather than as situations calling for mere linguistic bridging,” a methodological outcome of which is that “students must come to understand culture as an all-pervading, all-encompassing macrocompetency or *transcompetence*.” In their essay “Gestionando las barreras culturales: claves estratégicas para el éxito en los negocios internacionales,” co-authors M.I. González-Bravo y E. Lahuerta-Otero (Universidad de Salamanca) examine and reaffirm the need for intercultural strategies in order to understand and cope with barriers to conducting international business successfully. Specifically, their study analyzes “la repercusión de las dimensiones culturales de Hofstede a la hora de realizar negocios en contextos de globalización internacionales, con una referencia específica a Estados Unidos y España,” with the conclusion that it is absolutely essential to understand and account for as fully as possible “las distancias entre las culturas nacionales para conseguir mejores resultados en

los acuerdos de negociación.” Margaret Dunaway (Texas State University), in her essay “Éxito intercultural: Casos de empresas y contacto de culturas. Un ejemplo de sobre contenido propuesto para acompañar *Éxito comercial*,” also foregrounds culture as a core concern in international business and presents an exemplary case study titled “Aerolíneas Copa – Panamá,” one of ten that she has developed as a real-world extension to her use of the fifth edition of *Éxito Comercial*, an advanced-level business Spanish textbook. Each case study is organized around “la práctica analítico-descriptiva ‘DAFO’ (debilidades, amenazas, fuerzas y oportunidades)” [SWOT: *strengths, weaknesses, opportunities, and threats*] and includes “los relevantes índices de las dimensiones culturales identificadas por Hofstede que también sirven del punto de arranque para el comentario y los intercambios orales.” The didactic purpose is for the analytical component of the case studies to remain inseparable from culture and cross-cultural considerations. “Teaching Social Entrepreneurship: Business Concepts within Cultural Contexts” by Annie Abbott (University of Illinois, Urbana-Champaign), also announces the cultural imperative in her title. In this essay, she explains and situates social entrepreneurship in higher education and analyzes “concrete cases in which leading social entrepreneurs identify autochthonous solutions to locally-defined problems,” i.e., the cultural contexts engaged in via community service learning, such that learners are equipped “with the best of both worlds: the business concepts that prepare them for employment after graduation and the cultural contexts in which the language they have studied for so long can actually be applied.”

“An Analysis of the Integration of Service Learning in Undergraduate Spanish for Specific Purposes Programs in Higher Education in the United States” by Lourdes Sánchez-López (University of Alabama at Birmingham) continues with the vital topic of service learning (SL), with the intent of re-engaging “national dialogue about the complementary and essential role of SL in LSP programs.” Her preliminary findings regarding “the state of community engagement and service learning in relation to established undergraduate programs in SSP in higher education in the United States” lead to her indictment that “The absence of a service learning component of any kind in Spanish for specific purposes programs (minors, certificates and majors or major tracks) is still significant and worrisome.” Her research, which calls for additional empirical study, should “help move service learning from the periphery to [the] core” of the SSP curriculum where it undoubtedly belongs. Mary K. Long (University of Colorado at Boulder), in her essay “Social Media: New Directions in Localization and Language Services Between Spanish and English,” explains and analyzes how the “study of social media in Spanish can help to increase language proficiency and transcultural competence, providing students with opportunities to continue

developing multidimensional thinking and problem solving skills as well as to analyze ethical issues about consumption and information distribution in the global setting.” Translation, localization (linguistico-cultural adaptation), and transcreation serve “to establish the learning principles and map out future learning goals thus providing students with the skills to continue to grow and develop as social media experts and continue to acquire translanguaging and transcultural competence that will reinforce best practices in the field.” The concluding essay, “Spanish at the United States Air Force Academy: Developing Leaders of Character as an LSP Curricular Model,” by co-authors Daniel Uribe (United States Air Force Academy), Jean W. LeLoup (United States Air Force Academy), Sheri Spaine Long (University of North Carolina at Charlotte), and Michael Scott Doyle (University of North Carolina at Charlotte and United States Air Force Academy), presents an institutional curricular case study of “how leadership is addressed in the Spanish curriculum at the intermediate and advanced levels, in literature as well as in special topics courses in Spanish for specific purposes.” Pushing beyond traditional considerations, the essay proposes a shift in focus from SSP courses as Spanish for X, Y or Z profession or content domain (e.g., business, medical, legal, literary) to an overarching principle—leadership with integrity—as a signature LSP/SSP element *per se*, infused throughout all content domains and levels of proficiency. This of course points the way toward other overarching principles (sustainability, etc.) that might similarly be considered.

This monographic issue of *Cuadernos de ALDEEU* adds thickness and granularity to the critical mass of research in Spanish for the professions and other specific purposes, extending pioneering work by Uber Grosse and Voght (1982, 1985; 1990, 1991), Doyle (1992), and Fryer and Guntermann (1998), while complementing recent thematic publications in the United States such as the 2010 “Special Section: Curricular Changes for Spanish and Portuguese in a New Era” in *Hispania*, the 2012 *Modern Language Journal Special Issue on Languages for Specific Purposes in the United States in a Global Context: Update on Grosse and Voght (1991)*, and the 2013 refereed conference proceedings *Scholarship and Teaching on Languages for Specific Purposes* (University of Alabama at Birmingham). Together, these scholarly publications further map the terrain of LSP/SSP within higher education, as this curricular emphasis continues to develop and mature, meeting the always evolving needs of today’s and tomorrow’s learners. In so doing, it is hoped that *Cuadernos de ALDEEU: Spanish for the Professions and Other Specific Purposes* will help spur the advancement of research and curriculum development in SSP, which will be a major—if not *the* major—emphasis of the study of Spanish in the coming decades. I stand by the prediction voiced in “Continuing Theoretical Cartography in the LSP Era” 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” (2). Spanish should and will be at the hub of much of what is to come in this regard.

MICHAEL SCOTT DOYLE

WORKS CITED

- Doyle, Michael Scott. "Business and Spanish in the New American Educational Epistemology: Context, Development, Forecast." *CIBER Working Paper Series*. San Diego: Center for International Business Education and Research, San Diego State University 92-1 (1992): 1-20. Print.
- . "Continuing Theoretical Cartography in the LSP Era." *Scholarship and Teaching on Languages for Specific Purposes*. Ed. Lourdes Sánchez-López. UAB Digital Collections: Birmingham, Alabama, March 2013. Web. <<http://contentdm.mhsl.uab.edu/cdm/compoundobject/collection/faculty/id/161/rec/1>>
- Fryer, T. Bruce and Gail Guntermann, eds. *Spanish and Portuguese for Business and the Professions*. Lincolnwood, IL: National Textbook Company, 1998. Print.
- Grosse, Christine Uber. "A Survey of Foreign Languages for Business and the Professions at US Colleges and Universities." *The Modern Language Journal* 69 (1985): 221-226. PDF file.
- . "A Survey of Spanish for Business at AACSB Colleges and Universities in the United States." *The Modern Language Journal* 66 (1982): 383-390. PDF file.
- Grosse, Christine Uber and Geoffrey M. Voght. (1990). "Foreign Languages for Business and the Professions at U.S. Colleges and Universities." *The Modern Language Journal* 74 (1990): 36-47. PDF file.
- . "The Evolution of Languages for Specific Purposes in the United States." *The Modern Language Journal* 75 (1991): 181-195. PDF file.
- Hispania* 93:1 (2010): 80-84. Print.

Modern Language Journal. Ed. Barbara A. Lafford. 96 (sl) (2012): 121-138. Print.

Scholarship and Teaching on Languages for Specific Purposes. Ed. Lourdes Sánchez-López. UAB Digital Collections: Birmingham, Alabama, March 2013. Web. <<http://contentdm.mhsl.uab.edu/cdm/compoundobject/collection/faculty/id/161/rec/1>>