Spanish for Specific Purposes in the United States in a Global Contest: Moving the Field Forward through Communication, Connections, and Collaboration

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Themes

- SSP in a Global Context: State of the Field
- Challenges for SSP Research in the US
- Summary of factors leading to lack of communication, connection, and collaboration (CCCs) among SSP scholars
- SSP Research Priorities in the US
- Benefits of CCCs in SSP to meet US SSP Research Priorities
- Strategies to establish stronger CCCs to meet US SSP Research priorities

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SSP in a Global Context: State of the Field

Europe and Latin America

- **LSP/SSP Theoretical Frameworks**
  - **Grounded in genre, discourse and corpus analysis used for translation & interpretation (T&I), English for Specific Purposes (ESP) and English for Academic Purposes (EAP) research (Bhatia, 2008; Halliday, 1991; Hyland & Bondi, 2006; Swales, 1990).**

SSP in a Global Context: State of the Field

Europe and Latin America

- LSP/SSP Research Themes
  - SSP studies using corpus analysis (Parodi, 2007) for
    - Genre/discourse: Calvi (2011); Pastor Cesteros and Ferreira Cabrera (2018)
    - Lexicology: Fuertes-Olivera and Arribas Baño (2008)
    - Genre and corpus-based pedagogy: Martínez, I. (2019)
  - SSP domains (varied)
    - Business (van Hooft Comajuncosas, 2004)
    - Tourism (Calvi & Mapelli, 2011)
    - Science (Pérez, 2018)

SSP in a Global Context: State of the Field

Europe and Latin America

- **LSP/SSP Organizations (Europe)**
  - **LSP**
    - **Asociación Europea de Lenguas para Fines Específicos (AELFE) (Spain)**
  - **SSP**
    - **Groupe d'Étude et de Recherce en Espagnol de Spécialité (GERES) (France)**
    - **Congreso Internacional de Español para Fines Específicos (CIEFE) (Netherlands)**

SSP in a Global Context: State of the field

Europe and Latin America

- **LSP/SSP Conference presentations**
  - **LSP/SSP sessions in general language conferences**
    - **Europe: Asociación para la enseñanza del español como lengua extranjera (ASELE)**
    - **Latin America: national and regional conferences (e.g., Asociación Mexicana de Lingüística Aplicada [AMLA])**

SSP in a Global Context: State of the field

Europe and Latin America

- **LSP/SSP Conferences**
  - **Europe: conferences of LSP/SSP organizations**
    - **AELFE, GERES, CIEFE**
  - **Latin America: only SSP stand-alone conference with no organizational affiliation**
    - **Encuentro EFE Latinoamericano (LATAM) (2020, 2021) (virtual); coord.** Dra. Sonia Toledo-Azocar de la Pontificia Univ Católica de Valparaíso
  - **The majority of authors attending SSP conferences are university professors coming from the same region of the conference venue/ sponsorship (Lafford & Sanchez López, 2022)**

SSP in a Global Context: State of the field

Europe and Latin America

- **LSP/SSP Publications**
  - **Europe** (Journals)
    - **General:** *Revista Española de Lingüística Aplicada; Boletín de* ASELE; *Journal of Spanish Language Teaching*
    - **LSP/SSP:** *English for Specific Purposes*, *Ibérica* (AELFE), *Journal of Languages for Specific Purposes* (Romania), *Journal of Professional and Scientific Communication, Languages for Specific Purposes (ESP/EAP), Revista de lenguas para fines específicos (España-Islas Canarias)*

SSP in a Global Context: State of the field

Europe and Latin America

- LSP/SSP Publications (con't)
  - Europe
    - LSP/SSP: Proceedings of AELFE, GERES, CIEFE conferences and of other state and regional language conferences
    - SSP edited volume*:* van Hooft Comajuncosas (2004, business); *Routledge Handbook of Spanish for Specific Purposes*
    - SSP monographs: Calvi y Mapelli (2011, tourism); Gomez de Enterría (2007, business)

SSP in a Global Context: State of the field

Europe and Latin America

- **LSP/SSP Publications** (con't)
  - **Latin America**
    - **General journals:** ***Lenguas Modernas, Signos, Folios, Lexis, Revista De Linguistica Teorica y Aplicada***
    - **Edited volume:** **1st one on SSP in LA (King Ramírez and Toledo-Azocar, forthcoming 2023, Taylor & Francis)**
    - **Monographs: Parodi (2010)** ***Lingüística de corpus: de la teoría a la empiria***

SSP in a Global Context: State of the field

United States

- Theoretical Frameworks for LSP/SSP research in the US
  - English for Specific Purposes (ESP)/ English for Academic Purposes (EAP): foci on genre, corpora, discourse, and conversation analysis (Biber, Conrad & Cortes, 2004; Cortes, 2013) same theoretical base as LSP/ESP/EAP/SSP in Europe and Latin America (Halliday, 1991; Hyland & Bondi, 2006; Sacks, Schleghoff & Jefferson, 1974; Swales, 1990)

SSP in a Global Context: State of the field

United States

- Theoretical Frameworks for LSP/SSP research in the US
  - Non-English LSP: Pedagogical focus
    - Communicative competence (Hymes 1972; Bachman & Palmer, 1996)
    - Task-based methodology (Long 1985)
    - ACTFL: proficiency scale (2012), World Readiness Standards (2015)
    - Experiential learning (Dewey 1938/1988; Kolb, 1984) for Community Service Learning (CSL)/Internships
    - Spanish for Academic Purposes (SAP) (Sánchez-López, 2018)

SSP in a Global Context: State of the Field

United States

- LSP/SSP Research Themes
  - Pedagogy/curricular development (Lear, 2021; Zeller & Velasquez Castillo, 2018; ISLSP proceedings)
  - CSL/Internships (Abbott & Lear, 2010; King Ramírez & Lafford, 2017)
  - Social Justice themes (Abbott, 2017; King Ramírez, 2017; King Ramírez & Martinez, 2018)
  - Conversational (oral discourse) analysis (Hardin, 2020)
- SSP domains
  - Business (Doyle, 2012)
  - Medical (Martinez, 2022)

SSP in a Global Context: State of the field

United States

- LSP Organizations in the US
  - National Association of Medical Spanish (NAMS)
  - AATSP
    - LSP & Community Engagement SIG
  - ACTFL
    - Critical and Social Justice Approaches (CSJA) SIG
    - first LSP SIG meeting (November 19, 2022) organized by SMU LSP professionals (Aria Cabot and Paola Buckley)

SSP in a Global Context: State of the field

United States

- LSP/SSP Conferences
  - LSP/SSP Sessions in general language conferences: ACTFL, AATSP, TESOL, MLA and state and regional conferences
  - LSP conferences
    - Eastern Michigan University LSP conferences (1982-1998) focused on languages and communication for World Business and the Professions; then merged/morphed into CIBER conferences at the end of the 1990s
    - Centers for International Business Education and Research (CIBERs) business language conferences, 1999 → until merger with ISLSP in 2016

SSP in a Global Context: State of the field

United States

- LSP/SSP Conferences
  - International Symposium on Languages for Specific Purposes (ISLSP)/CIBER Business Language Conference
    - ISLSP biannual conferences since 2012 (University of Alabama, Birmingham [2012]; University of Colorado, Boulder [2014]; Arizona State University [2016]; University of Florida [2018]; University of North Carolina, Charlotte [2020]; University of Chicago [2022]); ISLSP/CIBER since 2016
    - The majority of presenters attending ISLSP conferences come from the same region of the conference venue/ sponsorship and are often non-TT language professionals (Lafford & Sánchez-López, 2022)
  - NAMS Medical Spanish Summit (2019→) with Undergraduate Colloquium of Spanish for the Health Professions (2021→)

SSP in a Global Context: State of the field

United States

- LSP/SSP publications
  - Journals
    - General: *FLANNALS* (ACTFL), *Hispania* (AATSP), *Modern Language Journal*
    - LSP: *JOLIB (Thunderbird, defunct)*; *Global Business Language (George Washington University)*; *Global Advances in Business Communications Journal* (Eastern Michigan University with Univ of Antwerp, Delhi School of Business, and University Teknologi Malaysia)
  - Selected edited proceedings of ISLSP/CIBER conferences (Sánchez-López, 2013; Long, 2017; King de Ramírez & Lafford, 2018; Risner & Spaine-Long, 2020; Gonglewski & Esseesy, 2021)
  - Monographs: Lear (2019 [integration of LSP into L2 curricula]); Martinez, G. (2022 [SPA for Healthcare]); Ruggiero (2022 [teaching WLSP])

Summary of Factors Leading to Lack of CCCs among SSP scholars

- Due to these regional differences in SSP research, connections, communication and collaboration are lacking among SSP researchers and practitioners at the global level, and among SSP and other LSP experts in the US (including ESP/EAP scholars [EAP: Viviana Cortes, Georgia State]) and abroad.
- It is difficult for SSP experts to collaborate within and between regions with other LSP/SSP scholars when they do not attend the same conference and do not always share the same theoretical base, similar types of data and analytical approaches, research themes and domains, titles/ranks with similar research expectations, and similar departmental valuation of the fields of LSP/SSP.

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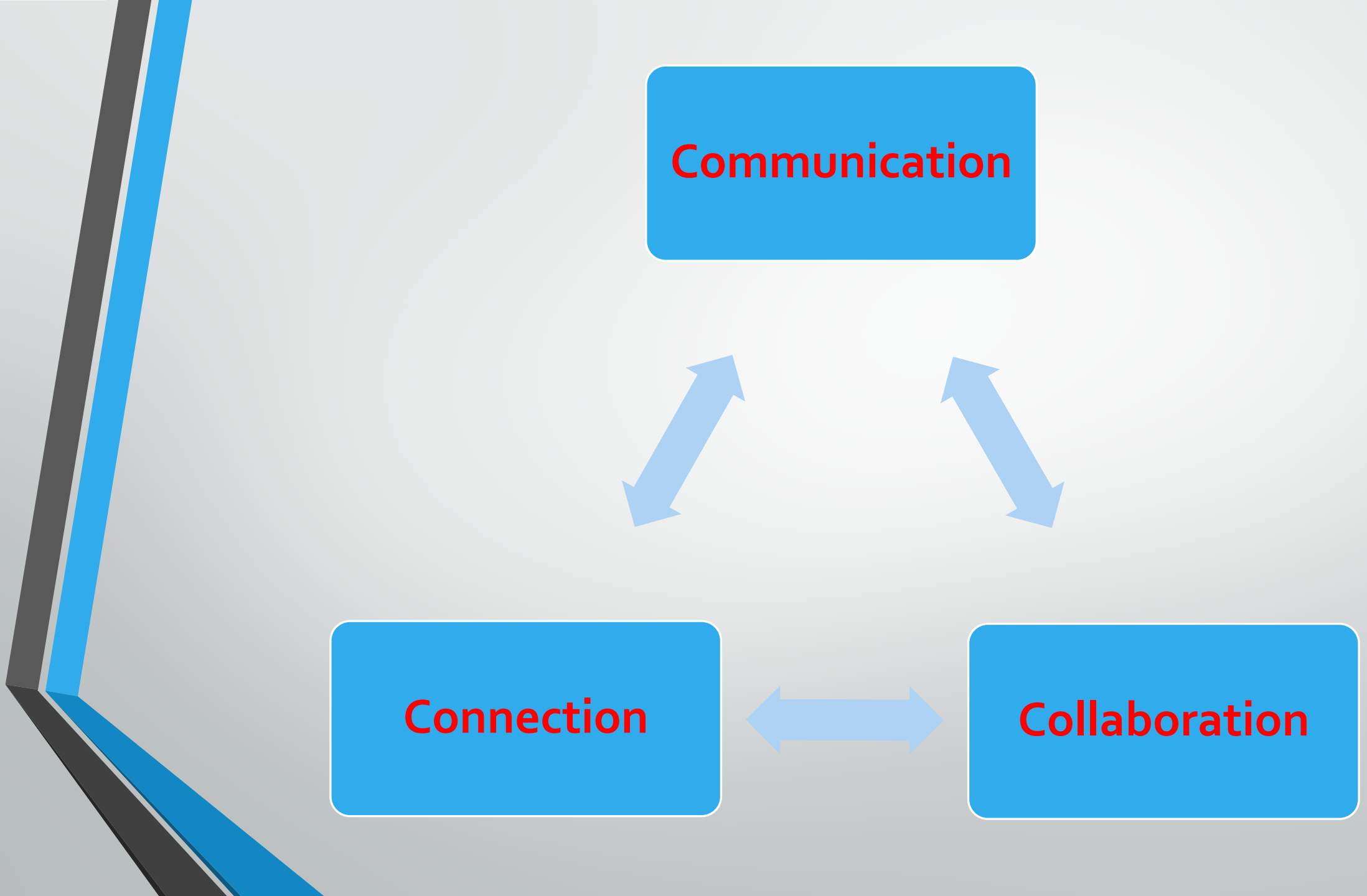
Summary of Factors Leading to Lack of CCCs among SSP scholars

- There is a pressing need to establish stronger communications, connections, and collaborations (CCCs) among those researchers and practitioners to close those gaps and strengthen the field by creating a broader and more solid theoretical, data-driven empirical and pedagogical basis for SSP research and the curricular design and teaching of SSP.


Communication
Connection
Collaboration

SSP Research Priorities in the US

- What advantage is there for US SSP researchers to communicate with, connect, and collaborate with LSP/SSP researchers/practitioners in other regions?
  - Research being done in Europe and LA can help US researchers answer the call to investigate the most pressing research priorities identified by LSP scholars in the US, as reported in Sánchez López, Long and Lafford (2017)

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SSP Research Priorities in the US

- Sánchez López, Long and Lafford (2017): Survey of US LSP scholars and practitioners indicated the top research priorities that would most benefit LSP students:
  - Understanding characteristics of native speakers' communication in oral and written modes in professional contexts
    - Professional oral language communication (doctor-patient dialogues; medical conference presentations)
    - Written professional documents (website/portal or email communications between doctor/patient; medical power of attorney; living wills; instructions for patients)

SSP Research Priorities in the US

- In US SSP there is a need to use corpus linguistics to analyze oral and written authentic professional texts to create pedagogical materials and ecologically-valid tasks for students who will use SSP in their careers
  - Top-down approach to analysis of professional texts
    - Analyze genre, rhetorical situation (text, author, audience, purposes, setting [translation brief]) and pragmatics (Lafford, 2015)
    - Discourse analysis (Montolío & López, 2010)
    - Analysis of specialized lexicons (Fuertes-Olivera & Arribas Baño, 2008)

SSP Research Priorities in the US

- Need for more research on SSP in the community (at home and abroad)
  - Community Service Learning (CSL)/Internships
    - Domestic (King de Ramírez & Lafford, 2017; Lear & Abbott, 2019; Ruggiero, 2018)
    - International Service Learning (Whitney & Clayton, 2011)
- CSL and Internships (in-person and/or virtual) allow for situated (experiential) learning and critical reflection (Dewey, 1938/1997; Lave & Wenger, 1991)

SSP Research Priorities in the US

- **SSP students serving/working in the community needs a critical reflection component to fully benefit from the experience and to develop *Critical Cultural Awareness* and *Critical Linguistic Awareness***

- **Critical Cultural Awareness (CCA)**
  - **Byram (1997, 2012): *critical cultural awareness:* "ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries" (1997, 63); need to reflect critically on "personal and social identities and their relationships to culture" (2012, 9)**

SSP Research Priorities in the US

- Critical Language Awareness (CLA)
  - CLA develops the "operational and descriptive knowledge of the linguistic practices of their world, but also a critical awareness of how these practices are shaped by and shape social relationships of power" (Clark et al. 1990, p. 249)
  - CLA includes the study and use of *translanguaging*; SSP courses should incorporate this strategy to prepare students to interact appropriately with bilingual clients in professional settings.

Benefits of CCCs to to meet US SSP Research Priorities

- US SSP researchers can benefit substantially from communication, connections and collaborations with SSP scholars in Europe/Latin America and the US and in other regions who can help them accomplish their major US SSP research priorities
  - Research that would most benefit US SSP students (data-driven corpus analyses of oral and written professional texts)
  - Research to discover best practices for helping students develop their CCA and CLA to prepare them to interact appropriately with recent Spanish-speaking immigrants and the US LatinX community and to work with them on social justice issues
- Need to develop specific strategies to establish stronger CCCs among SSP scholars around the globe

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Strategies to Establish Stronger CCCs in SSP Research

- *Routledge Handbook of Spanish for Specific Purposes*

  - Editors of Routledge Spanish Handbooks
    - Dr. Javier Muñoz- Basols (Oxford University, England)
    - Dr. Manel Lacorte (University of Maryland, US)

  - Co-editors of the *Handbook*: (US, Chile, Spain)
    - Dr. Bárbara A. Lafford (Arizona State University, US)
    - Dr. Lourdes Sánchez-López (University of Alabama, Birmingham, US)
    - Dr. Anita Ferreira Cabrera (Universidad de Concepción, Chile)
    - Dr. Elisabet Arnó Macià (Universitat Politècnica de Catalunya, Spain)

Strategies to Establish Stronger CCCs in SSP Research

- *Routledge Handbook of Spanish for Specific Purposes*
  - Objective
    - Promote collaboration/co-authorship among SSP experts in different geographical regions (74% of chapters are co-authored; 48% of those had co-authors from different regions) on central SSP themes in order to establish a an international SSP research base to support SSP instruction and promote research collaboration among geographically-disperse SSP scholars
    - First volume in Spanish focusing on the history, current state of the field, and future directions in the field of SSP.

Routledge Handbook of Spanish for Specific Purposes:

- **Thematic Focus** (each chapter looks at fundamental concepts, history, current state, and future directions in the field of focus)
  - Part I **Research Perspectives** and **Approaches** to SSP
    - SSP field; genre, discourse, and corpus análisis; lexicography
  - Parte II **Domains** of SSP
    - Translation, interpretation, academic purposes, sciences/technology, health, business, tourism, legal, military, agriculture.
  - Part III **Curricular Design and Assessment in SSP**
    - Program design, needs analysis, task-based activities, assessment of learning outcomes, program assessment

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Routledge Handbook of Spanish for Specific Purposes

- **Part IV Teaching of SSP**
  - **University (including integration into regular Spanish curricula) and K-12 .**
  - **Attention to crucial aspects of SSP pedagogy, e.g., imparting SSP classes to L2 learners of Spanish and Heritage learners; teaching SSP using genre-based approaches, corpus analysis, and case studies; teaching intercultural competence; experiential learning (community service learning and internships); using technology and online teaching platforms; and the training, evaluation and professional development of SSP instructors, critical linguistic education for Spanish teachers in contexts with marginalized speakers.**

Routledge Handbook of Spanish for Specific Purposes

- ***Routledge Handbook*** **challenges**
  - **Resistance to co-authorship (collaboration) with unknown authors from other countries or continents (mandated by Routledge)**
  - **Lack of familiarity with the SSP literature from another region and lack of communication, connections and collaborations among SSP experts from different regions in certain domain areas (+Business/-Genre & Corpus-based studies)**

Routledge Handbook of Spanish for Specific Purposes:

- ***Routledge Handbook* challenges**
  - **Inequality in the status of SSP professors in Europe and Latin America (professors and professionals) vs. in the US (professors and teachers/ professionals) and the status of the field of SSP/LSP in the university curricular canon (Lafford & Sánchez López, 2022).**
  - **Different thematic research focus among SSP scholars in distinct regions**
    - **Europe and Latin America: theoretical and empirical (data-driven) corpus studies to analyze the genres, discourses, and workplace conversations in various sub-fields**
    - **US: pedagogical issues and curriculum design, mostly for the medical, business, and legal fields; CSL/Internships and social justice concerns**

Routledge Handbook of Spanish for Specific Purposes

- ***Routledge Handbook* challenges**
  - **Lack of access to internet /virtual library resources and the same accessible data banks (DIALNET [La Rioja], Research Net, Academia, MLA bibliography, LLBA/JSTOR, EBSCO, Google Scholar)**
  - **Different academic schedules (summer/winter break schedules in Latin America vs. USA/Europe)**
  - **Different terminology (*revisor/evaluador; esquema/bosquejo; certificado*)**
  - **Harmful effects of the pandemic (significant delay of chapters by authors and evaluations of reviewers)**

Strategies to Establish Stronger CCCs in SSP Research (con't)

- Utilize technological affordances
  - Become familiar with online resources on websites focused on LSP/SSP (e.g., NOBLE [Network of Business Language Educators] Mary Risner, UFLA), organizations and conferences at a global level
  - Communicate to increase advertising of LSP/SSP conferences and webinars at the global level through email, websites,social media
  - Utilize social media (Linked-In, Facebook, Instagram, Twitter) to communicate, connect and collaborate with LSP/SSP scholars around the globe and announce new publications, calls for papers.

Strategies to Establish Stronger CCCs in SSP Research

- Attend (in-person or virtually) and present at LSP/SSP conferences and sessions in various geographic regions to establish connections/network and collaborate with other researchers/ instructors either virtually or in-person via Virtual Exchange/ Project-Based initiatives; offer student/faculty financial aid/grants to attend
  - GERES (2021): Virtual conference co-sponsored by Groupe d'Études et de Recherche en Español de Spécialité (GERES, Paris) and Pontificia Universidad Católica Argentina (Buenos Aires) that allowed for the participation of several international SSP investigators from different geographical regions
  - Encuentro EFE LATAM (2000, 2001 annual conference)
- Create virtual sessions in LSP/SSP conferences for LSP/SSP faculty from other regions) to be conducted in a language common to participants and session attendees to facilitate communication among LSP/SSP experts

Strategies to Establish Stronger CCCs in SSP Research

- Identify and facilitate access to LSP/SSP work listed on research databases in various geographic regions (e.g., DIALNET [Universidad de la Rioja]; MLA Bibliography/LLBA) and Google Scholar (global level)
- Access and read LSP/SSP articles and curricula in Open Educational Resources (OER) and journals from other geographic regions
- Collaborate with LSP/SSP scholars from different regions in projects financed by various national and international agencies (e.g., NSF, NIH, CDC).

Strategies to Establish Stronger CCCs in SSP Research

- Utilize virtual exchanges and webinars to provide profesional development opportunities to LSP/SSP graduate students/ researchers/professors in various geographical regions
  - SSP researchers in Europe can share insights from their CATAPULT (MOOC) (European Union, n.d.a) and TRAILS (summer school) teacher training programs for LSP faculty (Bocanegra-Valle & Perea-Barberá, 2022; European Union, n.d.b) with US SSP faculty; ISLSP workshops and ACTFL LSP SIG can provide in-person and webinar trainings for US LSP teachers
  - SSP researchers in Europe/Latin America (or US, ESP/EAM) could provide insights for current and future US SSP researchers on ways to carry out genre, discourse, conversation and (data-driven) corpus analyses on professional oral and written texts and to collaborate with colleagues in other regions.

Strategies to Establish Stronger CCCs in SSP Research

- SSP researchers in Europe/Latin America could share their insights with current and future US SSP scholars on working with immigrants and refugees and how internships can be established for international students to work on that initiative (Comisión Española de Ayuda al Refugiado, [CEAR]; Erasmus internships)
- SSP researchers in the US could share their work with current and future LSP/SSP scholars in Europe/Latin America on how they have incorporated CCA and CLA in LSP/SSP courses and CSL/Internship tasks to facilitate understanding of social justice issues facing marginalized communities in various US regions (e.g., access to appropriate linguistic resources in healthcare settings)

Strategies to Establish Stronger CCCs in SSP Research

- Create a departmental culture that will value LSP/SSP as an academic field, reward and incentivize interdisciplinary and collaborative LSP/SSP research (clusters/outside funding), and will support a critical approach to LSP/SSP research and pedagogy
  - See King Ramírez, Lafford and Wermers (2021 [Ch 3]) for strategies to get faculty and administrators to buy into educational change (Muhammad & Cruz, 2019: cognitive [communication], emotional {trust] and functional [capacity-building] investments)

Strategies to Establish Stronger CCCs in SSP Research

- Encourage mid to late-career SPA professors to make LSP/SSP a major research focus
- Provide training for US graduate students/TT professors to carry out SSP (priority) research, curricular design and technology-enhanced task-/project-/place-based instruction, urging them to present at LSP/SSP/ general language conferences and making them more competitive for an increasing number of SSP/T&I academic positions (TT and non-TT) (see 2022 MLA job list= 8 TT, 5 non-TT involving SSP)

Strategies to Establish Stronger CCCs in SSP Research

- Create and advertize more tenure-track positions in the US for SSP professors with research interests in genre, discourse, conversation and corpus analyses, as well as pedagogy, curricular design, CSL and social justice issues, translation and interpretation, and the use of CALL in teaching SSP

- Hire qualified SSP professors and support their efforts (Colorado State University, fall 2022)

Strategies to Establish Stronger CCCs in SSP Research

- These strategies will help US SSP academics to communicate, connect and collaborate with other SSP experts around the globe in order to help the field of SSP in the US move forward to accomplish its major research priorities and take its rightful place within academe.

Questions?

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