**Spanish for the Professions and Specific Purposes:
Curricular Mainstay**

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RESPONSES

Spanish: A Language for Scientific and Technical Communication

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**Hacia el asentamiento del
Español para las Profesiones y Propósitos Específicos**

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Abstract: Building on its substantial and sustained evolution over the past thirty-plus years, Spanish for the Professions and Specific Purposes (SPSP) should flourish in the future as a paradigmatic curricular mainstay. A characteristic of its steadily emerging theory-based maturity within the Language for the Professions and Specific Purposes (LPSP) curricular ecosystem will be the increased thickness and granularity of SPSP in continual response to evolving learner needs. Development of SPSP as an adaptable signature feature of future Spanish curricula represents a fundamental, renewable long-term investment in the relevance, and therefore the centrality, of the study of Spanish. It is a commitment to curriculum development activism.

Keywords: certificate in Language for Specific Purposes/certificado de lenguas para fines específicos, curriculum/currículo, professions/profesiones, Spanish/español, specific purposes/fines específicos, curriculum development activism/activismo en el desarrollo curricular

Looking Back, Leaning Forward

Thinking forward into the coming decades, and building on its substantial and sustained evolution over the past thirty-plus years, Spanish for the Professions and Specific Purposes (SPSP) should flourish as a paradigmatic curricular mainstay.[1] A characteristic of its steadily emerging theory-based maturity within the Language for the Professions and Specific Purposes (LPSP) curricular ecosystem will be the increased thickness and granularity of SPSP in continual response to evolving learner needs (Doyle 2010, 2012a and 2012b, 2014; Fryer 2012). The gathering momentum of LSP and SPSP has been well chronicled for over three decades in the work of scholars such as Uber Grosse and Voght (1982, 1985, 1990, 1991), Doyle (1987, 1992), Melton (1994), Branan (1998), Fryer and Guntermann (1998), and Schorr (2000); the more recent research of scholars such as Grosse (2009), Grosse and Voght (2012), Domcekova (2010), Doyle (2010, 2012a and 2012b, 2013, 2014), Fryer (2012), Long (2010, 2011, 2014), Long and Uzcinski (2012), Sánchez-López (2010, 2013, 2014), and Hertel and Dings (2014); and in recent monographic publications such as the *Hispania* (2010) "Special Section: Curricular Changes for Spanish and Portuguese in a New Era"; the 2012 *Modern Language Journal Special Issue on Languages for Specific Purposes in the United States in a Global Context* (Lafford); the 2013 University of Alabama at Birmingham refereed conference volume, *Scholarship and Teaching on Languages for Specific Purposes* (Sánchez-López); and the 2014 special issue of *Cuadernos de ALDEEU* on *Spanish for the Professions and Other Specific Purposes* (Doyle and Gala).

In her incisive 1994 essay "Foreign Language Interdisciplinary Programs and Alliances: Some Observations," Melton references Uber Grosse and Voght who in 1991 concluded in "The Evolution of Languages for Specific Purposes in the United States" that the "field of languages for specific purposes (LSP) in the United States has come of age" (Melton 19; Uber Grosse and Voght 181). Focused on the CIBER-propelled development of business Spanish, by far the

largest subcategory of non-English LSP-business language at the time, in 1992 Doyle referred to such developments as "the overdue birth of a new educational epistemology in the United States" (6).[2] Two decades later, in her 2012 follow-up, "Languages for Specific Purposes in the United States in a Global Context: Commentary on Grosse and Voght (1991) Revisited," Lafford cautioned that the phrasing "has come of age" reflected "an optimism that the past 2 decades have yet to fully substantiate" (4). Long and Uzcinski's findings in "Evolution of Languages for Specific Purposes Programs in the United States: 1990–2011," a 2012 update of the Uber Grosse and Voght 1991 survey, reconfirmed "that LSP is a permanent aspect of the foreign language curriculum in US higher education," but that the earlier "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" (187, 188). They predicted "a continued steady presence of LSP in university curricula for years to come," characterized by an ongoing "deepening and focusing in the sophistication and variety of offerings in response to broader needs" (188). Uber Grosse and Voght, coauthors of "The Continuing Evolution of Languages for Specific Purposes," a 2012 retrospective on their own groundbreaking work in 1991, reissued their abiding conviction, based on survey data, that

> [t]he evolution of LSP will continue as the field leads the profession further in the direction of a more holistic approach to language learning through its integration of language, culture, communication, content, and context for real application in fields such as business, engineering, medicine, law, hospitality, and community service. (200)

The narrative of SPSP evolving into a curricular mainstay remains a work in progress—it is still *coming of age*, still in the process of more fully substantiating itself—but the evolving story, which it should be *always* if it is to ensure its relevance and centrality, is much farther along than ever before. The plot has become more interesting (more relevant for diverse stakeholders) and thickened considerably. Substantial development has no doubt taken place in terms of Branan's visionary goal in 1998 that "the [business language] movement will spread, as it has already begun to do, to all the professions: medical and health care, social work, law, science, and technology" (5).[3]

SPSP as an Adaptable Signature Feature of Future Spanish Curricula

Development of SPSP as an adaptable signature feature of future Spanish curricula represents a fundamental, renewable long-term investment in the relevance, and therefore the centrality, of the study of Spanish in future decades. Status as a signature feature means that SPSP becomes a full partner sharing in the space of curricular importance and exceptionalism claimed traditionally by other emphases, such as literary studies, that benefit from a longer developmental history. SPSP optimizations in a quickening era of "glocal" (global and local taken simultaneously), experiential, intercultural, and digital didactics will require faculty and administrative leadership whose curricular vision and implementation are continually and nimbly re-balanced according to the needs of the times to better prepare students for the world they will encounter upon graduation (Doyle 2010: 84). Moving forward, SPSP will require greater needs-grounded imagination—curricular dreaming, so to speak—regarding possibilities for different academic institutions, departments, and programs, whose potential SPSP portfolios will vary according to educational missions and contexts. Curriculum design will become more responsive, developing within, across, and beyond current course and program architectures and features (see Doyle 2012a and 2012b).[4]

As an example of pushing beyond existing curricular models—such as SPSP as a freestanding Spanish major, a track or concentration within the Spanish major, or as part of an interdisciplinary or double major, or as a minor or certificate—, SPSP could form part (or serve as the pilot

and hub) of a polyglot certificate program that would promote the translingual and transcultural competence endorsed by the Modern Language Association of America in its 2007 report titled *Foreign Languages and Higher Education: New Structures for a Changed World*. A consolidated, generic rubric such as "CLSP: X" would serve as an integrative curricular conduit funneling interests shared across languages, as opposed to keeping them separate as certificates in each language per se. The X sub-rubric after the colon specifies the profession or purpose for which a given language has been studied. Indeed, embedding a CERTIFICATE IN LANGUAGE FOR SPECIFIC PURPOSES: X, names—certifies on behalf of a program, department or institution—a particular subject knowledge and associated language skills, as a specialty within the degree program that otherwise remains vague.

An adaptable curricular vehicle could be something along the lines of a CERTIFICATE IN LANGUAGE FOR SPECIFIC PURPOSES (CLSP): X; that is, a broadly inclusive LSP rubric (as opposed to the exclusionary limitations of language-specific rubrics) with the flexibility to adjust the specific purposes as warranted, pivoting across an evolving range of possibilities, such as:

> CERTIFICATE IN LANGUAGE FOR SPECIFIC PURPOSES (CLSP): ENGLISH–SPANISH TRANSLATION AND/OR INTERPRETING (adaptable for other language pairs or multi-lingual combinations such as English–Spanish–French, etc.)

> CLSP: BUSINESS SPANISH (to offer greater granularity, for example, via an emphasis on particular functional business areas such as management, human resources, marketing, etc., adaptable for other languages)

> CLSP: SPANISH FOR MEDICAL AND HEALTH CARE (perhaps broken out into particular medical and health care professions such as dentistry or optometry, adaptable for other languages as warranted)

> CLSP: SPANISH FOR LAW ENFORCEMENT AND CRIMINAL JUSTICE (adaptable for other languages)

> CLSP: HISPANIC LITERATURE (adaptable for French, German, Japanese, Russian litera-tures, etc., or a combination thereof along the lines of comparative literature)

> CLSP: SPANISH FOR X (X to designate any warranted specific purposes, for example, as SPSP reaches forward in the coming decades to develop collaborative curricular opportunities with STEM [science, technology, engineering, and mathematics])

In the future, a degree in Spanish might read as:

> BACHELOR [or MASTER] OF ARTS IN SPANISH
> With a
> CERTIFICATE IN LANGUAGE FOR SPECIFIC PURPOSES:
> BUSINESS SPANISH and MARKETING

A motivated learner could earn multiple "specific purpose" designations, whether embedded or not in a major, just as many students today add minors or certificates to their major/s. In an "all things considered equal" world, in which differentiations often constitute the determining factor in a hiring or placement outcome, the holder of additional credentials is typically better positioned in terms of employment and professional opportunities.

A generic LSP certificate might also facilitate interdisciplinary and/or multilingual curriculum development, such as combining concurrent emphases into new freestanding majors. For example, a CERTIFICATE IN LANGUAGE FOR SPECIFIC PURPOSES: ENGLISH–SPANISH TRANSLATION AND INTERPRETING and a CERTIFICATE IN LANGUAGE FOR SPECIFIC

PURPOSES: ENGLISH–FRENCH TRANSLATION AND INTERPRETING could easily be combined into an interdisciplinary major in translation and/or interpreting across the three languages, virtually ready-made because of the two pre-existing certificates. In this example, the curricular matrix stretches the fabric of particular LSP discourse domains, translation and interpreting, cutting across languages and re-knitting them together in a productive and collaborative manner.

An attractive feature of CLSP options is that they are readily available to learners out in the community (a glocal community via online delivery) who are interested in obtaining only that particular credential, and therefore do not have to be enrolled in any degree-granting program. An option such as a CLSP: X has a powerful potential for a program or department to strengthen its town-and-gown (town-and-professional communities, town-and-potential employer/donor) relationships, which in turn nourish the program's institutional relevance and centrality.

A generic and adaptable CLSP: X houses the particulars of X language for X purpose within a general, mainstay-oriented LSP rubric. The rubric syntax names the centrality and importance of LSP up front, as emblematic of the conceptual, applied, and political (for curricular purposes) significance of LSP.

Leaning SPSP Forward into a Prominent Cohesive Space

Bending Toury's (2000) "Norms in Translation" toward the SPSP theme, curricular paradigms coexist in an uneasy but potentially productive dialectic between a fluid and overlapping triad of possibilities:

1. Mainstream norms, the status quo that dominates the center of the system
2. Remnants (vestiges, lingering power) of previous sets of norms
3. Rudiments of new norms hovering in the periphery. (205)

Thus, national curricula such as Spanish are shaped and mutually influenced, by the pressures exerted along the following cline:

Past Norms ↔ Mainstream Present Norms ↔ Emerging New Norms

which also may be viewed in terms of one cycle of norms leading to the next one,

Past Norms → Mainstream Present Norms → Emerging New Norms

each in turn having occupied the center.

As it continues to evolve from new to mainstream norm status—that is, from marginal or outsider origins, to a smaller and then a larger presence within the curriculum—SPSP will settle into a prominent cohesive space shared by other mainstream curricular norms. As new "professions" or "specific purposes" emerge, SPSP can better position programs to engage in interdisciplinary opportunities with other academic disciplines, departments, and programs, premised on the fluid exigencies of the real world. The cohesive space is that of being in tune with and included in such possibilities.

Leaning SPSP Studies Forward in Terms of Theory

A significant element in LSP and SPSP Studies coming of age will be its requisite maturation as a "theory-based field of scholarship," extending a call for such maturation in Business Language Studies (Doyle 2012a: 105), to be characterized by a growing body of scholarly research and empirical findings. Fryer (2012) concurs that the pressing need for theoretical maturation has been "[p]erhaps the greatest hurdle" confronting the legitimization of LSP within the academy

(113). In the "Future Directions" section of their 2012 retrospective, Uber Grosse and Voght also address "the need for more theoretical grounding of LSP research in the United States in languages other than English." There remains a pressing need for continuing theoretical cartography, which should spur and support the continual development of methodology, curricula, pedagogy, and teaching materials, and which will be required to "anchor the field [LSP/SPSP] more adequately in US higher education" (Doyle 2012a: 114, and 2013: 11).

Leaning SPSP studies forward in terms of theory draws from, informs, and helps to better understand the considerable curriculum and methodological development that has occurred to date, albeit too often without an adequate articulation of underlying or implicit theoretical presuppositions. SPSP (and of course LSP) without theory is akin to conceiving of literary studies, linguistics, or translation studies without theory, which is difficult to imagine today in those disciplines in higher education. More extraction and articulation of the intrinsic and extrinsic theory implicit in didactic praxis will complement ongoing and evolving LSP-SPSP curricular and methodological development.

Leaning SPSP Forward as Responsiveness to Societal Needs

To remain responsive to learner and societal needs, SPSP will need to be nimble in terms of content domains and related skills development. Any status it aspires to as a mainstream curricular norm is provisional, subject to emerging new norms around it, which means that SPSP itself must remain an emerging new norm, constantly reinventing and repositioning itself. Together with specific professions and purposes, responsiveness to societal needs will call for overarching themes—such as leadership with integrity, negotiation, conflict resolution, sustainability, and civil and human rights—to permeate SPSP. Indeed, because of its fundamental importance to all areas of the curriculum, it has been proposed that "leadership, leadership principles, and leadership development—general, localized, comparative, diachronic and synchronic, personalized, and self-critical—should become a core LSP/SPSP consideration" (Uribe, LeLoup, Long, and Doyle 2014: 212–13).

Conclusion: Curriculum Development Activism

A curricular portfolio must be rebalanced continually to ensure its relevance and therefore its centrality. A most compelling curricular narrative is one that evolves with the times and remains needs-based. This is the enduring promise of, and challenge to, SPSP in the coming decades. Is there a single storyline to be developed or prescribed in the process? Of course not. The future success of SPSP as a curricular mainstay will require more thought, imagination, research, energy, collaboration, experimentation, courage, and implementation: a collective effort harnessed by an academic leadership committed to responding to the needs of the learner and society. Curricular vision and leadership will be crucial to the critical and unique role of SPSP in the ongoing repositioning and rebranding—the renewal of relevance and centrality—of Spanish. A commitment to LPSP and SPSP is a commitment to curriculum development activism in language pedagogy on behalf of the legitimate needs of society and the real-world needs of the learner. In this sense, we must be lifelong SPSP curriculum development activists.

NOTES

[1] In "Guest Editor's Remarks: Adding Thickness and Granularity to SSP," Doyle (2014) proposes SPSP in order to more adequately situate the well-established emphasis on Spanish for the Professions (SP) as a key subfield of the broader inquiry domain known as Spanish for Specific Purposes (SSP), itself a component of Languages for Specific Purposes (LSP).

[2] CIBER is the acronym for the federally funded Centers for International Business Education and Research.

³ This was already beginning to occur, as documented in Part 2, "Emerging Areas in Spanish and Portuguese for Special Purposes," of Fryer and Guntermann's *Spanish and Portuguese for Business and the Professions* (1998).

⁴ Appendix A (Doyle 2012a) "summarizes the eight most common types of BL [business language] courses in US higher education, as currently taught at the beginning, intermediate, and advanced levels of instruction, with their relative advantages and disadvantages. These courses range from generic courses that cover the waterfront in terms of business content, to regional or prevailing industry-specific, functional area-specific, hybrid, and business and culture courses taught in English rather than in the target foreign language" (118). Appendix B (Doyle 2012a) "outlines 11 types of existing curriculum design in a progression from the more simple and limited program (testing the waters with modules) to the more complex and vastly more rewarding transnational degree program" (119).

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Response 1 to "Spanish for the Professions and Specific Purposes: Curricular Mainstay"

Spanish: A Language for Scientific and Technical Communication

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In the last two decades, the demand for a curriculum that reflects the diverse needs of language learners has furthered the growth of SSP (Spanish for Specific Purposes) programs and courses across the United States, especially in areas such as law, business, and medicine (Sánchez-López 2010). And, as suggested in the article at hand, "collaborative curricular opportunities with STEM" are expected to grow in upcoming years, in fact, the expansion to scientific and technological fields was proposed to be the next natural step of SSP curricular offerings almost two decades ago (Branan 1998: 5). However, the question of what form will these collaborations take is critical, in a time where it has been stated that "English is not only the dominant form of international scientific publication and oral communication at conferences and in multinational laboratories—it is almost always the *only* language of such communication" (Gordin 2015: 293). Although overly generalizing, such a declaration highlights the perception that languages other than English have a peripheral role when it comes to scientific applications, raising questions about the future of Spanish for Science and Technology (SST) education.

In this respect, two volumes are key to understand the challenges and prospects of Spanish as a language of scientific communication: *El español, lengua para la ciencia y la tecnologí*a (Arias-Salgado Rosby et al. 2009), and the more recent *El español, lengua de comunicación científica* (García Delgado, Alonso, and Jiménez 2013). Both collections describe the state of the language in contemporary science, drawing attention to the significant number of publications in Spanish, especially in the health sciences and other experimental fields. Furthermore, many authors seem to agree on the important role that Spanish plays, and will continue to play, in the dissemination of scientific and technological knowledge. In addition, it soon becomes clear that when most scholars talk about *ciencia*, they are discussing a broader domain than that defined by the term "science," which often refers to the physical sciences exclusively (Gordin 2015: 3). As a result, and taking the evolution of Spanish for the Health Professions (SHP) as a model (Hardin 2015), SST offerings in the United States will most likely focus on one or more of the following areas:

1) Technical translation and interpretation, to address the specialized needs of such professionals in an era of digital globalization.
2) Technical communication among peers, to facilitate the flow of knowledge across linguistic borders.
3) Communication of science and technology, to foster scientific literacy and the public dissemination of scientific and technological knowledge.

In terms of pedagogical models that could support such offerings, possible approaches include content-based instruction and languages across the curriculum (Klee and Barnes-Karol 2006), along with project-based (García González and Veiga Díaz 2015) and service-based learning (Sánchez-López 2013), either as part of stand-alone SSP certificates, as proposed in Doyle (2017), or within more general programs. And although colleges and universities are natural settings for this SSP development, one can also expect private-sector initiatives, as more and more scientists, engineers, communicators, and policy makers see the value of SST education. If we are to truly embrace cultural competence in a globalized world, the science and technology domain of language learning cannot be ignored.

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Response 2 to "Spanish for the Professions
and Specific Purposes: Curricular Mainstay"

Hacia el asentamiento del Español para las Profesiones y Propósitos Específicos

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Palabras clave: professions/profesiones, Spanish/español, Spanish for the Professions/español para profesiones, specific purposes/propósitos específicos

En este ensayo magistral, "Spanish for the Professions and Specific Purposes: Curricular Mainstay", basándose en la evolución histórica del Español para las Profesiones y Propósitos Específicos (EPPE) de los últimos 30 años, Michael Scott Doyle apuesta por el florecimiento y asentamiento de este campo como uno de los pilares curriculares paradigmáticos del futuro en programas de español. Doyle enfatiza que el éxito de los diseños curriculares de EPPE dependerá de su flexibilidad y relevancia constantes, de su continua evolución y adaptación en respuesta a las necesidades de la sociedad global del momento. Partiendo de esta acertada premisa, proponemos además reflexionar de forma émica sobre otras consideraciones de índole crítico necesarias para que EPPE avance y alcance la "normalización" disciplinaria que requiere (Lafford 2012; Lafford, Abbot y Lear 2014; Long 2013), y al mismo tiempo poder reclamar y defender el papel fundamental de la humanidades en la educación universitaria (José 2014). El campo de EPPE disfruta de un presente importante, pudiéndose predecir un futuro, cuando menos, interesante. A medida que la demanda de elementos, cursos y programas de EPPE (de grado y posgrado) continúe aumentando, deberá existir una proliferación paralela de investigación en la acción que documente, densifique y aporte "granularidad" (Doyle 2013, 2014) al desarrollo de modelos curriculares basados en la investigación de campo y en la práctica. Para que esto ocurra, será crucial que profesores de EPPE de todos los rangos consideren llevar a cabo investigación en la acción en el aula, así como otros estudios científicos para ampliar los recursos bibliográficos y pedagógicos existentes, y para mejorar las prácticas educativas (Lafford 2012, Sánchez-López 2012).

Además, deberemos reflexionar sobre las diferentes corrientes curriculares en EPPE que se hoy plantean, para así escoger la que mejor se adecúe a las necesidades de nuestra propia situación curricular, institucional y comunitaria del momento, tales como: 1) la integración de elementos de EPPE en el programa de español general por todo el diseño curricular de principio a fin; 2) la creación de cursos o programas de EPPE separados o paralelos a los de español general; 3) la integración uniforme y ecológica de las dos anteriores; y/o 4) la búsqueda de los elementos comunes entre EPPE y el Español para Fines Generales (en lugar de las diferencias) para diseñar modelos curriculares que se centren en destrezas de liderazgo aplicables a cualquier profesión. Las instituciones de educación terciaria, y en particular los departamentos de idiomas, deberán otorgar a EPPE el lugar que merece en términos de reconocimiento y financiación para poder reclamar el valor de las humanidades dentro del currículo y de la educación universitaria. Por otra parte, los programas de formación de profesorado en las facultades de pedagogía y en los programas de posgrado de español deberán invertir tanto en formación del profesorado como en entrenamiento de métodos de investigación multimodales para así romper con el sistema

autodidacta existente (Lafford 2012; Long 2013; Sánchez-López 2012; Ruggiero 2014). En suma, departamentos de idiomas universitarios más tradicionales deberán reflexionar de forma émica y mirar hacia el futuro de manera proactiva y flexible al planificar diseños curriculares a corto y largo plazo con el fin de atender las demandas y necesidades de estudiantes, comunidad, y sociedad global. Por último, EPPE no conseguirá instituirse como disciplina universalmente reconocida y valorada a menos que se establezca una estrecha comunicación y colaboración entre educadores, investigadores y organizaciones profesionales a nivel internacional. Solo abordando todas estas consideraciones lograremos asentar a EPPE en el centro del currículo de forma sistemática y universal.

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