

“LANGUAGES FOR SPECIFIC PURPOSES” (LSP)

Ambassador-Class World Languages
Education for the global century

WHY LEARN A 2ND LANGUAGE?

- “Helps them with their English grammar.”
- “To communicate with speakers of other languages.”
- “To appreciate a diversity of cultural perspectives.”
- “To expand their sense of identity.”
- “Integrates with other disciplines.”
- Others?

WHY LEARN A 2 ND LANGUAGE?	ACTFL WORLD-READINESS STANDARDS
"Helps them with English grammar."	Comparisons (Language)
"To communicate with speakers of other languages."	Communication: Interpretive, Interpersonal and Presentational
"To appreciate a diversity of cultural perspectives."	Cultures: Relating other products and practices to cultural perspectives Connections: "Acquiring Info. and Diverse Perspectives"
"To expand their sense of identity."	Communities: School and Global Communities, Lifelong Learning"
"Integrates with other disciplines"	Connections: "knowledge of other disciplines"
Others? To be globally competent citizens and professionals.	All five C's?

LANGUAGES FOR SPECIFIC PURPOSES

- *Hispania* Centenary Issue: “Spanish for the Professions and Specific Purposes” within “Languages for Specific Purposes”
- Reflects shift toward the need for more global competence in the civic and professional domain, i.e. Spanish for quality control in sports cap production (NewEra in the D.R.) or French for toy production and distribution (Mattel)
- Less focus on literature and general levels of proficiency attainment. More focus on literacies and **specific targets** for proficiency attainment: “What L2 does one need for this or that specific cultural and workplace context?” For example...

LSP PEDAGOGICAL INNOVATIONS

From terminology studies:

- *Corpus studies- comparative and parallel text exploration, student gathering of sample texts for a particular field, text type, variation in L2 world: Manual del desarrollo y bienestar infantil:*

Hold head up (balance head)

- aguantar la cabeza [ES],
 - mantener erguida y firme la cabeza [UY],
 - sostener la cabeza [RD]
-
- *(collaborative) glossary construction by specialization (what the students want to major in? ...personal/career aspirations?)*
 - *Google search tricks: count number of mentions for a possible equivalent for an English term in the L2.*

LSP PEDAGOGICAL INNOVATIONS

From translation studies:

- **Adecuacy vs. appropriateness:** does client expect original text to come through (appropriateness) or should it be adjusted toward receiver culture (adequacy)? (21st cent. critical thinking skills-audience)
- **Promoting choice, autonomy (aprendizaje autónomo):** students become more skillful, self-directed in selecting genre specializations for exploration.
- **Hallidayan analysis** (Michael Halliday) of discourse:
- **Field (what?)**- genre reflected, specialization
- **Tenor (for whom?)**- quality of relation between author-receiver and purpose of text (warn, persuade, inform, entertain, console...)
- **Mode (how?)**- nuts and bolts: oral/written? Preferred grammatical forms? Text type and arrangement (with graphics)? Sections?

LSP PEDAGOGICAL INNOVATIONS

Field? Tenor? Mode? (rolloid.net)



LSP PEDAGOGICAL INNOVATIONS

From translation studies: Calques, loan words, amigos falsos...

Education: Apply, Attend

Legal: Hear a case, court, crime

Medical: Chicken pox, Condition, severe

Tech: Tab, Scroll up-down

LSP PEDAGOGICAL INNOVATIONS

From translation studies: Surprises from specialized Spanish:

- ***Become(transformations):*** Ponerse, Volverse, Hacerse, Convertirse, sufrir, padecer, experimentar.
- ***offer (provide):*** aportar, brindar; proveer, prestar, proporcionar (remember google trick)
- ***“More in Eng., less in Span.”:*** -mente, pres. perfect, possessives (se me rompió el brazo), gerund (-ing)(natación, no fumar)
- ***Spanish is more morphologically flexible (verbalización):*** gestión(ar), desaconsejar, (im)posibilitar, adecuar, intencionar
- ***MORE THAN 30 SPECIFIC RULES FOR SELECTION OR OMISSION OF ARTICLES!!!!***

LSP PEDAGOGICAL INNOVATIONS

Consider grados de especialización (Mateo Martínez, 2007, p. 193)

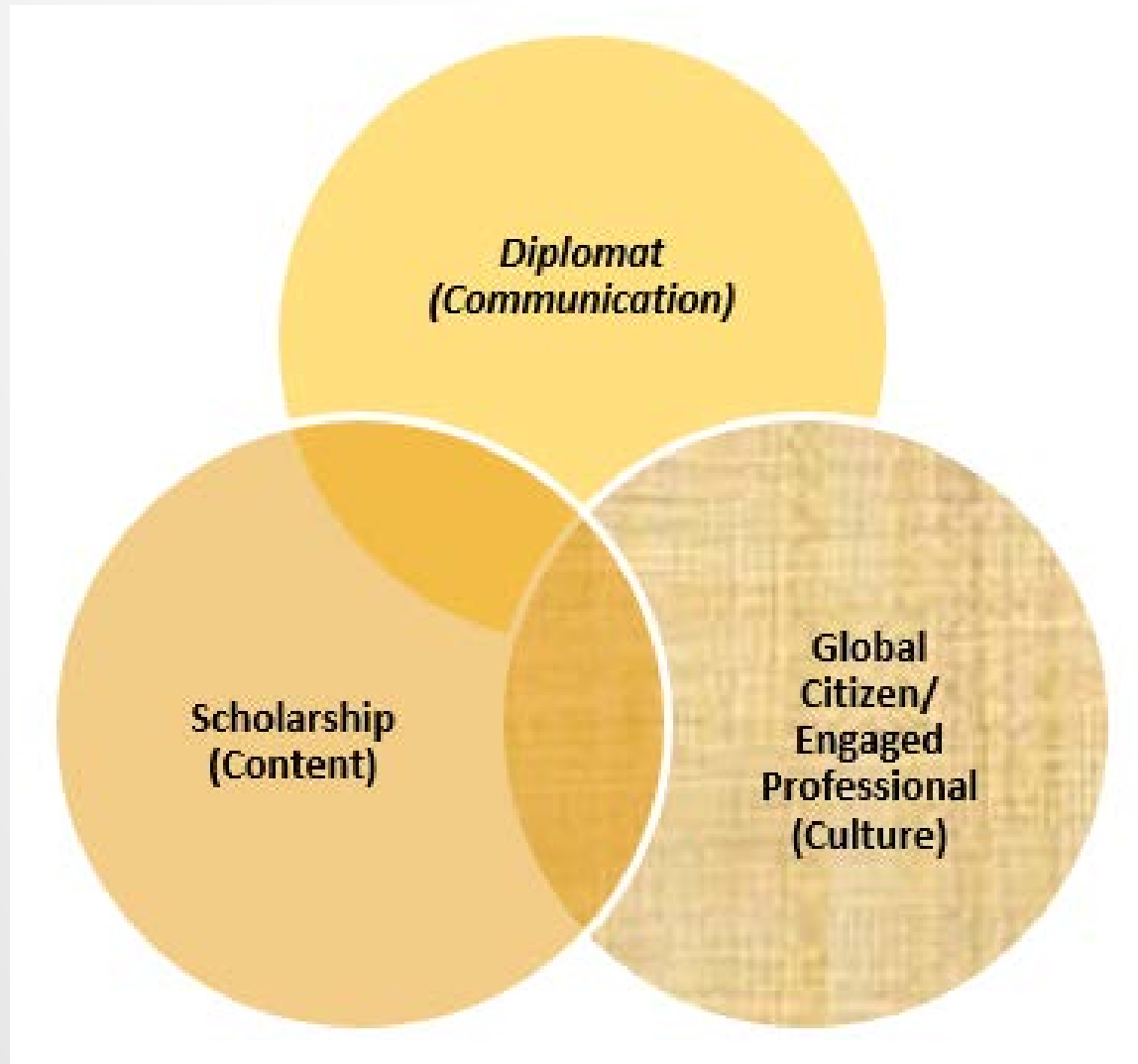
+ especializado				- especializado
Lenguaje técnico (ciencias puras): biología, física, matemáticas, medicina, etc.	Lenguaje técnico (ciencias sociales y humanas): derecho, economía, lingüística	Lenguaje semitécnico: negocios (comercio, finanzas), turismo	Lenguaje divulgativo: prensa económica, documentales, etc.	Lenguaje natural (coloquial)

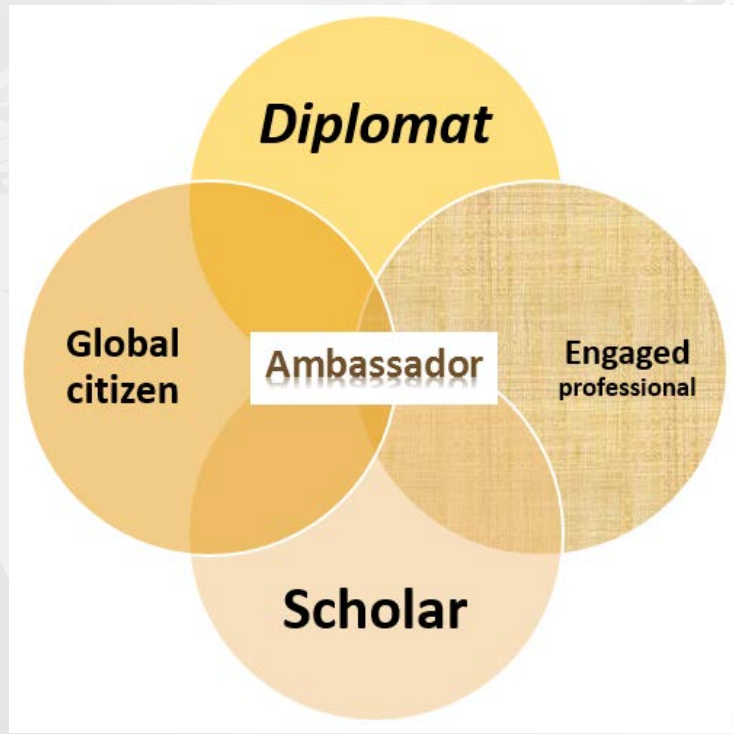
LSP PEDAGOGICAL INNOVATIONS

Existing innovative L2 pedagogies favored by LPSP

- *Sociocultural Model Lesson Plan (Warford & White, 2012): generate hypotheses about target cultural text/speech event, explore, evaluate guesses, perform, evaluate performance. PACE and Shrum and Glisan lesson plans also appropriate.*
- *Flipped models: Information gather online/out of class. Extend concepts, practice, explore in class.*
- *Dialogue construction: collaboratively create a screenplay for job interview, attending to field, tenor, mode.*
- *Invite native speaking specialists to submit testimonials for students to read or arrange for interviews in class.*
- *Grammar teaching- demonstrate L2 form's importance in a particular aspect of workplace competency.*

INTEGRATION OF ACTFL INTO MCL AMBASSADOR MODEL...

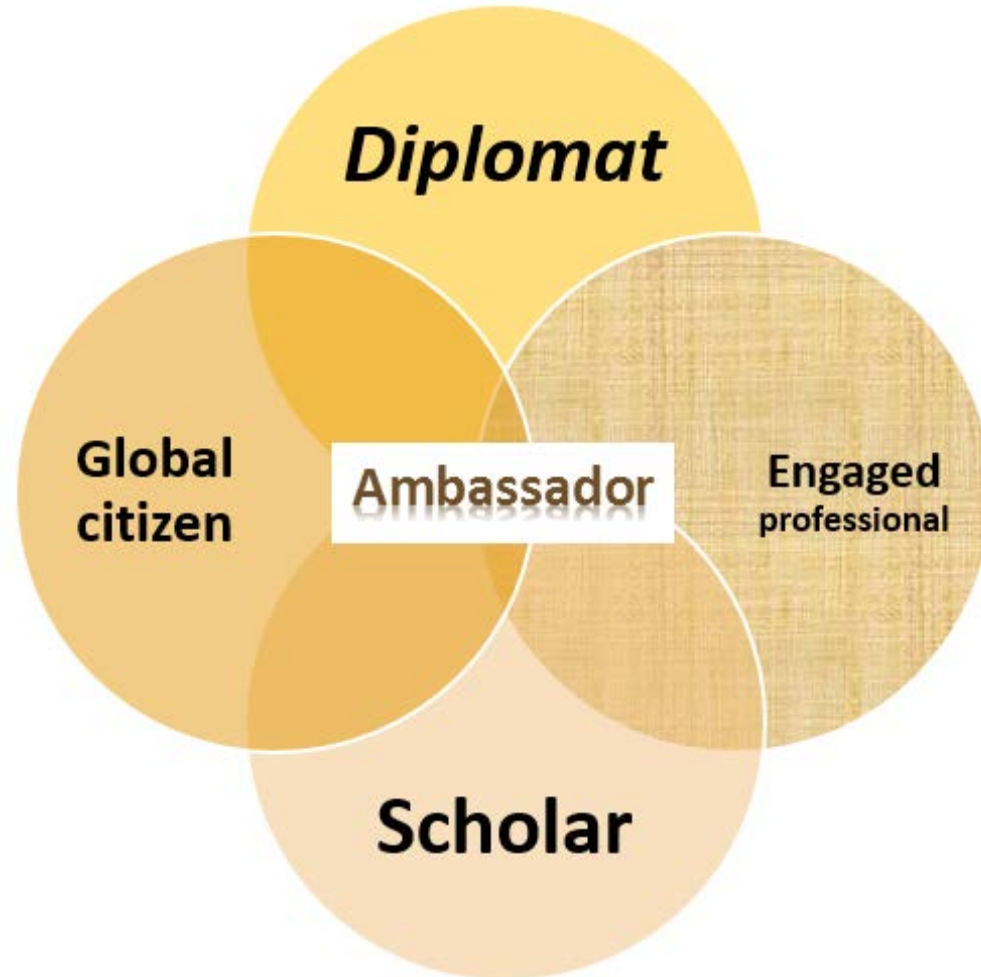




INTEGRATING LSP: THE AMBASSADOR MODEL

Modern and Classical Languages

THE AMBASSADOR MODEL: FOUR DIMENSIONS



SCHOLARSHIP

- ...in the target language
- ...its diversity of cultures,
- ...histories
- ...arts and letters.

DIPLOMAT

- ...observing formal as well as dialectal standards for usage in written and verbal communication in order to avoid miscommunication and conflict.
- ...exit proficiency level toward ACTFL Level of Advanced-Mid, where there is greater emphasis on the sociopragmatic aspects of the language.
- ...critical self-examination: making one's own way between two linguistic and cultural systems.
- empathy with speakers of the target language.

GLOBAL CITIZENSHIP

- ...weighing one's values and decisions from a global perspective, the 'greater good'.
- ...life-long commitment to expanding and connecting, building civic and professional coalitions.
- ...forging solutions based on conscious examination of two or more cultural perspectives.

ENGAGED PROFESSIONALISM

- ...competitive edge in the global economy, workforce.
- ...taking perspective of your competitor, client, co-worker, employee, student.
- ...recognition of ethical dimensions of professional identity, i.e. bias and prejudice, power and inequity.

INTEGRATION OF THE MODEL...

- ...Revised course sequences around developmental sequence, from language and linguistics to literacy in the culture, its arts and letters, plus professions (education, business established, advanced legal and medical coursework- pending).
- ...higher exit proficiency target: toward ACTFL Advanced-Mid.
- ...assessments that target autonomous learning, **community engagement**.
- ...greater community and global connectedness.
- ...a common commitment to teaching excellence that target learning outcomes, promotion of deeper levels of student engagement and critical thinking, 90% teacher use of the L2.

NEXT STEPS

- Promotion of specialized SUNY-stamped certificate tracks as stand-alone programs, or embedded within majors: Professional French, Prof. Spanish, Spanish for Ed. Professionals.
- Design and approval of advanced courses targeting medical, legal and tech. specializations that will serve as a foundation for graduate study in Spanish Translation and Interpreting.
- Revision of MSED, Spanish 7-12, 1-6 extension around entrepreneurship as a language professional, in addition to advanced coursework in Spanish pedagogy, linguistics, Hispanic literatures and cultures.

TO FIND OUT MORE...

- Visit the website for Modern and Classical Languages at Buffalo State College:
<http://languages.buffalostate.edu/>
- E-mail: warformk@buffalostate.edu