

Global Business Languages

Volume 24

Introduction

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Recommended Citation

Gonglewski, M., & Esseesy, M. (2024). Introduction. *Global Business Languages*, 24, i-ii.
Available at (DOI): <https://doi.org/10.4079/gbl.v24.1>

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Introduction

This journal, *Global Business Languages*, resides in the dynamic realm of Languages for Specific Purposes (LSP), a field that lies at the intersection of language use, cultural competence, and professional communication. Through a meticulous examination of three distinct, yet, on another level, interconnected studies, this volume illuminates the multifaceted dimensions of LSP and its pivotal role in fostering intercultural understanding and language proficiency within professional settings.

The first article, “Exploring the Speech Act of Requesting by German-English Bilinguals in Workplace Scenarios,” by Hyoun-A Joo, delves into the sociolinguistic intricacies of request-making within multinational workplaces. Drawing attention to the ever increasingly globalized workforce and crosscultural communicative competence in the workplace, Joo examines communication strategies used by proficient German-English bilinguals in the context of making requests, a recurrent feature in work-related contexts. The-scenario-based study measures the extent to which pragmatic factors motivate intercultural sensitivity involved in the choice of the request strategy when using English or German. It concludes that based on the studied German-English bilingual strategies for making work-related requests, a unique blend of “non-target-like communicative strategies” is at play. The findings not only highlight the blending of sociopragmatic norms, but also underscore the heightened awareness of intercultural nuances among bilingual professionals, thereby contributing to a deeper understanding of effective communication strategies in diverse professional settings.

Complementing this exploration, Alyssia Miller De Rutté’s article, “High Frequency Medical Spanish Terminology: A Corpus-based Study of Textbooks and Reference Materials,” offers valuable insights into the lexical landscape of Spanish in healthcare fields. Using a corpus-based analysis, Miller De Rutté analyzes the most frequently recurrent 3,000 words in medical Spanish textbooks, with respect to their semantic range and categorization in the medical field and dissects them according to the degree of specificity and generality of their semantic denotations. The assembled wordlists, she notes, should serve an aide or guide to curriculum developers who design medical Spanish courses, when considering which lexical items to include in their designed course or textbook. This comprehensive lexical analysis, thus, equips educators and curriculum designers with the tools needed to tailor medical Spanish courses to the specific linguistic needs of aspiring healthcare professionals, helping to bridge the gap between language proficiency and specialized discourse competence.

The third contribution to volume 24, “Undergraduate Medical Spanish: The Role of Assessment in Teaching and Learning,” by co-authors Andrea Nate, Diana Galarreta-Aima, and Alyssia Miller De Rutté, expands medical Spanish to assessment practices within undergraduate medical Spanish education. In the absence of a clear, agreed upon standard for learning and assessment of medical Spanish, varied approaches emerged in the field. Through interviews with instructors across the United States, the authors explore the multifaceted challenges and opportunities in assessing students’ linguistic and cultural skills. Nate et al. present a study

guided by the constructivist grounded theory in which data through the interviews and discussions from the participants, instructors of medical Spanish who are US-based members of the National Association of Medical Spanish, were collected. An array of approaches to course design, content, and assessment is revealed in the data collected. The information, which was directly gathered from the interactions with the participants in the study, provides the basis for insightful recommendations by the author of the study for assessment of medical Spanish education, particularly at the undergraduate level. The study underscores the need for evidence-based assessment tools that go beyond traditional grammar and vocabulary components, emphasizing the importance of evaluating pragmatic, sociolinguistic, and intercultural competencies in medical Spanish education. As the two articles on medical Spanish in this volume show, the focus of this subfield of LSP extends beyond materials development to methods, assessment, standards-setting, and providing curriculum developers frameworks that bring together teachers to address elements including evidence-based assessment tools.

Collectively, these articles underscore the interdisciplinary nature of LSP and its pivotal role in preparing individuals to effectively communicate and engage within specialized professional domains. By illuminating the complex dynamics of language use in diverse (professional) contexts, this volume contributes to a more thorough understanding of the value and significance of LSP education in developing effective communication skills and cultural competence in today's globalized workforce. We are also pleased that while the number of articles in this volume is fewer than in our past recent volumes, these articles are all research-based contributions that help bolster the field's standing.

Two final notes:

First, for the second time in our newer history—and, since moving *GBL* from Purdue University to George Washington University (GW)—we have included a book review. The review provides a description and highlights instructional perspectives of the business French textbook *Initiation au monde des affaires: De la pratique à la compétence*. Our goal is to continue including such reviews in some future volumes.

Second, as many *GBL* readers know, our institution, GW, just finished hosting the 7th International Symposium for Languages for Specific Purposes and the Centers for International Business Education and Research Business Languages Conference. The ISLSP/CIBER BL conference was successful because of the eager engagement of LSP-active colleagues across the United States and abroad. Conference participants attended thought-provoking sessions that focused on research projects, teaching innovations, and current challenges, such as the use of artificial intelligence (AI) tools. For the next *GBL* volume (25), we eagerly await submissions from many conference contributors, so that their work can reach an even broader audience. Information on preparing a manuscript for submission to *GBL*, including a detailed checklist for all requirements, can be found on the journal website.

Margaret Gonglewski and Mohssen Esseeesy, Co-Editors
May 2024