### SESSION 1
**10:00 - 10:45 AM**  
**CHAMBER**  

**Elements of an Intermediate Spanish Course on Law Enforcement**  
**Presented by:** Susana Cisneros and Chance A. Williams  
**Institutions:** Department of Language and Culture Studies and The University of North Carolina at Charlotte  

The presenters will describe the five main axes around which the course is articulated: 1) knowledge of Spanish grammar, 2) a balanced mix of general vocabulary, some slang and specific legal terminology, 3) knowledge about cultural backgrounds of Latinos in general, 4) hands-on experiences, and 5) an instructor trained in law enforcement.  

**TRACK:** LSP program development and implementation

### SESSION 2
**10:00 - 10:45 AM**  
**ROOM G315**  

**Creating a Bilingual Campus at a Polytechnical Institute in West Africa**  
**Presented by:** Steven J. Sacco  
**Institutions:** Sacco Global Consulting  

The presenter will describe ongoing efforts to create a bilingual English-French campus at a polytechnical institute in French-speaking West Africa. These efforts include forming a partnership with multinational corporations (MNCs), designing bilingual French-English engineering, business and agriculture courses, and ESL training for faculty. The rationale for this move is to meet the growing demand by MNCS for bilingual English and French-speaking engineers, managers and technicians operating in Ivory Coast and other Francophone countries.  

**TRACK:** LSP in different regions of the world

### SESSION 3
**10:00 - 10:45 AM**  
**ROOM 2325**  

**Debunking Cuba: Importing the Island into the Business Language Classroom**  
**Presented by:** Grant Geahart  
**Institutions:** Armstrong State University  

Within the context of sharing my experiences participating in the 2017 CIBER Faculty Development in International Business seminar in Havana (through the University of Maryland), I will provide concrete examples of activities and assessments for business language courses that promote cultural awareness while applying business strategies in the target language.  

**TRACK:** Domain-specific language use (STEM, business, law, medicine, translation, ETC)
MOOCs for LSP: A Case Study of a Spanish Language Massive Open Online Course (MOOC) for Traveling  
**Presented by:** Beatrix Sedano Cuevas  
**Institutions:** Universidad Nacional de Educación a Distancia (UNED)

Colpaert, 2016; Rubio et al., 2016; Teixeira & Mota, 2014 point out that a main benefit of MOOCs for language teaching is the opportunity to bring together geographically isolated learners with different backgrounds to create a genuine community of practice to carry out real-world tasks (Council of Europe, 2002). This study shows design and implementation of a Spanish LMOOC in tourism. It was created taking the traveller’s communicative point of view, following the CEFR’s (Common European Framework of Reference) Action-oriented approach (Council of Europe, 2002) and is based on an exhaustive needs analysis.

**TRACK:** LSP program development and implementation

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**FRIDAY | FEBRUARY 23 | CONCURRENT SESSIONS**

**11:00 - 11:45 AM  | CHAMBER  | SESSION 1**

**Roundtable: Ways of Teaching Languages for Special Purposes**  
**Presented by:** Dr. Maida Watson, Beatrix Muller Marquez, Ana Cepeda, Jennifer Fernandez, Primavera Cuder, Claudia Battistel  
**Institutions:** Florida International University - Miami, Florida

This roundtable discusses topics related to the organization of LSP courses such as concentrating on one or various professions, including experiential learning, using task based organization, including elements of research in language attitudes, and teaching languages for special purposes online.

**TRACK:** Professional development models for practicing educators

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**11:00 - 11:45 AM  | ROOM G315  | SESSION 2**

**Coursework Transformation: Preparing Language Students for the Future**  
**Presented by:** Frédérique Grim  
**Institutions:** Colorado State University

For smaller departments, an alternative to full LSP courses is to integrate some of their characteristics into a general curriculum such as a composition course. This presentation will share how a department undertook the redesign of a set of fundamental courses to add a LSP emphasis in the hopes of attracting more students.

**TRACK:** LSP program development and implementation

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**11:00 - 11:45 AM  | ROOM 2325  | SESSION 3**

**Experiential Learning with Language & Career Skills in the News Room**  
**Presented by:** Dania Alexandrino and students  
**Institutions:** University of Florida

This session will feature a course/program offered through the UF College of Journalism & Communications that prepares students to deliver news in Spanish to the Latino community in the north central Florida region. Students not only produce and publish local, national and international stories, but they also learn how to do so properly in Spanish, which is a definite career advantage.

**TRACK:** LSP program development and implementation
11:00 - 11:45 AM  ROOM 2330  SESSION 4

Presented by: Margaret Gonglewski and Anna Helm  
Institutions: The George Washington University

This session presents guidelines for designing service-learning projects with a business language/culture focus. Presenters unveil an online module based on a project in their Business German and International Marketing courses, where student teams did service-learning with a community partner. Module highlights project examples and advice on maximizing transferable skills.

TRACK: Business language

11:00 - 11:45 AM  ROOM 2335  SESSION 5

Hybrid/Online Business Portuguese Class Business Language Research and Training (BLRT)  
Presented by: Eduardo Viana Da Silva  
Institutions: University of Washington

This research shows the results of a survey on the need of an online/hybrid business Portuguese class. The survey was conducted with over 100 participants, including university students and professionals in the Seattle area.

TRACK: Business language

1:30 - 2:15 PM  CHAMBER  SESSION 1

Articulating Augmented Reality into the LSP Online Curriculum: Spanish for Healthcare Professionals  
Presented by: Andrés Jiménez, Barbara Lafford, and Peter Lafford  
Institutions: Arizona State University

This presentation reports on the integration of an augmented reality (AR) project (created with a Ricoh Theta S camera to capture 360° panoramic views) into an online advanced course on Spanish for Healthcare Professionals. The authors will discuss the affordances and limitations of this AR environment for teaching LSP courses.

TRACK: Telecollaboration, online and distance learning for LSP purposes
## SESSION 2

**How Can Language for Specific Purposes Courses Enhance the Study Abroad Experience?**

**Presented by:** Marlee Stein and Benay Stein  
**Institutions:** Associated Colleges of the Midwest and Northwestern University

This session will begin with the first presenter’s research study findings and recommendations on content-based foreign language courses taught at U.S. higher education institutions and how they can play a role in students’ preparation for, and experience in, a language immersion study abroad program. The second presenter will build upon the specific pedagogical practices, thematic and instructional focus required to align this interdisciplinary model with student success in study abroad. Examples of specific linguistic, cultural, and critical thinking skills will demonstrate how LSP coursework can enhance the study abroad experience.

**TRACK:** LSP integration through study abroad, internships

## SESSION 3

**Roundtable: Localization and Translation**  
**Presented by:** Frank Perry and Doug Strock  
**Institutions:** Language Line, J NCL/NCLIS

**TRACK:** Domain-specific language use (STEM, business, law, medicine, translation, ETC)

## SESSION 4

**Doing Business in Quebec: Transcreation vs. Marketing Translation**  
**Presented by:** Elizabeth Martin  
**Institutions:** California State University – San Bernardino

“Doing Business in Quebec” explores techniques used for translating and adapting advertisements for the Quebec market. A recent study of Quebec advertising (Martin, 2016), supplemented by interviews with advertising agency and media executives, reveals how global brands are tailoring their messages to Quebecers, recognizing their unique socio-cultural characteristics.

**TRACK:** Domain-specific language use (STEM, business, law, medicine, translation, ETC)

## SESSION 5

**Virtual Exchange: Helping Students Learn Together**  
**Presented by:** Henry Shepherd  
**Institutions:** Aspen Institute, Stevens Initiative

Virtual exchange – sustained, online, international education programs – can give a generation of young people the skills they need to succeed in an interconnected and tumultuous world. The Stevens Initiative, a partnership supported by the Department of State, Bezos Family Foundation, and others, will explain how other educators can use technology to give students the opportunity to build language and other critical skills.

**TRACK:**
### SESSION 1A
**2:30 - 3:00 PM**
**CHAMBER**

**Crucial yet Overlooked: Modernizing the Grammatical Content of Language Materials**
**Presented by:** Robert A. Quinn  
**Institutions:** Quality Translations LLC (retired Professor of Spanish)

LSP researchers have inadvertently neglected the fundamental need of adults acquiring an L2: up-to-date, easily-grasped grammatical content. After discussing that need, the presenter provides and illustrates an updated grammar explanation for a major stumbling block, contrasts it with a traditional explanation, and reveals an unexpected discovery.

**TRACK:** Theoretical and methodological issues of LSP research

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### SESSION 1B
**3:00 - 3:30 PM**
**CHAMBER**

**Maximizing “Class time” with Computer Mediated Tools**
**Presented by:** Geraldine Lebaudy  
**Institutions:** University of Pennsylvania

This session will demonstrate ways of using Computer Mediated Tools such as Canvas Quizzes and Voiceover powerpoints to flip the classroom and thus maximize class time. Presenter will provide examples of content units and tasks to show how to integrate and implement them so that students of all levels can achieve business language objectives through real world examples.

**TRACK:** Business language

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### SESSION 2A
**2:30 - 3:00 PM**
**ROOM G315**

**Swahili Business Language 2.0: An Online Learning Resource for Swahili Business Language BLRT**
**Presented by:** William Kanyi Wamathai  
**Institutions:** Indiana University

Swahili Business Language 2.0 project explores ways for educators in less commonly taught languages to develop and design learning materials for language for specific purposes using Open Educational Resources platforms.

**TRACK:** Business language

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### SESSION 2B
**3:00 - 3:30 PM**
**ROOM G315**

**Between Monolingual and Bilingual: Student Learning Outcomes in an Online Intermediate Spanish in the Professions Course**
**Presented by:** Annie Abbott  
**Institutions:** University of Illinois, Urbana-Champaign

Although many departments offer LSP courses to attract more students, students often have underdeveloped notions about the value of language study for their careers. I will present modules from an online, fourth-semester Spanish for the Professions course that explicitly demonstrate the value (and challenges) of intermediate language proficiency in any job.

**TRACK:** Telecollaboration, online and distance learning for LSP purposes
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<tbody>
<tr>
<td>2:30 - 3:00 PM</td>
<td>2325</td>
<td>3A</td>
<td>Teaching Interpreting to the Undergraduate: Language Skills, Career Builder, and Social Justice</td>
<td>Robin Ragan</td>
<td>Knox College</td>
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<tr>
<td>3:00 - 3:30 PM</td>
<td>2325</td>
<td>3B</td>
<td>Selling French: A Project-Based Learning Case Study</td>
<td>Deb Reisinger</td>
<td>Duke University</td>
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<td>2:30 - 3:00 PM</td>
<td>2330</td>
<td>4A</td>
<td>More than a Simple “Bonjour”: Targeted Language Preparation for International Programs</td>
<td>Jody L. Ballah</td>
<td>University of Cincinnati Blue Ash College</td>
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<tr>
<td>3:00 - 3:30 PM</td>
<td>2330</td>
<td>4B</td>
<td>French Connections with Business, History, Sociology and Economics</td>
<td>Catherine Savell</td>
<td>Loyola University Maryland</td>
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</table>

**Track**: LSP program development and implementation

**Track**: Business language

**Track**: Experiential learning

**Track**: LSP program sustainability
**FRIDAY | FEBRUARY 23 | CONCURRENT SESSIONS**

**2:30 - 3:00 PM**
**ROOM 2335**
**SESSION 5**

LSP Business Program at Clemson University: The Value of the Internship  
Presented by: Salvador Oropesa  
Institutions: Clemson University

Since its inception academic year 1988 the LSP Business program at Clemson has graduated 1,120 students. Following Beemer (2016), a study on the relationship between internships and employment, we studied the difference between doing the internship abroad or in an international company in the US.

**TRACK:** LSP integration through study abroad, internships

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**SATURDAY | FEBRUARY 24 | CONCURRENT SESSIONS**

**9:15 - 10:00 AM**
**CHAMBER**
**SESSION 1**

Discipline-specific or Not?: Further Exploration on Community-based Learning in LSP Programs  
Presented by: Lourdes Sanchez-Lopez  
Institutions: University of Alabama at Birmingham

LSP scholars identify Community-based learning (CBL) as an essential piece of LSP programs and a top research priority, calling for its “normalization” within the curriculum. Is a discipline-specific CBL completely necessary to fulfill LSP program objectives, or in contrast would a general CBL work just as well? Results of this study may help further understand the role of CBL within LSP programs.

**TRACK:** Experiential learning

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**9:15 - 10:00 AM**
**ROOM G315**
**SESSION 2**

Infusing STEM in World Language Instruction (Examples K-12, higher ed, German)  
Presented by: Nancy Decker and Deborah Horzen  
Institutions: Rollins College and Cypress Creek High School

STEM has become a widespread topic of conversation of language acquisition professionals. The American Council on the Teaching of Foreign Languages (ACTFL) in its 2013 Position Statement that: “Project- or problem-based language learning with STEM content develops problem-solving, critical thinking, and inquiry skills.” This session will share some model activities implemented in K-8 contexts using examples in German.

**TRACK:**
Business Arabic: A New Method of Teaching Arabic Oriented for Business Students  
**Presented by:** Ghayda Al-Ali  
**Institutions:** Georgetown University

Business Arabic explores the language of Arabic business as used in readings, correspondence, and documents. Business Arabic will be a functional vehicle to gain knowledge and experience in real-life business applications of Arabic language vocabulary, structure and functionality. Its aim is to provide students with the basic cross-cultural understanding, and the accuracy in spoken and written communication necessary to effectively participate in the Arabic speaking business world. Course content includes exploration of the methods, vocabulary and techniques of Arabic language communications in finance, marketing, and general commercial transactions.  

**TRACK:** Business language

Maximizing Target Language Exposure and Use in Study Abroad Programs  
**Presented by:** Sandhya Shanker and Antoinette Tessmer  
**Institutions:** Michigan State University

What language and culture strategies do students use in preparation for and during a study abroad program? The presenters will share results of a set of language and culture strategy use surveys included in a pre-departure course for Business students who participate in a study abroad program in Belgium.

**TRACK:** LSP integration through study abroad, internships

Triumphs, Trials, and Tribulations: A LSP Program Story  
**Presented by:** Dawn Slack  
**Institutions:** Kutztown University, Pennsylvania

This presentation focuses on the successes and pitfalls of developing and sustaining languages for specific purposes (LSP) courses/programs. Various aspects are considered, from initial planning stages to ongoing advocacy. While samples are from a Spanish for Modern Business program, the underlying concepts are adaptable to a range LSP courses.

**TRACK:** LSP program development and implementation

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**SATURDAY | FEBRUARY 24 | CONCURRENT SESSIONS**

Roundtable: Globalizing K-12 Professional and Career Academies  
**Presented by:** Janet Graham, Michelle Josey  
**Institutions:** Blue Valley Schools and Crystal River High School

In this session, the presenters will share examples of ways high schools are integrating languages, culture skills, and experiential learning into professional courses such as business and healthcare.  

**TRACK:** LSP at the K-12 level
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<tr>
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<th>Presentation Title</th>
<th>Presenter(s)</th>
<th>Institution(s)</th>
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<tbody>
<tr>
<td>10:15 - 11:00 AM</td>
<td>ROOM G315</td>
<td>SESSION 2</td>
<td>From Workplace Tasks To Language Functions: An Interdisciplinary and Collaborative Approach to LSP Curriculum Design</td>
<td>Maura Velázquez-Castillo and Shannon Zeller</td>
<td>Colorado State University</td>
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<td>The paper elaborates on an innovative interdisciplinary LSP collaboration between a Languages department and a Veterinary Medicine College. It addresses the language gap between rural veterinarians and Spanish-speaking livestock workers. It focuses on the needs analysis, corpus creation and curriculum design, and the challenges of creating such a LSP track.</td>
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<td><strong>TRACK:</strong> LSP program development and implementation</td>
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<tr>
<td>10:15 - 11:00 AM</td>
<td>ROOM 2325</td>
<td>SESSION 3</td>
<td>Voice of Learners from the Real Business World: Empirical Implications for Business Language Curriculum Development</td>
<td>Wen-pin Hsieh</td>
<td>Northwestern University</td>
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<td>It reports a study of business professionals using Chinese as a second/foreign language substantially in business in greater China. It presents their corporate lives and concerns in cross-cultural, cross-lingual settings and implications of common interest for all Business Language teachers, aiming to provoke more critical thinking about current curriculum.</td>
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<td><strong>TRACK:</strong> LSP program development and implementation</td>
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<tr>
<td>10:15 - 11:00 AM</td>
<td>ROOM 2330</td>
<td>SESSION 4</td>
<td>Using Thematic Units to Teach Media Arabic</td>
<td>Salah Ayari</td>
<td>Texas A&amp;M University</td>
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<td>Using standards-based thematic units to teach media Arabic to students at the intermediate level of proficiency helped to enhance the three modes of communication, maximize the use of authentic materials, and integrate culture. The process of selecting the course content was facilitated by the Media Monitoring System (MMS).</td>
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<td><strong>TRACK:</strong> LSP program development and implementation</td>
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<tr>
<td>10:15 - 11:00 AM</td>
<td>ROOM 2335</td>
<td>SESSION 5</td>
<td>Conducting Business in Russia: Best Practices</td>
<td>Annalisa Czeczulin and Caroline Greydak</td>
<td>Goucher College</td>
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<td>A close look at integrating Business Russian into the student-centered classroom is the focus of this presentation. The presentation encompasses a discussion of best practices in Business Russian training and company operation, from classroom design to research implementation.</td>
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<td><strong>TRACK:</strong> Business language</td>
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### SATURDAY | FEBRUARY 24 | CONCURRENT SESSIONS

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<tr>
<th>Session</th>
<th>Time</th>
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<th>Presentation Title</th>
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<th>Track</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>11:15 - 12:00 PM</td>
<td>Chamber</td>
<td>Toward Professional Standards in LSP: Balancing Universal Workplace Skills and Profession-Specific Content</td>
<td>Darcy Lear</td>
<td>University of Chicago</td>
<td>LSP in alignment with national and international standards</td>
<td>What if LSP had universal standards? We could measure students’ progress, the effectiveness of programming, and the state of the field. The standards proposed in this session include skills that all employees need regardless of workplace, the corresponding strategies, and the development of metacognitive awareness.</td>
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<tr>
<td>Session 2</td>
<td>11:15 - 12:00 PM</td>
<td>Room G315</td>
<td>Integrated curriculum design: Outcomes of a Two-Week Spanish Intensive Course for Nursing Students of Various Spanish Abilities</td>
<td>María E. Pérez</td>
<td>University of Houston</td>
<td>Language collaborations with professional schools (post-secondary) and career academies (secondary)</td>
<td>This study analyzes the outcome of an intensive Spanish course for nursing students of various Spanish language abilities. The course objectives were to enable the students to conduct a nursing assessment interview and data gathering in Spanish, as well as providing instructions for vital signs and a head to toe physical exam. Treating these interactions as fairly structured communicative frames, utilizing Goffman’s schema, guided the course development. Vocabulary and grammar was restricted to the needs of the assigned tasks, and concentrated on speaking and receptive abilities, not on writing or reading.</td>
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<tr>
<td>Session 3</td>
<td>11:15 - 12:00 PM</td>
<td>Room 2325</td>
<td>LSPs beyond the classroom: A Launchpad for Interdisciplinary &amp; Extra-Academic Relationships</td>
<td>Patricia Moore-Martinez and Joshua Pongan</td>
<td>Temple University</td>
<td>LSP program development and implementation</td>
<td>This session presents the intentional redesign of a pre-existing LSP curriculum, covering the foundational impetus of the redesign: LSP best practices, piloted activities, etc. followed by an introduction to an expanded, interconnected system which links the courses and integrates professional development resources in the university and community and industry partners.</td>
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<tr>
<td>Session 4</td>
<td>11:15 - 12:00 PM</td>
<td>Room 2330</td>
<td>Building Synergy of Message, Purpose and Effort in World Language Education at the State Level K-12</td>
<td>Patrick Wallace</td>
<td>Georgia Department of Education</td>
<td>LSP at the K-12 level</td>
<td>In this presentation, I will give an overview of what we are doing in Georgia to create synergy of message, purpose, effort both within and above and beyond K-12 and the specific actions we are undertaking at the state level to meet the growing needs in world language education.</td>
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### Session 1: 1:30 - 2:15 PM | Chamber

**Roundtable: Collaborating Across Organizational Lines in Language for Specific Purposes**

**Presented by:** Amanda Vincent  
**Institutions:** Wake Forest University, Missouri S&T University

Faculty members working in French, Spanish, and Chinese in different institutional contexts will share experiences working with faculty in other departments, career services, and community organizations to improve LSP instruction. Discussion and feedback from the audience are invited regarding ways to implement, improve, or expand these collaborations.

**Track:** Establishing and maintaining LSP networks and collaboration

### Session 2: 1:30 - 2:15 PM | Room G315

**Improving Math Fluency while Raising Economic and Financial Literacy through Spanish in a High School Classroom**

**Presented by:** Sean R. Hill  
**Institutions:** Central Michigan University, Ferris State University, and Delta College

A high school instructor incorporated ACTFL standards, 21st century skills, and math fluency to provide students with instruction in economics and personal finance to meet district goals. The presenter elaborates on classroom activities and resources used to reorient the outcomes of a 2nd-year Spanish course for cross-curricular LSP connections.

**Track:** LSP at the K-12 level

### Session 3: 1:30 - 2:15 PM | Room 2325

**From The Medical Interview To The Motivational Interview: Training Health Professionals For Chronic Care Counseling**

**Presented by:** Glenn Martinez and Jose Pares-Avila  
**Institutions:** The Ohio State University and the University of Arizona

This paper describes a model syllabus designed for health professionals to develop motivational interviewing skills for counseling Spanish-speaking patients with diabetes. The paper establishes the need for motivational interviewing skills among Spanish-speaking health professionals and describes the elements of the curriculum.

**Track:** LSP program development and implementation
<table>
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<th>1:30 - 2:15 PM</th>
<th>ROOM 2330</th>
<th>SESSION 4</th>
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</table>
| **Learning ESP in Russia: Comparing ESP Course Materials Across Engineering Disciplines**  
*Presented by:* Tatiana Nekrasova-Beker, Anthony Becker, and Yana Rozanova  
*Institutions:* Colorado State University and National Research Tomsk Polytechnic University  

The present study examined the extent to which materials developed by the instructors teaching English for Specific Purposes (ESP) courses in Thermal-Power, Computer, and Chemical Engineering at a large public technical university in Russia provided favorable opportunities to expand students’ knowledge of academic and specialized vocabulary. |

**TRACK:** LSP in different regions of the world

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<th>1:30 - 2:15 PM</th>
<th>ROOM 2335</th>
<th>SESSION 5</th>
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</table>
| **Employability Skills: Chinese and Non-Chinese Working Professionals’ Perceptions**  
*Presented by:* Yi Zhou  
*Institutions:* University of North Carolina-Chapel Hill  

The objective of this presentation is to report the findings of a study examining working professionals’ perceptions of the employability skills necessary as a non-Chinese professional to work with Chinese professionals. The quantitative results are analyzed and recommendations are made for business language curriculum. |

**TRACK:** Business language

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**SATURDAY | FEBRUARY 24 | CONCURRENT SESSIONS**

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<th>2:30 - 3:00 PM</th>
<th>CHAMBER</th>
<th>SESSION 1A</th>
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</table>
| **Certificate in Spanish for the Professions: One Model**  
*Presented by:* Gregory E. Moreland  
*Institutions:* University of Florida  

Will describe how this Certificate for the Professions at the University of Florida could serve as a model for other institutions. Will focus on the climate in which the Certificate was developed, its place in the broader Spanish-language curriculum, its current success(es), and its prospects for the future. |

**TRACK:** LSP program development and implementation

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<th>3:00 - 3:30 PM</th>
<th>CHAMBER</th>
<th>SESSION 1B</th>
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</table>
| **Design of a Portuguese LSP Certificate with Internship Opportunities**  
*Presented by:* Andréa C. L. Ferreira  
*Institutions:* University of Florida  

This presentation will detail the development of a Certificate in Portuguese for the Professions at the University of Florida. The result of a collaborative effort between the Center for Latin American Studies and the Department of Spanish and Portuguese Studies, the new certificate will go beyond LSP classes to include internship opportunities in the state of Florida, the first of which will take place at the Consulate General of Brazil in Miami. |

**TRACK:** LSP program development and implementation
An Integrated Approach to Syllabus Design: Pathway to Strengthening Interdisciplinary Connection and Key to LSP Program Sustainability in the Digital Age
Presented by: Anita Huang
Institutions: Birmingham-Southern College

Traditional LSP courses that emphasize occupational jargon and grammatical accuracy are insufficient to prepare students for the workplace in a fast-changing world. The presenter will discuss strategies for designing integrated syllabi for Business Chinese and Conversation courses. Teachers of other languages can also benefit from the discussion.

TRACK: LSP program sustainability

Evaluating the Effectiveness of Business Chinese (BC) Teaching in a Study/Intern – Abroad Context: Examples From Job Interviews
Presented by: Shuai Li
Institutions: Georgia State University

This presentation reports on a study that examined whether BC teaching facilitated workplace performance among 11 American learners enrolled in a 10-week study-abroad-with-internship (SAI) program in China. While students improved their interview performance during the instructional phase, there were considerable variations among their interview performance during the internship phase.

TRACK: Business language

Collecting Voices: Developing Standards-Based Learning Materials for an Introductory Legal Spanish Course
Presented by: Lisa Huempfner
Institutions: University of Wisconsin-Whitewater

Faced with a dearth of pedagogical resources for an intermediate to advanced legal Spanish course, the presenter has designed materials based on interviews of practitioners and clients in several US legal settings. In this session, she will share some of these materials and invite feedback from participants on their design.

TRACK: LSP in alignment with national and international standards

Out of Africa – Professional Development Insights for LSP Educators
Presented by: Elizabeth Barbour
Institutions: Global Skills

Integrating LSP in curriculum calls for innovative models and techniques recognizing the necessity and value of both autonomous learning and collaborative communities of practice committed to sustainable global community building. This presentation offers unique insights coming ‘out of Africa’ from over 3 decades working with diverse LSP contexts.

TRACK: Professional development models for practicing educators
### SESSION 4A

**Changing Models for Study Abroad: LSP and French**
**Presented by:** Heather McCoy  
**Institutions:** Penn State and Dept. of French and Francophone Studies

This presentation traces the evolution of study abroad for students of French and presents innovations that pertain to students with a Français sur objectifs spécifiques (FOS) orientation. Participants will come away with an understanding of how study abroad has evolved to keep pace with the changing objectives of students studying French.

**TRACK:** LSP integration through study abroad, internships

### SESSION 4B

**Lessons Learned: Integrating Medical French into the French Studies Curriculum**
**Presented by:** E. Nicole Meyer  
**Institutions:** Augusta University

This presentation addresses a rationale and methodology for teaching French for Health and Medical Professions, helps faculty define their goals for teaching it, and why one would take it. Personalizing the course to student interests, textbook choice, easily accessible resources, service-learning and creative active-learning approaches are also shared.

**TRACK:** Domain-specific language use (STEM, business, law, medicine, translation, ETC)

### SESSION 5

**K-12 LSP/CTE Working Group Meeting**
**Presented by:**  
**Institutions:**

For anyone interested in discussing the development of K-12 LSP curriculum and exploring how to facilitate connections between Career and Technical Academy and World Language faculty.

**TRACK:**