LSP in Canadian Higher Education: What We Can Learn from Program Reviews

Judith A. Ainsworth
Temple University, jainsworth@temple.edu

LSP in Canadian Higher Education: What We Can Learn from Program Reviews

Cover Page Footnote

LSP in Canadian Higher Education:
What We Can Learn from Program Reviews

Judith A. Ainsworth, *Temple University*

Introduction

Over the past twenty-five years, the formerly resource-based economy has changed and modernised into a global economy dominated by the service industry. The new global economy relies on customer service, knowledge, tourism and authentic cultural products, for which communication is fundamental (Heller, 2003). The service industry is reinforced by the development of transportation, information and communication technologies that facilitate exchanges independently of local constraints. Communication also drives transformations in industries that rely on resources such as pulp and paper, forestry, food and fishing (Chorney, 1998) because modern modes of production in the primary and secondary sectors now rely on processes related to the information and knowledge economy (Heller & Labrie, 2003). As a result, language plays a crucial role in both production and consumer processes due to the increased need for communication and for workers who possess communicative, interactional, discourse and linguistic competences, including bilingual and plurilingual competences (Grin, 1999; Labrie, Bélanger, Lozon, & Roy, 2000).

Moreover, Labrie (2002) explains that the restructured economy now uses new types of language practices and linguistic resources in the marketplace that emphasise flexibility, reduced hierarchy, increased worker involvement and self-supervision. A new social category of worker has emerged whose sales and after-sales communication skills contribute to the value of the product (Heller & Boutet, 2006). Reading and writing skills are needed for all types of jobs and activities, even those requiring fewer technical qualifications in entry-level positions (Boutet,

1

2001). Studies in applied linguistics reveal that language is an integral part of work (Filliettaz &

Bronckart, 2005) and that "[o]ne can hardly work without communicating: as much as being

technical, work is communicational"[1] (Lacoste, 2001, p. 51). Other studies reveal that workers

perceive language in the workplace as simply work: "English? – Oh, it's just work!"

(Kankaanranta & Louhiala-Salminen, 2010). As a result, linguistic, relational and instrumental

activity is taken into account by company directors as a management resource promising

increased productivity (Pène, 2001). Linguistically competent employees are increasingly

considered corporate assets due to the fact that they contribute the organisational flexibility

necessary to respond rapidly to international opportunities (Wang & Bu, 2004) while flexible

organisations able to respond to changing technological environments and inter-unit mobility

have a competitive advantage (Pinte, 2004).

Although the global economy has increased the need for purveyors of organisational

information who are highly competent communicators, companies "can seldom afford to rely

solely on unrealistic, long-term solutions like raising the language proficiency of their staff to

near-NS levels" (Charles, 2007, pp. 278-279). More often, hiring practices require new

employees to already possess the necessary language skills for communicating company policy

and technical terms (Morsch, 2009). The irony is that organisations are spending less time and

money on training assuming that if someone has a college degree, that person is ready to go,

while business schools feel they do not have time to work on soft skills and that students will

somehow learn them in the real world (Bunch, 2019 in press). Yet Deming (2017) demonstrated

that the labour market increasingly rewards social skills. Jobs requiring high levels of social

interaction grew by 11.8 percentage points between 1980 and 2012 and "high-paying jobs

---

[1] "On ne peut guère travailler sans communiquer: autant que technique, le travail est communicationnel."

2

increasingly require social skills" (p. 1595), thus confirming that employers desire strong social skills in new hires and that professional schools need to prepare students for the job market by emphasising those skills. More than anything else, what makes people successful is the soft skills (Ohrvall, 2019; "Perfect storm or climate change for business schools?," 2019).

According to Grin (1999), the development of language and intercultural competence contributes both to human capital and communicative capital. Consequently, the reluctance of language and/or professional schools to offer field specific language courses may be short sighted considering that specific language competences developed through formal language training enable graduates to benefit from a competitive advantage on the job market (Ainsworth, 2012). Increasing graduate employability through language courses for specific business purposes must be a key consideration when developing curricula, especially when business majors face high underemployment (D. Newton, 2018). Furthermore, in a bilingual/plurilingual country such as Canada, business language training must figure predominantly among university language training to ensure that future corporate leaders are competent linguistic and intercultural communicators for the local as well as global business environment (Ainsworth, 2013).

This paper is structured as follows: first, I review the literature on the Canadian linguistic situation. Second, I outline the conceptual framework that I developed by using findings from LSP[2] studies and guidelines for university program review. Third, I outline the research setting and methods used. Drawing on university program review data, I discuss the pedagogical needs, practices and recommendations in rendering relevant programs and curricula in LSP. Finally, I

---

[2] Although Doyle (2012) proposed Business Language Studies (BLS) for the study of languages for business purposes and by which to identify a field of theory-based scholarship, a more rigorous and academically communal name for the field of specialised language studies (SLS?) has not been proposed. As it is beyond the scope of this paper to discuss nomenclature, I continue to use LSP to designate language studies for field specific purposes.

3

conclude by offering practical implications about ways these findings can help improve learning and education in the LSP classroom and beyond.

Canadian Linguistic Background

Although the global economy contributes to the accelerated growth of global markets, it also contributes to a localisation process in Canada. This process is characterised by an increase in the importance of local or regional economies for individuals and businesses. Localisation is rooted in personal preferences for cultural, regional or historical products that are less standardised by globalisation forces. As a result, heritage tourism, the production of *produits du terroir*[3] and "authentic" Canadian artistic and cultural products become profitable economic activities for francophone and ethnic communities (Heller & Boutet, 2006). Francophone Canada is particularly affected by the explosion of jobs related to the tourism industry and its particular emphasis on cultural authenticity and communication skills (Moïse & Roy, 2009). As the value of localised products increases, so does the value of the local minority language that is associated with these goods and services and the demand for formal instruction in these languages.

Understandably, the 60s and 70s discourses relating to identity and citizenship in Canada have given way to the 21st century discourse on language and bilingualism associated with economic activities. Language competency becomes a measurable indicator of the productivity of a society (Heller, 2003), entails economic status and value, and represents a profit base for commercial companies (Grin, Sfreddo, & Vaillancourt, 2010). The development of

---

[3] products of the land

4

commodified language resources leads to the emergence of the bilingual and often multilingual language worker for which "identity values no longer hold sway, and emerging as resources and a source of profit for business" (Boutet, 2012, p. 207). In the Canadian organisational context, the ability to work in a bilingual environment requires a high level of qualifications and training in French and English. Forms of economic development, such as the *Action Plan for Official Languages – 2018-2023: Investing in Our Future* (Government of Canada, 2018), support official language communities and the bilingualism of Canadians. The *Action Plan* presents initiatives and key investments under three pillars: 1) strengthening communities, for example by enhancing the vitality of Francophone minority communities, 2) strengthening access to services such as justice and health services, and 3) promoting a bilingual Canada by providing more opportunities for language and culture exchanges.

In today's professional workplace, communication is characterised by numerous languages and varieties of languages rooted in individual cultural realities that imply unique linguistic requirements. Pendakur and Pendakur (2002) suggest that language differences impose costs on work integration and that costs increase when groups, who do not speak the same language, communicate with each other. On the other hand, the authors postulate that knowledge of an additional language should be associated with a higher rate of return because of its direct effect on productivity. To test this theory, Pendakur & Pendakur (2002) analysed the return on salary of knowledge of an official second language and confirmed that English/French bilinguals make up to 6% more than English monolinguals in Montreal and Toronto. They also compared the return on mother tongue and the return on languages learned later in life and found that in Montreal and Toronto, the salary difference between men whose mother tongue is English and French and those who learned another official language later in life is more than 11%.

5

Although both groups know the same languages, learning one of the official languages later in life provides a better return on the investment in a second official language than that of having both official languages as mother tongue. Pendakur and Pendakur (2002) also found that benefits of knowing a third language correlated with a greater number of people with whom an individual can speak. Even though the authors found a negative salary differential related to knowledge of unofficial languages, upon further analysis, the negative findings reflected losses due to knowledge of specific languages rather than knowledge of a third language. For men and women, higher revenues were associated with the existence of larger minority linguistic communities in the three metropolitan census regions studied: Italian in Montreal and Toronto, Chinese in Vancouver. Thus, a localisation effect, correlated with higher revenues, was observed.

A Canadian Heritage report (2016) on the economic advantages of bilingualism found compelling reasons for Canada to pursue bilingualism because of the impact of globalization and signing new free trade agreements, such as the Comprehensive Economic and Trade Agreement between Canada and the European Union and the Trans-pacific Partnership Agreement. These agreements "require Canada to use all the assets at its disposal, including bilingualism, to stay ahead of worldwide competition and capitalize on Canada's unique value proposition" (p. 1). Furthermore, academic studies reveal that bilingualism directly benefits individuals by increasing earnings relative to peers, job opportunities and labour mobility, management of professional communication and chances at promotion to higher levels (Lamarre & Lamarre, 2009). Employers and companies also benefit by being able to employ bilingual employees in more diverse functions and sectors, such as finance and engineering. They value a combination of cross-cultural and communication skills, international experience and language skills, and

6

often use virtual teams of employees spanning many countries who bring their own skills, perspective and cultures (Canadian Heritage, 2016). Based on these findings, the report advises promoting business use of a second language and greater use of bilingualism in hiring and employment to maximise these benefits for Canada.

In summary, knowledge of a second language is beneficial for career and employment prospects, has a significant impact on salary and leads to a higher return on investment in learning an official L2 than the return on bilingualism without formal training. Linguistic and cultural competence is considered an asset because it contributes to social capital and an organisation's productivity. It is therefore surprising that relatively few Canadians speak both official languages. The 2016 census data indicate that between 2011 and 2016, the English-French bilingualism rate of the overall population grew from 17.5% to 17.9%. Although bilingualism is growing in most provinces and territories, the overall increase was mainly due to the increased number of Quebecers reporting that they were able to conduct a conversation in English and French. In fact, 71% of the net increase in English-French bilingualism in Canada is attributable to this population. It seems that young Quebecers are not seeing English as a threat but as an economic asset (Scott, 2017). Furthermore, people with non-official mother tongue who use a language other than their mother tongue at home normally adopt English or French as their main language or their secondary language. In 2016, seven in ten people with a mother tongue other than English or French spoke one of these languages at home (Statistics Canada, 2017). In a context of large-scale immigration, multilingualism is evidence of the two official languages making their way into the homes of Canadians of all origins. It also shows that Canada's official languages continue to be important even as the country's linguistic landscape diversifies.

7

Although immigrants to Canada are learning one or the other or both official languages, young Canadians in other provinces rapidly lose their language competency because they are unable to practice regularly. The reasons most often cited by high school French immersion students for not continuing to study French at university are timetable conflicts, the impression that their French knowledge is not good enough, and the lack of appropriate university courses (Canadian Council on Learning, 2008). Therefore, language departments and professional schools must take action to offer relevant language programs, as well as international exchanges and experience to promote cross-cultural understanding (Gonglewski & Helm, 2017), that prepare students for the workplace and enable them to preserve and perfect their language skills. Individuals and global businesses in Canada need business and professional language skills for the workplace to remain competitive in globalized markets.

While the research clearly establishes the need for LSP studies, a preliminary review of university websites found little information on programs or curricula in LSP. Relying solely on department websites, students entering university would be unaware that relevant workplace language courses may be available. Therefore, this topic needs further investigation to determine whether Canadian institutes of higher education are filling this need for university graduates. The study sought to answer the following research questions:

RQ 1: Taking into account the nature and function of LSP programs and courses within higher education, what are the major stakes?

RQ 2: What are the most frequent recommendations found in the external reviewers' reports?

8

The next section describes the development of the conceptual framework used for analysing periodic program review data.

Theoretical and Conceptual Framework

The conceptual framework for this study is based on an extensive review of studies of LSP ability derived from teaching and learning, the LSP discipline in general and criteria for program evaluation. According to Dudley-Evans and St. John (1998), specialised languages are communication tools used in various professional communicative situations. English for Specific Purposes (ESP) teaching, when specifically linked to a particular profession or discipline, "should reflect the methodology of the disciplines and professions it serves" (p. 4). In other words, professional language studies are anchored in the context of a specific discipline and must take into account research results in order to design pedagogical material and activities that correspond to the needs of learners communicating in professional situations. Although general language courses provide a good knowledge basis, they do not enable learners to function in a particular domain-related situation or professional field (Monteiro et al., 1997, in Dlaska, 1999). Douglas (2000, p. 40) defined specific purpose language ability as "the interaction between specific purpose background knowledge and language ability, by means of strategic competence". The complex interaction of these three is the distinctive characteristic of specific purpose language ability for developing and evaluating language ability in professional contexts.

According to Rogerson-Revell (2007), the primary goal of specialised language teaching is the development of pragmatic competence for professional communication. Bachman (1990,

9

p. 90) presents pragmatic competence as "illocutionary competence, or the knowledge of pragmatic conventions for performing acceptable language functions, and sociolinguistic competence, or knowledge of the sociolinguistic conventions for performing language functions appropriately in a given context." Similarly, studies of *English as a Business Lingua Franca* (BELF) and other languages for field specific purposes reveal that transfer of content, ability to clarify and check comprehension, and ability to establish business relationships are essential for successful exchanges in a global professional context (Louhiala-Salminen & Kankaanranta, 2011; Pullin, 2010; Zinggeler, 2013). LSP teaching must also integrate domain specific vocabulary and discourse and genre conventions of the language use community (Kankaanranta & Planken, 2010; Norlyk, 2012). Integrating research on discourse and genre into specialised language pedagogy (Chan, 2009) exposes learners to the use of strategic communicative practices that devolve from research on professional language in context (Fujio, 2014; Isaacs, Laurier, Turner, & Segalowitz, 2011; Louhiala-Salminen, Charles, & Kankaanranta, 2005; J. Newton, 2004; Planken, 2005; Poncini, 2004) and enables learners to develop communicative skills related to particular professional fields.

In addition, LSP teaching must develop intercultural competence. While the presence of different discourse characteristics related to speakers' cultures seems to transfer to professional interactions, the use of additional languages as a means of interaction among people of different cultures is still culturally marked (Louhiala-Salminen & Charles, 2006). Even in *lingua franca* situations, a *cultura franca* is not established, largely because speakers are not using their first language. Speakers' contextual suppositions and cultural background knowledge largely determine the nature of the discourse produced and the willingness to cooperate and create a new shared culture (Angouri, 2010). Therefore, it is vital that professional language studies promote

10

a wider understanding of textual characteristics, interculturality and the role of situational factors that influence behaviour in global professional exchanges (Planken, Van Hooft, & Korzilius, 2004).

I also investigated extrinsic[4] challenges for the discipline when elaborating the theoretical framework. Despite the fact that over 40 universities in Canada offer courses in business/professional language studies, LSP is seldom acknowledged as a major disciplinary category or as a legitimate field of enquiry in terms of research and publication. Swales (2000) identified several challenges for the discipline such as weaknesses in institutional recognition, the lack of tenured faculty and the uncertainty of professional training. Therefore, a goal of this study is to shed light on whether the discipline has overcome these challenges. Criteria 1-4 in Table 1 present the properties of the specialised language discipline.

Our framework is also based on Stufflebeam's Context, Input, Process and Product (CIPP) model for program evaluation (2003). Stufflebeam's model is a decision-making approach emphasising the systematic provision of information for program management and operation. It aims to provide an analytic and rational basis for program decision-making based on a cycle of planning, structuring, implementing, reviewing and revising decisions, all of which are examined through the four aspects of CIPP evaluation. Evaluation should be a process of delineating, obtaining and providing useful information to decision-makers with the overall goal of program improvement. The CIPP framework is summarised in Table 1, criteria 5-8.

In Canada, to ensure the quality of all university programs leading to undergraduate and graduate degrees, the review process must conform to three evaluation mechanisms: 1) an analytical, in-depth self-study of the strengths and weaknesses of the program carried out by the

---

[4] See Doyle (2012) for a discussion of intrinsic and extrinsic considerations for a general theory of Business Language Studies.

11

professors, lecturers and students who participate in the program; 2) an external evaluation by experts outside the institution; and 3) a report prepared by an institutional committee of professors responsible for program quality who make a decision or judgement concerning the recommendations and the ensuing action plan (Canadian Information Centre for International Credentials, 2019). The institutional criteria examine the structure, disciplinary field, material resources and relevance of the program. Criteria 9-12 in Table 1 present the characteristics of each of these criteria.

Table 1. Conceptual Framework for LSP Program Evaluation

Criteria	Characteristics
1. Structural challenges for the discipline	Professionalising the discipline Tenured professorships Positioning of institutions of higher education with regard to specialised language training Positioning of professional schools and faculties Recognition of scholarly work
2. Research challenges	Discourse analysis approaches for the professions Enhancing value of knowledge area Link to applied linguistics using applied discourse analyses
3. Language competences related to the field of specialisation	Pragmatic language competences Approach focusing on clarity/accuracy of content/vocabulary Approach focusing on discourse, genre, rhetoric analyses Intercultural perspective
4. Extralinguistic context	Contextual constraints Specific factors of the target language use situation Using contextualised language/communication Interculturality
5. CIPP – Context	Needs and problems in a specific environment Opportunities in a specific environment

12

	Defining and evaluating goals
	Using the evaluation of needs as a reference
	Contribution to attaining the institution's mission
	Appropriate performance indicators
6. CIPP - Input	Proposed strategies and projects
	Designing improvement efforts
	Detailing action plans
	Reasons for choosing one approach over another
	Appropriate performance indicators
7. CIPP - Process	Following-up and documenting activities
	Evaluating activities
	Achieving improvement efforts
	Accountability mechanisms for implementation of action plans
	Appropriate performance indicators
8. CIPP - Product	Identifying and evaluating short- and long-term results, wanted and unwanted
	Correspondence to stakeholder needs
	Evaluating level of success in reaching goals
	Decision on continuing, eliminating, improving
	Appropriate performance indicators
9. Institutional criteria for program evaluation – structure	Organisation of mandatory courses
	Organisation of optional courses
	Program organisation
	Training and other practical experience linked to the program
	Professional associations, use of field and industry informants
	University partnerships and networks
10. Institutional criteria for program evaluation – disciplinary field	Methods of integrating new knowledge into the program, according to advances in the discipline/profession
	Research in progress
	Comparison with similar programs
11. Institutional criteria for program evaluation – material resources	Authentic, relevant, understandable material related to the field of specialisation
	Technological equipment available for the program

13

12. Institutional criteria for program evaluation – relevance	Relevance of program in relation to other programs at the institution
	Specificity of program in relation to those offered at other universities
	Social relevance for the surrounding community and society in general
	Relevance for employment needs
	Relevance for the scientific community

Study Design

Concept and Content Analysis

According to Van der Maren (1996), concept analysis is a favoured method for constructing the conceptual framework for subsequent content analysis. My concept analysis attempts to define the semantic and relational fields of LSP and program evaluation. Content analysis, using the themes identified above, clarifies and systematises the information selected in the documents. Thus, thematic analysis is the main analytical method used in this study. The two principle functions of thematic analysis are locating and documentation. The locating function consists of finding all the relevant themes related to the research objectives. The documentation function concerns documenting the importance and recurrences of certain themes in related types of documents. The identification of themes in the external evaluators' reports and the institutional reports serves to validate the data.

Corpus

Periodic program review documents were chosen for analysis because they enable us to draw conclusions about the place that LSP occupies within general purpose language programs,

14

to extract characteristics in relation to our conceptual framework and to discover what is desirable for LSP studies. The relevance of this choice lies in the fact that these documents provide a variety of internal and external perspectives on program quality, address questions that key decision-makers ask in advance of our research, and therefore provide unbiased answers to our questions (Van der Maren, 1996).

After obtaining IRB approval, I contacted Academic Vice-Presidents at universities across Canada asking if the university offered LSP courses or programs. Website searches were carried out to try to complete missing information. The study focused on LSP programs or courses required to complete a professional program, LSP programs offered by language units, certificates and minors in LSP, and optional LSP courses for professional or general language programs. A letter of permission was sent to department chairs asking them to participate in the study. The letter explained the purpose of the study, the program review documents required for the study, confirmed that the documents would be used exclusively for research purposes and would remain confidential. By signing and returning the letter, the chair agreed to provide the necessary documents. Seventy-two letters were emailed to 70 language departments with several follow-up emails in the ensuing weeks. Four professional faculties were also contacted. The final list consisted of 64 departments offering LSP studies at 42 universities. Of the 64 departments contacted, 58 replied, 42 declined to participate, 10 accepted, 6 no decision. The complete corpora of university evaluation documents was comprised of departmental self-studies (n=10), internal reviewers' reports (n=4), external reviewers' reports (n=9), departmental responses to the review recommendations (n=6), final institutional reports (n=5) and other supplementary material (n=18) for a total of 52 documents.

15

Coding Procedure

QDA Minor software, a mixed-method approach to data analysis, was used for thematic coding. Our original framework (Table 1) consisted of 12 rubrics and 53 characteristics related to the conceptual field of specialised languages and program evaluation. Since the framework was open-ended, there were several additions, deletions and adjustments during the coding phase. Our final coding grid consisted of 10 rubrics and 34 categories. The data was compiled in tables, one table per theme, then in a single table to visualise frequency and relationships.

Analysis and Results

Research Question 1: Major Stakes for LSP Education and Training

Coding frequency revealed that the major stake for LSP education is relevancy for employment needs. Four other characteristics specified in institutional guidelines regarding relevance were much less important: relevance of program in relation to other programs at the institution (29)[5], specificity of program in relation to those offered at other universities merged with comparison of similar programs (16), and the merged themes of relevance for the scientific community and social relevance for the surrounding community (24). All 34 thematic categories are presented in Figure 1 according to coding frequency.
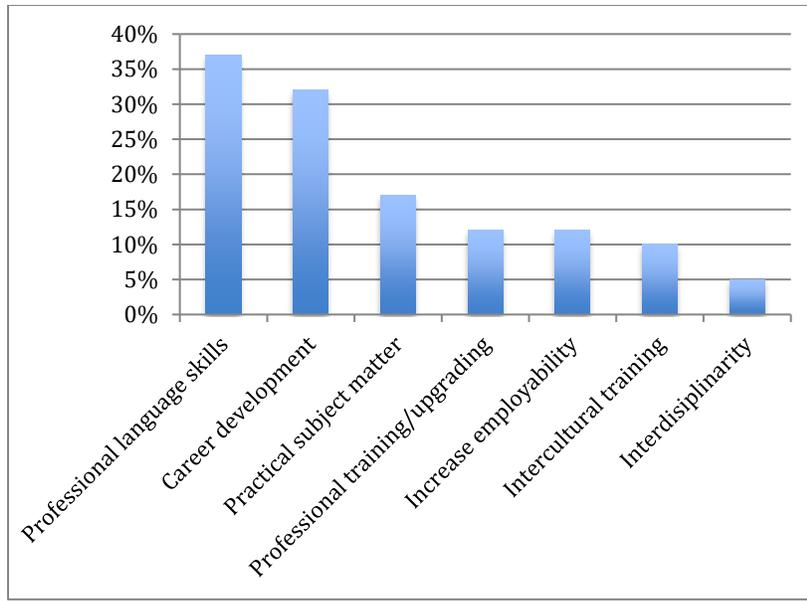
Figure 1. Stakes for LSP by Coding Frequency

---

[5] Numbers in parentheses indicate ranking by frequency as some themes tied for frequency.

16
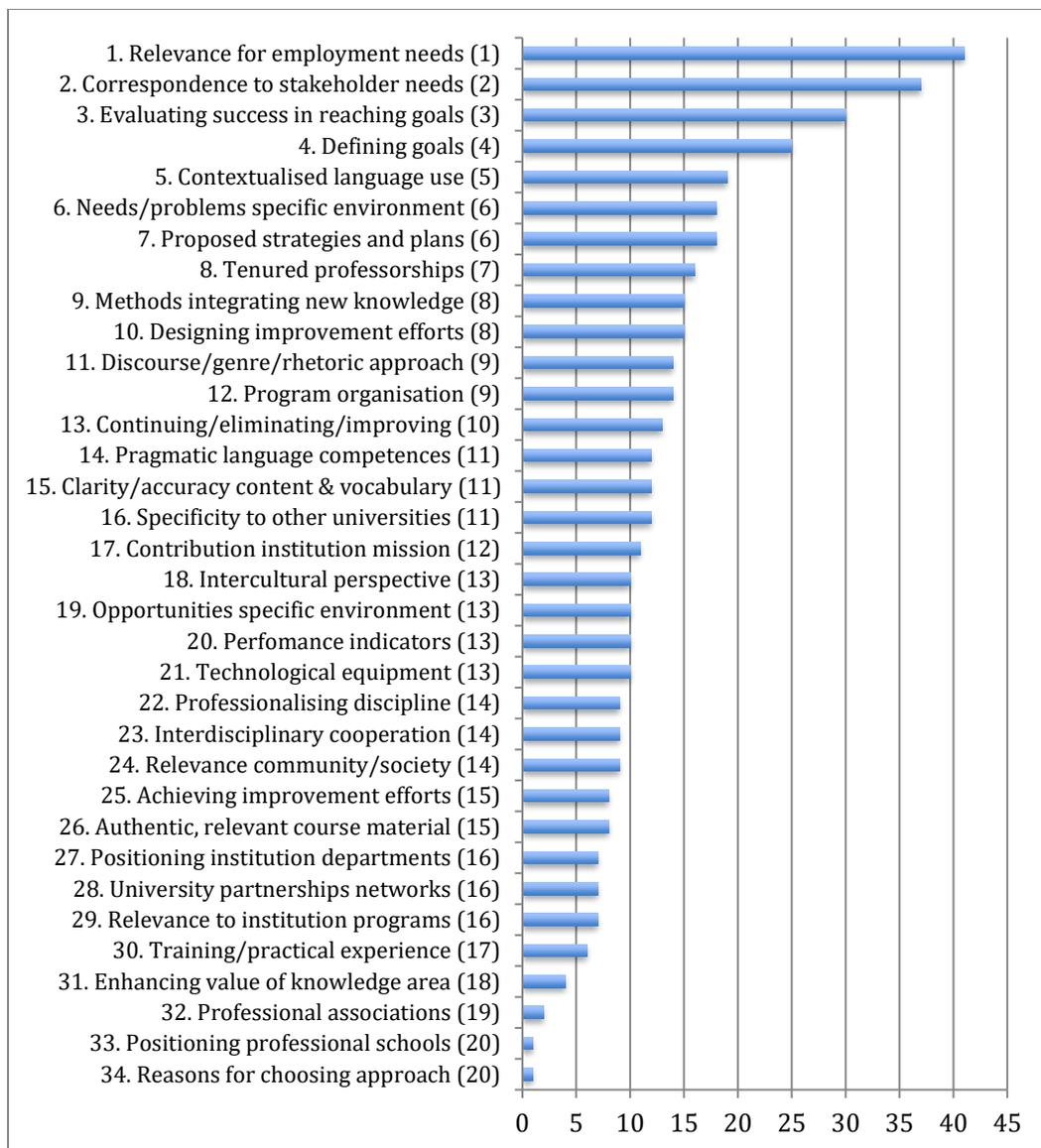
Further analysis of the number one theme revealed seven main factors presented in Figure 2 that must be taken into consideration when developing LSP programs.

Figure 2. Factors in LSP Training for Employment Needs

17

The following examples from the data indicate that language skills for the work environment, career development, practical training and employability correspond to the institutional criteria of relevance for employment needs.

Case 1: This stream is intended to provide students who major in fields other than French the necessary language skills to function effectively in a bilingual working environment.

Case 43: the orientation of the curriculum has a significantly practical objective: training bilingual students who will obtain better career opportunities in the federal and provincial services, law, social work, business and industry.

As illustrated by the following excerpt, programs consider the needs of a diverse clientele when developing appropriate LSP courses, while students emphasise practical language knowledge and skills for careers and employability.

Case 29: Based on our experiences, we have found that students in early career stages may take extra time in their studies to master one or two other languages with a view to developing careers abroad. Mid-career students may seek language formation in order to be able to use their skills in a foreign environment, or to extend their potential to employers.

The second major issue according to frequency is that LSP must correspond to the needs of stakeholders. Although students are generally satisfied with their program and specialisation, they note several weaknesses, many of which are reported in this example.

Case 20: Most of the students are enrolled in the major program. 81% agree the Italian program had clearly specified academic goals, but a significant 20% felt it did not correspond to their personal goals. A weakness felt by 28% was that the range and content of the courses did not provide a good balance between theory and practice; as well 42% stated that the courses offered were not carefully planned. A request made frequently in the comments was that the program was not career-oriented enough.

Figure 3 presents the results of the factor analysis of stakeholder needs. The examples illustrate how practical knowledge and communication skills have been integrated into LSP training to appeal to students from other disciplines or for upgrading skills.

Figure 3. Factors Corresponding to Needs of Stakeholders

19
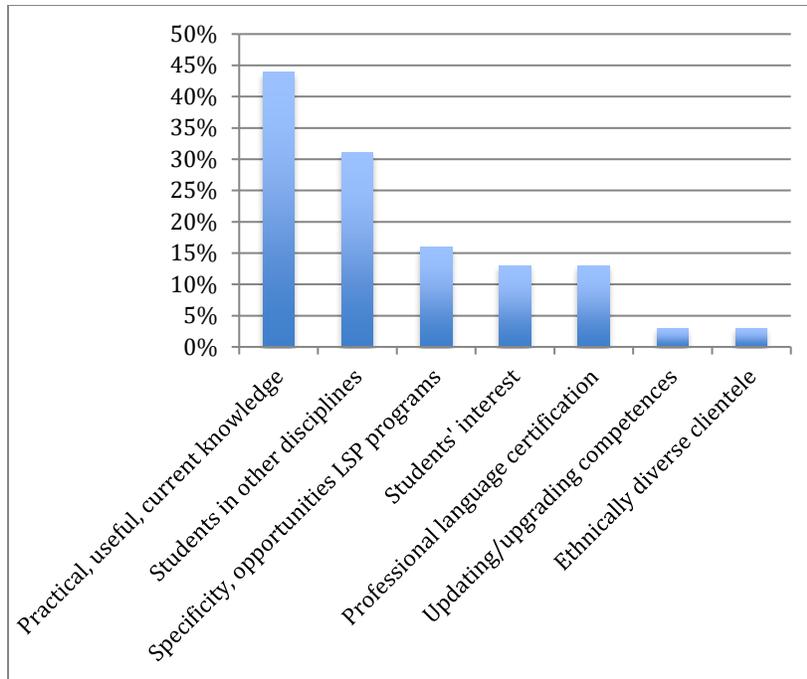
Case 13: The French language component of our programme is designed to serve […] a large number of students from other disciplines who require French language courses with a "practical" orientation: business communication, basic translation skills, upgrading previously acquired skills […]

Case 20: The Italian curriculum […] has undergone a major change since the last academic appraisal. The shift has been in pedagogy and content. A more culturally diverse content and an interdisciplinary pedagogical method are the cornerstones of the Honours and Major programs. […] New courses have been created: "Feminist Discourse in Italy" and "Commercial Italian."

The third major stake, revealed by analysing Stufflebeam's product criterion, is evaluating the level of success in reaching goals. Because of conceptual parallels, "identifying and evaluating

20

short- and long-term results" was merged with this theme. Success was usually related to developing new courses, high enrolment, graduation and employment rates.

> Case 20: Students find employment in a wide variety of fields, including tourism, translation and commercial enterprises, either in North America or, not infrequently, abroad. Students are active in tourism, private industry, government, education and business.

Two characteristics of product evaluation were coded less frequently: Decision on continuing, eliminating, improving (13), and appropriate performance indicators to make such decisions (20), although Case 25 provides an example.

> Case 25: When looking at course enrolment numbers, enrolment in the B.A. in Business French, students graduating with the Minor in Business French and low cost to the Faculty, the Business French program has done extremely well over the past 7 years on all counts. These claims are supported by the following tables and charts provided in this report.

Analysing Stufflebeam's context criterion revealed that defining goals and identifying needs and problems in a specific environment were the fourth and sixth major stakes respectively, but that LSP contributed little to the institution's mission (17) and there were few opportunities for LSP programs (19). The first example illustrates the goal to promote interdisciplinarity and community partnerships. The second shows problems related to lack of institutional support.

21

Case 2: to actively participate in a new Engineering-Liberal Arts programme to be offered jointly […]. to continue to do market research and find new opportunities for outreach–for example English for Technology might be adapted to the needs of local businesses, multinationals. to collaborate with the other Sections of Modern Languages in developing more language-for-special purposes courses–German for Industry?

Case 2: The […] reviewers cited […] a "real and urgent need for the creation and funding of a coordinator's position" […], […] "the need of urgent attention" devoted to the question of "how to revamp existing programmes the [sic] meet the needs of a changing student body."

The fifth major stake for developing LSP curricula focused on target language use situation, which was merged with contextualised language use. The low frequency of themes related to the criterion of LSP language competences – discourse, genre, rhetoric approach (11), pragmatic language competences (14), clarity, accuracy of content and vocabulary (15) and intercultural perspective (18) – would indicate that they are less important than the initial conceptual framework suggests.

Case 22: effective oral communication in various settings on the telephone, in meetings, in debates and discussions. Students will also encounter videos, readings and discussions dealing with topics such as customer services, leadership, stress management, sexual harassment.

Case 35: The course focuses on level-appropriate grammar, introduces vocabulary specific to various business domains, and familiarises students with the finer points of business etiquette and business correspondence.

Analysing Stufflebeam's input criterion revealed that proposed strategies and plans tied for sixth place while designing improvement efforts was tied in eighth place. Proposed projects most often concerned interdisciplinary cooperation and curricular innovation, but rarely gave reasons for choosing one approach over another (34). "Detailed action plans" was not used and therefore deleted.

Case 31: to approach other departments and discuss how a language requirement might benefit students […] Future Plans should include the Business Department, as their students could benefit from a Minor designed exclusively for them.

"Research in progress" and "recognition of scholarly work" were merged into the theme "enhancing value of knowledge area" and moved to the criterion "structural challenges for the discipline". Under this criterion, tenured professorships and methods of integrating new knowledge into the program according to advances in the discipline/profession ranked seventh and eighth. The first example below illustrates the concern over relying on part-time instructors. The second refers to faculty scholarship. Although the conceptual analysis revealed that these challenges are major considerations for the discipline, the other four themes in this rubric – professionalising the discipline (22), positioning institutions of higher education regarding

23

specialised language training (27), enhancing value of knowledge area (31) and positioning with professional schools (33) – fell in the final third of coding results.

> Case 30: The inevitable turnover and large number of faculty resulting from a dependence on part-time hirings concerns the reviewers, as this may lead to disparate instructor quality and weakens the cohesiveness of faculty and program stability and continuity.

> Case 20: Special interest courses are regularly offered as a way both to highlight current issues of interest and faculty members' research interests.

Stufflebeam's process analysis found very little description of processes involved in achieving improvement efforts (25), which led to the deletion of all other themes in this rubric. The following example documents how one curriculum was updated.

> Case 43: In order to achieve these new goals, a new curriculum was designed. The core language courses are chosen to provide students not only with proficiency in the language (including an introduction to business and professional language), but also an introduction to the literature, culture and current affairs of the country of their specialization.

Most of the criteria for evaluating external factors and the relevance of LSP programs fell in the bottom third of the results even though program reviewers are asked to evaluate interdisciplinary

24

cooperation and university partnerships (23, 28), practical training experience available to

students (30), and participation in professional associations (32).

Research Question 2: Most Frequent External Reviewers' Recommendations

The recommendations for program improvement are illustrated in Figure 4, followed by

qualitative data from the reports.

Figure 4. External Reviewers' Recommendations
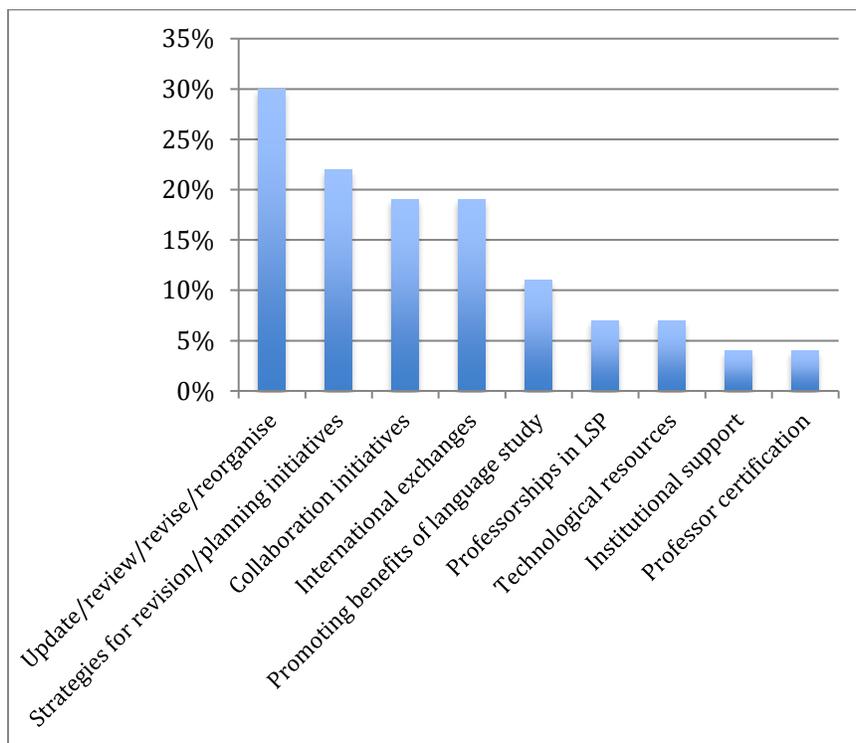
Case 6: Curricular review: […] the Department should devise a curricular review strategy

to determine that all courses correspond to the core areas of the discipline and to

25

emerging areas of inquiry, to faculty strengths and interests, and to students' interest and their need to complete degree requirements.

Case 4: The creation of a stream for non-specialists students, called "Practical French for the Canadian context", proposed by the Department seems an excellent idea that should bring many more students to the Department. For this new stream, it would be appropriate, I believe, to offer a second course of Le français des affaires. Of course, it could have a different title, perhaps something like Le français professionnel.

Case 6: Cross-disciplinary connections: […] the Department should be encouraged to develop initiatives enabling it to work in synergy with other units to pursue shared objectives: through team-teaching, cross-listing or shared teaching arrangements; through multi-unit and multi-disciplinary workshops, reading groups, co-sponsored lectures, etc.

To sum up, departments developing and improving LSP courses and programs need to be strategic, develop practical courses and seek out collaborative opportunities.

Discussion

The study found that LSP programs aim to develop professional language skills and integrate practical knowledge and professional training in order to prepare students for local careers and increase employability, but that in general, the programs currently offered do not address the need to offer more specialisation, flexibility, frequency, up-to-date content and

26

international experience. These same concerns were raised by the Canadian Council on Learning survey (2008). In this respect, external quality assurance recommended revising and updating programs to align with changing student interests, international exchanges and more flexibility, which is an aspect of specialised language training that distinguishes it from general language training (Dudley-Evans & St. John, 1998). Applied linguistics studies of LSP highlighted discourse and genre analysis, pragmatic language competence, content and vocabulary, and intercultural perspectives. However, external reviewers' reports ignored the need to develop these competences, even though specific purpose language ability and its alignment to the underlying discipline (Dudley-Evans & St. John, 1998) are major concerns for LSP teaching and learning.

Strategies and plans for improvement emphasised interdisciplinary collaborations while recommendations for improvement favoured international learning opportunities. Two programs attempted to include experiential learning and explained that "first steps have been taken towards placing students in Germany for experiential learning, with the German Aid organisation Medica Mondiale" (Case 28) and "a practicum, a career-related work experience with a suitable firm/administrative office, carried out during the year abroad, was optional but intended to become an integral part of the program" (Case 43). Unfortunately, the practicum was cancelled because students were unable to obtain EU work permits. Nevertheless, experiential learning could be another option for LSP, especially since students perceive that programs lack correspondence to the Canadian socioeconomic context. Conducting surveys of on going student demand in terms of professional development and social changes are important, but it is essential that departments propose models that accurately reflect experiential learning and its contribution to the sustainability of LSP programs. In addition, experiential learning and LSP could become

27

income generating through community programs supported by the *Action Plan for Official Languages - 2018-2023: Investing in Our Future* (Government of Canada, 2018). Surprisingly, none of the external quality assurance discourse alluded to the student-faculty-community curricula priority for advancing the LSP discipline, especially since this *Action Plan* is the fourth in a series of five-year plans launched by the Canadian Government, and deals specifically with language education and communities.

There was a general concern that "shrinking program enrolments show that the traditional academic and philological program has limited appeal, and its range of courses seem to do little justice to the importance [… of] twenty-first century and contemporary politics, business and culture" (Case 44). This concurs with the 2007 MLA report that the "two-tiered configuration [language and literature] has outlived its usefulness and needs to evolve" (p. 3). Thus, an in-depth revision, renewal and updating of programs to respond to changing student interests is urgently called for. One case described that after surveying students and successfully piloting an experimental course in business language studies, all sections of the language department mobilised to update their programs so that students could expand their knowledge to specialised areas. The department was commended for its thoughtful revision of the curriculum and its interest in keeping up with the profession's changes as well as with the community's ever changing needs. Another case showed that even reluctantly collaborating with a professional program was rewarding: "Arts and Business Advisor. The Department was hesitant at first, when asked to join this Co-op program. However, increasing enrolment figures have convinced members of the Department that this interesting program is a very valuable addition" (Case 3), and has led to further collaborations: "French Studies courses are an integral part of several interdisciplinary programs in the Faculty of Arts, including […] International Studies, the

28

Management Studies program, and the Women's Studies program. The Department is also a partner in programs such as Arts and Business Co-op, and the new program in Business, Entrepreneurship and Technology" (Case 3). But these cases are unique. Often the scarcity of curricular revision and innovation is linked to a lack of institutional support and funding.

On the one hand, language students state the need for programs that allow them to specialise in practical knowledge and professional communication skills in order to take advantage of future career opportunities at the global level, but language departments have rarely created a major or minor in LSP. As we have seen, the global economy prefers graduates who demonstrate a high level of professional, bilingual and plurilingual communication skills. Degrees and diplomas would attest these skills. On the other hand, students from other disciplines benefit from content and language integration that emphasises the specificity of their underlying discipline. In addition, LSP courses have several advantages in the eyes of this distinct clientele: they are relevant, promote transfer of learning and are more cost-effective than general purpose languages. That so few Canadian universities have established LSP – professional collaborations seems to contradict the needs of this group. Although LSP courses are available for a variety of professions, rarely are these courses professional degree requirements. It seems that most departments and programs still function in discipline-specific silos with little information sharing.

Challenges for the Discipline

According to Swales (2000), professionalization is a major issue for the LSP discipline, yet the data rarely referred to hiring tenure-track faculty, extramural activities, and research and

29

publications that advance the field. Even though the number of research articles on LSP-related

subjects has exploded over the past three decades, universities still do not seem to value LSP as a

respected area of knowledge in the way they value other disciplines. Moreover, departments

themselves may be partly responsible for this view. Instead of treating LSP as an autonomous

discipline, departments pooled the statistical data and interpretations on language studies,

making it difficult to isolate accurate information on LSP. This practice may be related to the

imprecise nature of the conceptual field because there is "little articulation of the theory that

underlies praxis and curriculum development" (Doyle, 2012, p. 108). In addition, the discourse

continually referred to the "service" function of LSP courses and to "service" teaching. This

goes straight to the heart of professionalising the discipline since "service" devalues the field of

study.

Other than proposing a more academically communal name by which to identify LSP as a

theory-based field of scholarship (*cf.* Doyle, 2012), one of the main strategies for

professionalising the discipline is the creation of autonomous and joint programs. In this respect,

the study found proposals to offer majors in specialised languages, to create interdisciplinary

programs and concentrations, and double majors. The discourse urged better strategic planning

by developing "initiatives enabling [the department] to work in synergy with other units to

pursue shared objectives: through team-teaching, cross-listing or shared teaching arrangements"

(Case 6). Students also wanted better interdisciplinary collaboration: "I believe the University

should take more initiative in integrating the Honours BBA program with the Business French

Minor, as development of skilled bilingual businessmen/business women will be an asset to the

University and provide greater opportunity for students that do have a wider variety of skills to

apply in the workplace" (Case 26). In addition, joint programs or double degrees could be the

30

solution to student advising. Instead of having to choose between general purpose language studies or professional studies, students could enrol in double degree programs in LSP and related professional majors. Developing specialised competences in two fields would certainly contribute to improving global as well as local employment perspectives.

Implications

The study has implications for both the fields of specialised languages and evaluation. First, analysing program review documents enables us to determine the major stakes for LSP course offerings and curricula. Second, university program reviews highlight the formative function of evaluation for developing and designing programs, and the fact that appropriate planning of LSP education can play a fundamental role in endorsing professional competences. Program evaluation provides evidence of whether LSP programs are teaching appropriate skills for students to gain a competitive advantage on the labour market and therefore has a major impact on the relevance and quality of curricula, which can also save programs from budget cuts.

The study also emphasises the desire for closer links between academia and the workplace. LSP course content must reflect the needs of the current Canadian socioeconomic context and correspond to students' practical goals. Professional communicative competences are essential elements of the knowledge and know-how necessary for managing global communication and work relationships. Thus, a key priority of higher education is the development of LSP studies that take into account the social roles and functions of communication both for urban and professional life. Universities offering courses that give

31

students practical applications of language study will benefit from higher enrolments, develop a strong international reputation and distinguish themselves from the competition.

Unfortunately, the study found very few actual programs in LSP. Of the 64 units that offer courses in LSP, eight units offer either a major, minor or certificate, five units have developed courses reserved for students enrolled in a professional program, and only one ESP course is actually required for professional studies. Without strong theoretical foundations and without interdisciplinary strategic planning, LSP will continue to be considered "add-on" or "service" for general language and professional programs. As long as specialised language study is not required for professional degrees and/or interdisciplinary joint degrees and/or degrees in professional language studies, and as long as advancement of the discipline through publications and conference presentations is not valued and supported, LSP will not attain the status of an autonomous discipline within the field of applied linguistics. A new model and a new structure for specialised languages together with professional communication must be elaborated for LSP training and implemented in the humanities and professional faculties.

Limitations and Future Research

The strength of the study lies in using a variety of program reviews from across Canada in order to determine preoccupations and proposals not stamped by local specificities. However, there are limitations. Because program evaluation takes place on a seven to ten year cycle, the information used for this study may not be as current as one would have wished. A more current picture of the state of the discipline could take into account all stakeholders' views by conducting surveys and interviewing those responsible for LSP and professional programs.

32

Longitudinal case studies would shed light on the implementation of action plans and projects. Other weaknesses include voluntary sampling, which is often biased by a particular interest in the study, and the low participation rate. The generalizability is therefore limited to the documents used for this research. A certain fuzziness of the conceptual field, as well as the absence of a theoretical framework for LSP has serious implications for clarity, discourse stability and validity of the statements found in the discourse.

Conclusion

The formative function of program evaluation enabled us to determine the stakes involved in providing quality, pertinent LSP studies as well as the most frequent recommendations in the external evaluators' reports leading to quality improvement, action plans and increased relevance for all stakeholders, in other words, the student body, departments, faculties, universities and the professional environment. In order to analyse the review documents, I developed a conceptual framework of the principal characteristics of LSP and guidelines for university program evaluation. The analyses revealed that the three major stakes for the discipline and for teaching are 1) relevance for employment needs; 2) correspondence to stakeholder needs; and 3) interdisciplinary cooperation. Thus, specialised language training must teach professional language skills, as well as practical and useful skills, that prepare students for the local and global workplace. The most frequent recommendations in the external evaluators' reports are: 1) developing strategies for updating, revising and reorganising courses and programs in response to the changing needs of students and society; 2) encouraging units to

33

develop initiatives that favour international opportunities and interdisciplinary collaboration; and 3) creating tenure-track faculty positions.

The implications for teaching professional communication competence, professional knowledge and know-how, as well as the desirable link between LSP programs and professional programs, clearly emerge from this research. The need to elaborate a conceptual framework also emerges from this research. It is imperative to consider the intrinsic and extrinsic properties for a theory of each category of field specific language studies. Certainly, there are pedagogical choices to be made regarding the design and development of curricula, but these choices must be substantiated by field specialists and based on empirical studies. Within the framework of conceptual clarification, academia must strongly distinguish an autonomous discipline that engages a process of professionalising the discipline. As long as LSP are added to programs in a haphazard fashion, they will not be considered a formal and valued discipline in relation to general purpose language studies. The discipline will remain undervalued by decision-makers, which will be a great disservice to students who indicate that this is the direction language programs should be taking.

References

Ainsworth, J. (2012). The competitive advantage of learning Languages for Specific Business Purposes. In P. Heynderickx, S. Dieltjens, G. Jacobs, P. Gillaerts, & E. de Groot (Eds.), *The Language Factor in International Business: New Perspectives on Research, Teaching and Practice* (pp. 91-111). Bern: Peter Lang Linguistic Insights Series.

34

Ainsworth, J. (2013). Business languages for intercultural and international business communication: a Canadian case study. *Business and Professional Communication Quarterly, 76*(1), 28-50. doi:10.1177/1080569912471186

Angouri, J. (2010). If we know about culture it will be easier to work with one another: developing skills for handling corporate meetings with multinational participation. *Language and Intercultural Communication, 10*(3), 206-224.

Bachman, L. F. (1990). *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press.

Boutet, J. (2001). Le travail devient-il intellectuel? *Travailler, 6*, 55-70.

Boutet, J. (2012). Language workers: emblematic figures of late capitalism. In A. Duchêne & M. Heller (Eds.), *Language in Late Capitalism: Pride and Profit* (pp. 207-229). New York: Routledge.

Bunch, K. J. (2019 in press). The state of undergraduate business education: a perfect storm or climate change? *Academy of Management Learning & Education*.

Canadian Council on Learning. (2008). *Parlez-vous français? The advantages of bilingualism in Canada.* Retrieved from http://www.ccl-cca.ca/pdfs/LessonsInLearning/Oct-16-08-The-advantages-of-bilingualism.pdf

Canadian Heritage. (2016). *Economic Advantages of Bilingualism: Literature Review*. Retrieved from https://www.caslt.org/files/learn-languages/pch-bilingualism-lit-review-final-en.pdf

Canadian Information Centre for International Credentials. (2019). Quality assurance in postsecondary education in Canada.   Retrieved from https://www.cicic.ca/1264/an_overview.canada

35

Chan, C. S. C. (2009). Forging a link between research and pedagogy: a holistic framework for evaluating business English materials. *English for Specific Purposes, 28*(2), 125-136.

Charles, M. (2007). Language matters in global communication [Article based on ORA lecture, October 2006]. *Journal of Business Communication, 44*(3), 260-282.

Chorney, H. (1998). Bilingualism in employee recruitment and the role of symbolic analysts in leading export-oriented firms. In A. Breton (Ed.), *Economic Approaches to Language and Bilingualism. New Canadian Perspectives* (pp. 185-222). Ottawa: Canadian Heritage.

Deming, D. J. (2017). The growing importance of social skills in the labor market. *The Quarterly Journal of Economics, 132*(4), 1593-1640. doi:10.1093/qje/qjx022

Dlaska, A. (1999). Suggestions for a subject-specific approach in teaching foreign languages to engineering and science students. *System, 27*(3), 401-417.

Douglas, D. (2000). *Assessing Languages for Specific Purposes*. Cambridge: Cambridge University Press.

Doyle, M. S. (2012). Business language studies in the United States: On nomenclature, context, theory, and method. *The Modern Language Journal, 96*(Focus Issue), 105-121.

Dudley-Evans, T., & St. John, M. J. (1998). *Developments in English for Specific Purposes*. Cambridge: Cambridge University Press.

Filliettaz, L., & Bronckart, J.-P. (Eds.). (2005). *L'analyse des actions et des discours en situation de travail. Concepts, méthodes et applications*. Louvain-la-Neuve: Peeters, BCILL.

Fujio, M. (2014). The role of linguistic ability and business expertise for turn-taking in intercultural business communication. *Global Advances in Business Communication, 3*(1), Article 4.

36

Gonglewski, M., & Helm, A. (2017). Crossing disciplinary lines to engage students in cross-cultural learning during short-term study abroad. *Global Advances in Business Communication, 6*(1), Article 4.

Government of Canada. (2018). Action Plan for Official Languages - 2018-2023: Investing in Our Future.   Retrieved from https://www.canada.ca/en/canadian-heritage/services/official-languages-bilingualism/official-languages-action-plan/2018-2023.html

Grin, F. (1999). *L'analyse économique de la dynamique des langues dans le contexte de la mondialisation.* Paper presented at the Séminaire de Québec: La gestion du plurilinguisme et des langues nationales dans un contexte de mondialisation, Québec, QC.

Grin, F., Sfreddo, C., & Vaillancourt, F. (2010). *The Economics of the Multilingual Workplace*. Oxford: Routledge.

Heller, M. (2003). Globalization, the new economy, and the commodification of language and identity. *Journal of Sociolinguistics, 7*(4), 473-492.

Heller, M., & Boutet, J. (2006). Vers de nouvelles formes de pouvoir langagier? Langue(s) et identité dans la nouvelle économie. *Langage et Société, 118*(4), 5-16.

Heller, M., & Labrie, N. (2003). Langue, pouvoir et identité: une étude de cas, une approche théorique, une méthodologie. In M. Heller & N. Labrie (Eds.), *Discours et identités: la francité canadienne entre modernité et mondialisation* (pp. 9-39). Fernelmont, Belgique: Éditions modulaires européennes.

Isaacs, T., Laurier, M. D., Turner, C. E., & Segalowitz, N. (2011). Identifying second language speech tasks and ability levels for successful nurse oral interaction with patients in a

37

linguistic minority setting: an instrument development project. *Health Communication, 26*(6), 560-570.

Kankaanranta, A., & Louhiala-Salminen, L. (2010). "English? - Oh, it's just work!": a study of BELF users' perceptions. *English for Specific Purposes, 29*(3), 204-209.

Kankaanranta, A., & Planken, B. (2010). BELF competence as business knowledge of internationally operating business professionals. *Journal of Business Communication, 47*(4), 380-407.

Labrie, N. (2002). Stratégies politiques de reproduction sociale pour les communautés de langues minoritaires. *Sociolinguistica, 16*, 14-22.

Labrie, N., Bélanger, N., Lozon, R., & Roy, S. (2000). Mondialisation et exploitation des ressources linguistiques: les défis des communautés francophones de l'Ontario. *The Canadian Modern Language Review/La Revue canadienne des languges vivantes, 57*(1), 88-117.

Lacoste, M. (2001). Peut-on travailler sans communiquer? In A. Borzeix & B. Fraenkel (Eds.), *Langage et Travail: Communication, cognition, action*. Paris: Éditions CNRS.

Lamarre, P., & Lamarre, S. (2009). Pratiques langagières et discours sur les langues et l'identité dans une entreprise montréalaise: contradictions et ajustements. *Francophonies d'Amérique, 27*, 131-155.

Louhiala-Salminen, L., & Charles, M. (2006). English as the lingua franca of international business communication: whose English? what English? In J. C. Palmer-Silveira, M. F. Ruiz-Garrido, & I. Fortanet-Gómez (Eds.), *Intercultural and International Business Communication: Theory, Research and Teaching* (pp. 27-54). Bern: Peter Lang AG.

38

Louhiala-Salminen, L., Charles, M., & Kankaanranta, A. (2005). English as a *lingua franca* in Nordic corporate mergers: Two case companies. *English for Specific Purposes, 24*(4), 401-421.

Louhiala-Salminen, L., & Kankaanranta, A. (2011). Professional communication in a global business context: the notion of global communicative competence. *IEEE Transactions on Professional Communication, 54*(3), 244-262.

Modern Language Association of America. (2007). Foreign Languages and Higher Education: New Structures for a Changed World.   Retrieved from http://www.mla.org/flreport

Moïse, C., & Roy, S. (2009). Valeurs identitaires et linguistiques dans l'industrie touristique patrimoniale. *Francophonies d'Amérique, 27*, 53-75.

Morsch, L. (2009). Why it pays to be bilingual.   Retrieved from http://jobs.aol.com/articles/2009/01/26/why-it-pays-to-be-bilingual/

Newton, D. (2018). It's not liberal arts and literature majors who are most underemployed. *Forbes*. Retrieved from https://www.forbes.com/sites/dereknewton/2018/05/31/its-not-liberal-arts-and-literature-majors-who-are-most-underemployed/#74a0467911de

Newton, J. (2004). Face-threatening talk on the factory floor: using authentic workplace interactions in language teaching. *Prospect, 19*(1), 47-64.

Norlyk, B. (2012). Genres at the top: leadership, management and genre. In P. Gillaerts, E. de Groot, P. Heynderickx, G. Jacobs, & S. Dieltjens (Eds.), *Researching discourse in business genres: cases and corpora* (pp. 97-114). Bern: Peter Lang.

Ohrvall, D. (2019). *Integrating across the curriculum: helping students reduce "skill gaps".* Graduate Faculty Fall Retreat, Fox School of Business.

39

Pendakur, K., & Pendakur, R. (2002). Language as both human capital and ethnicity. *International Migration Review, 36*(1), 147-177.

Pène, S. (2001). *Le langage dans les organisations*. Paris: L'Harmattan.

Perfect storm or climate change for business schools? (2019). *Academy of Management Insights*. doi:10.5465/amle.2017.0044.summary

Pinte, G. (2004). Approche socio-historique de la tension entre les mondes du travail et de l'éducation. In R. M. J. Toussaint & C. Xypas (Eds.), *La notion de compétence en éducation et en formation* (pp. 227-241). Paris: L'Harmattan.

Planken, B. (2005). Managing rapport in *lingua franca* sales negotiations: a comparison of professional and aspiring negotiators. *English for Specific Purposes, 24*(4), 381-400.

Poncini, G. (2004). *Discursive Srategies in Multicultural Business Meetings*. Frankfurt: Peter Lang.

Pullin, P. (2010). Small talk, rapport, and international communicative competence: lessons to learn from BELF. *Journal of Business Communication, 47*(4), 455-476.

Rogerson-Revell, P. (2007). Using English for international business: a European case study. *English for Specific Purposes, 26*, 103-120.

Scott, M. (2017). Census 2016: English is making gains in Quebec. *Montreal Gazette*. Retrieved from https://montrealgazette.com/news/local-news/census-2016-bilingualism-hits-all-time-high-in-quebec-across-canada

Statistics Canada. (2017). Census in Brief: Linguistic diversity and multilingualism in Canadian homes.   Retrieved from https://www12.statcan.gc.ca/census-recensement/2016/as-sa/98-200-x/2016010/98-200-x2016010-eng.cfm

Stufflebeam, D. L. (2003). The CIPP Model for evaluation. In T. Kellaghan, D. Stufflebeam, & L. A. Wingate (Eds.), *International Handbook of Educational Evaluation* (Vol. 1, pp. 31-62). Dordrecht: Kluwer Academic.

Swales, J. M. (2000). Languages for specific purposes. *Annual Review of Applied Linguistics, 20*, 59-76.

Van der Maren, J.-M. (1996). *Méthodes de recherche pour l'éducation* (2e ed.). Montréal: Presses de l'Université de Montréal.

Wang, B. C. Y., & Bu, N. (2004). Attitudes toward international careers among male and female Canadian business students after 9-11. *Career Development International, 9*(7), 647-672.

Zinggeler, M. V. (2013). Understanding and teaching variations of every-day business language and behavior in German-speaking countries. *Global Advances in Business Communication, 2*(1), Article 4.

41