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Recommended Citation

Huempfner, L. (2020). Designing an intermediate-level introductory legal Spanish course. *Global Business Languages*, 20, 86-107.

Available at (DOI): <https://doi.org/10.4079/gbl.v20.6>

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DESIGNING AN INTERMEDIATE-LEVEL INTRODUCTORY LEGAL SPANISH COURSE

ABSTRACT

As part of a plan to create a minor in Professional Spanish, an introductory Legal Spanish course was launched at a large Midwestern university. The course, it was thought, would complement three other LSP courses being offered in the program and could be useful for a number of service careers, such as law enforcement, social work, public safety, public administration, foreign service and officers of the courts. In 2016, after two years of offering the course, students were surveyed to ascertain their perceptions of the various components, as well as their overall assessment of the course and how it could be improved. The results indicate that students generally considered the course to be useful for their future career and community roles and that they most valued the hands-on and practical experiences of the course. These and other insights are taken into consideration in discussing the design of an intermediate-level introductory course in Legal Spanish as well as proposing directions for further development.

KEYWORDS: course design, curriculum development, español jurídico, Language for Specific Purposes, law, Legal Spanish

INTRODUCTION

Language for Specific Purposes (LSP) courses have a long history in higher education, especially since 1979, when a survey by Schulz (1979) reported the existence of career-related courses in 218 world language departments, which represented 31 percent of respondents (Grosse & Voght, 1991). More than thirty years later, Long and Uscinski (2012) report that 62 percent of all colleges responding to their survey offered some form of LSP. José (2014) placed this number at 50 percent of all colleges and universities in the United States today. Furthermore, the incorporation of LSP courses in liberal arts colleges and programs has seen recent growth in the depth and variety of offerings (Long & Uscinski, 2012). However, study by Huempfer and Kopf (2017) of Business Spanish curricula at large US universities reports that even in the dominant area of LSP—Spanish for Business—there is a lack of integrated curricular programs, that is, programs that offer two or more courses within an LSP area. More pertinent to this study, however, is that the majority of LSP courses, and by extension, LSP research, still remains in the fields of business and medicine (Grosse & Voght, 1991; Long & Uscinski, 2012).

Within this context, the Spanish program at a large Midwestern university decided in 2014 to take a step in the direction of creating a minor in professional Spanish by formalizing a medical Spanish course that was being offered on a probationary basis and establishing an introductory Legal Spanish course. The latter course is the focus of this study. While there are a number of publications specific to Spanish for law enforcement or for attorneys, as well as others pertaining to Spain and the European Union, few address courses at the intermediate level for a general audience in a US context. Due to

this scarcity, the design of the course proved challenging. In order to better understand the effectiveness of the design, in 2016, two years after the course was offered for the first time, a survey was sent to former students. The survey requested feedback on various components of the course, as well as their overall assessment of it and suggestions for improvement. This paper provides a description of the course design and its rationale, and follows this with an analysis of the results of the survey and a discussion of future directions for the course. Twenty-two of 40 students who were sent the survey responded, and the results indicate that students taking this intermediate level introductory Legal Spanish class perceived its content to be “more real” and “practical” than other traditional Spanish classes and a majority believed they would use the knowledge gained from it in a future career and/or community context.

REVIEW OF LITERATURE

In 1992, Mason writes about the uncertain future of Legal Spanish (LS): “There are relatively few materials for teaching courses in LS, especially at the advanced level. Those materials that do exist are targeted for law enforcement and the future bilingual attorney in the courtroom” (p. 432). More than a quarter century later, very little has changed. While a wide variety of textbooks and other pedagogical materials have been developed for business and medical Spanish, and other respectable learning tools have emerged for the prospective court interpreter, the instructor wishing to guide intermediate to advanced Spanish learners in the exploration of legal applications of their major or minor, is still faced with the leviathan task of assembling and sorting out level-appropriate materials pertinent to the US legal system.

In Spain, there seems to be a more concerted effort on the part of scholars to develop pedagogy for Legal Spanish. Similar to publications in the United States, however, the focus tends to be on the preparation of courtroom lawyers for Spain and the European Union. López-Navarro Vidal (2013), for example, delineates a series of activities that focus on the linguistic, sociolinguistic and pragmatic competencies established by the Common European Framework of Reference for Languages. Within this framework, students are guided through the analysis of an actual dialog between a lawyer and client. The activities, however, are intended for future “foreign court interpreters” and students at a minimum linguistic level of B2, which would be the equivalent of Advanced-Mid within the ACTFL framework (“Assigning CEFR Ratings,” 2017), a level that many language majors at US universities do not attain within their undergraduate studies (Brooks & Darhower, 2014). Gutiérrez Álvarez (2010) describes another didactic approach involving case studies and tasks applied to the textual and linguistic analysis of a housing lease and proposes it as a model for a Legal Spanish course at the C1 level of the Common European Framework of Reference for Languages. His proposal, too, is intended for university students of law that are at a more advanced level of language development than most US undergraduate language majors. Perhaps the most comprehensive study to date of Legal Spanish as an LSP offering, is a doctoral dissertation by Calahorro Merino (2015). In it, she traces the history of LSP and its methodologies and then focuses on that of Legal Spanish in particular, as well as on an analysis of Legal Spanish manuals, to then propose a Legal Spanish course divided into four units: Administrative Law, Civil Law, Commercial Law and Criminal Law. Once

again, however, the course in question is intended for students with a high level of Spanish language proficiency (B2) and a fundamental knowledge of law (law students or lawyers). It is also more pertinent to the European legal system. Many other scholars contribute valuable proposals for the content of Legal Spanish courses directed at a similar audience (Taranilla 2012; Estella Nagle 2000; Sánchez 1997).

Effectively, the only reference to a course in any way resembling the one under examination in this paper is Mason (1992). After Mason documents the dearth of materials for the course in question, he explains the rationale for a 300- or 400-level course in Legal Spanish and how he went about designing one. He reviews a number of studies on the language of law, and then explains his choice of an intermediate-level text specific to law enforcement along with a packet of readings from other texts and journal articles. The text provided some structure, while the readings provided “more challenging, advanced-level” content readings (p. 434). The text included vocabulary lists, two dialogs, a reading, language-building exercises, translation exercises and suggestions for role playing and compositions in each chapter. Course objectives included: mastery of English and Spanish legal terminology; mastery of correct use of newly acquired vocabulary in context; exposure to legal documents for translation, explanation and interpretation; exposure to professional literature in the legal professions; lawyer-client interactive speaking skills; writing of written reports; and mastery of Latin legal terms. The course was offered as an independent study to two students who were planning to attend law school and met weekly for one hour. The students were required to read and write in English and Spanish, place a phone call for information regarding legal aid for Hispanics, collect journal articles on legal issues and keep a diary of summaries of these articles, and conduct two role-plays that were taped.

COURSE DESIGN

In determining the design of an introductory Legal Spanish course, a number of factors were taken into consideration: student demands, program goals, popular majors on campus, the needs of the local Latino community, the knowledge base of the instructor, materials availability, resources within the community, and linguistic/cultural considerations. As the Hispanic population in the United States—and particularly, in the region proximate to the university—continued to expand, a growing need for professionals with the linguistic and cultural knowledge necessary to service a Spanish-speaking clientele was noted at the same time that students were requesting more practical applications for their language skills. One of the areas of professional Spanish knowledge that we believed could be useful for a number of service careers, such as law enforcement, social work, public safety, public administration, foreign service and officers of the courts, was Legal Spanish. At this university, in addition to a very large and successful Business College, there are robust majors in Criminology, Social Work and Sociology, as well as Education and Psychology. There is not, however, a College of Law, although there are some introductory law classes offered in the Business and Letters and Sciences Colleges. Hence, it was believed that as the Spanish program moved forward in the development of a minor in professional Spanish, it was important to offer in the regular rotation of courses an option that introduced students to legal contexts and their intersection with the Hispanic community as well as to a working legal vocabulary.

This same rationale informed the decision to divide the course into the following four modules: 1) An overview of the legal system and its intersection with the US Latino community; 2) Immigration Law; 3) Criminal Law; and 4) Family Law. As the field of Law encompasses “practically all of the spheres of human life,” (Gutiérrez Álvarez, 2010, p. 3) this decision was critical for the narrowing of content into a manageable amount of information for a one-semester introductory course while at the same time offering content that we thought was the most beneficial for the majors on our campus (Medical and Business Spanish, as well as ESL, were already being offered).

Another factor that influenced the design of the course was the level of expertise of the instructor. One of the inherent issues in the field of LSP is the lack of faculty members with the proper expertise to teach the courses. MLA reports and empirical research on LSP faculty (Grosse & Voght, 1990, 2012; Long & Uscinski, 2012) demonstrate that most LSP instruction is being carried out by lecturers hired on a contingency basis, and that tenure lines are limited and cannot be filled by faculty with doctorates in LSP because as an emerging discipline, there is a lack of specialized doctoral programs in this area. What is more, the courses are typically taught by practitioners from literature or linguistic backgrounds without preparation in language pedagogy or second language acquisition (SLA) (Long & Uscinski, 2012). In the case of this course, the instructor was a tenure-track professor with some experience and certification in interpreting and translation and a background in language pedagogy and SLA but little to no experience in the legal field.

In order to partially compensate for this lack of knowledge, the instructor decided to incorporate a number of guest speakers from various legal professions into the classroom at various moments throughout the semester, in this way offering students (and herself) an opportunity to explore more deeply and authentically the topics of the course. Hence, in each of the semesters that the course has been offered, at least three professionals among the following have been invited to class—an immigration attorney, the director of court interpreters for the state, a certified court interpreter, a representative of the student “Dreamer” organization, a bilingual police officer. A bilingual social worker has also been invited but it has been difficult for the worker to get away from job responsibilities to visit the class. Efforts are underway to acquire a taped interview with this or another social worker that may be used in lieu of a face-to-face visit. Additionally, as part of the course, students are required to visit a local circuit courthouse for one morning during the semester and write a graded reflection on the experience. During their visit, they observe a daily call for which a Spanish interpreter is present and interprets (with previous arrangements made by the instructor to assure the students have the opportunity to listen to the interpretation), they visit the District Attorney’s office and speak with someone from their staff about the services and case load of their offices, and they typically have the opportunity to ask questions of the judge presiding over the call that day. Occasionally, they are also afforded the opportunity to speak with the court police officer and/or visit the county jail that is adjacent to the courthouse. While the students gain valuable firsthand experience from these arrangements, the instructor’s knowledge base has also steadily grown from them and led to further partnerships and experiences that have cultivated her expertise, such as participation on a court interpreter advisory committee for the state, court interpreter training, invitations to immigration law conferences, etc.

The final factors that contributed to the design of the course—materials availability and linguistic and cultural considerations—are closely related. Before the course was launched for the first time, a rather thorough online search for related syllabi and textbooks was conducted. The result was a conglomeration of syllabi and texts that were either too basic—designed for police officers or social workers with little to no previous knowledge of Spanish—or too specialized—created for lawyers, pre-law students or bilingual individuals studying to be court interpreters—who already possessed a fundamental knowledge of the legal system and its workings and/or an advanced proficiency in the Spanish language. Very few resources were discovered that focused on the intermediate-level learner with little knowledge of the US legal system and a developing proficiency in the Spanish language. In gathering materials outside of textbook offerings, another issue was encountered. Most of the Spanish-language resources identified were from countries other than the United States, which, in the field of Legal Spanish, is problematic. The legal systems across Spanish-speaking countries are each distinct, and often, technical legal terms such as “juez,” “fiscal” or jurado” have numerous denominations that differ greatly from one country to another (García Tesoro, 2011; Orts, 2015). Even within a single country, there may be different interpretations of terms depending upon the cultural influences of the particular region. What is more, while there may be some commonalities in regard to problems faced by Spanish-speaking individuals in the various countries, in many instances, these, too, are very context and country specific, as for example, in the United States, immigration law has seen considerable changes in the past couple of years that have greatly affected the legal landscape for Latino immigrants in our country. The selection of materials, then, had to necessarily be focused on those specific to the US context, but such resources were often available solely in English. Hence, the decision was made to use a compilation of materials pulled from both languages as readings for the course, but to require all written assignments and class discussions to be conducted in Spanish. A certain balance between English and Spanish language materials was sought, such that students would gain some practice reading about legal issues in the Spanish language. While no data were collected on the bilingual nature of the readings, one can see from the survey results below that student ratings of the course readings were generally quite favorable, and informal inquiries of students revealed that they appreciated the chance to read more in-depth and technical texts in English while provided the opportunity to use the knowledge gained from them in Spanish.

Based on the previous considerations, a course was designed which for the most part, was developed as content-based and intended for students with an intermediate level of Spanish proficiency and zero to a limited background in law. The learning objectives of the course were the following:

1. Students will develop a Spanish vocabulary useful in a number of legal contexts.
2. Students will be able to explain a variety of cultural aspects that may affect the encounter of Hispanic individuals with the US legal system.
3. Students will understand career and training options available in the legal arena by interacting with professionals who work with the Hispanic community in contexts requiring legal knowledge.

4. Students will be able to explain some of the workings of their local courthouse via a firsthand experience of a courtroom and the opportunity to ask questions of persons who work in the courts. If possible, they will observe a professional court interpreter in action.
5. Students will understand US immigration law and how it pertains to Hispanics in their own community.
6. Students will develop a deeper understanding of a single issue of their choice pertaining to Hispanics in the US legal context via a research project.

In addition to daily readings and assignments, students were required to do an oral history interview and presentation with a partner, research a topic of their choice regarding the Hispanic community and the law, observe the courts, and pass vocabulary quizzes and content exams (the syllabus may be accessed at <https://nble.org/business/legal/>). Among the daily assignments were readings accompanied by comprehension and discussion questions, reflections on guest speakers, newspaper article summaries with vocabulary development exercises, short Spanish readings pertaining to legal topics with comprehension and vocabulary exercises, and viewings of a movie and a law-related television program with descriptions in Spanish of the events and/or discussion questions.

SURVEY

Although Koris et al. (2015) found that students do not necessarily expect to be consulted when it comes to curriculum development, they also discovered that students do want their feedback to be taken into consideration. Hence, the author of this article thought it would be constructive to gather student input in terms of their attitudes, fulfillment of course goals, perceptions of importance of various course components and how well qualified they felt regarding their linguistic and cultural preparation for future job and community roles. By better understanding students' attitudes and satisfaction with courses within their majors and minors, educators and administrators can create new curricula that truly meet the students' objectives as well as more effectively attract ambitious students (Broekemier, 2002; Gatfield & Chen, 2006; Kim, Lee, & Chon 2008; Nguyen & Rosetti, 2013).

In the spring of 2016, 40 students who had taken the Introduction to Legal Spanish and the Hispanic Community course in the previous two fall semesters received an invitation to take the survey. Twenty-two students responded, eight from the class of 2014 and 13 from the class of 2015, with one not identifying year of class. No data was collected in terms of age, gender or ethnicity, but of the original pool of students, 30 were female and 10 male and 14 self-identified as Hispanic. As the survey took place after the completion of the course, participation was voluntary. Of the 22 respondents, five were Spanish majors and 17 were minors. Of those responding, nine reported that they were working or planned to work in an area of Business (Human Resources, Retail Management, Marketing, Accounting, Banking), four in Social Work, three in Education, two in Interpreting, one in Law, and one was undecided (two students did not respond to this question).

Central to the survey were questions relating to course content and objectives. As the course was divided into four units—Overview of the Legal System, Family Law, Immigration Law and Criminal Law—students were asked to rank in order the modules they felt were of highest importance. The unit on Immigration Law was by far the most valued (43%), followed by the Overview of the Legal System (24%), Family Law (19%) and Criminal Law (14%). Of the six course objectives, with the exception of one outlier, respondents generally reported that they were met or partially met, with the majority in each instance responding that they were met. Only on the objective relating to the students' research project, were there two respondents who indicated they did not believe they had gained a deeper understanding of an issue of their choice pertaining to Hispanics in the US legal context. It is possible that these students chose topics relevant to the US legal context but not pertinent to the Hispanic community.

When asked to rate the value of ten different instructional activities, with “1” being their top choice and “10” their lowest, following is the order in which the various activities were ranked:

1. Guest speakers
2. Court observation
3. Course readings
4. Vocabulary quizzes
5. Lectures by professor
6. Research paper
7. Oral history project
8. Movie viewing and discussion
9. Homework assignments
10. Reading and sharing of newspaper articles

Three of the lowest scoring components of the class were the most work-intensive and time-consuming for the students: the research paper, the oral history project and the homework assignments. That the lectures by the professor fell in the middle range could actually be interpreted as a positive given the professor's lack of a previous background on the subject and that the survey was of students from the first two offerings of the course. It should also be noted that while 21 students ranked the oral history projects, only 13 of them were part of the class in which they were included (they were asked in the survey not to rank the oral history project if they were part of the 2014 class, but all respondents still ranked it). As a final note, while students were asked to rate the value of the activities, no data was collected on the specific design of each. Perhaps student assessments of the activities would be different if the activities had been structured in another way. For example, if rather than asking students to select a newspaper article of interest to them, all students were assigned the same article pre-selected by the professor, perhaps students would have perceived the assignment to be more useful.

Beyond the specific components of the class, students were asked to assess the overall value of the course to them. This was addressed via four questions: 1) Would you recommend this course to other students?; 2) How probable do you think it is that you will use the knowledge gained in the course in a future job?; 3) How probable do you think it is that you will use the knowledge gained in the course in a future community

role?; and 4) How was this course different from other Spanish courses you have taken?

For the first question, 19 of 21 respondents said they would recommend the course. For the second and third questions, responses were quite similar: 72 percent believed it was probable or highly probable that they would use the knowledge gained in a future job and 76 percent thought it was probable or highly probable that they would use the knowledge in a future community role. Given the wide diversity of majors that were enrolled in the course and that only a small percentage were in majors with clear connections to legal fields, these numbers are quite encouraging.

In one of the two open-ended questions of the survey, students were asked how the course was different from others they had taken. With the exception of one critical response, students overwhelmingly commented on how much more “hands-on”, “authentic”, “practical” and “firsthand” the content had been compared to other courses. A couple of the comments that seemed to summarize the general perceptions of the respondents are the following:

“Most Spanish classes focused a lot of [sic] the language and grammar. This class allowed us to learn about real world problems.”

“The things we learned in this class are real issues that people are facing today and it is helpful to know about them in Spanish to help those in crisis or in need of help like I been [sic] doing at my current job.”

Finally, not surprisingly, when asked what could be added to the course to make it more useful or interesting, students’ responses generally echoed what they had rated most highly in the earlier question about course components: “more court visits,” “more guest speakers,” “more time observing professionals,” etc. Other students suggested keeping it the same. A couple students commented on the desire for more organization of the course, which is understandable for a developmental course such as this, and one suggested the analysis of a legal case. See the Appendix for the complete survey.

CONCLUSIONS

The study presented here is admittedly limited, due to the size of the sample. However, as the literature review revealed, there have been few investigations to date regarding this type of course, therefore, the study provides a foundation upon which to grow future research. The results of this study indicate that indeed there is value in offering an introductory Legal Spanish course for a broad audience of undergraduate Spanish students at the intermediate level, beyond the specific audience of lawyers and police officers. Students hailing from a variety of majors generally perceived the course as useful and applicable to their future careers and community roles in legal, business or service fields, or as concerned citizens. Understandably, they found those course components that involved direct interaction with professionals working in legal settings to be of the greatest value and when prompted for recommendations for the course, requested more of such experiences. Establishing more frequent and deeper interactions with professionals via service learning, internships or other cooperative and meaningful projects would certainly strengthen student learning outcomes whether simultaneous with the course or as a follow-up. In addition, for programs that may not have such ready

access to bilingual interpreters, lawyers and courtrooms, as well as to recipients of legal services who may be hesitant to share their experiences, bringing more of these elements into the classroom via authentic interviews, cases and biographies could strengthen the design and curriculum for Legal Spanish. In terms of course components, more effort should be made to increase the meaningfulness of assignments that students rated poorly such as the newspaper readings, oral histories and daily homework, or they should be replaced with other assignments of comparable weight but of greater appeal, such as role plays, phone calls or the negotiation of legal documents.

While the type of Legal Spanish course described here is still in its infancy in terms of the availability of literature and instructional materials on such a broad-based course, much more can be done to improve on its design. Just as Fryer (2012) indicates in his seminal article on business language curriculum creation and implementation in the United States, more needs to be done to develop the legal curriculum as well. Fryer advocates for the broadening of the LSP research base to include the assessment of linguistic outcomes and intercultural competence and he also calls for input from potential employers when creating business language curricula. The same can be said for Legal Spanish. Further studies that attempt to measure students' linguistic outcomes and intercultural competence as well as gather input from lawyers, interpreters, social workers, police officers, parole officers, etc., in the creation of materials and course activities would help forward the Legal Spanish curriculum. It should be noted that as with other LSP courses, a one-course offering is woefully inadequate for the preparation of bilingual professionals. To be truly effective, a course such as this one should be part of a larger curriculum which provides students at distinct language and professional proficiency levels the opportunity to grow further in their negotiation of legal texts and contexts. As a colleague shared at a recent conference session on Legal Spanish, a course such as this one would serve as an effective pre-requisite to the more advanced course that she offers at her institution and in which advanced-level students prepare and carry out a mock trial, readily switching between English and Spanish as they practice the interpretation skills of a court interpreter (Cornwall, 2018). The possibility of incorporating deeper analysis of legal texts, as discussed by López-Navarro Vidal (2013) and Gutiérrez-Álvarez (2010) among others, should also be considered as a potential additional component of an introductory Legal Spanish class or as one of a follow-up course in a sequence of courses. Related to this, it would be advantageous to incorporate instruction in the informal language used in the Hispanic community to refer to legal concepts such as *la Migra* (ICE), *la mota* (marijuana), etc. (Cisneros, 2018) Finally, it is suggested that administrators take notice of the growing demand for LSP courses and provide support, financial and otherwise for faculty faced with the daunting task of teaching a course for which they do not have expertise. Towards this end as well, it would be instrumental to help cultivate interdisciplinary cooperation between language departments and professional schools in order to facilitate faculty development and innovative LSP projects.

While it is desirable for university language programs to produce more graduates with expertise for professional language contexts, the author believes that there is also a place for courses that merely begin that process. A course such as the introductory Legal Spanish course discussed here, helps develop in students an awareness of not only the many professions in the legal field in which their Spanish skills could be beneficial, but

also of the many ways that their Legal Spanish vocabulary and intercultural knowledge can be of help in their community.

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APPENDIX. SURVEY OF STUDENTS WHO ENROLLED IN “INTRODUCTION TO LEGAL SPANISH AND THE HISPANIC COMMUNITY”

Student Perceptions of Legal Spanish Course Components

July 22nd 2018, 11:16 pm CDT

Q1 - When did you enroll in the Introduction to Legal Spanish course?

#	Answer	Count
1	Fall 2014	8
2	Fall 2015	13
	Total	21

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	When did you enroll in the Introduction to Legal Spanish course?	1.00	2.00	1.62	0.49	0.24	21

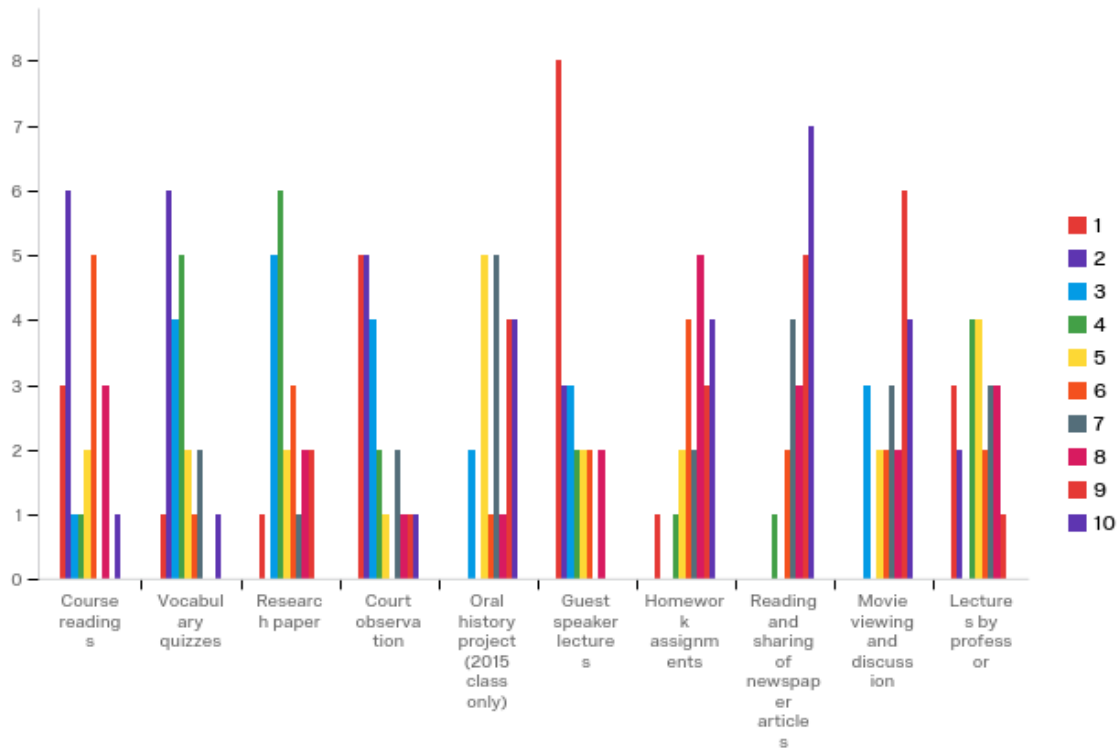
Q2 - Which of the following two options best describes you?

#	Answer	Count
1	I am (or was, if you have already graduated) a Spanish major.	7
2	I am (or was, if you have already graduated) a Spanish minor.	15
	Total	22

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which of the following two options best describes you?	1.00	2.00	1.68	0.47	0.22	22

Q3 - Please rate in order of 1-10, with 1 being your top choice and 10 your lowest, the value of the following instructional activities for the course:

#	Question	1	2	3	4	5	6	7	8	9	10
1	Course readings	3	6	1	1	2	5	0	3	0	1
2	Vocabulary quizzes	1	6	4	5	2	1	2	0	0	1
3	Research paper	1	0	5	6	2	3	1	2	2	0
4	Court observation	5	5	4	2	1	0	2	1	1	1
5	Oral history project (2015 class only)	0	0	2	0	5	1	5	1	4	4
6	Guest speaker lectures	8	3	3	2	2	2	0	2	0	0
7	Homework assignments	1	0	0	1	2	4	2	5	3	4
8	Reading and sharing of newspaper articles	0	0	0	1	0	2	4	3	5	7
9	Movie viewing and discussion	0	0	3	0	2	2	3	2	6	4
10	Lectures by professor	3	2	0	4	4	2	3	3	1	0
	Total	22	22	22	22	22	22	22	22	22	22



#	Question	1	2	3	4	5	6	7	8	9	10
1	Course readings	3	6	1	1	2	5	0	3	0	1
2	Vocabulary quizzes	1	6	4	5	2	1	2	0	0	1
3	Research paper	1	0	5	6	2	3	1	2	2	0
4	Court observation	5	5	4	2	1	0	2	1	1	1
5	Oral history project (2015 class only)	0	0	2	0	5	1	5	1	4	4
6	Guest speaker lectures	8	3	3	2	2	2	0	2	0	0
7	Homework assignments	1	0	0	1	2	4	2	5	3	4
8	Reading and sharing of newspaper articles	0	0	0	1	0	2	4	3	5	7
9	Movie viewing and discussion	0	0	3	0	2	2	3	2	6	4
10	Lectures by professor	3	2	0	4	4	2	3	3	1	0
	Total	22	22	22	22	22	22	22	22	22	22

#	Field	Mean	Std Deviation	Variance	Count
1	Course readings	4.36	2.66	7.05	22
2	Vocabulary quizzes	3.86	2.10	4.39	22
3	Research paper	4.95	2.12	4.50	22
4	Court observation	3.68	2.72	7.40	22
5	Oral history project (2015 class only)	7.09	2.19	4.81	22
6	Guest speaker lectures	3.14	2.26	5.12	22
7	Homework assignments	7.27	2.22	4.93	22
8	Reading and sharing of newspaper articles	8.32	1.63	2.67	22
9	Movie viewing and discussion	7.36	2.31	5.32	22
10	Lectures by professor	4.95	2.40	5.77	22

Q4 - Please rate in order of importance to you, with 1 being of highest importance, the four learning modules of the course.

#	Answer	Count
1	Overview of the legal system	5
2	Family Law	4
3	Immigration Law	10
4	Criminal Law	3
	Total	22

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please rate in order of importance to you, with 1 being of highest importance, the four learning modules of the course.	1.00	4.00	2.50	0.99	0.98	22

Q5 - Below is a list of the objectives of the course. Please indicate alongside each whether you feel the objective was met in the course.

#	Question	Was met	Partially met	Not met
1	1. Students will develop a Spanish vocabulary useful in a number of legal contexts.	15	7	0
2	2. Students will become familiar with a variety of cultural aspects that may affect the encounter of Hispanic individuals with the U.S. legal system.	16	6	0
3	3. Students will interact with professionals who work with the Hispanic community in contexts requiring legal knowledge in order to expose students to future job possibilities, training opportunities and/or certification.	17	4	1
4	4. Students will acquire firsthand experience of a courtroom in which individuals of limited English speaking ability are involved and a Spanish court interpreter is required.	18	3	1

5	5. Students will understand U.S. immigration law and how it particularly pertains to Hispanics in their own community.	15	7	0
6	6. Students will develop a deeper understanding of a single issue of their choice pertaining to Hispanics in the U.S. legal context via a research project.	16	4	2
	Total	97	31	4

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1. Students will develop a Spanish vocabulary useful in a number of legal contexts.	1.00	2.00	1.32	0.47	0.22	22
2	2. Students will become familiar with a variety of cultural aspects that may affect the encounter of Hispanic individuals with the U.S. legal system.	1.00	2.00	1.27	0.45	0.20	22
3	3. Students will interact with professionals who work with the Hispanic community in contexts requiring legal knowledge in order to expose students to future job possibilities, training opportunities and/or certification.	1.00	3.00	1.27	0.54	0.29	22
4	4. Students will acquire firsthand experience of a	1.00	3.00	1.23	0.52	0.27	22

	courtroom in which individuals of limited English speaking ability are involved and a Spanish court interpreter is required.						
5	5. Students will understand U.S. immigration law and how it particularly pertains to Hispanics in their own community.	1.00	2.00	1.32	0.47	0.22	22
6	6. Students will develop a deeper understanding of a single issue of their choice pertaining to Hispanics in the U.S. legal context via a research project.	1.00	3.00	1.36	0.64	0.41	22

Q6 - How probable do you think it is that you will use the knowledge you gained in the course “Introduction to Legal Spanish” in a future job?

#	Answer	Count
1	Highly probable	5
2	Probable	11
3	Improbable	6
4	Highly unlikely	0
	Total	22

How probable do you think it is that you will use the knowledge you gained in the course “Introduction to Legal Spanish” in a future job?	Count
How probable do you think it is that you will use the knowledge you gained in the course “Introduction to Legal Spanish” in a future job?	22.00

Q7 - How probable do you think it is that you will use the knowledge you gained in the course in a future community role?

#	Answer	Count
1	Highly probable	7
2	Probable	10
3	Improbable	4
4	Highly unlikely	1
	Total	22

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How probable do you think it is that you will use the knowledge you gained in the course in a future community role?	1.00	4.00	1.95	0.82	0.68	22

Q8 - For what career choices do you think the knowledge you gained will be helpful? Please check all that apply.

#	Answer	Count
1	Police officer	0
2	Court interpreter	6
3	Social worker	4
4	Counselor/therapist	1
5	Parole officer	0
6	School teacher	2
7	Lawyer	3
8	Public administrator (government position)	0
9	Public relations/communication specialist	1
10	Other	4
	Total	21

Other - Text

can only check one box

All of these (will only let me pick 1)

Can't select more than one

All of the above (would not allow me to check all that apply)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	For what career choices do you think the knowledge you gained will be helpful? Please check all that apply. - Selected Choice	2.00	10.00	5.24	3.08	9.51	21

Q9 - In what profession do you see yourself working in the future?

In what profession do you see yourself working in the future?

social worker

Currently working in Human Resources

I currently work as a Bilingual Family Advocate Specialist

Interpreting

either staying in the Banking business or going on to be an early ed teacher

n/a

Accounting

Interpreter

Teacher

HR

Lawyer or Paralegal

HR

Marketing- international

Social worker

Retail Management

Business

Human Resources

Elementary teacher.

social worker

Social Work- Adoption or CPS

school teacher

Q11 - How was this course different from other Spanish courses you have taken?

How was this course different from other Spanish courses you have taken?

The structure was different as it was the first time this course was taught, but it felt more discussion based and conversational which I believe is important when discussing the topics that were taught. I learned more this way, than I would have if we went straight from a textbook and had little opportunity to discuss.

The things we learned in class are real issues that people are facing today and it is helpful to know about them in Spanish to help those in crisis or in need of help like I been doing at my current job.

more thorough, readings were more interesting.

I had a personal connection

Guest speakers of many different roles in the community

You learned a lot of words from a legal stand point

Most Spanish classes focused a lot of the language and grammar. This class allowed us to learn about real world problems.

Focused on law

More hands on

It gave real world situations

Because as a social worker I will be working with the court system. Currently in my profession I am writing letters of recommendation for immigration for a family I work with.

It gives you hands on experience and the opportunity to dive deeper into a subject of your choosing.

There was a lot more first-hand experiences with lawyers, the courts and court interpreter which was extremely useful

Outside of the classroom activities

More practical applications; very specific content.

provided authentic professionals from the field who use Spanish

Q10 - What could be added to the course to make it more useful or interesting?

What could be added to the course to make it more useful or interesting?

focus more on the vocab. and get more guest speakers to come speak to the class

Again, with this being the first semester it was taught I didn't feel like the curriculum was as structured as it could have been.

More activities or hands on things

I think another thing similar to the court interpretation

It was already interesting the way it was

nothing

more hands on ways to use the words

More guest speakers

Homework not helpful and very intense

Nothing

Keep jt the same

More court visits

More exposure to court. For being in the very first semester of it being offered ever, I think it was wonderful to be a part of. As she was going through the semester some of the work was TBD but she took our class feedback into consideration with where to take the coursework next. I loved that!

More guest speakers

I think overall it was good with content and firsthand experience. I know that the day in court was going to be optional but I think should stay required if it isn't. One of my best college experiences in the Spanish Major.

legal case given to students to figure out

More time observing professionals.

focus more on the vocab.

Q11 - Would you recommend this course to other students?

#	Answer	Count
1	Yes	19
2	No	3
	Total	22

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you recommend this course to other students?	1.00	2.00	1.14	0.34	0.12	22

