

# Global Business Languages

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Volume 25

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## Introduction

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## Introduction

Set against the backdrop of a rapidly shifting global landscape, volume 25 of *Global Business Languages* (GBL) reflects the growing need for purposeful, action-oriented approaches to language education. As unpredictability increasingly shapes our academic, professional, and personal spheres, the field of languages for specific purposes (LSP) offers a powerful framework for equipping learners with the linguistic, cultural, and strategic tools to engage meaningfully with today's complex challenges.

This volume emerges from the energy and collaboration sparked by the 7th International Symposium of Languages for Specific Purposes / Centers for International Business Education and Research Business Language (ISLSP-CIBER BL) Conference. Held at the journal's home campus of the George Washington University in Washington, DC, on May 2nd and 3rd, 2024, the event brought together LSP-focused colleagues to present research, share innovative practices, and shape the future of LSP. The connection between the conference and this journal is particularly noteworthy in that it was co-chaired by two of the editors of this volume: Margaret Gonglewski and Sarah-Kay Hurst. Co-editor Mohssen Esseesy was a member of the planning committee. Although volume 25 is not conceived as conference proceedings, many conference participants answered the call to contribute to this volume, resulting in a collection of selected peer-reviewed articles that expand upon the conversations begun in sessions and hallways alike. Volume 25 also offers readers selected book reviews as well as grant project reports of particular interest to current and future LSP educators. Together, these pieces showcase the versatility of LSP—from developing student-centered assessment tools, to reimagining teacher training, to exploring strategies for strengthening language program enrollments—while reaffirming our shared commitment to meaningful, interdisciplinary, and globally relevant language education.

The first article, “Co-Constructed Rubrics for Languages for Specific Purposes Assessment: Enhancing Student Engagement,” by Qiaona Yu, offers a compelling model for collaborative assessment design within LSP instruction. In a world marked by uncertainty and rapid change, this contribution demonstrates the tangible impact of LSP pedagogy by focusing on student agency and real-world application. Building on insights shared at the 7th ISLSP-CIBER BL Conference, Yu presents a sequence of performance-based assessments in an undergraduate Business Chinese course that guides students from being mere rubric recipients to co-constructors and ultimately creators. Anchored in collaboration among students, the instructor, and domain experts, this approach deepens learner engagement and cultivates transferable professional skills. The co-creation assessment model highlights the potential of LSP to foster purpose-driven learning environments by emphasizing reflective practices and peer input.

In their contribution, entitled “Graduate ESP Teacher Training: Examining Practices, Overcoming Challenges, and Exploring Future Directions,” Tatiana Nekrasova-Beker and colleagues share their design and delivery of a graduate-level teacher training course for future English teachers for speakers of other languages. Their course targets three key professional abilities—conducting needs analysis, exploring authentic discourse for developing authentic material, and utilizing corpus-based tools—which are necessary for course material and task development. In so doing, they also address frequently encountered challenges to targeting these three abilities in training courses. Notably using a project-based instructional approach, they aim to enable participants in the course to transfer the acquired skills to handle real world problems. The students' course evaluations reveal a favorable review in their anonymous feedback on the

course content, method, and tasks. Going beyond the three targeted competencies, the authors identify additional important areas for inclusion in future ESP graduate training. One such area is what they label “authentic assessment practice,” which is directed at the language used in carrying out authentic tasks, taking into consideration the unique local context in which ESP instruction fits institutional goals and priorities. An additional area for training is the use of a case study method to handle various circumstances for structuring components of an ESP course that respond to the needs of local and national workforce.

The article by Mary Risner and Maria Laura Mecias, entitled “Undergraduate Perceptions of the Value of Studying Spanish: The Role for Spanish for Specific Purposes,” explores beginner Spanish students’ perceptions of language learning and its relevance to their academic and professional goals. Risner and Mecias report on a study that investigated students’ motivations for enrolling, their views on the value of Spanish for future careers, and their awareness of advanced courses with a focus on Spanish for specific purposes. While many students initially enrolled to meet degree requirements, a substantial number expressed interest in continuing beyond the introductory level, citing personal, social, and professional benefits. Study findings highlight a disconnect between student interests and course marketing, pointing to opportunities for departments to better promote upper-level offerings and tailor content to student goals. The study offers actionable insights for educators and administrators seeking to strengthen language program engagement and to connect language study to career relevance.

With their article “LSP Teacher Training in Europe and the United States: Trends, Challenges, and Solutions,” Ana Bocanegra-Valle and Barbara Lafford respond to the growing call for greater international collaboration and knowledge exchange in the field of LSP, and more specifically within the area of teacher education. By comparing LSP teacher training practices in Europe and the United States, the authors shed light on key trends, challenges, and region-specific approaches, while identifying adaptable strategies that can support teacher development across diverse educational and cultural contexts. The article concludes by outlining future research directions aimed at better preparing LSP educators to meet the evolving linguistic demands of professional communication worldwide.

New to the journal in volume 25 is the addition of three presentations of Business Language Research and Teaching (BLRT) grant projects. The BLRT grants were established in 2010 by a consortium of 13 Centers for International Business Education and Research (CIBER) that pledged a portion of their Title VI funding from the United States Department of Education to encourage faculty and graduate students in foreign language departments to add a business-language dimension to their teaching and research. All current CIBERs contributed their support to the competition in 2023, and three BLRT grants were awarded. Starting with this grant cycle (2022-2026), BLRT grant recipients are required to report on their project outcomes in a GBL contribution, and they may do so in two ways: they may submit a manuscript, just as any other potential GBL author would do, going through the usual double-blind peer review process; or they may submit a grant report, which is reviewed and edited by the co-editors. In this volume, readers will learn of one BLRT project in the article by Qiaona Yu, “Co-Constructed Rubrics for Languages for Specific Purposes Assessment: Enhancing Student Engagement” (see summary above). The other two BLRT projects are presented by Yingling Bao and Yunwen Su (“Grant Project Report: Developing Web-based Instructional Materials for Gift Offering and Acceptance in Chinese as a Second Language”) and Yuriko Ikeda (“Grant Project Report: Business Practices for Sustainability and Conservation in Spain: Focus for a New Study Abroad Experience”).

An additional innovation awaits GBL readers in this volume, specifically in the area of book reviews. Integral to our mission, GBL has featured reviews of books with potentially strong relevance and interest to LSP educators. Since GBL's relaunch at GWU, the journal has published two book reviews in volumes 22 (Business Korean) and 24 (Business French). In volume 25, our initial goal was to continue this trend with a review of the French book *Affaires globales: S'engager dans la vie professionnelle en français, niveau avancé* (Reisinger, Raycraft, & Dieu-Porter, 2021, Georgetown University Press). The traditional format of single-authored book reviews can be informative, yet it offers a limited perspective on a work's utility and value. Thus, in an attempt to broaden the evaluative lens, volume 25 includes two reviews of the same textbook—one from a user of the book and another from a non-user—thereby offering a more nuanced and multifaceted assessment.

Perhaps even especially where leaders work to tighten borders, communication across geographic and disciplinary boundaries will likely only increase, and thus the demand for specialized, field-specific language skills and cultural competences will continue to grow. Regardless of what the future holds, this journal will hold fast to its goal of publishing work that supports increased contact and more effective communication beyond all borders—be they actual physical borders, or borders that result from fear or hostility. In doing so, GBL seeks to highlight pedagogies, practices, and research that empower learners to navigate a complex global landscape with confidence, empathy, and insight. This mission is directly—and purposefully—in line with the 7th ISLSP/CIBER BL conference theme of *bringing the world into our classroom and our classroom into the world*.

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