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Ronald C. Cere

Eastern Michigan University, rcere@emich.edu

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FOREIGN LANGUAGE CAREERS FOR INTERNATIONAL BUSINESS AND THE PROFESSIONS

Ronald Cere

Eastern Michigan University

INTRODUCTION

As the 21st century begins, people from every corner of the globe are actively trying to deal with the multiplicity of problems that confront the world. Some are attempting to explain, monitor, and in some cases to predict natural phenomena such as earthquakes, tornadoes, hurricanes, soil erosion, "greening," and pollution, etc., while others are seeking to resolve and/or eliminate deleterious conditions such as poverty, disease, illiteracy, socio-political injustices, economic inequities, disintegration of the family, etc. Still others are endeavoring to invent or to improve ways to provide goods and services for consumption or industrial use, or they are striving to create or modify art forms, information, and eco systems, etc. To be sure, not all efforts are meeting with the same success nor are they receiving the necessary financial backing nor, what is more important, are they receiving the needed human support. One subject, however, is attracting global concern: employment. The reason? When lacking, its consequences are devastating and can lead not only to the aforementioned problems but also to more serious conditions including war, sickness, and death as current realities seem to indicate.

EMPLOYMENT: A GROWING CONCERN IN A GLOBAL ECONOMY

Historically, the term employment has been defined in many ways; but two capture its meaning best, those of Galen, the ancient Greek philosopher of the first century A.D., and Daniel Webster, the noted U.S. statesman and orator of the 19th century. According Galen, employment "is nature's physician and is essential to human happiness" (cited in Edwards, Catrevas, Edwards, & Browns, 1960). Webster, in a similar but more contemporary vein, believed it to be a giver of "health, sobriety, and morals. Constant employment and well-paid labor produce, in a country like ours [United States], general prosperity, content, and cheerfulness" (cited in Edwards, Catrevas, Edwards, & Browns, 1960). With these definitions, both men were suggesting that employment was nature's way of providing for the well-being of all individuals, and consequently, influenced the world in which the latter live. Nothing could be truer today, especially if one considers the countless stories, discussions, and programs currently being written or aired about employment, unemployment, underemployment, job security, careers, and retirement.

People worldwide are especially concerned about employment, unemployment, underemployment, joblessness, career development, down-sizing, and budget cuts. Given present and projected

socioeconomic conditions and realities, many of them ask: "Will there be sufficient job opportunities for me and my family now and in the future?" "Will these possibilities be in areas in which we are interested and qualified?" "Will my company pay to cover expenses and retirement"? "What skills, knowledge, talents, or training will we need and will these abilities guarantee employment in the short and long term?" Moreover, those who know or are learning or want to learn a foreign language further inquire: "What role will foreign languages play in the job market?" "What careers are and will be available with such a background?" "What language skills and cultural training will be needed, and where can I get information about them?" This article proposes to answer some of these questions, especially with regard to foreign languages and careers.

FOREIGN LANGUAGES AND THE JOB MARKET OF THE 21ST CENTURY

Perhaps the best way to begin is to answer the primary question of this article: What role will foreign languages play in the job market? According to various publications (Challenger, 2000; Defense Intelligence Agency, 1996; *Global Issues for Second Language Students*, 1985), the work and market places of the 21st century are and will be markedly different from that of the past. They will need personnel with new and highly specialized skills, particularly in high technology; and they will require workers with a knowledge and understanding of the *hottest* fields: management, especially international management; energy; health care; education; environmental management; engineering; legal services; computer programming and maintenance; entertainment; marketing; finance; and telecommunications. They will also require people who are flexible, adaptable, and amenable to receiving additional duties and training and, if necessary, willing to change career fields. Moreover, they will demand future employees have international experience and have lived, studied, worked, or traveled abroad. Above all, they will prefer those who are bilingual and even multilingual (Texiera, 2004). These requirements seem clear when current U.S. socio-economic realities are considered.

WORLD ECONOMY AND MULTILINGUALISM AND MULTICULTURALISM

The world economy and its citizenry are more global and multicultural in their thinking and actions than ever before. On the one hand, in a given country, hundreds if not thousands of foreign-based companies operate within its own shores, and hundreds, if not thousands, in branches of its own companies overseas (*Dictionary of Foreign Firms*, 2001). Indeed, more than one million companies do globally \$12.4 trillion worth of business (1/6 of total world GNP), and employ millions in international trade and industry (*International Merchant*, 2011). The U.S. itself has direct foreign investments of more than a trillion dollars and has assets, which when combined with its imports and exports, equal more than 20% of the country's gross national product (Sirdenis & Giannetti, p. 139). Many countries possess communication and transportation systems that are increasing at such an incredible rate that thousands of radio and television stations transmit foreign programs to millions of listeners and viewers in over 100 languages (the 2008 Olympic games come to mind), while more than one billion people travel from one end of the globe to the other every year, spending over one trillion dollars making some countries' travel and tourism their main industry (Allen, 2009).

On the other hand, the U.S. has one of the largest populations of non-English speakers. Currently, 17% of all inhabitants are non-speakers of English, up from 7% in 1990; and, at the current growth rate, this

group will constitute one-fourth of the population by 2050 if not more (El Nasser, 2008; Chicano/Latino Affairs Council, 1999). Other countries, especially those of Europe and Asia, have similar demographics and statistics, which when added to the constant flow of goods, services, and information confirm not only the international nature of business but also the increasing importance of knowledge of and skills in foreign languages and cultures. This reality is even more evident when the diverse nature of the work force is considered.

DIVERSITY IN THE GLOBAL WORKFORCE

At present, the world labor force itself is changing dramatically. Recent published accounts indicated that workers and employees increasingly belong to different racial, ethnic, and language groups and are more female than male. For example, The GilDeane Group (2000), a leading U.S. research group on demographics, in their online publication Diversity Central, stated that in the U.S., 25% of the current work force is of African, Asian, and Hispanic origins, while nearly one-half are female. The firm further projects that during the 21st century, one of every three workers in the U.S. will be a member of a minority group (Blacks, Hispanics, Asians, etc.), up from one out of seven, and that women will constitute at least half of the work force where now they constitute slightly less than half. Moreover, not only will women and minorities be the driving force behind the U.S. economy, but the number of employed Hispanics will nearly double in the next two decades and comprise more than 14% of all U.S. workers (Toosi, 2006). Similar patterns are seen worldwide, especially in Europe where the workforce is increasingly international, as well as in Asia where highly qualified foreign nationals are finding employment (International Organization for Migration, 2011).

These statistics, in turn, imply that the work force of the future will be more linguistically and culturally heterogeneous and will require that others become bilingual and bicultural as well or, at least, more knowledgeable of and receptive to these realities. According to Dunbar and Katcher (1990), the ability to communicate in more than one language and to develop an understanding and appreciation of other cultures will be not only necessary to the success of today's and tomorrow's job seekers but crucial to the survival of an increasingly global society and workplace. Indeed, one only need read Rick's (1983) or Pérez-Erdelyi's (1981) numerous and humorous but, often, moving anecdotes of the linguistic and cross-cultural blunders and misunderstandings that have occurred in business and other contexts to comprehend this.

FOREIGN LANGUAGE AND CAREERS

Given the key role that foreign languages and cross-cultural awareness, understanding, and sensitivity play in the marketplace, people next ask: What careers require knowledge of foreign languages and cultures? What specific language and culture skills do employers look for? With regard to the first inquiry, many jobs demand knowledge of foreign languages and cultures. According to Bluford (1994-1995) they are of two types: those that require foreign language as a primary or essential skill and those that combine language as an important but secondary skill with another career-field. The former seek personnel who have an ability in foreign language skills (listening, speaking, reading, and writing), while the latter look for employees with some of these skills, usually speaking, and/or writing, also translation and interpretation. In jobs where foreign language is the primary skill, moreover, the person's linguistic ability

and cross-cultural awareness, understanding, and sensitivity must be at a high level of competency. In careers where foreign language is a secondary skill, the level of linguistic proficiency may not have to be as high. To give an idea of what these career-fields are, Hamilton and Lister (1977) provided an extensive list with copious notes as well as useful bibliographies and addresses where additional information can be found. Part of this list is summarized in Figures 1, 2 and 3 below.

TEACHER

- Primary or Secondary School, and college and university
- English as a Second Language or Bilingual Education (all levels)
- Commercial Language Schools (e.g., Berlitz) or trainers

TRANSLATOR/INTERPRETER

- Government, business, or proprietary (self-employed)
- Business
- Proprietary (self-employed)

**FIGURE 1
FOREIGN LANGUAGE ESSENTIAL CAREERS**

FEDERAL GOVERNMENT

- Federal Agencies (e.g., Social Security, Red Cross)
- Foreign Service (e.g., U.S. Information Service)
- Border Patrol (especially customs in the U.S. Southwest)
- U.S. Postal Service (e.g., handling overseas mail)

STATE AND LOCAL GOVERNMENTS

- Law Enforcement
- Health service (physicians, nurses, therapist, etc.)
- Library Science
- Social Work (public assistant employee)
- Secretarial or clerical work

**FIGURE 2
PUBLIC SECTOR FOREIGN LANGUAGE IMPORTANT CAREER**

- Accounting (tax, systems specialist, auditors, etc.)
- Advertising (international account manager)
- Air Travel (agents, stewards and stewardesses, etc.)
- Banks (e.g., teller, manager, clerk, loan officer)
- Computer programmers, analysts
- Fashion designers and buyers
- Finance (securities or commodities broker, analysts, etc.)
- Foreign Representatives of U.S.-based firms
- Guides (travel and tour)
- Governess
- Human Resource managers, trainers, labor relations specialist
- Lawyers/Legal Research Staff
- Import-Export (freight-forwarder, logistics specialist, etc.)
- Labor relations personnel (union representatives, negotiators)
- Legal (lawyers, researchers, especially international law)
- Librarian (university, government, classifiers of foreign documents)
- Marketing researcher, analyst, sales manager, representative
- Product promoter or demonstrator
- Production managers or supervisors
- Public relations managers or supervisors
- Medical (physicians, nurses, therapist, etc.)
- Publishing
- Radio/Television
- Real estate brokers, agents
- Receptionist
- Record Companies
- Religious Groups
- Resorts
- Scientific Researchers
- Secretary and clerical
- Summer Camp Counselor
- Technicians in various fields and sectors
- Telephone and teletype operator
- Travel and tourism (agents, hotel and airline personnel, tour guide)
- Waiter and Waitress
- Web designer or master

FIGURE 3
PRIVATE SECTOR FOREIGN LANGUAGE IMPORTANT CAREERS

STATUS OF FOREIGN LANGUAGES IN THE MARKETPLACE

More revealing than the aforementioned compilations, however, are the findings of two other sources, one somewhat dated published by the Kansas State Department of Education, and the Steinke Institute in Bonn, Germany, more current. Both articles, the former based on surveys conducted among Fortune 500 companies, ranked foreign languages and the geographic regions of the world vital to U.S. interests as well as the career-fields most compatible with and in need of language skills. The results were as follows: 1) English was considered the most important professional language followed by Chinese, Japanese, Spanish, German, French, Italian, Russian, Portuguese and Korean; 2) Asia and Latin America were the regions with considerable of most business interest; 3) Business administration, management, marketing sales, engineering, finance, accounting, secretarial skills, economics, international relations, health, and social services were the fields in which foreign language skills played a significant role. Some of the firms cited in the articles, moreover, not only recognized and accepted these facts but made or were making foreign languages, especially Chinese, Japanese, Spanish and Portuguese as well as cross-cultural communication a part of their staff training. Indeed, if increased globalization is an indication of present reality, then these companies are doing even more training now.

FOREIGN LANGUAGE AND CULTURAL TRAINING FOR THE PROFESSIONS

Looking at these career-fields, one might ask: What type of foreign language and cultural and professional instruction would be most appropriate for these fields? The answer is simple: It would be training that combines language and culture studies with those of the career-fields while addressing the needs of the latter.

More specifically, the foreign language/cultural training would 1) emphasize basic language and high technology skills to enhance learners' ability to communicate and interface in a variety of work and social situations; 2) stress the concepts, terminology, operational processes, and documents germane to the specific occupation to enable trainees to utilize them effectively at work; 3) focus on translation, interpretation, and guest lectures relevant to the career-field to help personnel acquire the skills and knowledge sorely needed in that profession; 4) employ dramatization, simulation, and other instructional techniques which would include native speakers and concentrate on situations and problems peculiar to the workplace in order to create for present and future personnel the opportunities for real-life cross-cultural communication; 5) employ learning exercises using high technology (the computer, Internet, social networks); 6) incorporate pertinent foreign language readings from current publications that treat the geographic, economic, political, social, and legal realities of the countries or communities to give learners a broad view and a cross-cultural perspective of these subjects while building language skills; 7) integrate a component of culture stressing attitudes, values, customs, life-styles, and comparing at least two or more cultures related to the operational area of business and the countries of the target foreign language to make participants aware of and sensitive to cultural differences; 8) incorporate courses in the career-field as well as an internship or practical training experience in the professional area at home or abroad to let present and future personnel use their training in authentic environments.

To be sure, teachers and trainers would have to pay special attention to many things but particularly to entry and exit language requirements, learning level and objectives, training methods and techniques, evaluation systems, and selection of instructional materials. However, these actions would ensure optimum

program quality and student performance. To give an idea of what such a special purpose foreign language course of study would consist, Eastern Michigan University's (EMU) undergraduate Language and International Trade (L&IT) program, the oldest in the United States, has the requirements shown in Figure 4.

Noticeably, this interdisciplinary program consists of four content areas: 1) basic university requirements; 2) an operational area of international business—accounting, economics, finance, entrepreneurship, information systems, management, marketing supply chain management; 3) one or more foreign languages (Currently, French, German, Japanese, and Spanish are offered, but Arabic and Chinese may be added in the future.) and corresponding area studies; and 4) field experience.

The first area, the university core curriculum, provides the liberal arts and science background that all students need to become functioning, effective and educated citizens of the global community. The second and third areas supply the specific professional language and cultural training in the career-field. The fourth area, as already indicated, furnishes the practical international training in the profession of choice so that graduates of the program can become gainfully employed.

These last three segments, which constitute the program's core, moreover, vary in scope and content. For example, students majoring in any of the operational areas of business cited above may find themselves with courses of study different from those of their classmates. The accounting major studying Spanish will take more classes of business, computers, and mathematics than the marketing student who is studying French. Both students, however, will study as many courses in Spanish and French as are needed for an international position. The internship requirement also has a similar dichotomy. The overseas internship may require a higher level of foreign language proficiency and cross-cultural awareness, understanding, and sensitivity, than the stateside internship. Notwithstanding this, both are the final test of students' ability to apply their academic training to a work setting and, if successful, to a permanent job and a promising career.

I. GENERAL EDUCATION REQUIREMENTS (NUMBER OF COURSES)

- A. Effective Communication (2)
- B. Quantitative Reasoning (1)
- C. Perspectives on a diverse world (2)
- D. Knowledge of the disciplines (8)
- E. Learning beyond the classroom (2)
- F. An approved upper-level "Writing Intensive" course (1)

II. BUSINESS AND ECONOMICS COURSES (30 CREDITS)

Ten courses in one of the following operational areas of business, with emphasis on international: accounting computer information systems, economics, entrepreneurship, finance, general business, management, supply chain management

III. LANGUAGE AND AREA STUDIES (18-42 CREDITS)

Up to twelve classes of foreign language (based on placement test score), which would include, first- and second-year foreign language courses, classes in grammar and composition, in addition to six upper-level classes, three of which would have business as their content and focus on translation, interpretation, and culture training

Three courses, one in political science, two in history and geography, focusing on the specific geographic area in which the second language is spoken (e.g., for Spanish, history, geography, political systems of Latin America)

IV. FIELD EXPERIENCE (3-6 CREDITS)

There are three option in order of preference: 1) a practical training assignment or internship with duties in the major career-field, equivalent to 600 hours and in an organization that does business or interfaces with the country or countries in which the second language is spoken; 2) a study abroad program of eight weeks or a semester inn which language proficiency and cultural understanding and sensitivity are the goals, or 3) a business or foreign language courses if neither of the previous options are possible

FIGURE 4
LANGUAGE & INTERNATIONAL TRADE (L&IT) AT EASTERN MICHIGAN UNIVERSITY

HISTORY OF THE LANGUAGE AND INTERNATIONAL TRADE PROGRAM

Since the establishment of the Bachelor of Arts in L&IT in 1977, about 800 students have graduated from the program. They studied in business, listed in order of frequency, marketing, management, general business, finance, accounting, economics, information systems, entrepreneurship, and supply-chain management. Their foreign languages were Spanish, Japanese, French, and German. In more recent years, students have been studying the Asian languages (especially Chinese) and general business although the overall figures reflect the previous business and language trends.

On the other hand, since 1990, the year for which statistics began to be kept and recorded, more than 25% of the 400 students in the program completed internships in the U.S. while 8% did a field experience overseas, mostly in Europe, but also in Asia and Latin America. Both types of internships were in various industries from automotive, logistics (transportation, especially freight-forwarding), and high-tech, to banking, finance, retail, and healthcare. In some cases, they led not only to full-time positions with the same company or agency, but to positions in other companies in the same field. Some of the stateside internships, especially those of marketing and management, moreover, required knowledge of and skills in foreign languages for such tasks as customer service, sales, ad campaigns, and market research. In their reports, students indicated that they met with clients, attended trade fairs, prepared reports, read journals and other printed or electronic material, and undertook other duties, all occasionally using the foreign language(s) they were studying.

The overseas internship, obtained through partnerships arranged through exchanges with business schools and/or government agencies in France, Germany, Japan, Mexico, Spain, and Venezuela especially required such knowledge and skills and were mostly with automotive, high tech, and financial companies and banks, but also with government agencies. Unfortunately, due to the economic crisis of the late 1990s and early 2000s, these internships have been few difficult to locate. More recently, an agreement has been signed between EMU and the Consular Corps of Michigan, an organization which represents all the consulates in the area, whereby internships have been found with area consulates particularly Mexico, Japan, Germany, Turkey, and Syria. These internships require a knowledge of a foreign language, and students not only participate in the work of the consulates, especially their business activities since the latter facilitates business not only for their home companies interested in expanding abroad but also for companies of the countries in which they are located among other activities. Indeed, they figure prominently in trade and industry events and matters in southeast Michigan. In short, the L&IT program has shown that over its more than 30 years, there is a need for training that combines a professional field such as business, with foreign languages for international trade and industry to be successful. Of equal importance, it has also served as the model for other programs, such as those at Clemson University, South Carolina, and San Diego State University).

SPECIAL PURPOSE FOREIGN LANGUAGE TRAINING PROGRAMS IN THE UNITED STATES

Special purpose foreign language training can be found in some high schools, but more commonly, in colleges and universities. Figures 5 and 6 below is a partial list of institutions that offer specialized Spanish-language training for the fields of business, law, medicine, social work, science, and technology at the graduate and undergraduate levels.

- Clemson University
- Eastern Michigan University (International Business and Language & International Trade programs)
- École Supérieure de Commerce (France)
- Florida International University
- John Hopkins University
- Lessius Hogeschool (Belgium)
- Iowa State University
- Radboud University. Nijmegen (Netherlands)
- Rutgers University
- San Diego State University
- State University of New York-Buffalo
- University of Antwerp (Belgium)
- University of Florida-Gainesville
- University of Leicester (United Kingdom)
- University of Montana
- Université de Montréal (Canada)
- University of Pennsylvania
- University of North Carolina-Charlotte
- University of South Carolina-Columbia
- University of Texas-Austi
- Universiti Teknologi Malaysia
- Univeristy of Wisconsin-Oshkosh
- Washington University
- Zayed University (United Arab Emirates)

FIGURE 5
SELECTED UNIVERSITIES OFFERING SPANISH FOR SPECIAL PURPOSES – BUSINESS

ENGINEERING

- University of Rhode Island Law
- City University of New York
- Duke University
- University of Iowa
- University of Nevada-Reno

MEDICINE

- California SU-Long Beach
- DePaul University
- Lehigh University
- Rice University
- University of Connecticut-Storrs
- University of Miami
- University of Mississippi
- University of Wisconsin-Eau Claire
- Utica College/Syracuse University

SOCIAL WORK

- California State University-Dominguez Hills
- Chicago State University
- Southwest Texas University

SCIENCE & TECHNOLOGY

- Alfred University
- Rosemont College

**FIGURE 6
SELECTED UNIVERSITIES OFFERING SPANISH FOR SPECIAL PURPOSES – OTHER
FIELDS**

FOREIGN LANGUAGE JOB AND STUDY ABROAD SOURCES

Once the future professionals have selected the appropriate career field and undertaken the necessary training, they may well ask: "Where can I locate information about foreign language jobs?" Such information is available either through the career service unit at school or university or by way of Internet or newspapers or other printed matter. Young professionals can also visit or talk to personnel federal, state, and local government agencies, or in profit (companies) or non-profit organizations and associations. Given the current author's limited familiarity with global job-related sources, a partial list of both printed and electronic sources, mostly for the U.S., appears in appendices A and B. They provide information that will enable jobseekers to find more about careers, career planning, study abroad, internships, and the job search. Figures 7 and 8 below attempt to gather together foreign language job sources in a United States context. It

is hoped that such advice may prove useful for those in other countries who may use this as a model with which to approach their own national contexts.

PRIMARY/SECONDARY SCHOOLS AND COLLEGES:

Contact local school districts, teacher employment agencies, and foreign language associations, such as the Modern Language Association (*College Teaching*), the American Council on the Teaching of Foreign Languages (primary/secondary teaching), and the American Associations of Teachers of French, German, Italian, Japanese, and Portuguese, etc., for foreign language teaching jobs in general. Their addresses, telephone numbers and other information can be found in the *Encyclopedia of American Associations*, either the printed (30th ed., Detroit: Gale Research, Inc., 1996, volume I, part I) or electronic and more updated version <[http://library.dialog.com/blue-sheets. Html/b10114.html](http://library.dialog.com/blue-sheets.Html/b10114.html)>, and newspapers-- *New York Times*, *Los Angeles Times*, *Miami Herald*, etc.

COMMERCIAL SCHOOLS:

Contact either local newspapers, magazines or schools, such as Berlitz, Cortina, etc., whose addresses and telephone numbers are easily located in any major city telephone directory.

ENGLISH AS A FOREIGN LANGUAGE:

Contact TESOL Teachers of English to Speakers of Other Languages, 1600 Cameron Street, Suite 300, Alexandria, VA 22314.

INTERPRETING/TRANSLATION

Contact the following for more information:

American Association of Language Specialists
1000 Connecticut Ave., N.W.
Washington, D.C. 20005

American Society of Interpreters
1520 "K" St., N.W.
Washington, D.C. 20005

American Translators Association
1800 Diagonal Rd., Suite. 220
Alexandria, VA 22314

Language Services Division
U.S. Dept. of State
Washington D.C. 20520

FIGURE 7
FOREIGN LANGUAGE JOB SOURCES IN EDUCATION IN THE UNITED STATES

FOR FEDERAL GOVERNMENT JOBS:

Contact the U.S. Dept. of State, Bureau of Personnel, Office of Recruitment, Examination and Employment, Washington, D.C. 20520. (A complete list of addresses can be found in the Leaver article in the supplemental bibliography at the end of this article.)

FOR STATE AND LOCAL GOVERNMENT JOBS:

Get in touch with state/local employment agencies whose addresses and telephone numbers can be found in state capital or local telephone directories.

PRIVATE SECTOR (PROFIT AND NON-PROFIT)

In addition to ads in local and national publications (e.g., newspapers, journals, magazines), or those found in association newsletters, consult the books and directories cited in the bibliographies at the end of this article. They list American and foreign firms who do business overseas and also give information about companies and other entities who seek bilingual or multilingual personnel.

**FIGURE 8
FOREIGN LANGUAGE JOB SOURCES IN US GOVERNMENT AND PRIVATE SECTORS**

The number of study abroad programs worldwide abound. They can be with either language schools or with universities, and they generally offer a wide variety of programs of study from business and technology to art and music, and can be of varying durations from one week to one year. Some also offer jobs or internships. The websites listed in Figure 9 give some of the many study abroad and jobs and internship programs. They can be searched according to geographic area, subject area, duration, or other categories.

Abanet	www.abanet.org/legaled/studyabroad
GoAbroad	www.studyabroaddirectory.com
CEAGlobalEd.	www.gowithcea.com
IIENetwork	http://www.iie.org/en/Who-We-Are/IIENetwork
Jobs Abroad	www.jobsabroad.com
StudyAbroad	www.studyabroad.com/programs/internship
Transitions Abroad	www.transitionsabroad.com
Yahoo Study Abroad	dir.yahoo.com/education/programs/studyabroad

**FIGURE 9
SELECT WEBSITES LISTING STUDY ABROAD PROGRAMS AND INTERNSHIPS**

CURRICULAR INTEGRATION OF FOREIGN LANGUAGES

This article would be incomplete if it did not include suggestions for both college and secondary school teachers about how they can integrate foreign languages and careers into their curricula and classroom. The recommendations described in Figure 10 below seek to accomplish this goal. They are aimed at all learning levels, and depending on student language ability and instructor patience and creativity, they can be developed and undertaken in the target language. In addition, a list of sources on foreign language and careers are listed in the References section and Appendix B.

GENERAL ACTIVITIES

- Plan a career fair, day or assembly, including guest speaker from various fields where the foreign language being learned is spoken and have students ask relevant questions.
- Display foreign language career materials (books posters, photographs, job ads, etc.).
- Visit various places of work where foreign language is spoken and where further interviews can be conducted.

CLASSROOM ACTIVITIES

- Conduct discussions on foreign languages and careers.
- Prepare and label photo albums or bulletin boards on foreign language and careers and personnel.
- Investigate and post or write about the various facets of the world of work in the primary and target cultures (types of jobs, industries and training, length of work day, salaries, vacations, types of industries and training required, etc.) and compare the two, whenever possible.
- Simulate the job search (writing resumes and letters, filling out applications, conducting job interviews).
- Role play situations that deal with professions (business, law, medicine, etc.), focusing on the tasks and terminology used in each one.
- Dramatize commercials, write ads, give business, news and other reports.
- Use videos, films, and other forms of media and hypermedia on foreign language and careers, (such as those listed in " Foreign Languages and Careers" in the bibliography at the end of this article).

FIGURE 10
SUGGESTED FOREIGN LANGUAGE CAREER INFUSION ACTIVITIES

The importance of foreign language and culture studies in an increasingly global society and marketplace as well as other types of related careers, training, and job possibilities have been discussed. The author would like to conclude by urging readers to promote career education and interdisciplinary programs in which foreign language and cross-cultural training play a crucial role. Not only will they help avoid further embarrassment and conflict at home and abroad, but more significantly, they will provide

present and future professionals with learning experiences and job opportunities that in the long run, as Galen and Webster implied, will guarantee peace, progress, prosperity, and happiness for all mankind.

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APPENDIX A: ELECTRONIC AND PRINT SOURCES

4work	www.4work.com
America's Job Bank	www.ajb.dni.us
Best Jobs USA	www.bestjobsusa.com
BrilliantPeople.com	www.brilliantpeople.com
Career Builder	www.careerbuilder.com
Career City	www.careercity.com
Career Dot Com	www.career.com
Career Mosaic	www.careermosaic.com
Career Path	www.careerpath.com
CareerSite	www.careersite.com
CareerWeb	www.careerweb.com
Classifieds2000	www.classifieds2000.com
College Central	www.collegecentral.com
ConsultLink	www.consultlink.com
CoolJobs	www.cooljobs.com
DICE	www.dice.com
Discover Me	www.discoverme.com
Exec-U-Net	www.execunet.com
Headhunter.net	www.headhunter.net
Hire Ability	www.hireability.com
Hot Jobs	www.hotjobs.com
Idealist	www.idealists.org
Intern Jobs	www.internjobs.com
Job Bank USA	www.jobbankusa.com
Job Options	www.joboptions.com
Job Trak	www.jobtrak.com
Jobs Online	www.jobsonline.com
Monster.com	www.monster.com
NationJob	www.nationjob.com
Net-Temps	www.net-temp.com
Overseas Jobs	www.overseasjobs.com
Real Jobs	www.realjobs.com
Replyto	www.replyto.com
Resort Jobs	www.resortjobs.com
Summer Jobs	www.summerjobs.com
Top Jobs on the Net	www.topjobs.com
Transition Assistance Online	www.taonline.com
USA JOBS	www.usajobs.opm.gov
Virtual Resume	www.virtualresume.com
Washington Jobs	www.washingtonjobs.com

APPENDIX B: SUPPLEMENTAL REFERENCES

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THE AUTHOR

Dr. Ronald Cere is Professor of Spanish at Eastern Michigan University, where he teaches among other subjects, translation and Spanish for the Professions, notably business. Dr. Cere has served as advisor of the International Business Language Programs at Eastern Michigan University and is currently the coordinator for its internship program. He was formerly the Director of Career Services for the American Association of Teachers of Spanish & Portuguese (national) and is a fellow of the International Biographic Center in Cambridge, England, as well as a deputy governor of the American Biographical Institute of Research Associates, He is co-author of the widely and internationally used *Exito comercial* (3rd edition, Heinle & Heinle Publishers), a Business Spanish mediated instructional program.