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Programs Abroad and Internships: Spanish for Business and International Business Students

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INTRODUCTION
Most language departments treat the third and fourth years spent learning a foreign language as especially important to persuade students to study overseas. Usually language departments or study abroad offices have several program options for students choosing to go abroad. The most common programs today are those that offer four weeks of study at a language school during the summer. These programs could be seen as an opportunity to expand students’ knowledge of the target language and its culture. However, many of these summer programs are not well incorporated into the foreign language curriculum. Unfortunately, several short-term programs are designed by both professors and their departments to work as a summer vacation instead of as an instrument to stimulate students to immerse themselves in the culture of the country / target language and society.

The purpose of this article is to review what are considered to be some of the best sites to provide Spanish for Business and International Business students with cultural awareness or cross-cultural training. I also plan to explore the different barriers that exist in establishing internships for students in countries like Mexico, and the obstacles that professors have to face to convince students to go abroad either through an exchange or summer program. My intention is to contribute to the ongoing conversation and exchange of ideas to discover ways to increase strategies to persuade students to travel abroad and to gain a cultural perspective of other countries from the “outside.” I would like to focus in particular on the experience of the Spanish for Business and International Business students’ options to gain cross-cultural competence by going abroad through short immersion programs. Many of these ideas may apply to other languages as well.

BACKGROUND
There is continued discussion in the academic world about what are the best mechanisms to teach cross-cultural concepts regarding the Hispanic business world to students in Spanish for Business or International Business courses. For languages and business courses in general, Thérèse Saint Paul states, “Though everyone will agree that in this global age a well-rounded Language

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for Business course must include a strong cultural component, meeting this requirement is difficult. The challenges of teaching cross-cultural competence to business people are significant” (61).

Two tendencies in Spanish sections within language departments are detrimental to Spanish for Business students. Many language departments that offer Spanish for Business courses include, as a basic element of their curriculums, culture and civilization classes so students can have a broader understanding of the world, its cultures, and its peoples. These Spanish courses, however, focus mainly on pre-Columbian societies, tourist places, famous people, and culinary identities. Also, some colleagues disapprove of the teaching of Business Spanish, showing little respect for these courses and programs because they are not “academically relevant.” Such professors hold what D. Maxwell and N. Garret describe as the “one-size-fits-all” approach, in which all students are in the same language track regardless of their learning backgrounds and goals” (25). In fact, students’ goals have changed dramatically in the last ten years and their desire to graduate with a degree in Spanish literature has switched to a desire to graduate with a degree in languages and International Business. Avoiding this reality “constitutes the most important reason institutional efforts fail to address the lack of students’ interest in languages study” (Maxwell and Garret 25).

For those teaching Spanish for Business and International Business, it appears that there are few ways to measure and evaluate students’ learning of business culture other than to report that students provide when taking Spanish for Business courses or programs with a small culture component. Some Business Spanish textbooks offer only minimal culture that is more trivial information than real business corporate culture. In this regard, Maria Bourlatskaya, Susanne Shields, and Ricardo Diaz clearly state that “although the importance of culture in the foreign language classroom has been recognized and many concepts of how to teach it have been presented as part of the discussion, a definite methodology for integrating culture into language teaching has not been described” (4).

In spite of the great efforts that many professors make to teach corporate culture, the final report of the Business Languages Research Priorities Conference says that the field of business language education has lacked a systematic approach to the teaching of culture and the development of materials designed specifically to meet goals of culture competence in business settings. Yet numerous professors have designed courses or programs outside the classroom to provide students in languages and business and International Business in Spanish literature has switched to a desire to graduate with a degree in languages and International Business. Avoiding this reality “constitutes the most important reason institutional efforts fail to address the lack of students’ interest in languages study” (Maxwell and Garret 25).

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Business with a better and broader vision of the business world in its real context. Hence, students can develop their communicative abilities as well as their cultural knowledge of the business world. Michael Jones mentions that “learning a second language is a first measure to understanding others; however, it does not guarantee an intimate knowledge of another culture” (49). It seems, then, that students should have the opportunity to experience the culture of the target country first hand through internships, exchange programs, or summer programs.

During the Soviet era, Russia was economically isolated from the rest of the world. Once the country adopted an open market economy, they had to face another reality: the lack of cultural understanding of other nations. Korotkikh Zhanza comments, “We argue that the difficulties and communication failures which occur in intercultural professional communication are caused mostly by intercultural incompetence and functional illiteracy. We argue that well-designed training programs can prepare professionals to perform better in intercultural settings” (107).

Similarly, Americans, although they have an open market economy, have isolated themselves from the world. For many years they did not want to learn other languages and cultures. English had to be the business language around the world; America was monolingual and culturally illiterate about other cultures and peoples. For years Americans had a strong ethnocentric feeling in regard to countries that did not speak English while conducting international business. However, things have changed drastically and the teaching of Spanish for Business has had a strong impact in academia over the last thirty years. The need to prepare students in both the areas of languages and international business has increased, and it has become a priority for the federal government. On April 19, 2000, under a new international policy, former President Clinton emphasized the importance for Americans to learn a second language at all levels: “To continue to compete successfully in the global economy and to maintain our role as a world leader, the United States needs to ensure that its citizens develop a broad understanding of the world, proficiency in other languages, and knowledge of other cultures” (49).

Prior to this statement some language departments had already been incorporating Spanish for Business into their curriculums. A second step, although a slow one, involves hiring and training professors in this field. There is, however, a third step that has not been undertaken by many departments and which is of equal or greater importance than the cognitive teaching of languages: teaching Spanish for Business Culture and providing the first measure to understanding others; however, it does not guarantee an intimate knowledge of another culture” (49). It seems, then, that students should have the opportunity to experience the culture of the target country first hand through internships, exchange programs, or summer programs.

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opportunity for students to develop and improve their linguistic and cultural skills. This can be attained by immersing students in the language and culture of a Hispanic country through programs abroad with courses and internships in this field.

With regard to corporate culture experience, José Suárez states, “Language/ Business programs must, from the beginning, be visualized as a tool whose three legs are language, business, and internships. If a leg is removed, the stool cannot stand, let alone support anyone” (253). In an ideal world, we would like to provide our students with the rich cultural context of the business world and insights into how commercial activities are carried out in other countries. Internships give our students the cultural, social, political and economic contexts in which many decisions are made. Indeed, students must immerse themselves in the globalized economy, society, and culture of their target language. To provide our students with an internship in a Spanish-speaking country, however, is a daunting enterprise.

Suárez says that the main problem in obtaining an internship in a Hispanic country concerns past and present economic crises many of these countries have gone through. I do not totally agree with this idea; I think there is a more compelling argument as to why Hispanic countries do not offer internships to foreign students, Americans in our case. I would like to focus on Mexico, the country with which I am familiar. Also, Mexico should have become an enormous target country for American students after NAFTA went into effect.

Mexico has had a long tradition of demanding that their university students intern for a specific period of time working for a governmental organization or domestic company. This is part of the “Servicio Social” or “Pasantía” that Mexican students must comply with before graduation. Mexican companies offer opportunities to these students called “pasantías,” to carry out their “Servicio Social” without any kind of remuneration. Students have to work a certain number of hours a week, and the completion of the “Servicio Social” takes four months or one semester. This is, I think, one of the main obstacles to obtaining internships in Mexico for American students. If a leg is removed, the stool cannot stand, let alone support anyone” (253). In an ideal world, we would like to provide our students with the rich cultural context of the business world and insights into how commercial activities are carried out in other countries. Internships give our students the cultural, social, political and economic contexts in which many decisions are made. Indeed, students must immerse themselves in the globalized economy, society, and culture of their target language. To provide our students with an internship in a Spanish-speaking country, however, is a daunting enterprise.

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PROGRAMS

If we can overcome various obstacles and have our students go abroad, what is the best way to get internships for them? And even more questions arise. What are the best mechanisms to make sure that they benefit totally from the enriching experience of studying and living abroad? How can we make them aware of the business and social cultures of other countries? How do we convince them?

Almost every American university in the country has a study abroad program on campus. Also, many language departments run their own programs that are designed to cover their most immediate necessities. There are, however, very few universities and departments that combine both the teaching of languages and business culture. But a couple of these programs have been pioneers in this field, although it is not my intention to leave out any program on purpose. The Lauder Institute of Management and International Studies at the University of Pennsylvania has, for instance, taken a leading position on this issue. For the last fifteen years the institute has had programs in Chinese, English, French, German, Japanese, Spanish, Portuguese, Russian, and Arabic. They are at the graduate level, and the Institute’s MBA-MA program is noteworthy. Bourlaštkaia, Shields, and Diaz say that the “corporate visit program is a component of the summer immersion in which material for academic training is derived from real-life business practices where language and culture instruction extend beyond the classroom” (3). They also emphasize that “the Lauder program builds on the belief that it is essential to observe people’s behavior as a reflection of their culture and understand people’s perspectives in a cultural context” (4). They offer a detailed explanation of how the corporate visit program is structured and works in places like Germany and Russia.

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PROGRAMS ABROAD AND INTERNSHIPS

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The authors argue that through a series of visits where students observe, among many other things, the way employees look and speak, as well as their use of their workspace, they can tell a great deal about the company's culture. Students can compare and contrast "the information gathered during their visits and with the perspective of outsiders, [and they] can expand their understanding of the local culture" (8). What is not totally clear is if students understand the corporate culture of a given company or the country's business culture. But a basic question remains the same. How are students learning daily business, social, and cultural practices inside and outside a company if their visits are limited to no more than five hours per company over two months? Do students "really grasp the richness of a given business environment" (8), as the authors state?

It is, indeed, a great effort and achievement for the Lauder program and its professors to build and maintain contacts with local companies in Germany and Russia where American students can learn about local business practices. I would say, however, that the Latin American context might differ greatly. Although the authors do not offer information about the countries and companies that participate in the corporate visit program in Latin America, we should remember that learning business culture practices in Spanish-speaking countries might be more challenging for American students. American-based companies in Latin America follow their home-based corporate culture with few local cultural differences depending on the country where they are established. For Latin American employees even if they work for an American company, English is not their working language as could be the case in Russia where, for example, "visits to such companies are conducted entirely in English" (Bourlatskaya, Shields, and Diaz 9). This fact seems to leave out an important component, "cultural training and an understanding of key business practices in the country of the target language" (3). We cannot separate culture from language, because they are so closely connected.

Even stronger is the case for Latin America, where work life exceeds the boundaries of the office and becomes part of the social life. Mr. Johnny Bravo, an ex-lawyer from Ecuador and currently an employee at Wachovia in North Carolina, says, "los Hispanos, creo, somos más abiertos en el trabajo y constantemente lo mezclamos con la vida íntima o personal. Fácilmente en mi país de origen, Ecuador, nuestros mejores amigos son los que conocemos en la empresa, con los cuales compartimos mucho más que las metas laborales. Se convierten en amigos, pero amigos de verdad, en cambio en los EEUU, los compañeros de trabajo son eso y nada más" ("Hispanics, I think, are among many other things, the way employees look and speak, as well as their use of their workspace, they can tell a great deal about the company’s culture. Students can compare and contrast “the information gathered during their visits and with the perspective of outsiders, [and they] can expand their understanding of the local culture” (8). What is not totally clear is if students understand the corporate culture of a given company or the country’s business culture. But a basic question remains the same. How are students learning daily business, social, and cultural practices inside and outside a company if their visits are limited to no more than five hours per company over two months? Do students “really grasp the richness of a given business environment” (8), as the authors state?

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more open in the work place, and we constantly mix work with our personal lives. It is very easy in my country of origin, Ecuador, that our best friends are those who we meet at work, they are the ones with whom we share a lot more than just job-related goals. They become friends; real friends; instead, in the United States colleagues are nothing else but that.”) 2 For Mr. Bravo the experience of working in both Ecuador and the United States seems to give him the advantage of understanding both the Hispanic and Anglo business cultures in and out of the corporate offices.

The California State University at Fullerton has also been a pioneer in the teaching of languages and International Business. In 1990 Irene Lange and others explained that in the International Business Program with a language concentration, “the student is also exposed to specific knowledge related to the practice of business in the international arena” (89). Since 1984, 250 students have graduated (47%) with a concentration in Spanish. In the information collected with regard to all language students with internships, they mentioned that of the 215 that they have in their data pool, 70% are in the United States and the rest (30%) are in other countries. Three out of four students abroad were in Europe. Only one student was in each of the following: Chile, Mexico, El Salvador, Puerto Rico, Honduras, and Colombia. In the case of students with a concentration in Spanish, “only 12% of the Spanish majors had internships abroad (30% in Spain, others in Chile, Germany, Ecuador, Greece, Honduras, El Salvador, Mexico, Puerto Rico and Colombia)” (90; my emphasis).

CLEMSON AND UNC-CHARLOTTE

In the case of the Languages and Culture Studies Department at the University of North Carolina-Charlotte, the complexity of getting internships abroad for students has made them extremely difficult to arrange. The promotion of summer or semester programs abroad with certain special cognitive components has been put into practice for some time. If internships are too difficult to acquire, summer or semester programs become the next best option. Unfortunately, when it comes to this second alternative, many students tend to take into consideration how “touristy” a Spanish-speaking place would be to spend a semester or summer program. Spain is the “place to go” because it is in Europe and it is easy to travel to other countries from there. Costa Rica is appealing for its volcanoes and beaches. Students do not focus first

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PROGRAMS ABROAD AND INTERNSHIPS

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PROGRAMS ABROAD AND INTERNSHIPS

more open in the work place, and we constantly mix work with our personal lives. It is very easy in my country of origin, Ecuador, that our best friends are those who we meet at work, they are the ones with whom we share a lot more than just job-related goals. They become friends; real friends; instead, in the United States colleagues are nothing else but that.”) 2 For Mr. Bravo the experience of working in both Ecuador and the United States seems to give him the advantage of understanding both the Hispanic and Anglo business cultures in and out of the corporate offices.

The California State University at Fullerton has also been a pioneer in the teaching of languages and International Business. In 1990 Irene Lange and others explained that in the International Business Program with a language concentration, “the student is also exposed to specific knowledge related to the practice of business in the international arena” (89). Since 1984, 250 students have graduated (47%) with a concentration in Spanish. In the information collected with regard to all language students with internships, they mentioned that of the 215 that they have in their data pool, 70% are in the United States and the rest (30%) are in other countries. Three out of four students abroad were in Europe. Only one student was in each of the following: Chile, Mexico, El Salvador, Puerto Rico, Honduras, and Colombia. In the case of students with a concentration in Spanish, “only 12% of the Spanish majors had internships abroad (30% in Spain, others in Chile, Germany, Ecuador, Greece, Honduras, El Salvador, Mexico, Puerto Rico and Colombia)” (90; my emphasis).

CLEMSON AND UNC-CHARLOTTE

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on programs that would benefit their knowledge of Business Spanish or their International Business courses. It should matter to them that Mexico is our first Spanish-speaking commercial partner and that Mexico is often used as a springboard for American companies going to enter other Latin American markets. While Spain and Costa Rica offer good programs, prejudices against countries such as Argentina, Mexico, Colombia, Venezuela and others still exist and create an obstacle when persuading students to travel abroad. The media, movies, and exaggerated daily news regarding some of these countries may negatively influence students.

There is, indeed, an “attitude” problem among students. For instance, students’ views in regard to achieving certain levels of linguistic and culture competence are not at the same levels as the demands that they might encounter once they graduate and start working for an international company. I have often observed a lack of interest in many students to travel abroad especially when it comes to Latin America. Numerous students have the idea that International Business or Trade means working only for an international company, a bank (Banorte), or a non-profit organization (Human Rights Organization or a local orphanage). As hard as it is to obtain internships in Mexico for American students for the reasons mentioned earlier, we worked with UDG to find local companies willing to offer an internship to our students for four or five weeks. Through the internships students immerse themselves in the culture of the companies, socialize with employees in and out of the office, and be able to help with some small tasks at the company. Many students, however, have turned down the program, preferring to go to Costa Rica for reasons that have nothing to do with the quality of the classes they might take or the opportunity to work or volunteer at a small profit or nonprofit organization. The reasons? They reported that Costa Rica has nice

UNC-Charlotte faces a situation that reflects this issue. The university offers a summer program in Costa Rica that has been in place for over ten years and it has an excellent reputation among students. In 2001 another summer program was put in place at the University of Guadalajara (UDG) in Mexico. This program was different from that in Costa Rica: five weeks instead of four; classes at the University of Guadalajara, not at a language school; and the opportunity to hold an internship working for a small market- ing company, a bank (Banorte), or a non-profit organization (Human Rights Organization or a local orphanage). As hard as it is to obtain internships in Mexico for American students for the reasons mentioned earlier, we worked with UDG to find local companies willing to offer an internship to our students for four or five weeks. Through the internships students immerse themselves in the culture of the companies, socialize with employees in and out of the office, and be able to help with some small tasks at the company. Many students, however, have turned down the program, preferring to go to Costa Rica for reasons that have nothing to do with the quality of the classes they might take or the opportunity to work or volunteer at a small profit or nonprofit organization. The reasons? They reported that Costa Rica has nice

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beaches and volcanoes, the country is very safe, or, friends told them that they enjoyed it very much and the classes are not very hard.

Unfortunately, these comments do not show a genuine commitment from some students to get involved and learn about topics closely related to their future careers in Spanish and International Business. They want to go abroad as tourists. The problem, I think, lies within the students’ attitudes toward certain countries that blind them to looking at the advantages of spending time at a local company and learning from the cultural environment of both an office and society in general.

In our case, North Carolina has become the second target state in the US for Hispanic immigrants, most of them from Mexico. Understanding Mexico is of crucial importance to the region and the university. The country has long been important as a commercial partner and as a source of immigration. Globalization has forged new ties between Mexico and Charlotte, one of the fastest growing cities of the New South. Duke Energy and Bell South have invested significantly in Mexico, and the Bank of America and Wachovia Bank play important roles in lending transactions there. US Airways accounts for almost 90 percent of all commercial flights departing from Charlotte-Douglas International Airport and flies nonstop from Charlotte to Mexico City, Cancún, and Cuernav. North Carolina textile producers are heavily invested in Mexico. We would think that businesses need the services of university graduates who not only speak and write Spanish, but also possess an in-depth knowledge of Mexico, given the significance of the country in the new global economy and recent immigration trends.

Christine Uher Grosse mentions that “U.S. and Mexican business culture is extremely important since the working cultures are very different, even opposite in some cases” (26). If our students want a major with a Certificate in Business Spanish or a major in International Business but do not want to learn about cultural differences, what can we do to encourage them to go abroad and study at a university that offers courses created to meet their special needs or the opportunity of an internship?

There are several programs like the Language and International Trade Program at Clemson University where students must have an internship during their third or fourth year to graduate. At UNC–Charlotte we offer the Certificate in Business Spanish, and while an internship is not a requirement, we do encourage students to intern abroad. If we consider all the aforementioned difficulties in obtaining a Pasante in Mexico and the students’ resistance to going abroad, UNC–Charlotte has its summer program at the University of Essex nonstop from Charlotte to Mexico City, Cancún, and Cuernav. North Carolina textile producers are heavily invested in Mexico. We would think that businesses need the services of university graduates who not only speak and write Spanish, but also possess an in-depth knowledge of Mexico, given the significance of the country in the new global economy and recent immigration trends.

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in Guadalajara. This program first began at Clemson University with great success and since 2002 it has been part of the study abroad alternatives at UNC–Charlotte. There are, also, other options that the Study Abroad Office is always willing to offer.

Designing a short-term study abroad program requires much effort in administration and logistics. The Guadalajara Summer Program was created by working closely with the University of Guadalajara. At first, the cognitive aspect of the program was based on Spanish for Business and International Business students’ needs, and we included the internship component from the beginning as the “third leg” for the program to incorporate a real cross-cultural experience. The program offers the following classes:

- Analysis of Mexican Socio-Political Dilemma
- Mexican Economy in a Latin American Context
- Mexico in International Business
- The History of Relations between Mexico and the United States
- Economic and Political History of Mexico (1880–1994)
- Economic and Political History of Latin America
- The Mexican Political System
- Mexico and International Trade

In spite of their English titles, these courses are taught completely in Spanish. Also, as we can see, they are directly connected to social, political, economic, and cultural issues associated with Mexico, Latin America, and the United States, which are of greater importance for students of Commercial Spanish and International Business. Among the internships offered are those with:

For Profit organizations
- Banorte
- Empresa Punto Rojo (Marketing)
- Universidad de Guadalajara (Web site development)
- English-Spanish; Spanish-English translation

Not-for-profit organizations
- Orphanages
- Department of Ecology
- Human Rights Organization
- Working with children with AIDS

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All courses taken in Guadalajara form an important component of the curriculum. In addition to this, the home-stay experience was carefully considered as another important element of the program. Through the home-stay component, students shared breakfast, lunch, and dinner with their host family; these three meals were fundamental for cultural understanding and interaction between students and family members. Students from Clemson University and the University of Georgia who participated in the program have said that their cultural knowledge of traditions, customs, and culture in general has changed because of the internship factor. Thérèse Saint Paul mentions that in France “students met with the top management of a group of French companies” (62) as an important element of the program she described. In Mexico, interaction with top management, business owners, and other employees in an office, or invitations to such things as lunch, dinner, coffee after work, a family party, soccer games, or a picnic offered more culturally enriching experiences than classes. This program, in a way, shares the same philosophy as that of the Lauder program. “Language and culture instruction extend beyond the classroom [with] the belief that it is essential to observe people’s behavior as a reflection of their culture and to understand people’s perspectives in a cultural context” (Bourlatskaya, Shields, and Dzur 3–4).

We include comments from a Clemson student who took part in the program, since they reflect a better understanding of Mexican culture and its society. From food, people, and public transportation, everything was an important culture element that many students faced for the first time in their lives. Indeed, these experiences served to provide a crucial perspective on a different society, one that helped to diminish prejudices about certain peoples.

The five-week Guadalajara, Mexico program was a very beneficial educational experience for me. I thoroughly enjoyed every aspect of the trip. To begin, the program is affordably priced compared to other similar programs and this is the only program that offers both classroom learning as well as an internship opportunity. The city of Guadalajara was beautiful. Transportation was easy and reasonable and the food was very good with very affordable prices. There is much to do in the city, from museums and a zoo to a wide array of interesting nightlife. The family I stayed with had a very

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students. The following year seven students went on the program. There was not as important an increase as the one seen at Clemson where the internship element is a condition for graduation. It is more difficult, also, to convince students of the quality and importance of programs that offer a more in-depth immersion into the society and culture of the target country/language. If we consider the numbers provided by Irene Lange, Linda Andersen, and Doris Merrill, and compare them to those at Clemson, Georgia, and UNC–Charlotte, we can see that in more than ten years this situation has not changed. Based on their experience as consultants for international companies doing business in Mexico, Peggy Kenna and Sondra Lacy say, “Business failure internationally rarely results from technical or professional incompetence. It is often due to a lack of understanding of what people from other countries want, how they work and so on” (46). The authors further claim that “the future of any country in a global economy will lie with people who can effectively think and act across ethnic, cultural and language barriers” (46). It is a reality that internships in other countries offer important cultural features that generally cannot be achieved in our classrooms. Maybe we still do not have the means to obtain and quantify the benefits from internships abroad; but students hoping to be future business executives must be exposed, from the beginning of their college careers, to a real immersion, which can

When the Guadalajara program first started at Clemson University in the summer of 2000, only three students from Clemson and four from Georgia took part. The following summer, fifteen students from Clemson and five from Georgia traveled to Guadalajara as part of the program. The numbers, as we can see, increased dramatically from one year to the next. The program’s impact came from both the cognitive element and the internship factor. At UNC–Charlotte, where the internship is not necessary for receiving the Certification in Business Spanish, the summer program began in 2002 with only five students. The following year seven students went on the program. There was not as important an increase as the one seen at Clemson where the internship element is a condition for graduation. It is more difficult, also, to convince students of the quality and importance of programs that offer a more in-depth immersion into the society and culture of the target country/language. If we consider the numbers provided by Irene Lange, Linda Andersen, and Doris Merrill, and compare them to those at Clemson, Georgia, and UNC–Charlotte, we can see that in more than ten years this situation has not changed. Based on their experience as consultants for international companies doing business in Mexico, Peggy Kenna and Sondra Lacy say, “Business failure internationally rarely results from technical or professional incompetence. It is often due to a lack of understanding of what people from other countries want, how they work and so on” (46). The authors further claim that “the future of any country in a global economy will lie with people who can effectively think and act across ethnic, cultural and language barriers” (46). It is a reality that internships in other countries offer important cultural features that generally cannot be achieved in our classrooms. Maybe we still do not have the means to obtain and quantify the benefits from internships abroad; but students hoping to be future business executives must be exposed, from the beginning of their college careers, to a real immersion, which can
embrace the entire social, political, economic, and cultural experiences that can be obtained from living abroad.

Professors have implemented means to achieve cultural corporate competence, which mixes linguistic ability and cultural knowledge of the target country/language. This is an enormous step in the right direction with several programs around the country. The goal to have internships in Mexico is very difficult, but it is not an impossible task. It is problematic as well to change students' attitudes toward other countries and peoples.

It might be a good idea to establish requirements such as those at Clemson University, where the Language and International Trade Program demands students have an internship or a summer program with emphasis in Spanish for Business and International Business courses. It is important to keep in mind the Russian case described by Zhanna so American students are "able to establish interpersonal relationships with co-workers and within a culturally different community. [And] the trainees are required to interact directly with members of the target culture" (115). The Lauder program, the UNC-Charlotte summer program in Guadalajara, and several more already do this. A program should be student-centered in nature and must be designed to meet both the cognitive and interactive needs of cross-cultural learners.

Furthermore, the program could be interdisciplinary in its course content and incorporate Latin American Studies, International Studies, Sociology, Politics, and Economics. The growth in numbers of students from Clemson and Georgia going to the Guadalajara Summer Program with an internship is proof that these kinds of programs really work for our students.

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