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## Introduction

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after the course is finished. To earn one credit-hour, students from a cluster of related courses form Language Across the Curriculum sections in which they read foreign language articles regarding business, discuss them in a relatively informal setting, and write brief memos in the language studied. International students manage the sections, thus greatly lessening the cost. Graboyes' imbedding of a business language module within a FLC format is interesting and thought provoking.

The fourth and last article in the group of studies that examine aspects of the business language class is Germán Torres' article "Do Not Throw Out the Baby with the Bath Water: Alternative Ways of Explaining the Latin American Crisis in the Spanish for Business Classroom." Torres believes that the Spanish for Business instructor should be familiar with the basic tenets of globalization and with this aim in mind he begins his article with a long study of the general aspects of globalization. His article is more useful as a means of educating the Language for Business professional in basic elements of the world economy than in developing any new curricular technique.

Two articles that describe university programs in various part of the world and an article that describes a Title VI grant to develop French curricular materials provide useful information for business language and business curricula that, again, is not evident by their titles. The article by Zhanna Korotkikh entitled "Preparing Professionals to Perform Better in Intercultural Contexts" describes a program in cross cultural studies at a Russian teacher training college. The author states that Russian universities have reflected the traditional isolationism of the Russian government. As Russia lowered its barriers to the outside world, and changed its economic and political system, it experienced the need for training university graduates in the qualities needed to interact with people from other cultures. The development of this university level curriculum was important to the Russian educational system, but it was also useful for college and university programs in other parts of the world. Countries that have changed radically their political and social systems (Afghanistan and Iraq come to mind) will need some of these same aspects in their new educational systems. Other parts of the world which have been isolated due to historical or cultural reasons can also profit from the Russian experience.

The second article that describes university programs is the article by Michael Bryant and David Sheehan, "Creative Internationalization: The Importance of Institutional Culture," that describes the change in the corporate culture at a French business school. The administration of the ESC

Clermont Graduate School of Management decided that their school needed a special niche in the graduate business school market and that internationalism would be this niche. Basing their definition of educational culture on the corporate culture described in the Peters and Waterman book, *In Search of Excellence* (1981), they set out to change the culture of their school.

In order to achieve their goal they began to require foreign language proficiency for their students, they adopted a parallel curriculum in which their courses were taught in English to attract foreign students, and they began to recruit large numbers of foreign-trained business professors. They appointed key administrators who were foreign born, adopted a welcoming culture and expanded the required foreign languages for their students to include not just English but another foreign language. The result was a total change in their university culture, an increase in foreign students on their campus, and exchanges for their students and internship opportunities for their students. In 1989 the school networked with five other European universities to set up a common European degree at the Masters level: The European Masters of Business Sciences. In 1996 the school joined NIBES (Network of International Business and Economics Schools) whose seventeen members span four continents, considerably expanding the choices for student exchanges. The study of an educational culture and how it can change is similar to studies which examine business cultures and how change is brought about within them.

A third article within this group is "Taking French into the Next Century: The Development, Production, and Dissemination of Multimedia Instructional and Promotional Materials" by Eileen Angelini, Steve Loughrin-Sacco, and William Thompson. The article is basically a project report of a three year Title VI grant from the U.S. Department of Education to develop multimedia teaching and promotional materials in French in order to increase French enrollments in the U.S. in K-12. The report describes the development of about nine projects which include videos, teacher manuals, websites and bibliographies. Some of the projects are very interesting to French language and culture classes but have little relevance to the Business Language Curriculum.

Nevertheless, four of the projects described can be very useful for French for Business programs. These include: 1) The website on the relationship between France and the European Union developed in the project entitled "La France et l'Union Européenne: Entre Michelet et Michelin" by Irene Finel-Honigman. The website includes useful information on the institu-

tions of the European Union and on the French economy. 2) “The Disneyland Paris Case Study,” by Maureen McGuire-Lewis, presented both in French and in English and which can easily be used in a French for Business class. Exploring how the Disney concept has been both a success and a failure around the world, and revealing the particularities of a unique corporate culture, the case study provides students with every facet of a company known worldwide and yet which confronted major problems when it sought to establish itself in France and Europe. This case study includes pop-up boxes explaining highlighted vocabulary and a wide range of exercises, all in French. 3) One of the other projects described in this article that can be useful is “Frost in France” which involves the description of three Americans traveling to France to set up a joint venture. Students act out the roles of the American and French participants or serve as process observers. In the Business French curriculum, knowledge of cross-cultural negotiations and communication are a vital component. This project serves as a potentially fascinating exercise for the Business French class. 4) Finally, the project described as “Teaching the Business French Course” by Jo Ann Hinshaw is a website which provides clear and concise explanations of the terminology and concepts of those components of business and economics which are the most difficult for foreign language educators.

Globalization has been a topic of great importance to the international business curricula and the issues that it deals with cannot be separated from language policy. Two articles in this group address different aspects of globalization and its relationship to language. J. Archibald in “Protection by (Dis)association” presents a study of how both international and national organizations can serve to protect language particulars when faced with the onslaught of the influence of a language with world dominance such as English. Connie Bates’s article “As Business Globalizes, So Should Country Names,” on the other hand, presents the existence of forces such as the United States government and the United Nations which postulate geographical names that should be uniform and not specific to a particular language.

Archibald shows us in his article how a region like Quebec uses both an international association (the WSIS) and a regional one (the OQM) to assure the survival of differences, such as regional language, versus the hegemony of a dominant language. He introduces his article with a presentation of one Francophone position, which has been referred to as Anglophobic and which sees the dominance of English as a threat to its existence and then advocates a second attitude, one which recognizes that alliances with other

language groups may, in fact, provide collective assurance of language and cultural survival or what he calls “protection by association.” He believes that this second attitude is part of a global trend also, the growing international consensus on the positive aspects of cultural and linguistic diversity. He also believes that despite the fact that most French-speaking polities are not ready to relinquish legislative and regulatory authority in matters of language and culture to federative or supranational organizations, there is, nonetheless, a greater willingness to work toward a common good and to align one’s self with other language groups. Finally, he concludes after a detailed study of how relationships with both types of organizations can take place that “both association and disassociation may in the end have similar effects.”

Connie Bates selects some pertinent examples of the use of dual country names and documents them with extensive historical research. She then compares the existence of such diversity with the effort by both the U.S. and the UN to select uniform geographical names. She points out that sometimes a particular country will change the widely accepted name for itself to another, perhaps more historically relevant name or a name that has political or ethnic associations. The international businessperson needs to be aware of these ramifications in order to avoid social blunders that could antagonize business associations in the foreign country.

The last two articles, “Capitalizing on A Cross-Cultural Experiential Model—China, Singapore, and the U.S.: Albion in China Role-Play Negotiation Simulation Implemented in Singapore” by Marta White, Jeff Russell and Phyllis Wachob and Steven Heine’s “Zen in the Workplace: Applying Anti-structure to Enhance Structure” present different perspectives on the East-West interaction in training business students and business managers. The White, Russell and Wachob article seems on first glance to be primarily a description of the use of simulations in business school pedagogy. But on closer examination the study explores the notion of cross-cultural literacy, and the interdependencies among language, communication and culture. Business school students in Singapore of mainly Asian heritage were presented with a simulation of a business negotiation in which a U.S. company went to China. They were asked to play the roles of the different negotiators, sometimes in Chinese, sometimes in English, sometimes in both languages. All of the students were from a Confucian-heritage school system where knowledge resides with the teacher and they found the ambiguity of the exercise frustrating. They also commented on how their attitudes and

behavior changed according to which language they were using, Chinese or English. This article presented thus the use of Western style business school educational techniques to students from an Eastern educational world.

The article by Steve Heine describes a different kind of influence, the influence of Eastern philosophy or Zen on Western business techniques. Heine analyzes most of the business books based on the application of Zen to Western business techniques and comes to the conclusion that these studies ignore one kind of Zen, the Zen emphasis on anti-structural behavior. Zen techniques, which developed between the eleventh and fourteenth centuries, resulted in the proliferation of art of war strategies for warriors based on the virtues of attentiveness derived from an advanced spiritual awareness. Heine points out that Zen also encourages managers to be innovative and original but not as an end in itself. This is effective as long as it is part of teamwork and group goals. Heine gives examples of how Zen is applied to basketball competitions and also applies it to management situations. The application of Zen to management situations shows that the leader is encouraged to cultivate all his or her unique creativity while at the same time bringing out the talent in colleagues as a result of the ensuing teamwork.

In conclusion, the articles we have selected for inclusion in this special issue represent new and varied ways of approaching the teaching of business languages, business curricula and developing college and university programs to meet these special needs. The interdisciplinary nature of some of these studies reflects new trends and developments that have come about as a result of the relationship between areas that once were separate from each other such as business and foreign languages. It is our hope that future CIBER conferences for business and foreign languages will continue to develop some of these themes and explore new ones.

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