AFTER MORE THAN A DECADE OF GROWTH and development, the field of languages for specific purposes (LSP) in the United States has come of age. Its position in the foreign language curriculum seems secure and it has established a presence at the majority of US colleges and universities. The even distribution of LSP at small, medium, large, public, and private institutions indicates a widespread willingness in the profession to innovate and expand the base of foreign language offerings. LSP courses provide an alternative to traditional language courses at the first- and second-year levels and an option other than literature, civilization, or linguistics for advanced undergraduate and graduate students.¹ In this article we trace the development of LSP in the United States, present a rationale for its place within the foreign language curriculum, and offer an assessment of its research base.²

NATURE OF LSP IN THE US

Current developments in LSP in the US derive from experiments in creating undergraduate business foreign language courses in the early to mid-1970s. In a 1979 survey of the undergraduate foreign language curriculum, Schulz found career-related courses at 218 foreign language departments at four-year institutions (thirty-one percent of the respondents). A small number of interdisciplinary programs existed at the graduate level, most notably the Master’s in International Management (MIM) at the American Graduate School of International Management in Glendale, Arizona, and the Master’s in International Business Studies (MIBS) at the University of South Carolina. Implemented in 1979, the Language and International Trade Program at Eastern Michigan University became the first undergraduate degree program in the United States combining foreign language and area studies with coursework in business and economics.³

By 1985, LSP courses and programs were in place at over 275 institutions of higher education, sixty-two percent of the responding 450 colleges and universities (87). A 1989 study gathered information on LSP at over 400 foreign language departments at 328 four-year institutions, fifty-eight percent of the 569 responding institutions (90). In each study, the presence of a professional school, especially in business, has had a strong relationship with the offering of LSP, suggesting a certain degree of interdisciplinary cooperation between it and the institution’s foreign language department(s).
THE LSP CURRICULUM

At four-year academic institutions in the US, over sixty percent of LSP courses are offered at the advanced undergraduate level, about twenty-one percent at the intermediate level, and about nine percent each at the elementary and graduate levels. Courses in LSP have similarities to the traditional foreign language, culture, and literature offerings, as well as attributes that distinguish them from the conventional curriculum. These likenesses and differences relate to content, the context for language use, and the needs and goals of learners.

LSP course content at the beginning and in intermediate levels (roughly one-third of all LSP courses offered) parallels the content of traditional first- and second-year language courses, with an emphasis on the development of communicative skills and linguistic accuracy. The methodology for LSP covers the same spectrum practiced in regular foreign language courses. Furthermore, both types of language courses share some areas of vocabulary and contexts for practice dealing with everyday life situations.

The major difference between beginning and intermediate LSP and non-LSP courses lies not so much in the content, but in the context in which the language is learned. In the LSP course the context of oral and written discourse and learning activities is drawn from professional content areas such as business, engineering, or medicine, a context almost totally absent in traditional language courses, textbooks, and teaching aids. Specialized vocabulary and authentic materials such as business correspondence and documents are incorporated in the instructional process.

Use of authentic materials and communicative activities increases at the advanced undergraduate and graduate levels (corresponding to approximately two-thirds of LSP courses), as it does in traditional advanced language courses. Emphasis shifts from the development of basic language skills to the use of the language in professional contexts. Simulations of actual situations in which students have to accomplish specific tasks are very often used to improve specialized language skills (both written and oral). Role playing is frequently done in contexts requiring a sensitivity to cultural differences; that is, situations involving cultural norms which affect business and professional practices in the targeted foreign society. Some advanced business language courses concentrate on preparing students for the Spanish, French, or German Chamber of Commerce examinations. In these cases as well, the context used for practicing the language remains that of the professional area of specialization of the students.

Course goals and learner needs often differ in LSP and traditional language courses. The LSP learner will have many of the same needs with respect to developing language proficiency, but specific learner outcomes and language functions vary. For example, the goals for a business language class might include being able to carry on a conversation with a client, make presentations, negotiate proposals, or write memos and reports. Learners’ interests with respect to cultural knowledge and awareness also reflect their purposes in developing a command of the second language. Because LSP course content and class activities are geared closely to professional goals, LSP student motivation in terms of interest and attention tends to be high.

The quality and academic integrity of LSP offerings and their appropriateness in institutions of higher education are matters of great concern for instructional staff and for observers. LSP faculty are almost always the same foreign language professors who also teach the traditional foreign language, culture, and literature courses. They hold doctorates in language and/or literature and have often published articles and books in traditional areas of scholarly interest. The extent of their training in business or a professional specialization ranges from a general knowledge of the field to experience, coursework, or advanced degrees in the professional area. The similarity of content, methodology, and faculty in LSP and traditional language and literature courses helps assure a high level of professionalism among LSP faculty. Given the immediate applicability of course material and skills to success in their careers, students demand sound course content with practical and relevant class activities, factors which argue well for rigorous academic standards in LSP offerings.

RATIONALE FOR LSP

Diverse and powerful forces form the basis for the rationale to include LSP in the foreign language curriculum. The motives of LSP innovators include the desire to promote foreign language study and diversify the curriculum, the necessity for infusing professional education with humanistic perspectives, and the drive to internationalize American higher education.
Diversify and Expand Foreign Language Study

As Schulz documents in her landmark study of the undergraduate foreign language curriculum, foreign language enrollments experienced a decline in the 1970s. During that time some departments decreased their size and laid off faculty members. The failure of the traditional curriculum to hold student interest in foreign language study beyond the second-year level attracted national attention and fueled the drive to find alternative paths of study in foreign languages. The proliferation of LSP courses in the 1980s can be attributed in part to the impetus in the profession to diversify and expand the traditional foreign language curriculum. The application of language and cultural studies to the requirements of specialists in business and the professions broadens foreign language education, long focused almost exclusively on literature. In the early 1980s, Brod (21), Di Pietro, Lantolf and Labarca, and Woloshin made compelling arguments for the diversification of the foreign language curriculum. According to Brod, “literature can no longer be regarded as the single goal of language study, but merely as one—if perhaps the richest and most rewarding—of the doors that open to a student in consequence of learning a second language” (p. 324). Woloshin cites the need for undergraduate foreign language programs that “encourage students to prepare for a wide variety of careers in which second-language proficiency is a vital asset” (p. 361). The graduate foreign language curriculum’s resistance to change in spite of a growing awareness of the need for innovation was documented by Di Pietro, Lantolf, and Labarca. They noted that the undergraduate curriculum was expanding much more rapidly than the graduate in areas such as LSP.

Courses and programs that demonstrate the practical value of the liberal arts for professionals in today’s world appeal to students majoring in business and other professions who have an interest in languages, the humanities, and global perspectives. Without LSP courses and the new interdisciplinary programs, many such students would not continue language and cultural studies beyond the minimum required in high school or college. By diversifying the foreign language curriculum, LSP courses attract new students to the study of foreign languages at the university level. For students whose interest in foreign languages and cultures encourages them to continue such studies beyond existing requirements, LSP offers exciting career possibilities in addition to teaching.

The capacity of LSP to promote foreign language study and diversify the curriculum is highlighted by Rivers. She outlines five new directions for foreign language programs, including linking foreign languages with international studies and the teaching of LSP. According to Rivers, LSP is an important way to provide choice in upper-level foreign language courses and to encourage students to stay in foreign language programs long enough to develop a working language proficiency. She urges the profession to show imagination and willingness to innovate by developing a new curriculum that responds to learners’ needs and interests. Judging by the widespread presence of LSP in the curriculum, many foreign language educators in the US demonstrate the spirit Rivers seeks.

Infuse Professional Education with Humanistic Perspectives

These developments are a response by educators to the realities of changing global relationships in which foreign business partners and clients increasingly expect Americans to make serious efforts to operate in their languages and with sensitivity to their cultures. Foreign professionals often prefer to establish a personal relationship of mutual trust, respect, and understanding with potential business partners before considering the possibilities of formal collaboration. Understanding cultural differences such as attitudes toward time and work forms part of the background necessary for conducting successful professional activities abroad. An appreciation of foreign literature, art, music, and dance can establish common ground for developing such international ties, as can a knowledge of geography, the distribution of natural resources, economic development, and the labor force of individual countries. Similarly, historical knowledge is important because historical developments—especially the evolution of religion, social and military conflict, and politics—affect present-day business and professional practices.

For these reasons, humanistic concerns and interests pervade most individual LSP courses and programs. To be effective, the study of LSP cannot be separated from the study of the culture and society in which the language is spoken. Applied language studies must provide not only a professional working knowledge of the foreign language, but also an understanding of cultural factors related to working and living in the corresponding foreign setting. In the new interdisciplinary
curricula, this philosophy must extend beyond the language and area studies components and into the business and professional coursework.

Strongly encouraged by the accreditation standards of the St. Louis-based American Assembly of Collegiate Schools of Business (AACSB), many business schools are internationalizing their curriculum in three basic ways. First, they are adding a global focus to existing business courses. Second, many are creating new courses in international business and specialized international courses such as marketing, management, finance, accounting, and information systems. Third, working with foreign language teachers and other humanists, business educators at some US institutions have established international business programs which require the study of foreign languages and cultures and include other humanistic components as well. Over the past decade many of these initiatives have been funded by federal and state agencies and by private sector organizations—most notably Title VI (US Department of Education), the Fund for the Improvement of Postsecondary Education, and the Exxon Education Foundation—demonstrating an enlightened commitment to revitalizing our education system in response to new global realities.

In her recent article on new directions in the study of foreign languages, Kramsch attributes the national trend toward broadening the nature of language study to economic and political pressures, rather than to a renewed interest in humanistic education per se. In a conciliatory gesture, she acknowledges that increased foreign language study may further the goals of international peace and understanding. Whether Kramsch is correct or not about the motivation behind the expansion of the foreign language curriculum, the result is an alliance of humanistic and professional interests. Citing the need for “more flexible, interdisciplinary curricula” (p. 9), Kramsch urges departments to expand through innovative course offerings and cooperative efforts with other academic units.

In essence, the new interdisciplinary curricula created, in part, by the internationalization of business and professional education involves a combination of career training with information, issues, and concerns usually associated with the liberal arts. Because it requires a new kind of communication across disciplinary lines, internationalizing curricula in all fields of study helps to overcome the rigid compartmentalization of knowledge characteristic of the American educational system. Interdisciplinary cooperation among humanists and business or professional educators provides an atmosphere in which all can learn to understand and appreciate the value of the others’ specializations.

Internationalize American Higher Education

As we enter the 1990s, major world events are taking place which no one anticipated one year ago. The movement toward economic and social restructuring throughout Eastern Europe signals not only an end to the arms race but also the birth of potentially major new players in the world marketplace.

Compared to other countries such as Japan and the European nations, the United States is ill-equipped in certain basic respects to participate in the expanding international community. We lack citizens in many specializations who can communicate effectively in foreign languages and understand other cultures and value systems. For the most part, our schools do not incorporate global perspectives into the curriculum. Most college graduates have not developed the expertise to understand even one foreign language and culture. Consequently, most American professionals—whether in business, government, medicine, law, or travel and tourism—lack the basic skills needed to cultivate professional relationships with colleagues in foreign countries (or speakers of other languages in the United States) and do not have easy access to new ideas and developments in their areas of professional activity. Senator Paul Tsongas of Massachusetts called on the foreign language profession to meet the needs of today by orienting language instruction toward business, which he considered to be the most promising application of foreign language training (p. 117).

The emergence of an interdependent global economy, the development of instant global communications and rapid transportation, the great expense involved in developing high technology, space exploration, and scientific research, and other conditions of global civilization are forcing the US to reevaluate the effectiveness of its entire educational system. After more than a decade of national task force and commission reports underscoring the deplorable state of our education system, the time has come to make fundamental changes. The challenges to human survival in the twenty-first century and beyond will require a pooling of resources and expertise that is only possible with foreign language and international studies as an essential foundation. For this reason, one modification of US education must be the incorporation of global perspectives throughout

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articles in parentheses): These periodicals are (with number of LSP research (134 articles) on LSP-related subjects. Canadian) have published the majority of research, coinciding with the surge of interest in the field. Eight professional journals (six American, one French, and one Canadian) have published the majority of research (134 articles) on LSP-related subjects. Most of the activity has occurred in the last decade, not unexpectedly coinciding with the challenges of the twenty-first century.

The twentieth century has been a period of explosive growth in knowledge and a period of as rapid a series of changes as any in the history of human civilization. The development of interdisciplinary programs combining language and international studies with business, professional, scientific, and technological education is one way to improve the preparation of US citizens to meet the needs of the learner, which to this day remains a basis for LSP curriculum design.

In the first half of this century LSP was found in two major parts of the foreign language curriculum: 1) commercial Spanish and French courses; and 2) reading courses in French and German for psychologists, scientists, engineers, mathematicians, and physicians, among others. The business language courses primarily covered specialized terminology and correspondence. Since many graduate programs in science, engineering, and medicine required a reading knowledge of a foreign language, language departments occasionally offered courses that were geared toward specific majors (Scientific German, for example). In the early sixties, the sparse literature of LSP focused on languages for science and technology. For example, Barber’s work analyzed the structural nature of scientific prose. Swales (188) attributes the start of the LSP movement to this work by Barber. The textbook writer A. J. Herbert noted the special problems associated with language for science and the expression of technical facts and ideas.

Vocabularies and Glossaries

Various vocabularies and glossaries for specific purposes were issued in the sixties by government agencies such as the Peace Corps, e.g., Health Vocabulary–Guide for Translation into the Language, Chinyanja, of the Host Country Malawi; A Glossary of Agricultural Terms–English-French, French-English; and others. Such work continued throughout the seventies in articles like those on how to produce basic vocabularies in German for natural science and technology (113), the need for dictionaries for scientific Spanish (2), the identification of word stems in scientific Russian (93), and special purposes dictionaries in Spanish (29).

Career Education

In the seventies career education became popular in the US public school system, coinciding with the surge of interest in foreign language study for communicative purposes. In 1974 Lester &
Tung reports on cross-cultural and language studies by Fuller, and by Christine Grosse (84) examines the development of an annotated bibliography entitled "Foreign Language Instruction and Career Preparation" (211). Other publications described techniques for individualized materials development for a career Spanish course (152), career materials for German (128), the world of work (7; 19; 142), ways to blend career education concepts with the foreign language curriculum, and appropriate teaching methods for career-oriented foreign language courses (139). For the most part these works took the form of "how-to" guides.

**Curriculum Development**

During the last two decades, the field of LSP has reflected major trends in second language education such as a curriculum based on learner's needs and purposes in using a language, the use of culturally and linguistically rich authentic materials to provide relevant and interesting input in a content area, and the integration of language, cultural, and content instruction. Three aspects of curriculum development receive the most extensive treatment in the LSP literature: course and program design, needs assessment, and interdisciplinary cooperation. As foreign language departments added new LSP courses to their programs, an interest in curricular models flourished. As a result, case histories and reports on the development and implementation of LSP courses and programs proliferated. Consequently, over fifty papers on courses in the following languages for specific purposes were published: French (twenty-four since 1976), German (eighteen since 1974), and Spanish (fourteen since 1976).

With respect to model programs, a number of articles treat the rationale, design, and implementation of LSP programs: e.g., the language and international trade program at Eastern Michigan University (171; 172), the Master's in International Business Studies (MIBS) program at the University of South Carolina (74; 111; 112; 185), foreign languages and international studies in Colorado (154), international education for engineers at Illinois, Urbana-Champaign (206), a cooperative program between business and institutions of higher education in Virginia (151), the business language program at Rhode Island (77), languages for international professions (92), foreign language programs for journalism and communication majors (201), and the LSP program at Warley College, Smethwick, Great Britain (35).

The place of LSP in the foreign language curriculum has been the subject of considerable discussion since 1974. In the literature, LSP assumes the following curricular roles: 1) an innovative area within a department of Romance Languages (126); 2) a player in the changing role of the university language department (45); 3) an alternative for upper-level language courses (117); 4) a model of how business German can be used for constructive change in the foreign language curriculum (20); 5) a way to expand foreign language offerings (26; 71; 96; 158); and 6) a major part of the foreign language curriculum of the future (56; 204). Various works examine other curricular issues such as course objectives, content, and tasks for LSP (67; 179); a design for basic language programs for special needs plus general proficiency (91); the opposition of some faculty members to the inclusion of LSP in the traditional foreign language course offerings (76); approaches to marketing business Spanish (86); and ways to design effective language training for professionals (207).

Needs assessment is an area of central importance for LSP since by definition LSP courses are designed around the specific language needs of the learner. Publications focus primarily on the language needs of the workplace (132; 135; 136; 210), US-based corporations, and UK-based corporations (155). Studies by Fuller, and by Clifford and Fisher investigate the language needs of the US government. The demand for foreign language proficiency for national security is the subject of Hoegl's work. Others assess the language use and interests of professional school students (39; 124; 183) and the nontraditional language student (114).

The relationship of foreign language departments with professional schools or the private sector is the subject of a number of studies whose primary focus is on interdisciplinary cooperation with business schools. Grosse (84) examines the attitudes of foreign language and business faculty toward each other and their disciplines. Grandin (80; 81) describes a cooperative effort between foreign languages and engineering.

A number of publications cover the interaction between foreign languages and the private sector. Tung reports on cross-cultural and language training in Japanese multinationals.

International internships for business language programs are described by Paulsell (149) and Schaub (171).

In an effort to measure the presence of LSP in the higher education curriculum, several surveys...
were undertaken. Alvarez’ directory of programs in functional French gives a very brief description of courses in French for specific purposes at selected universities in South America, Europe, Africa, and the Middle East. In 1982, Grosse’s survey of Spanish for business at AACSB colleges and universities (89) gave a preliminary indication of the growth of the field. Her subsequent survey (87) of languages for business and the professions provided additional information about the extent to which LSP had become a part of the foreign language curriculum. Five years later, Grosse and Voght conducted a similar, more extensive survey of LSP at US colleges and universities. In addition, surveys on business German (22), commercial French (41), and LSP in the secondary school (88) added to the knowledge base on the nature and development of the field.

The Integration of Language and Culture

One of the areas receiving the least coverage in publications concerns the integration of language and culture in LSP. To illustrate cross cultural conflict, Hampares cites examples of the treatment of US business in the Spanish American novel. A descriptive study by Tung provides insight into the cross-cultural training programs of eighteen Japanese multinationals, while Inman (109) investigates cross-cultural and language training in US multinational corporations. Their findings pose an interesting contrast to the curriculum of university-based LSP programs. Others like Dugan (54), Gerulaitis, Paulsell (148), and Surles discuss ways to integrate cultural components in the business language classroom. Savoie describes a French culture course for non-language majors. Finally, Rippert-Davila offers excellent advice to the would-be academic consultant who wishes to provide cross-cultural training for business.

The Proficiency Movement

Several authors have investigated the relationship of LSP to the proficiency movement. For example, Buck and Hiple present a rationale for defining and measuring foreign language proficiency programs for business and discuss the potential of proficiency-based learning for applications in international business. At the high school level, Fryer (66) describes the use of proficiency-oriented business units. Others examine the popular Chamber of Commerce exams in French, German, and Spanish in relationship to curricular content in LSP and to the ACTFL oral interview. For example, Bowling considered the format, content, and scoring procedures for the certificat pratique oral exam of the French Chamber of Commerce. In business German, Lande and Schweckendiek found that the Zertifikat Deutsch als Fremdsprache and the Oral Proficiency Interview correlated well with respect to the evaluation of speaking skills. Along similar lines, Cummins (42) compared the Paris Chamber of Commerce examinations with the ACTFL/ETS Proficiency Guidelines and recommended their use to assess the language ability of individuals in an international business setting. The legal aspects of the Chamber of Commerce proficiency exams are the subject of Tcachuk and Gragg’s article, while Elling explored the use of the German business diploma for evaluative purposes.

Methods and Materials

A body of work investigates methods and materials for teaching LSP. Among the pedagogical papers are a proposal for a new methodology for scientific and technical Russian courses (32), suggestions for teaching legal French (72), a computer-assisted approach to teaching business German (82), techniques for teaching business French (100) and business Spanish (144), reading strategies for the business language class (169), and how to create a company for business German (47). The case study approach to teaching languages for business is treated by Paton, Dany, and Dany and Noe.

With respect to instructional materials, the literature includes studies on materials collection, selection, and the role of authentic materials in LSP (166); evaluation of texts in business Spanish (85); authentic materials for business Spanish (205); the electronic language laboratory’s place in international business courses (127); the value of video as a motivational tool and vehicle for situational practice in LSP programs in Sweden (187); and library resources for students of commercial French (58).

Discourse Analysis

European authors have dominated the research in discourse analysis in LSP with a concentration on scientific and legal texts. In one of many articles on the subject, Widdowson (208) formulated a description of the characteristics of scientific language. Garfield and Welljams-Dorof conducted a citation analysis of language use in international scientific research using the database of the Institute for Scientific Information. Other work in this area examined the integration of forms of
scientific discourse in French (17; 200) and legal discourse in French (6). With respect to interlanguage, Selinker and Douglas present the results of some empirical studies on LSP and interlanguage, while Cornu and Delahaye consider variability in interlanguage, comparing LSP and non-LSP interlanguage talk.

A RESEARCH AGENDA FOR LSP

As the thirst for course and program models is gradually quenched and the field of LSP in the US matures, research directions may take some interesting turns. Some areas that might be studied are comparative analyses of LSP and traditional foreign language courses; effects of LSP on proficiency development of foreign language majors and professional students; motivational and attitudinal studies of LSP learners; possibilities for interdisciplinary cooperation in LSP; experiments in authentic materials for LSP; technological innovation for LSP; development of partnerships of languages and the professions for educational advancement, community outreach and fundraising; the training of LSP faculty; the level of content knowledge desirable for LSP instruction; the balance of language, content and culture instruction in LSP; faculty perceptions of and attitudes toward LSP; cultural needs and interests of LSP students; and linkages with and acknowledgment of work in English for Specific Purposes. The research agenda for LSP should continue to grow as more scholars devote their time, energy, and interest to this “new” addition to the foreign language curriculum.

CONCLUSIONS

As the eighties progressed, increasing attention was devoted to pedagogical concerns and the broadening of the language curriculum. Educational task forces, government, business, faculty, and students articulated the need for courses that would encourage people to apply their language skills in careers in business, engineering, medicine, law, journalism, tourism, and international relations. In response to the demand for applied language studies, foreign language educators in the US have worked to create new courses and programs aimed at students who might otherwise abandon language and international studies as impractical. Through curricular innovation such as LSP, foreign language education can adapt to the changing needs of students and society. This moment in history favors a strengthening of foreign language education and an elevation of our discipline to a position of increased importance in the mainstream of the education system nationwide.

NOTES

1 The generalizations in this introductory paragraph, as well as statistics about LSP in the US presented in this article, are based on data gathered in a survey of 2,286 foreign language departments at four-year institutions. See our report (90) for details.

2 Developments in Europe and the Third World which provided early impetus to the LSP movement worldwide in the sixties and seventies are described by Swales (188; 189). In this article we do not cover the sister field English for Specific Purposes, which has its own extensive literature (see 110; 163; 209). Also, no attempt has been made to include translation and interpretation since they may be regarded as separate subfields within the broader category of foreign languages for the workplace.

3 For further description of the MIBS program see 74; 111; 112; 185. For the EMU program see 27; 28; 141; 171; 172; 203. The American Graduate School of International Management (Thunderbird) program is discussed in 164 and 173.

4 The task force and commission reports are listed in the appendix. All, with the exception of the NEH report, argue in favor of foreign language education and the internationalization of the American educational system.

5 See 14; 16; 48; 116; 156; 157; 158; 176; 178.

6 The French articles cover the following types of courses: French for Voice Majors (4), French for Business and Journalism at Notre Dame (122), French for Journalism (168; 202), Business French (15; 26; 30; 38; 52; 60; 61; 65; 140; 141; 198), Legal and Commercial French at Vanderbilt Law School (31), French for Immigrants (34), French for Tourism (12), Mathematical French (131), Scientific French (167), French for Canadian Diplomats (51), French for Field Work (184), French for Special Purposes at the University of Southampton (9), and a French culture course (170).

The German articles describe the following courses: Business German (77; 105; 112; 164; 176; 194); German for Engineering, Science, and Technology (24; 79; 80; 81; 120; 165); German for Foreign Workers (11); German for Psychology Majors (5); German for Reading (13; 83);
German for Travelers (199); and Theological German (97).

Design and implementation of the following Spanish courses are treated in the literature: Business Spanish (129; 138; 143; 159; 186; 197; 203); Spanish for Social Services (50; 150); Spanish for Health Care Personnel (130; 146); Legal and Business Spanish at Vanderbilt Law School (121); Commercial, Legal, and Medical Spanish at Wright State University (25); and Spanish for Legal Assisting (59).

Several articles refer to course development in less taught languages: Japanese for Tourism (101; 115; 162); Russian for Business (118); Technical Russian (193); Business Italian (63); Business Portuguese (185); and Latin for Theology (134).

See 8; 37; 54; 62; 106; 107; 108; 137; 191; 192.
See 46; 55; 70; 74; 111; 153; 171; 177; 180; 183.
See 27; 40; 53; 64; 78; 94; 104; 133.

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**APPENDIX**

**Reports (by Title) Advocating International Education**

_Academic Preparation for College. What Students Need to Know and Be Able to Do._ New York: College Board, 1983.


