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**AN OVERVIEW OF BUSINESS ENGLISH MATERIALS**  
**Uma Visão Panorâmica de Materiais Didáticos de**  
**Inglês para Fins Empresariais**

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**Abstract**

*Business English represents an ever-growing area of research within the broader field of English for Specific Purposes (ESP). In recent years, the publication of teaching materials in the area has become a booming industry. In order to help teachers in the process of materials selection, we present an overview of recently published Business English materials available in the market according to catalogues from Cambridge, MacMillan/Heinemann, Heinle & Heinle, Longman, Oxford and Prentice Hall/Simon & Schuster released in 2000-2001. First we present background information on Business English within EFL teaching and then proceed to discuss the materials available.*

**Key-words:** *ESP; Business English; materials selection; EFL teaching.*

**Resumo**

*O ensino de inglês para fins empresariais representa uma crescente área de pesquisa dentro do ensino de inglês instrumental (ESP). Nos últimos anos, as publicações de materiais didáticos na área têm crescido significativamente. Com o intuito de auxiliar professores no processo de seleção de materiais, apresentamos uma visão panorâmica de materiais da área de acordo com os catálogos da Cambridge, MacMillan/Heinemann, Heinle & Heinle, Longman, Oxford and Prentice Hall/Simon & Schuster lançados em 2000-2001. Primeiramente, apresentamos informações sobre essa área de investigação dentro do ensino de Inglês como Língua Estrangeira e procedemos, então, à discussão dos materiais.*

**Palavras-chave:** *inglês instrumental; inglês para fins empresariais; seleção de materiais; ensino de inglês.*



## 1. Introduction

Business English, here undertaken as a branch of English for Occupational Purposes, has not only become a new multi-disciplinary area of research within ESP studies, but has also grown to be a dynamic area of specialization within the overall field of English Language Teaching (Flowerdew, 1990). Research has shown that in Brazil, for instance, business English courses have emerged due to a great demand from public and private institutions (Salm, 1999). However, business English teachers still lack potential practical information which may help them to become aware of the materials available in this area.

According to Celani (1998), English for Specific Purposes has been a materials-led movement and, until recently, part of the role of ESP teachers had been to write teaching materials to meet the needs of learners. Dudley-Evans & St. John (1998) have stressed the importance which ESP teachers should also attribute to using and evaluating published materials in this area.

As business English teachers from public and private institutions in southern Brazil, our experience has contributed to raise our concern about issues regarding materials evaluation in this area. First, many English teachers in Brazil are requested to teach business English courses in a 'start right away' schedule, with textbooks inherited from past classes or imposed on teachers by institutions; and second, there is lack of potential and practical information related exclusively to published business English materials, which generally increases the difficulty for teachers to assume a more critical role in these contexts.

In view of that, information is needed both in order to contribute to business English teachers' awareness in relation to these factors and also to optimize the process of evaluation and selection of Business English materials in this context. In an effort to contribute to the area, this paper takes an essentially practical approach to these issues. Specifically, the purpose of this paper is threefold: first we present a brief overview of the different approaches used in the ascent of published materials and of the current research in this area. Then we provide an updated summary of the business English published materials according



to six different publishers' 2000-2001 catalogues. Finally, we discuss this information in relation to aspects such as how updated the business English published materials are as compared to currently developed ESP research, the roles these materials appear to assign to teachers and students, and whether these roles are in line with current thinking on teacher/learner roles.

## 2. An overview of different approaches and of current research

Business English textbooks<sup>1</sup>, initially, were a reflection of the EFL teaching approaches adopted for business English teaching (Ellis & Johnson, 1994). For example, *British Banking* (by J. Firth in the Peter Strevens series, published by Cassell in 1971) contemplated the structural approach to language teaching, consisting of activities such as comprehension questions, vocabulary exercises and structural drills. Later in 1972, *The Bellcrest File* was published, which emphasized training of the skills of communication in English within a business context. This course was taken to be a reflection of the structural/audiolingual approach to language teaching. During the mid-70s and 80s, business English teaching focused more and more on the functional approach, presenting language for making appointments, confirming plans, introducing people, as in, for instance, *Functioning in Business* (by Knowles & Bailey, published by Longman in 1987). During the 80s and 90s, textbooks drawing on all the previous approaches were developed, but with an emphasis on business communication skills, such as presentation techniques, negotiating, effective meeting skills, as for example, Vicki Hollett's *Business Objectives* (Oxford University Press, 1991).

In the interdisciplinary area of Business English, nowadays, there is an acceptance of many different approaches and a willingness to combine different types of materials and methodologies. This is not only due to today's wide-ranging business activities, but also to the general

<sup>1</sup> In this article the terms Business English textbooks, coursebooks and textbooks will be used interchangeably. For further research on coursebook, see Tomlinson (1998).



recognition that language teaching needs to consider the business contexts in which communication takes place, specially in today's technological era, in which people must meet the demands of a more closely linked business world (Dudley-Evans & St. John, 1998).

Business English is rather difficult to define and limit in linguistic terms. Dudley-Evans & St. John (1998), for instance, suggest a twofold division for business English: 'English for General Business Purposes' (EGBP) and 'English for Specific Business Purposes' (ESBP). According to these authors, the courses for EGBP are directed towards pre-experienced learners or those who are just starting their career. These courses are usually given at language schools and are formed on the basis of students' language level and not on the basis of their jobs. Teachers have a wide choice of published materials to choose from when selecting materials for classes. ESBP, on the other hand, refers to the courses run for job-experienced learners who bring their business knowledge and skills to the language-learning situation. Depending upon the needs of the learners, these courses focus on one or two language skills and specific business communicative events.

Both in EGBP and ESBP courses, EFL teachers must be able to select materials appropriately from what is available; be creative with what is available; modify activities to suit the learner's needs; and supplement materials by providing extra activities. The materials, on the other hand, should above all be significant as a source of language, as a learning support, for classroom motivation and stimulation and for reference (Dudley-Evans & St. John, 1998).

As mentioned previously, nowadays Business English has become a new multi-disciplinary area of research within ESP studies. As suggested by Dudley-Evans & St. John (1998), there is a need to investigate more about the language, skills and genres used in occupational and academic contexts. Likewise, the various roles of the ESP practitioner as teacher, course designer and materials provider, researcher, collaborator, and evaluator should also constitute a focus of investigation (Dudley-Evans & St. John, 1998).

Recently, studies developed in Brazil have shown these aspects as their focus of investigation. The work by Koifman et al (1996), for



instance, reports on the established procedures for a test for ESP teachers' selection at the Federal Technical Chemistry School in Rio de Janeiro. The test questions draw on insights from critical discourse analysis<sup>2</sup>. The procedures and written questions are meant to reflect on the appropriate profile of an ESP teacher, i.e., they not only account for the linguistic and pedagogical knowledge of the candidates, but also filter important aspects such as the candidates' feelings, their critical reflection of what goes on in the classroom and their ways of looking at the students.

On a retrospective look at the Brazilian National ESP project, Celani (1998) has also contributed to show the relationship between the dynamic and reflective nature of the project and how it has influenced the participating ESP teachers to face their own development. She emphasizes that this reflective dynamic process has contributed to the development of research in the area.

On a closer look at the communicative functioning of English in business contexts, Ramos (1997) critically analyses the discourse of publicity materials written in English in order to investigate how the company's identity is constructed and its image projected in the various texts. Issues concerning the roles assigned to the writer and reader of those texts also constituted questions in her research. She concludes by showing, among other findings, that the investigated texts have a common purpose of presenting the company positively, and that the projected roles assigned to the writer and reader show the asymmetrical relationships between these participants in the texts.

Another study, by Jianmin (1999), shows the importance of drawing on discourse analysis to explain the interactional use of language when writing business letters in order to ensure appropriate and effective business communication.

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2 Critical discourse analysis "allows for the bidirectional link between language use and context", and "as a multidisciplinary field [it] focuses on the complex relations between macro and micro linguistic features and different social issues, especially those concerned with ethnic, socio-economic, political or cultural inequalities" (Heberle, 1999:322).



### 3. A summary of published business English materials

Before we proceed with our summary listing and the discussion of the published materials available, it is important to consider the subjectivity factor involved in the process of material evaluation and the need for a more principled way to approach it, as pointed out by Jordan (1997). Besides, we see the relevance of compiling practical and potential information on the published materials available in the area of business English as a contribution to EFL teachers' evaluation process.

One procedure, for instance, which provides a more principled means to approach the evaluation process is the checklist or evaluation criteria, i.e., a list of meaningful questions/criteria designed as a support for the evaluator. As pointed out by Cunningsworth (1984, apud Jordan, 1997: 137):

*the checklist is not an automatic procedure...[as] there are too many variables involved...Professional judgement, founded on understanding of the rationale of language teaching and learning and backed up by practical experience, lies at the base of the evaluation procedure.*

As Business English teachers, we also believe that professional judgement and experience are a fundamental part of textbook evaluation.

An account of evaluation processes involving the compiling of checklists is that by McDonough & Shaw (1993). Their approach consists of an 'external evaluation' which accounts for an overview of materials from the outside (cover, instruction, contents page), followed by an 'internal evaluation' which includes a closer and more detailed appraisal of the materials. Factors such as usability, generalisability, adaptability and flexibility of materials are considered in their assessment. They explain that "materials evaluation is one part of a complex process", but materials can only be successfully judged after they have been implemented in classrooms and proper feedback from this implementation is given (Jordan, 1997: 138).



Following the assumption that materials should be evaluated on a principled basis, Harmer (1997) also suggests that a description of the students, followed by a description of their needs, particularly in regard to ESP students, are necessary steps in order to judge the type of material appropriate for them. In addition to that, he designed a materials evaluation form which considers items such as 'practical considerations', 'layout and design', 'activities', 'skills', 'language type', 'subject and content', 'guidance' and 'conclusion'. This form was designed to contemplate the same issues raised by him in his book *The Practice of English Language Teaching*. The aim is to get teachers, after having conducted a proper description of students and students' needs (Harmer, 1997), to answer central questions related to what they need and expect from the materials under assessment, i.e., how far the materials match their students' needs and their general methodological principles.

Among the issues raised by Harmer in this form are those attributed to practical considerations. He suggests that teachers need to be aware of practical information such as the price and the availability of the integral parts of the course (e.g. tapes, teacher's book, etc), as he contends this to be not only essential information for selecting and using the materials, but also as a decisive factor before proceeding with the evaluation of materials form. As stated by Harmer (1997: 279), 'If the answer to these first two questions (practical considerations) is 'no' then there is no need to complete the form since the teacher will have to decide not to use the materials'.

We might want to add here that the 'price of materials', characterized by Harmer as essential 'practical information', in the catalogues we investigated, is only provided in the e-catalogues. In view of that, this information, i.e., year of publication, price, etc, has not been provided in our list in the appendix. However, in the best interest of EFL teachers, we suggest that they be obtained by searching through publishers' e-catalogues and/or by contacting them through their respective websites as provided in our list.

Jordan (1997: 139) also evinces the importance of practical information for evaluation of materials by stating that "[S]ometimes the problem with selecting a suitable book is that you are not aware of



the whole range of books available... . To some extent, this can be overcome by obtaining ELT publisher's catalogues...".

Considering our practical experience as business English teachers and the importance the above-mentioned authors attribute to practical information for materials evaluation, we next provide a summary of titles, authors, complementary materials (such as activity book, teacher's guide, and workbook), and teaching levels (cf. Appendix for the complete list), which we hope may be useful for Business English teachers. Our summary is based on the information available in six different publishers' 2000-2001 catalogues, namely, Cambridge, MacMillan/Heinemann, Heinle & Heinle, Longman, Oxford and Prentice Hall/Simon & Schuster<sup>3</sup>.

The first publisher surveyed, Cambridge, shows 24 business English textbooks published by different authors. Some of the titles of these textbooks suggest that they may be used for developing general business English skills such as *New International Business English*, *Company to Company*, *English for Business Communication*, and also for developing specific business skills such as *Business Listening Task*, *Telephoning in English*, *Professional Presentations*, *Business Reports in English*, *English for Business Studies*, and *Decisionmaker*.

MacMillan/Heinemann has nine business English textbooks published by different authors. The titles of these textbooks suggest they may be used for developing general business English skills such as *Survival English*, *Business First*, *Business Builder* and *Going Places*. There are also video materials such as *Video Conference: Communication Skills for Work and Travel*.

According to Heinle & Heinle's catalogue, the four coursebooks offered are developed for general business English courses such as *Let's Talk Business* and *Business Concepts*.

Longman offers 44 different business English textbooks published by different authors, the largest number of titles available. It

<sup>3</sup> We also surveyed Brazilian publishers' catalogues such as FTD and Atlas; however, there were no specific Business English textbooks published.





includes those to be used for general business English skills development, as *Ready for Business*, *You're in Business*, *Business Class*, *Functioning in Business*, and/or materials developed for specific business skills such as *Negotiating*, *Executive Listening*, *Giving Presentation*, *Meetings and Discussions*, *Telephoning*, *Socializing*, *Professional English*, *Business Correspondence*, *Making Contacts*. Longman also offers materials which reveal real working situation cases such as *Portfolio: Case Studies for Business*.

Oxford University Press publishes 26 different business English textbooks. The materials for general business English skills development include *Business Venture*, *Business Basics*, *Business Objectives*, and *In at the Deep End*. However, there are also materials that can be selected for developing specific business skills such as *Effective Socializing*, *Effective Telephoning* and *Effective Presentations*.

Prentice Hall/Simon & Schuster provide 25 business English textbooks. This publisher also provides a number of textbook series available for developing specific business English skills for specific business areas such as *Business Management English Series*, and *The Contact Series*. In addition, it offers textbooks such as *Business Interactions* that may be selected for general business English skills development. Self-study materials are also provided for developing specific business English skills such as *Take a Letter* and *Take Another Letter*.

Considering the complementary components of the materials analyzed, Longman shows that most packages contain at least one student book, a cassette and a teacher's book. Simon & Schuster present either a coursebook, a book or a student's book. In some cases, some complementary components such as class cassettes, workbooks, workbook cassette, video, CD ROM, are also offered in the pack, such as in *The American Business English Program*.

Oxford also presents, among its complementary materials, the student's book, teacher's book, activity book, cassette, video, and video book. Cambridge offers textbooks, activities book, workbook, CD, video, workbook, home study book and cassette. MacMillan/Heinemann also



offers a series of component materials such as textbook, cassette, video, CD, studying file, workbook, student's book and teacher's books. Heinle & Heinle, on the other hand, does not seem to include video and CD.

With regard to teaching levels, Longman offers business English materials for elementary, beginners, false beginners, high beginners, pre-intermediate, intermediate, upper intermediate, high intermediate and advanced. Simon & Schuster offer business English materials for elementary, pre-intermediate, intermediate, high-intermediate, and advanced. Oxford, on the other hand, provides business English materials for elementary, false beginners, lower intermediate, intermediate, upper intermediate, higher intermediate and advanced levels.

Cambridge furnishes business English materials for various levels such as pre-experienced, post-experienced and experienced learners, as well as upper intermediate, pre-intermediate, lower intermediate and intermediate levels. MacMillan/Heinemann also offers business English materials for beginners and for lower, pre-, and upper-intermediate levels, while Heinle & Heinle provides business English materials for intermediate, high intermediate, and advanced levels.

Specifically regarding English for general business purposes and English for specific business purposes, the investigated publishers' catalogues suggest that the materials can be used for general and/or specific business English skill(s) development. Therefore, the lists provided in the appendix rank from general business coursebook packages, supplementary, self-access and/or job-specific materials, reference books, to specific Business skills training materials.

#### **4. General considerations on the materials**

As we proceed with the discussion of the information provided in the investigated publishers' catalogues, it should be pointed out that our discussion is based on our practical perspectives as ESP practitioners. We briefly discuss whether the information provided in the catalogues follows the currently developed research in this area, whether the materials prioritize discourse and skills over structure, what roles these



materials appear to assign to the teachers and students, and whether these roles are in line with current thinking on teacher/learner roles.

On the whole, we could observe that there is a substantive array of materials available in the market, with Cambridge, Oxford, Longman and MacMillan/Heinemann most significantly contributing to the availability of high-level publications produced by professionally qualified authors. Generally speaking, the materials available are visually attractive, varied, and include resourceful packages for teachers and learners. However, some coursebooks could be more interactive and discourse-based. For instance, *Business Basics*, *Business Objectives*, *Business Opportunities* and *Business Options* are designed for use on extensive courses based on the traditional four skills plus grammar and vocabulary development geared to general business situations, prioritizing structures over discourse. As explained in the catalogue, for instance, “*Business Opportunities* offers a **comprehensive structural syllabus** [our emphasis] set in the context of everyday business functions”.

As can be concluded from the information provided in the tables (see Appendix), most of the publishers suggest different complementary materials. The different video materials, which may accompany different series or may be free-standing, allow for simulated situations to be used as a helpful resource in class. Our experience also shows that students enjoy watching different short films and find it relevant for their learning process. Regarding teachers’ and students’ roles, we found that the publishers are interested in improving the materials, as we could see with the new edition of *Business Venture*, which has undergone change “in response to detailed feedback from teachers and learners”. Besides, the Oxford Business English Skills video-based courses, developed by a specialist language and communication training company, allow for the development of specific language skills in class or for self-study.

However, specifically in relation to business skills development, the use of the model-approach to business, as in *A Handbook of Commercial Correspondence* (2<sup>nd</sup> ed) with its annotated models in letter writing may not contribute to help learners communicate effectively in their own business contexts, since it does not account for aspects related to demands of different discourse communities (Swales, 1990).



In relation to materials and technology, information is provided in the catalogues about CD ROM, videos and cassettes to be used as complementary material, which may enhance learner-centered roles by the use of self-access materials. However, there is lack of information regarding how other modes of technology such as the internet, the electronic mail, and Data Driven Learning Programs based on computer corpora, may also be used as materials to allow learners to gain greater independence in relation to choices of source of materials, time, learning styles, topics and subject areas to match their own interests.

Recent research, for instance, has shown that the use of technology, such as the internet, provides wide space for learning as it complements and extends the learner-centered methodology predominating in ESP teaching (Dudley Evans & St. John, 1998).

Regarding the issue of whether these materials are in line with current thinking on teacher and learner roles, we found that several activities from the different publishers are rather close-ended and simple yes/no questions are expected. These activities attribute to the teacher a central role in the learning process, not providing the opportunity for learners to interact more freely, based on their own experience. In spite of the fact that complementary materials such as the cassettes, for instance, are provided to develop oral business communication skills, we feel there is still a need to incorporate more interactive skills, as demanded in the fast changing world of business and business communication.

In spite of the drawbacks found in some of the materials, such as their high price, a more traditional teacher-centered approach, lack of interactive activities and the emphasis on structural practice and not on research based on discourse and genre analysis, we also saw that the variety of resource materials for teachers and self-study materials for learners represent a big step ahead of the earlier ESP textbooks. Thus, teachers and learners are many times offered the opportunity to interact in business-like situations and are seen as “independent and resourceful learners” (to quote from the Oxford Catalogue).



## 5. Final remarks

For ESP practitioners to become more critical of their roles as teachers, course designers, materials providers, research collaborators and evaluators, they have to be open-minded, interested, and well informed, specially regarding new trends in language studies, such as, for example, genre analysis (Meurer, 2000), which takes into account not only lexicogrammatical elements of texts but also their functions and purposes in terms of situations where the genres are used.

The overview presented in this paper has attempted to contribute to supply relevant information in relation to the materials available for business English teaching, which is just one of the many aspects involved in present-day ESP teaching. The lists were meant to provide support for Brazilian business English teachers as a pre-step in the evaluative process of selecting appropriate materials for different courses, whether as regular materials to be adopted by a given institution or for complementary materials only to be used for general or specific business English courses.

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**APPENDIX****Abbreviations used on the tables: audio and video materials**

Cassettes, Videos, CD's	AC – Audio Cassette
CD - Audio CD	C – Cassette
CBC – Course Book Cassette	CC – Class Cassette
CDR – CD-ROM	DC – Demo Cassette
LBC – Learner's Book Cassette	LBCD – Learner's Book Audio CD
HCD – Home Study Book Audio CD	SAC – Sample Cassette
SBC – Student's Book Cassette	SBC – Study Book Cassette
SBCD – Student's Book Audio CD Set	SC – Sample Cassette
SC – Student's Cassette	SP – Software Package
SSF – Self-Study File w/ CD and Cassette	V – Video
VAB – Video Activity Book	VTP – Video Trainer's Pack
VSSP – Video Self-Study Pack	WACP – Workbook Audio CD Pack
WACD – Workbook Audio CD	WC – Workbook Cassette Set
WBC – Workbook Cassette	HSBC – Home Study Book Cassette
WCP – Workbook Cassette Pack	

**Abbreviations used on the tables: written book material**

AB – Activity Book	HSB – Home Study Book
B – Book	IM - Instructor Manual
CB – Course Book	LB – Learner's Book
CWB – Correspondence Workbook	RB – Resource Book
IF – Information Files	SRP – Student's Resource Pack
IM – Instructor's Manual	T – Text
PB – Practice Book	TF - Teacher's File
RP - Resource Pack	TRB – Teacher's Resource Book
SB – Student's Book/ Study Book	TM – Teacher's Manual



SSP – Self-Study Pack	TN – Teacher’s Notes
TB – Teacher’s Book	TP – Trainer’s Pack
TG – Teacher’s Guide	WB – Workbook
IP – Instructor’s Pack	WF – Work File
VG – Video Guide	SSF – Self-Study File
PSB – Personal Study Book	

### Abbreviations used on the tables: material level

A – Advanced	B – Beginner
E – Elementary	Ex – Business Experienced learner
FB – False Beginner	HB – High Beginners
HI – Higher-Intermediate	I – Intermediate
L – Low level	LI – Lower intermediate
PE – Post-Elementary	PEX – Pre-experienced learner
PI – Pre- Intermediate	POE – Post-experienced learner
SM – Support Material	UI – Upper-Intermediate
- - No Level Presented	NEX – No Business experience



### 1 Cambridge University Press – [www.cambridge.org/elt](http://www.cambridge.org/elt)

Free resources for teachers include: Cambridge ELT Newsletter; Catalogue; New Title Information; Resources for Teachers; Online Activities for Students and Local Office Websites

Title	Author	Complementary material	Level
Staying ahead Video	Bampfield, A.	V, AB, TG	L
Further Ahead	Macziola, S J. & White, G.	LB, LBC, LBCD, TG, HSB, HSBC, HCD	PEX/ POE
Further Ahead Video	Bampfield, A	V, TG, AB	-
Business Listening Task	Hanks, P. & Corbett, J.	SB, TG, C	-
New International Business English	Jones, L. & Alexander R.	SB, SBC, SBCD, WB, WC, WACD, TB	UI
Getting Ahead	Macziola, S. & White, G.	LB, HSB, TG, LBC, HSBC, HCD	PI
Telephoning in English	Naterop, B. & Ravell, R.	B, C, CD, CDR	-
English for international negotiations	Rogers, D.	B, IM	-
International Business English Video	Jones, L.	V, TG	-
Business Communications	Rogers, D.	B, IM	-
English for International Banking and Finance	Corbett, J.	SB, TG, C	-
Professional Presentations	Goodale, M.	V, TG	-
In Print	Ravell, R. & Sweeney, S.	B	-
Company to Company (2 <sup>nd</sup> edition)	Littlejohn, A.	SB, TB	-
Speaking Effectively	Comfort, J., Rogerson, P., Stott, T. & Utley, D.	B, C	LI/I
Words at Work	Horner, D. & Strutt, P.	B, C, CD	-
Skills for Success	Price-Machado, D.	SB, TB	I
Business Reports in English	Comfort, J., Revel, R. & Stott, C.	B	-
English for Business Studies	MacKenzie, I.	SB, TB, C, CD	-
Cambridge Business English Activities	Cordell, J.	B	-
Business Roles 1 and 2	Crowther-Alwyn, J.	B	-
Welcome	Jones, L.	SB, TB, C, CD	-
Decisionmaker	Evans, D.	B	Ex/ NEX
English for Business Communication	Sweeney, S.	SB, TB, C, CD	-

**Table 1: Business English Textbooks Published by Cambridge**



**2 MacMillan/Heinemann – homepage [www.macmillan.com.br](http://www.macmillan.com.br);  
e-mail: [elt@macmillan.com.br](mailto:elt@macmillan.com.br)**

Resource site: [onestopenglish.com](http://onestopenglish.com), with downloadable materials and support services, including worksheets, teacher discussions, games, additional websites, etc.

Title	Author	Complementary material	Level
Business First	Benn, C. & Dumnet, P.	B,C	FB to LI
Business Builder	Emmerson, P.	TRB, SRP, C	I/UI
Video Conference	Falla, T.	V, RB	E/PI
Business Words	Howard, Williams, D. & Herd, C.	B	-
Going Places	Ladousse, G. P.	SB, C, TB, WF+ CD, WB, WBC	B/I
Survival English	Viney,P. & Curtin, J.	SB, TN, PB, C, CD, RP	PI/FB
Business to go	Falla, T.	CDR	PI/I
Basic Survival	Viney, P., Curtin, J.	SB, TN, PB, C, CD, RP	FB

**Table 2: Business English Textbooks Published by MacMillan Heinemann**

**3 Heinle & Heinle – [www.heinle.com](http://www.heinle.com)**

Title	Author	Complementary material	Level
Business Concepts (2 <sup>nd</sup> Edition)	Dowling, B.T.; Arden, M.D.	B	HI/A
Open for Business: Communications Activities for Studies of English	Fournier, C.A.	B, SC	I
Speaking of Business	England, L. & Grosse, C. U.	IM	A
Let's Talk Business	Vetrano, J., Whally, E. & Blass,L.	B, IM, C	A

**Table 3: Business English Textbooks Published by Heinle & Heinle**

#### 4 Longman – [www.longman.com](http://www.longman.com)

Resources: Companion Websites with Downloadable Worksheets, Interactivities, Talk to the Author and Teaching Tips. There is one specific homepage for Business English ([www.longman.com/business](http://www.longman.com/business))

Title	Author	Complementary material	Level
We Mean Business	Norman, S. & Melville, E.	SB, TB, WB, C	-
We're in Business	Norman, S.	SB, TB, WB, C	-
Longman Commercial Communication	Stanton, A. & Wood, L.	SB, TG, C	-
Give and Take	Akamatsu, A.	B, C	PI/I
Making Business Decisions	Boyd, F.	B, C, DC	A
Business Review	Bruce, K., Parrish, B. & Wood, A.	SB, C	-
Executive Decisions	Fowles, A.G.	B, C	UI/A
Keys to Management	Cotton, D.	B, C	-
World of Business	Cotton, D.	SB, TB, C	-
International Business Topics	Cotton, D.	B	UI/A
Business Class	Cotton, D. & Robbins, S.	SB, C	UI/A
Write for Business	Doherty, M., Knapp, L. & Swift, S.	B	-
Business Across Cultures	English, L. M. & Lynn, S.	B	I
Socializing	Ellis, M. & O'Driscoll, N.	B, C	I
Meeting and Discussions	Ellis, M., O'Driscoll, N. & Pilbeam, A.	B, C	I
Telephoning	Kay, B.	B, C	I
Professional English	Ellis, M., O'Driscoll, N. & Pilbeam, A.	SB, TG, C	-
Making Contacts	O'Driscoll, N. & Scott-Barrett, F.	B, C	PI
Exchanging Information	O'Driscoll, N. & Johnson, C.	B, C	PI
Presenting Facts and Figures	Kerridge, D.	B, C	I
Giving Presentations	Ellis, M. & O'Driscoll, N.	B, C	UI/A
Negotiating	Pilbeam, A., O'Connor, P. & Scott-Barrett, F.	B, C	UI/A
You're in Business	French, J. T.	SB, C	HI/A
Work in Progress	Hopkings, A., Porter, J. & Du Vivier, M.	CB, WB, CBC, WBC, TRB	E
Workplace English Office File	Helgesen, M. & Adams, K.	SB, C, TM	B
Workplace English Travel File	Helgesen, M. & Adams, K.	SB, C, TM	B
Stand and Deliver	Heyen, N. & Vaughan, A.	B, C	PI/I
Portfolio: Case Studies for Business	Howe, B.	SB, TG, C	-
People in Business	Kleindl, M. & Pickles, D.	B, C	PI/I

Title	Author	Complementary material	Level
Functioning in Business	Knowles, L., Bailey, F. & Jillett, R.	SB, C, TG, V	PI
Insights into Business	Lannon, M., Tullis, G. & Trappe, T.	SB, WB, TB, C	I/UI
Business Communication	Lougheed, L.	B	I
Business Correspondence	Lougheed, L.	B	HB/LI
All Work and no Play	Nicoll, L.	B, C	PI/I
Business Challenges	O'Driscoll, N. & Scott-Barrett, F.	CB, CBC, SB, SBC,TRB	FB/E
Business English Teacher's Resource Book	Reed, B. & Nolan, S.	B	FB/A
Business Listening and Speaking	Riley, D.	B, C	PI
English Works	Rubin, J., McKay, S. & Mansoor, I.	WB, V	HB/I
Longman Business English Usage	Strutt, P.	B	I/A
Business Listening and Speaking	Teraoka, W. & Singleton, J.	B, C	I
Ready for Business	Vaughan, A. & Heyen, N.	SB,C	PI
Executive Listening	Waistell, M.	B, C	I/UI
Business Calls	Allen-Bond, J., Vaughan, A. & Heyen, N.	B, C	PI/I
Business Initiatives	White,G. & Drake, S.	CB, TG, C	PI

**Table 4: Business English Textbooks Published by Longman**

### 5 Oxford University Press - Section: Professional [www.oup.com/elt](http://www.oup.com/elt)

Oxford Teacher Hotline E-mail in Brazil: [oupb@oup.com.br](mailto:oupb@oup.com.br)

Oxford University Press divides the Professional Section in its catalogue into 3 parts: Business, Vocational and Technical. Its website offers free online service to ELT teachers and professionals, with downloadable sample units and video demos.

Title	Author	Complementary material	Level
Creating Opportunities	Baldwin, R. & Heither, D.	VG, VAB, V	I
Business Ventures 1 & 2	Barnard, R. & Cady, J.	SB, C, TG, WB, CD	FB to PI
Effective Presentations	Comfort, J. & Utley, D.	SB, C, TB, V	I to UI
English for the Telecommunication Industry	Comfort, J., Revell, R., Simpon, D., Utley, D. & Stoot, T.	B, C	I
Effective Negotiating	Comfort, J. & Utley, D.	SB, TB, C, V	I to UI
Effective Socializing	Comfort, J. & Utley, D.	SB, TB, C, V	I to UI
Business Basics	Grant, D. & McLarty, R.	SB, WB, C, TB, CD	E/PI
Business Objectives Pairwork	Clarke, S. & Bradley, J.	B	LI/I
Business Objectives Personal Cassettes	Hollett, V.	B, C	PI/I
Business Objective (New Edition)	Hollett, V.	SB, WB, C, TB, V	LI
Meeting Objective	Hollet, V. & Newbolt, B.	V, AB, VG	LI
Business Opportunities	Hollet, V.	SB, WB, C, TB	I
In at the Deep End	Hollet, V., Carter, R., Lyon, L. & Tanner, E.	B	I to A
Business Communication Games	Lloyd, A. & Preier, A.	B	I to UI
Effective Meetings	Utley, D. & Comfort, J.	SB, C, TB, V	I to UI
Effective Telephoning	Utley, D. & Comfort, J.	SB, C, TB, V	I to UI
Business Assignments	Palmer, D. & Casler, K.	V, AB, VG, DC, C, IF, TN	UI to A
English for Secretaries	- - -	SB, TB, C	I
A Handbook of Commercial Correspondence 2 <sup>nd</sup> ed.	Ashley, A.	B, CWB	I to A
Handshake	Viney, P. & Viney, K.	SB, TB, WB, C	PI
Business Letters for All	Naterop, B.	B	I to A
Business Options	Wallwork, A.	SB, TB, WB, C	UI
Head for Business	Naunton, J.	SB, TB, WB, C	I
Quick Work	Hollett, V.	SB, WB, TRB, C, CD	PI to I
Commercially Speaking	Irvine, M. & Cadman, M	SB, TP, WB, C	E/PI
International Express	Taylor, L.	SB, TB, WB, C, CD	PI, I and UI

**Table 5: Business English Textbooks Published by Oxford University Press**

## 6 Simon & Schuster (Incorporating Prentice Hall)

[www.vig.prenhall.com](http://www.vig.prenhall.com)

When we select English as a Second Language in the website, we go to the Longman website.

We did not have access to their 2001 catalogue.

Title	Author	Complementary material	Level
The American Business English Program	Badger, I., Daniel, D. & Menzies, P.	CB, IP, CC, SSP, WB, WBC, WACD, WCP, WACP, CDR.	E/PI
The American Business English Programme	Badger, I., Daniel, D. & Menzies, P.	CB, IP, CC, WB, WBC, WACD, WCP, WACP.	I/ HI/A
The Multilevel Business English Programme	Badger, I. & Menzies, P.	CB, TP, C, SSP, V, VTP, VSSP.	E/PI
The Multilevel Business English Programme	Badger, I. & Menzies, P.	CB, TP, C, SSP.	I/HI/A
Telephone and Reception Skills	Alexander, D.	B, C.	-
An Introduction to Business Organization and Practice	Ward-Dyer, R.	B	-
Production and Operation	Lambert, V.	B	-
Executive Writing	Diamond, H. & Fahey, M.	T	-
The Language of Business English	Brieger, N. & Sweeney, S.	B, WB	I
Business Idioms International	Goddard, C.	B, C	I
Business Management English Series: Marketing, Personnel, Finance, Production	Brieger, N. & Comfort, J.	B, C, SSP	-
Professional Reading Skills Series: Accounting, Advertising and the Promotion Industry, International Banking and Finance, Marketing, Insurance, Tourism	Sneyd, M., McBurney, N. & St. John, M.	C	I
Contacts Series: Early Business Contacts (2 <sup>nd</sup> Ed.), Secretarial Contacts, Developing Business Contacts, Social Contacts, Technical Contacts, Advanced Business Contacts	-	B, C	I to A
Check-in	Yates, C.	B, C	-
Business Interactions	Matthews, C.	T, C, IM	-
Case Studies in International Business	Grosse, C. U. & Grosse, R.	T, IM	-
Language Reference for Business English	Comfort, J. & Brieger, N.	B	A
Executive Skills	Minkoff, P.	B, C	A



Title	Author	Complementary material	Level
English for Corporate Communications	Spring-Wallace, J.	SB, TB, C	A
Take a Letter	Myers, G.	B	PI/I
Take Another Letter	Myers, G.	SB, TB, C	I
Company Formula	White, R. et all	SB, WB, TB, SC, WBC	-
Bilingual Handbook of Business English/Spanish	Camprubi & Davies	T	-
Starting English for Business	Adamson, D.	T, C	-
Telephone English	Palstra, R.	B, C	

**Table 6: Business English Textbooks Published by Prentice Hall Hispanoamericana and Phoenix ELT**

