UNIVERSIDADE FEDERAL DE SANTA CATARINA

PÓS-GRADUAÇÃO EM INGLÊS E LITERATURA CORRESPONDENTE

A DISCOURSE ANALYSIS OFADVERTISEMENTS IN

BUSINESS ENGLISH TEXTBOOKS

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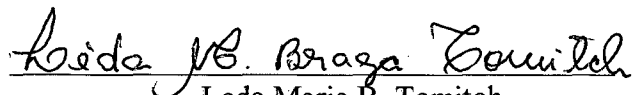Opção: Língua Inglesa e Lingüística Aplicada
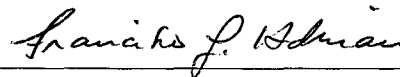
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I dedicate this work to a very special person
Vanessa Marie Salm
for being such a wonderful and dedicated sister.

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ABSTRACT

A Discourse Analysis of Advertisements in Business English Textbooks

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Business English is a growing field in the overall area of English for Specific Purposes. However, little research has been carried out on how Brazilian Business English teachers should select and evaluate their classroom materials. In order to contribute to this field of research, I provide a list of Business English textbooks available in the market from 1997 to 1999 according to the publishers' catalogues and I evaluate the content of product and services advertisements used as models of written English in three different Business English textbooks. For the external and internal assessment of the data, I use two evaluation criteria developed by Harmer (1991): based on the first criterion, I provide information about the titles of the textbooks, the authors, the complementary materials and the teaching levels. Based on the second criterion, I assess the content of the advertisements to investigate whether they are realistic and appropriate texts to be used as models of written English for Brazilian Business students. In order to develop this evaluation, a discourse analysis of the selected advertisements was carried out. Ten product and services ads were selected and analyzed according to Halliday and Hasan's (1976) model of lexical cohesion, Halliday's (1994) work on cohesion and Hoey's (1983) work on the problem-solution pattern. The results of the discourse analysis show that these texts present an overall problem solution pattern and that the lexical cohesive sets found contribute to their overall discourse organization. These findings demonstrate that, depending on the teaching situation and the objectives of different tasks, these advertisements present discourse features which Brazilian Business English teachers may feel appropriate to explore in vocabulary and reading activities. The proposed study is expected to contribute as pedagogical support for Brazilian Business English teachers in terms of selection and evaluation of materials and of a discourse dimension to vocabulary teaching in a Business English classroom context.

RESUMO

A Discourse Analysis of Advertisements in Business English Textbooks

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Na área de Inglês para propósitos específicos, inglês comercial é uma disciplina que cresce cada vez mais. Entretanto, pesquisas que enfocam como os professores de Inglês comercial devam abordar a seleção e avaliação de materiais didáticos para este fim, apresentam –se em pequeno número. Com o objetivo de contribuir para este campo de pesquisa, este estudo proporciona uma lista dos livros de inglês comercial disponíveis no mercado de 1997 a 1999 de acordo com a informação obtida nos catálogos das editoras investigadas. Também foi avaliado o conteúdo dos anúncios de produtos e serviços que são usados como modelo de linguagem nas atividades desses livros de inglês comercial. Para a avaliação externa e interna do corpus, dois critérios de avaliação de Harmer (1991) foram utilizados: com base no primeiro critério, foram estabelecidas informações sobre o título dos livros, os autores, os materiais complementares e o nível de ensino. Com base no segundo critério, avaliou-se o conteúdo dos anúncios para saber se eles são textos realísticos e apropriados para serem utilizados como modelo de linguagem com os alunos de inglês comercial. Para desenvolver essa avaliação, analisou-se o discurso desses textos. Dez anúncios de produtos e serviços foram selecionados e analisados conforme o modelo de coesão lexical de Halliday e Hasan (1976), Halliday (1994) e Hoey (1983). Os resultados da análise indicam que estes textos apresentam um padrão textual global do tipo problema-solução e que os conjuntos lexicais encontrados nesses textos contribuem para essa organização textual. Os resultados demostram que, dependendo da situação de ensino e dos objetivos estabelecidos nas diferentes tarefas, os anúncios apresentam características discursivas que poderão ser apropriadas pelos professores de inglês comercial para explorar atividades de vocabulário e leitura. Esse estudo visa contribuir como suporte pedagógico para os professores de Inglês comercial no que tange à seleção e avaliação de materiais de ensino e também para dar uma dimensão discursiva para o ensino de vocabulário neste contexto.

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CHAPTER 1

Introduction

English for Specific Purposes is a materials-led movement, and until recently, part of the role of teachers had been to write teaching materials to meet the needs of learners. Nevertheless, this has been changing now and for the teacher as a provider of material, the concern will largely be with evaluating and using, rather than preparing materials (Dudley Evans and St John, 1998).

In Brazil, Business English courses have been emerging due to a great demand from public and private institutions. However, one question still remains: What materials are appropriate and how are they used with specific groups of learners? In order to answer a question of such prominence further investigation is needed since information is still lacking.

A Business English teacher is primarily a language teacher; s/he does not need to be an expert in any business concepts. In considering the case specifically for the Brazilian Business English teachers, we may state that although they do not have to show expertise in business, they will need to be well informed about aspects such as how the language works, how to identify the current language level of the learners and in special how to select and evaluate materials and set tasks that are appropriate in level as well as in content. In order to have such a profile, a teacher needs to be open-minded, interactive and a researcher.

Considering these needs, my interest lies specifically in the selection and evaluation of Business English materials. I believe that very little research has been

carried out to provide support for Brazilian Business English teachers for business material evaluation and selection.

Numerous factors have contributed to raise my interest in this issue. Among them are the facts that textbooks are inherited from past classes or are imposed on teachers by an institution, and for the majority of Brazilian English teachers who are requested to teach Business English courses in a 'start right away' tight schedule type of demand, there is lack of potential information related to selection and evaluation of materials. Given these factors, this work takes essentially a practical approach towards Business English material assessment.

The main purpose is to analyze the discourse[1] of advertisements in order to investigate the appropriateness of using this kind of text as a model of written English for activities in Business English courses.

1.1 Purpose of the study

The aim of this study is to investigate how the selected 'advertisements' are used as a model of written English for activities in Business English textbooks, as well as to provide a closer look into the discourse patterns characteristic of this type of text in order to investigate how the discourse in those advertisements is constructed. Thus, I survey different Business English textbooks in order to select and subsequently analyze one specific kind of written text used as a model of written English in Business English textbook activities. First, I provide an updated list of these Business English textbooks

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[1] The term discourse is here used to refer to all aspects of language organization (whether structural or not) that operate above the level of grammar (Hoey, 1991, p. 266).

available on the Market from 1997 to 1999 according to the investigated publishers' catalogues. Then, I carry out a textual analysis of the selected ads.

Specifically, this study aims to:

1. Survey Brazilian and international publishers' catalogues from 1997 to 1999 in order to find which Business English textbooks are available on the market.

2. List the latest Business English textbooks available in the national and international market from 1997 to 1999 and their main component materials.

3. Select Business English textbooks in order to investigate whether and how advertisements are used as models of written English for activities throughout the units.

4. Carry out a discourse analysis of the advertisements found in the units of the textbooks in order to analyze the overall discourse pattern and lexical cohesive patterns.

5. Investigate whether lexical items signal the overall macro structure of the selected advertisements.

6. Analyze each 'ad' in relation to its macro textual patterns.

The following questions have guided me in this research:

1. What materials are available for Business English courses?

2. Do Business English textbook writers use 'advertisements' as models of written English for activities? If so, for which activities are the advertisements used?

3. Do the lexical items in these advertisements contribute to their overall organization? How?

4. Which lexical items do signal the macro textual structure in the advertisements analyzed? Do all analyzed advertisements present overt signaling of their macro textual structure?

5. Can the analyzed advertisements be characterized as having one specific type of macro text structure?

1.1.1 Reasons for the selection of Business English Classroom Materials

Different reasons have motivated me to investigate Business English textbooks in this study. The first reason is that published materials can be widely used for 'ESP' (English for Specific Purposes) courses worldwide. Then one can legitimately approach them critically (Pilbeam, 1987; Sheldon, 1988).

The second reason is that textbooks in many circumstances are providers of syllabus for courses (see Harmer, 1991), so EFL teachers in Brazil, especially where classroom resources are lacking, rely on textbooks for classroom practice. The reason for this is that textbooks are written and developed by highly qualified professionals and are tested and published by large publishers (Bohn, 1988). For the above reasons, I chose to analyze Business English textbooks. I believe that teaching materials both in General English and English for Academic Purposes have been discussed in Brazil (see, for example, Paes de Almeida Filho, Baghin, Consolo, Santos, Alvarenga, Viana, 1991 and Celani, 1988); however, few studies have been specifically directed to Business English material assessment, up to now (Ellis and Johnson, 1994; Dudley Evans and St John, 1998). Therefore, I believe my work will be a contribution to this field of study.

Checklists with evaluation criteria have been developed for ESP in general (Jordan, 1997; McDonough and Shaw, 1993). McDonough and Shaw (1993) suggest that evaluation and selection of materials be approached by evaluation criteria checklists. Even though these checklists are developed to assess a wide range of ESP materials, to the best of my knowledge, few evaluation criteria checklists have been developed specifically for Business English courses (see Ellis and Johnson, 1994). Therefore, in this work I utilize criteria checklist items as a support to the external and internal evaluation and selection of my data. The external evaluation here refers to the appraisal of the external aspects of the selected textbooks such as titles, authors, complementary materials and teaching level of the selected textbooks. The internal evaluation here refers to the internal appraisal of the content of the advertisements used as written models of English in the selected textbooks.

The reasons I chose to investigate 'advertisements' as opposed to other texts are innumerable. First, it has been claimed by critical discourse analysts (Fairclough,1993; Heberle, 1997) that positions and roles in contemporary society, which once were based on authority, are now giving way to a process of negotiation in which dialogue has become central for the establishment of social relationships. In business contexts, Heberle (1997) argues that institutions are training personnel on how to communicate effectively with clients. Advertising discourse is colonizing new domains of social life as it is being used as a 'vehicle for selling goods, services, organizations, ideas and people' (p. 19). It reflects a discourse which presents friendly interaction strategies such as conversational techniques and promotional techniques that may also be seen as manipulative maneuvers to attract and involve readers so that they will want to read the texts and then be persuaded to buy the product. Ellis and Johnson (1994) also argue that 'product and service' advertisements are appropriate written text materials to be used as

model of written English for activity practices in Business English classroom contexts. As suggested by Heberle (1997) and Tomitch (1995), advertisements may be used as didactic tools. However, teachers may need to adapt text materials for teaching purposes. Therefore, I believe that a discourse analysis of advertisements used for activities in Business English textbooks may contribute to the evaluation of text materials and to further research in this area.

1.2 Method

In conducting the discourse analysis of the advertisements in the selected textbooks, I focused on Halliday and Hasan's model of lexical cohesion (1976), Halliday's (1994) work on cohesion and Hoey's (1983) work on the problem-solution pattern. Throughout the analysis of the advertisements, I followed the model proposed by Halliday and Hasan (1976) which consists of a code scheme for the description and categorization of the lexical relations in text, and the work by Hoey (1983), which provides a method for the analysis of the problem-solution pattern in texts. In chapter four I will present more details regarding the analysis of the selected advertisements.

1.2.1 Data

The data utilized in this study were drawn from a survey carried out with different publishers' catalogues, namely, Longman, Cambridge, Oxford, Heinemann, Heinle & Heinle, Simon & Schuster, FTD, UFSC and Atlas. From the textbooks surveyed, a Business English textbook series published by Oxford University Press was selected:

Business Basics by David Grant and Robert McLarty, *Business Objectives* and *Business Opportunities* by Vicki Hollett. Ten ads were selected from those textbooks for the analysis. The criteria chosen was that they had to be 'product and service' ads. The term 'product' advertisement in this study refers to advertisements which promote a determined product for a given company. A 'service' advertisement in this study refers to an advertisement which advertises services of a given company. The analysis was performed in all ten advertisements, although only three are described in this work in full detail.

I restricted my investigation to six international publishers and three national publishers and the advertisements were subsequently chosen from three Business English textbooks. It is suggested that, for further research, other textbooks and different publishers be investigated.

1.2.2 Criteria for data selection

Since my aim is to investigate lexical sets in relation to the context in which they are used as well as to investigate the overall organization of advertisements, two criteria are used. First, the advertisements had to be product and services ads used for Business English textbook activities. As suggested by Ellis and Johnson (1994), product and services 'ads' are effective text types to be utilized as materials for teaching Business English for a broad range of learners on different levels.

Second, these ads had to contain written text in order to allow for an analysis of lexical cohesion. For practical purposes, I present the detailed analysis of two advertisements from 'Business Objectives' and one from 'Business Opportunities'. The

remaining seven advertisements were also analyzed although no detailed description is given in this work due to the fact that they presented similar patterns, as will be shown on chapter 4.

1.2.3 Procedure

The first procedure in this study consisted of surveying Brazilian and international publishers such as Cambridge, Longman, Oxford, Heinemann, Heinle & Heinle, Simon & Schuster, Atlas, UFSC, FTD, in order to provide Brazilian English teachers with an updated list of Business English textbooks available on the market from 1997 to 1999 for teaching in-company-training and university Business English courses. The survey consisted of an investigation of the Business English textbooks offered by the different publishers according to the catalogues provided in bookstores. Then, a list was made in order to slate all the Business English Textbooks available from these publishers, together with information about their component materials, authors, and teaching level.

The second procedure consisted in pre-selecting Business English textbooks from the catalogues investigated. From this pre-selection, several textbooks were acquired in order to investigate whether advertisements were used as models of written English for activities throughout the units.

The third procedure involved an evaluation of the Business English textbook series selected. For the evaluation, two items proposed by Harmer's (1991) evaluation criteria checklist, namely, 'practical considerations' and 'language type' were used to serve as support to investigate the use of advertisements in the selected textbooks. Under the item 'practical considerations', a practical assessment was made of the date

of publication, titles, new editions, material components and author(s). The second item, 'language type', considers whether the language in the materials is realistic and whether or not it is of the right type (e.g. students studying English for medicine will probably not want materials with purely social English).

The fourth procedure involved the analysis of the selected advertisements. As I have already pointed out, for the discourse analysis of the advertisements I drew on Halliday and Hasan's (1976) model of lexical cohesion, Halliday's (1994) work on cohesion and Hoey's (1983) work on the problem-solution pattern. Since I am interested in the linguistic realization of discourse patterns, I chose to look at the lexical sets present in advertisements and the overt lexical signalling of their macro discursive pattern. In this order, first, I selected the advertisements for analysis. Second, I used the model by Halliday and Hasan (1976) in order to analyze the lexical ties in each advertisement. For the purpose of the analysis I considered each orthographic sentence in the advertisements as one unit of analysis. The lexical relations investigated consisted of repetitions, synonyms and near synonyms, general nouns, superordinates and collocations. The lexical links were analyzed both syntagmaticaly and paradigmatically in the text. After I conducted the lexical analysis, I used Hoey's (1983) work on the problem-solution pattern to investigate which lexical cohesive items also have the function of overtly signalling the macro-structure of the text. Finally, I provided the code scheme of the lexical analysis of each advertisement followed by a detailed description of their overall pattern of organization.

1.3 Outline of thesis

This study is divided into five main parts: an introduction, theoretical background, the analysis of the data, the findings, the discussion of results and the conclusive remarks.

In the present chapter, I have described the purpose of the study, the reasons for the selection of Business English textbooks and the advertisements, methodology, and an outline of the thesis.

Chapter 2 provides an overview of ESP and 'Business English' and the essential theoretical background for the analysis of the data: a) the model of cohesion by Halliday and Hasan (1976), Halliday's (1994) work on cohesion and Hoey's (1983) work on the problem solution pattern, b) principles of discourse analysis in relation to advertisements in Cook (1992), c) evaluation criteria by Harmer (1991) and by Ellis and Johnson (1994), and d) the principles of Business English teaching by Ellis and Johnson (1994).

Chapter 3 provides an overall view of the history on Business English textbooks followed by six tables containing a list of Business English textbooks organized by the publishers' name. This list provides a register of information based on a description of the titles, author(s), complementary material and teaching level of the Business English textbooks.

Chapter 4 presents the external and internal evaluation of the published materials examined as the main purpose of my research. First, an evaluation of external aspects of the selected textbook is made, that is, the titles, authors, edition, complementary materials and teaching levels are described. Second, the content of the selected advertisements used as models of written English for activities in the textbooks are evaluated. In order to carry out the internal evaluation on whether and how

advertisements are used in the selected textbooks, a discourse analysis of the selected advertisements is carried out. Therefore, the code scheme for the lexical analysis is displayed, followed by the discussion of the analysis.

Chapter 5 presents the final considerations about the evaluation and the discourse analysis of the selected advertisements, the pedagogical implications of the study and concluding remarks. The appendix renders a copy of each advertisement analyzed in this study.

My intention in carrying out this analysis is to contribute to ongoing research in the field of Discourse Analysis, but specifically to increase my awareness of how advertisements can be most appropriately used for Business English classroom activities. I hope my work may at least serve to contribute to the awareness of the importance of discourse analysis in materials assessment and in research development in Business English.

CHAPTER 2

General theoretical perspectives

2.1 Introduction

In chapter one I have discussed the nature of the current study in terms of its purpose, objectives and the reasons for the research. In this chapter I will introduce the necessary general theoretical perspectives for the development of this study. First, I will present the ESP definition and structure (Hutchinson and Waters, 1987) and then I will discuss the ESP movement in Brazil and current projects related to English for Specific Purposes. Furthermore, for the purposes of this research, it is also important to determine the need for Business English courses, so an account of some private and public institutions where these courses are taught is provided. Moreover, in terms of textbook[2] assessment, it is essential to give an overview of the studies developed around this area; therefore, I will discuss studies centering on evaluation criteria for ESP textbooks in general, including Business English textbook evaluation criteria.

For the external and internal evaluation of the selected textbooks, I make use of two items established in the evaluation criteria checklist proposed by Harmer (1991): 'practical considerations' and 'language type'. After this, I will describe the basic theoretical framework used for the discourse analysis.

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[2] In this study, unless specifically stated, the words Business English textbooks, textbooks and coursebooks will be used interchangeably. A coursebook is defined as a textbook which provides core material for a course. For further research on 'coursebook' see Tomlinson (1998).

2.2 'English for Specific Purposes' (ESP) defined

In tackling some issues regarding English for Specific Purposes courses, it is important to know about their definition and structure. As defined by Dudley Evans and St John (1998, p. 4):

> ESP is designed to meet specific needs of learners. ESP makes use of the underlying methodology and activities of the disciplines it serves. ESP is centered on the language, skills, discourse and genres appropriate to these activities.

> Besides these absolute characteristics, ESP also show variable characteristics.

> ESP may be related to or designed for specific disciplines; it may use, in specific teaching situations, a different methodology from that of general English. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation; and finally, most of the ESP courses assume a basic knowledge of the language system, but it can be used with beginners (Dudley Evans and St John, 1998, p.4).

In considering ESP as an umbrella term for all courses in specialized language and practice, it can be stated that courses such as those of Business English fall under this rubric. However, it is important to note that other courses such as English for Academic Purposes also fall under the general ESP term. Then, it is important to consider how these two categories differ. What I provide next is a definition of Business English proper and some distinguishing factors between 'English for Academic Purposes' and 'English for Occupational Purposes'.

2.2.1 Business English defined

Business English must be seen in the overall context of English for Specific Purposes (ESP), as it also calls for the important elements of needs analysis, syllabus design,

course design, and selection and development of materials. And as with other varieties of ESP, Business English involves the definition of a specific language corpus and emphasis on particular kinds of communication in a specific context.

According to Dudley Evans and St John (1998) it is difficult to define Business English because of its broad scope. In order to facilitate this definition, they suggest a division as 'English for General Business Purposes' (EGBP) and 'English for Specific Business Purposes' (ESBP). English for General Business Purposes (EGBE) is directed towards pre-experienced learners or those at the very early stages of their career. EGBE courses are similar to 'EFL' courses with the materials set in business contexts. On the other hand, 'English for Specific Business Purposes (ESBP) courses are directed towards job-experienced learners who bring business knowledge and skills to the language-learning situation. In these courses, settings and carrier content are mainly taken from the learner's own business contexts.

In order to have a full account of how Business English courses are offered as both a discipline at the tertiary level of education for academic courses and as company training courses, the distinction should be made between English for Academic Purposes and Business English courses as a university course discipline. It is about the structure of ESP and these distinguishing factors that I will explain next.

2.2.2 The ESP structure

According to Hutchinson and Waters (1987) the term ESP is characterized as a branch of English as a Foreign Language (EFL) and a sub-division of the broader term 'English Language Teaching'. Moreover, ESP encompasses a series of other micro-divisions. If,

for example, the learner requires English for academic studies, the appropriate micro-division will be 'English for Academic Purposes' (EAP). On the other hand, if the learner requires English for work or training, then the appropriate micro-division is 'English for Occupational Purposes' (EOP in the U.K.) also known as 'English for Vocational Purposes' (EVP in the U.S.) or 'Vocational English as a Second Language' (VESL). Therefore, 'English for Academic Purposes' (EAP) will comprise courses related to the general nature of the learner's specialist areas as for instance, 'EST' (English for Science and Technology), EBE (English for Business and Economics) and ESS (English for the Social Sciences). These three categories will enfold respectively courses such as 'English for Medical Studies', 'English for Economics', and 'English for Psychology'.

'English for Occupational Purposes' (EOP), on the other hand, will comprise courses such as 'English for Secretaries', 'English for technicians' and 'English for Teaching'. 'EOP' (English for Occupational Purposes) is concerned with teaching the target language in order to capacitate students to solve communication problems related to their work environment.

Considering that ESP courses have such a broad scope in terms of structure and that they generally differ from place to place, I attempted to look at how Business English courses are offered in the state of Santa Catarina (section 2.2.6 of this chapter) in order to describe the great demand for these courses in this specific context. However, in order to understand the demand for Business English courses, I consider the status of Business English courses as occupational courses that are offered on the tertiary level of education as a discipline requirement and also those offered as in-service courses. According to Dudley Evans and St John (1998), a distinction has to be made about ESP in relation to the Business English courses and English for Academic

Purposes courses. These authors state that 'English for Academic Purposes' courses are fundamentally concerned with the acquisition of knowledge by individuals and 'English for Business Purposes' is centered in the learner as a member of a transactional world where the primary concern is the exchange of goods and services.

To state it in Dudley Evans and St. John's (1998) terms:

> the priorities in 'EAP' refer to acquiring 'knowledge for its own sake', and in 'EBP' in acquiring 'knowledge for a profit margin (p.72).

It is my contention that Business English teaching has a business purpose, so it is rational to see it as part of 'EOP'. However, some students who attend these courses on the tertiary level of education are not exclusively business-oriented students. So, these disciplines may be seen as having more in common with the study of other 'EAP' disciplines. Considering this factor, there is need for further research in order to investigate how these courses have been developed.

English for Specific Purposes has had its own history of development. It started during the 70's and coincided with the discussion centered in English language teaching methodologies. An overview of how the ESP movement developed since the 70's may add to an understanding of the reasons that contributed for this work. So, I will analyze what characterized the ESP movement worldwide.

2.2.3 The English for Specific Purpose Movement and its international scope

Due to the fact that by the end of the Second World War there was an expansion in scientific, technical and economic activities, technology and commerce predominated as the two dominating forces in the world and there was a demand for an international language for communication purposes (Dudley Evans and St. John,1998). The United

States in the post-war period was regarded as a political superpower, thus English became the language used for communication worldwide. Nowadays, it has been proclaimed that over the last century English has superseded other languages in becoming the global 'lingua franca' (see Firth 1991, pp.270-271, and Dudley Evans and St. John, 1998).

According to Mackay & Mountford (1978), on account of the need for internal communication, transmission of science and technology, and international communication, developing countries also took part in the ESP movement which gave it an international status. English for Specific Purposes was not an universal phenomenon; it rather developed at different speeds in different countries (Hutchinson and Waters, 1987). The English for Specific Purposes movement reached different international contexts, among these were Jiao Tong University in Shanghai, National University of Singapore, University of Blida in Algeria, Catholic University of Santiago in Chile, Pontifical Catholic University of São Paulo, in Brazil . Of particular interest to this study is The Brazilian National ESP Project (Celani, Holmes, Ramos, Scott, 1988) which will be discussed in more detail below.

The English for Specific Purposes movement was characterized by a concern with the adult student's wider role outside the classroom. The rationale behind the idea of teaching English for Specific Purposes was that the linguistic characteristics needed by a particular group for a specialist area or work could be identified and then taught. Educational Psychology has been said to have also contributed to ESP by tackling on learners' attitude towards learning in that the act of teaching relevant information to the learners' needs and interest would influence and motivate them, thus resulting in efficient learning. The Brazilian ESP project, to which I will now return, also played an important role in this movement.

2.2.4 The ESP Project in Brazil

During the late 70's, twenty-three universities in Brazil participated in the Brazilian ESP National project (Celani et al., 1988). The project evolved mainly from a need to create a center of expertise equipped to give advice on the organization and implementation of ESP courses in Brazilian universities, as there was a growing demand for the English Departments to offer specialized English courses to various departments of both pure and applied sciences (Celani et al., 1988).

At the Universidade Federal de Santa Catarina (UFSC), for instance, the project started in the late 70's. It was the center for one of the three 'key English Language Teaching' (KELT) posts. The Federal University of Santa Catarina and the Catholic University of São Paulo were the two institutions to be in charge of teachers development, research and material production. As a result of this work, at the Universidade Federal de Santa Catarina, a needs analysis was made among the various departments, and materials were basically created to help students develop reading skills in their specialist area. Experimental work was also done in developing self-access materials and a 'standard exercise'. These materials were developed and tried out by the Federal University of Santa Catarina and later made available to all the other universities (Celani et al., 1988).

Another Brazilian university to contribute considerably for material development in this area was Universidade Federal do Rio Grande do Sul (UFRGS), under the coordination of Prof. Nora Ther Thielen. At UFRGS, the project focused on reading for the academic context in the undergraduate and graduate program (Celia, 1984).

So, the Brazilian project was aimed at 'EAP' courses, also known as 'instrumental' courses at Brazilian Universities. It contributed mainly to the

development and selection of materials in the area of ESP. It is this aspect of the project that I will explain next.

2.2.5 The ESP Projects regarding materials evaluation

As already mentioned, the selection and development of materials was one of the main concerns of ESP courses in Brazil. A national resource center was created to help the development of materials and to give its authors a feedback about materials already developed. Nowadays, there is a fully implemented resource center called CEPRIL (Centro de Pesquisas, Recursos e Informação em Leitura) at The Pontifical Catholic University of São Paulo (PUC-SP).

During the development of the Brazilian ESP project, there was an inquiry into the possibility of the centers producing a project textbook with the materials developed. The answer was negative, since the intention of the project with regard to materials was that they should not be static, but should allow teachers and students to modify, improve and create them whenever possible (Celani et al., 1988). However, three problems that the project-oriented teachers faced in the development and selection of materials were finding appropriate texts, lack of time to prepare materials and the fact that classes always varied in terms of specialism. In a complementary study about the students' attitude developed by CEPRIL, research assistants found that students' receptivity to the materials was related to their opinions as to whether the material had been relevant to their area of specialization. The more receptive students were, the more they thought the materials were relevant to their specialist area. As we may notice, selection and evaluation of materials, specially of texts to be used as models of written English for

classroom activities, has long constituted an issue for ESP teachers and a motive for further research.

Besides the 'Brazilian ESP Project', specifically in the area of Business English, there is another important research and development project concerned with business communication skills, called 'DIRECT' (Development of International Research in English for Commerce and Technology). This project develops research concerned with texts and how they work as discourse in relation to different business context in which communication takes place. It was initiated in October 1989 by the University of Liverpool and the Post-Graduate Programme in Applied Linguistics (LAEL) at the Catholic University of São Paulo. Since 1992, the project has also been concerned with developing research in communication skills in the mother tongue, i.e., Portuguese in a business context (Barbara, Celani, Collins, Scott, 1994).

In much the same way as the ESP project in Brazil successfully contributed to EAP research in a Brazilian context, the 'DIRECT' project has also successfully influenced developments in the field of Business English. However, it is my contention that awareness should be raised in understanding the need to extend such practice to other states in Brazil.

In the State of Santa Catarina, for instance, the need for Business English courses has been increasing as there is great demand from private educational institutions, and public and private companies. It is about this demand that I will argue next.

2.2.6 Business English courses

Business English has grown to be a dynamic area of specialization within the overall field of English language teaching. According to Flowerdew (1990), the reason for this growth can be attributed to market forces and theoretical renewal. Flowerdew (1990) further explains that Business English has spread out to reach untapped areas such as the European countries motivated by the single European Market, and developing countries such as Brazil.

To account for the globalization of the economy, business institutions are concerned with training personnel to develop specialized professional communicative skills in English. In Florianópolis, the Capital of the state of Santa Catarina, for instance, Business English courses are offered basically at the tertiary level in public and private educational institutions and in other non-educational private companies, as described next.

The Universidade do Sul de Santa Catarina (UNISUL), a private higher educational institution, offers two semesters of Business English in undergraduate courses as a discipline requirement for International Relations and Business Administration, focusing on import-export.

The Universidade do Vale do Itajaí (UNIVALI) is another private institution that offers Business English as a required discipline for the courses of Business Administration focusing on import-export, Tourism, Executive Bilingual Secretary and Office Automation, and International Relations.

The Universidade Catarinense de Ensino Superior (UNICA), founded in 1998, offers Business English for the courses in Bilingual Executive Secretary and Office

Automation, and in Business Administration focusing on Marketing, Tourism, Information Management and in International Trade.

At the Federal University of Santa Catarina (UFSC) Business English courses are offered as disciplines for undergraduate studies in the Bachelors' course in Executive Bilingual Secretary. Starting in 1997, the University has also been offering Business English courses in companies, coordinated by the Foreign Language and Literature Department (DLLE). At present, these extension in-company course projects are available to a telecommunication company (TELESC-Telecomunicações de Santa Catarina S.A.) , and to a national bank (B.B.-Banco do Brasil).

The Federal University of Santa Catarina has recently developed a project which contributed as research for Brazilian Business English courses. It centered on needs analysis, course design and the target situation analysis (Vasconcellos and Koerich, 1998); however, there should be an increased awareness with regard to the need for further research that centers on text analysis of the actual texts used by Business English students in their working situations.

According to Ellis and Johnson (1994), choosing appropriate materials for Business English classes raises a number of problems for the teachers. This fact, nevertheless, may be extensive to Brazilian Business English teachers. It is about these matters that I will argue next.

2.3 Textbooks evaluation criteria

One of the approaches used to select and evaluate materials is to compile checklists of headings or questions designed by one person or by a group of people, for example the

work by Ur (1996) and Bohn (1988). Among the various evaluation criteria that have been developed for selection and evaluation of materials in the area of ESP are the works by McDonough and Shaw (1993) and Harmer (1991). To the best of my knowledge, however, only one checklist has been specifically developed to provide evaluation criteria for Business English materials (Ellis and Johnson, 1994).

Ellis and Johnson (1994) argue that the most prominent criteria that must be taken into consideration while selecting a Business English textbook is whether the book can fulfil the role required of it. Several variables should be accounted for in the evaluation process, such as target audience, objectives, covered areas, methodological approach, specific role, and attractiveness (Ellis and Johnson, 1994). In order to carry out such an evaluation, specific information should be taken into account, as for instance, what type of learner the material aims at, his/her language level, age and cultural background, training objectives, appropriate methodology or style for the learners, and which materials are most likely to motivate a particular group of learners.

The criteria checklist developed specifically for Business English materials (Ellis and Johnson, 1994) are useful guides for assessing Business English textbook materials. These criteria checklist items can be utilized to approach material selection and evaluation in a number of ways. For instance, McDonough and Shaw (1993) utilize an approach consisting of 'external evaluation' which includes a brief overview of materials from the outside (cover, introduction, contents page), followed by an 'internal evaluation' consisting of a closer and more detailed appraisal, an in-depth look at two or more units to investigate aspects such as the presentation of skills in the materials, the kinds of texts used and the relationship between exercises and tests.

These approaches to the utilization of criteria checklist are useful while considering the evaluation process as a management issue through which policies are

formulated and resources allocated and purchased. In this work, however, evaluation means not only a process by which educational decision makers formulate policies for the allocation and purchase of resources, but also the changes which have to be made at some level in the adopted coursebooks in order to achieve congruence for specific teaching contexts.

Teachers do not always take part in the process of selecting a particular textbook to use, although at times they may be invited to take part in a corporate process of material selection. Even when they do take part in this process, the last decision is usually left to the managerial level in the school hierarchy. However, teachers do almost exclusively take part in the evaluative process for the task of changing or adjusting the various parts of a coursebook against the background of a knowledge of the learners and of the demands and potentials of the teaching situation (McDonough and Shaw, 1993).

As stated by Stevick (in McDonough and Shaw,1993, p. 83):

> the teacher must satisfy the demands of the textbook, but in ways that will be satisfying to those who learn from them.

Considering these facts, Brazilian Business English teachers, unless specifically required, may not be directly involved in the process of evaluation and selection of Business English textbook materials. However, in assuming the evaluation process also as the changes that must be made in coursebooks at some level to suit a given teaching situation, teachers are the most important party involved in the evaluative process.

Thus, evaluation is treated as both the process which is carried out in order to adopt a particular coursebook, as well as the investigation of text materials in order to adapt them for a specific learning context, which is a process subsequent to and dependent on the adoption of a given coursebook. In this work I will refer to the latter as the evaluation of the internal aspects of textbooks, the adaptation of the content of texts used in textbooks for a given teaching situation. Otherwise, as stated by McDonough

and Shaw (1993), adaptations may also concern other factors such as the organization and consistency of internal aspects of materials.

In arguing this case specifically for Business English teachers, let us take one particular text: the advertisements, which are suggested by Ellis and Johnson (1994) as an appropriate type of text to be used as a model of written English for activities in Business English textbooks. Faced with this kind of text in Business English textbooks, Brazilian Business English teachers may need to adapt it as requires a particular teaching situation. There are various techniques from which they can choose in adapting these texts. For instance, there may be insufficient coverage of oral skills in order to develop a specific business skill, then, the teachers may need to add a second advertisement parallel to the one provided in the textbook. Or else, they may need to simplify texts so that they match the text more closely to the proficiency level of a given group of learners. This process can both provide extra material or it can provide changes in the methodological nature of materials. In this work I will not be concerned with the general effect these adaptations may trigger. in terms of material design and methodology. Rather, the concern in this work is, strictly speaking, with evaluation in relation to the advertisements, as I have already pointed out. In order to adapt advertisements first teachers need to be familiar with the discourse of those texts. Next I proceed by discussing how advertisements constitute genres.

2.4 Advertisements as a genre

According to Meurer (1998), a culture would be characterized as the set of all the genres within a given social context. Then, genres, as defined by Martin (1984, in Meurer

1998, p.122), is 'a staged, goal oriented, purposeful activity in which speakers engage as members of our culture, such as the staged activities of making a dentist's appointment, buying vegetables, telling a story, writing an essay, applying for a job, writing a letter to the editor, inviting someone for dinner, and so on". According to Cook (1992), 'ads' are complex discourse types, created by many senders that may range from the manufacturer and the agency department to the camera crews who produce them. In broader terms, it can be stated that the sender of an ad is the client, the addresser is a creative team, and the receiver is the public in general.

Ads are realized through different registers, according to different contexts of situations in which they occur. For instance, an advertisement for a given product and service will differ in terms of register from one which promotes a given social behavior, let us say, on nature preservation. An advertisement has its own basic components that form its structure which consists of illustration, headline, body copy, signature line, and a slogan (Grimm, 1999).

The discourse of advertisements is associated with specific functions or purposes within social practices. One of the greatest functions of advertisements in our society is to persuade people to buy a given product. However, in the case of the advertisements used in Business English textbooks, it is the textbook authors who define this function in terms of training objectives. In the latter case, ads may have an educational purpose (Heberle, 1997; Tomitch, 1995). Considering the purpose for which advertisements are used in Business English textbooks, it is important that teachers understand how the discourse in these ads is constructed. It is about the discourse analysis of the textual features in advertisements and its theoretical framework that I will discuss next.

2.5 Theoretical framework for the analysis of the selected ads

According to Dudley Evans and St. John (1998), discourse studies have influenced the development of research in all areas of ESP. Discourse Analysis is concerned with the study of language, or text, above the sentence level. It examines the communicative contexts that affect language use. This involves the study of cohesive links between sentences, of paragraph structure, or the structure of the whole text. Nowadays, discourse analysts, specially critical discourse analysts, also investigate the visual components of a text: the layout, symbols, colors and what is foregrounded and backgrounded (for example, Kress & Van Leeuwen, 1996).

In this study, however, I am concerned exclusively with the analysis of the written text in product and service advertisements. In order to investigate the discourse patterns in these advertisements, I will use Halliday and Hasan's (1976) model for lexical cohesion, Halliday's (1994) work on cohesion, and Hoey's (1983) work on the problem-solution pattern, as has already been pointed out. Next, I will discuss about these works.

2.5.1 Halliday and Hasan's model of lexical cohesion

According to Halliday and Hasan's (1976) model of cohesion and Halliday's (1994) work on cohesion, there are principles which govern lexical cohesion in texts. A lexical tie, for instance, is interpreted as a relation between the lexical cohesive element itself and the one which is presupposed by it. Lexical ties, i.e., instances of lexical cohesion, may be found in two directions: they may be anaphoric, with the presupposed element preceding, or cataphoric, with the presupposed element following it.

Halliday and Hasan (1976) and Halliday (1994) provide code schemes as a means for representing the lexical cohesive relations in a text. Each sentence is given an index number, and the total number of lexical ties in that sentence is entered in the appropriate column. Then, for each tie, the type of lexical cohesion, its distance and direction are specified through their coding scheme. In the present work, I will limit my analysis to lexical cohesion, here indicated by the letter 'LE'. Each sentence contains the sentence number related to the sentence analyzed, the number of lexical ties, the lexical cohesive item, the distance item and the type of lexical cohesion. In the present study, the code for the type of lexical cohesion is as follows:

Coding scheme for lexical cohesion, according to Halliday and Hasan's (1976) model (p.338):

Lexical Cohesion	LE
1. Same item	SI
2. Synonym or near synonym	
(incl. hyponym and antonym)	SE/ANTON
3. Superordinate	SUPOR
4. 'General' item	GEN
5. Collocation	COLL
1-5 having reference that is:	
6. (a) identical	IDENT
7. (b) inclusive	INCL
8. (c) exclusive	EXCL
9. (d) unrelated	UNREL

This code scheme will be restated in the analysis of the advertisements.

These types of cohesion are ways of repeating various kinds of semantic relationships that can exist between lexical items. In this work these relationships are considered in two categories: reiteration and collocation. The first category, reiteration, includes cohesive relations involving the repetition of the same lexical item, relations of synonymy or near synonymy and relations involving a superordinate or a general item.

Synonymy refers to essentially a bilateral or symmetrical sense relation in which more than one linguistic form can be said to have the same conceptual or propositional meaning. Antonymy, on the other hand, refers to semantic opposition or unrelateness, where there is contrast in meaning, for example, male-female.

Hyponymy in this work refers to a relationship existing between specific and general lexical items in that the meaning of the specific item is included in and by the meaning of the more general item. It is a kind of asymmetrical synonymy; its basic organization is hierarchical. For example the item 'car' is a hyponym of vehicle in that the item 'vehicle' is a superordinate term and 'van' and 'lorry' which are found to be in the same level of taxonomy are called co-hyponyms. The items 'van' and 'lorry' are considered co-hyponyms of the superodinate term 'vehicle'.

Meronymy refers to a part-whole type of relation, as for example 'body' and 'hand' in which hand is a part of the body.

The second broad category, collocation, refers to the tendency certain items have to co-occur in texts (Halliday,1994, p. 333). As suggested by Halliday (1994), even where there is a relation of synonymy between lexical items, their cohesive effect tends to depend more on collocation, a simple tendency to co-occur. According to Halliday (1994), if both relationships are present, i.e., if the lexical items are both synonyms and collocates, they reinforce themselves. For instance, the items 'coffee' and 'milk', in a given text may cohere by both a relation of near synonymie and also as collocates.

These types of lexical cohesion show an identical, inclusive, exclusive or unrelated reference.

An identical reference is found when the cohesive items are identical, i.e., by the repetition of the same item. However, a lexical item may cohere with a preceding one in ways other than just by a relation of the repetition of the same item. Halliday and Hasan (1976) exemplify these relations as follow:

There's a boy climbing that tree.

a. The boy's going to fall if he doesn't take care.

b. Those boys are always getting into mischief.

c. And there's another boy standing underneath.

d. Most boys love climbing trees.

In (a) *the boy* has the same referent as *a boy*. In (b) *those boys* includes the boy referred to previously, and others as well, thus the relation is one of inclusion. In (c) *another boy* excludes the boy referred to in the first sentence: in this instance there is non-identity of reference, there is the presence of an elliptical form 'another'; this is a relation of exclusion. In (d) *most boys* bears no referential relation to all the boys mentioned previously; there is an unrelated relation among the terms, i.e., no referential connection (Halliday and Hasan, 1976, p. 283).

2.5.1.1 Lexical cohesion and the analysis of advertisements

As stated before, in order to evaluate written texts in Business English textbook activities for teaching purposes, Brazilian Business English teachers ought to understand their overall discourse patterns. One approach to understand the discourse of the advertisements consists of performing a discourse analysis of their textual features

in order to observe their lexical cohesive links. According to Hoey (1991), 'lexical cohesion is the single most important form of cohesion. It is the dominant mode of creating texture and it offers insight about the way lexical items may refer backward or forward to the segments of the discourse'. In this study, I will limit my analysis to the investigation of lexical sets that create cohesion and the ones which overtly signal the overall discourse structure of the selected advertisements. It is about the macro structure of the discourse of the advertisements that I will discuss next.

2.5.2 Lexical signaling of the macro structure of advertisements

As previously stated, recognizing the overall discourse patterns of product and service advertisements may help Brazilian Business English teachers to understand this kind of written discourse in order to adapt them for Business English classroom activities.

Meurer (1997) argues that the author of a text utilizes various resources in order to signal to the reader how the text is organized in terms of micro organization (the clause relations), and macro organization, i.e., what elements or episodes are combined in what order to constitute, for example, an advertisement, or a business letter.

In the case of advertisements, Hoey (1983) claims that these texts present an overall textual structure of problem-solution. A problem-solution pattern is defined as a structure which consists of a situation, a problem which is an aspect of the situation that asks for a response, and an evaluation which is the appraisal of the stated response or solution. Evaluations may be either positive or negative. Whenever an evaluation is negative, it calls for another response or solution; in this case, another problem solution pattern may emerge.

According to Hoey (1983), the problem-solution pattern in advertisements may present the problem in rather general terms, but the response is specific to one participant or group of participants. In other words, the response is formulated in such a way that the reader/listener is advised by means of an imperative or interrogative clause, causing the response to be personal to him/her.

In order to identify the problem-solution pattern, Hoey (1983) claims that certain questions be asked in relation to the discourse analyzed, such as 'What is the situation?'; 'What is the problem?'; 'What is the solution to the problem?'; 'What is the result of the response to the problem?'. In the case of advertisements, however, instead of asking what is the response to the problem, the question to be asked is what response can I (the reader) make? In other words, in the ads, the problem and the solution to this problem are linked to the reader as potential participant.

Besides the use of questions to analyze this discourse pattern, Hoey (1983) also suggests other ways to undertake the discourse analysis of texts. He states that the identification of lexical signals, which overtly alerts readers about the patterns of organization in text at the macro level, should also be at the interest of discourse analysis. Thus, the analysis performed in the selected advertisements will also investigate the lexical items that overtly signal the overall organization of the discourse.

As I mentioned in section 2.2.3, evaluation criteria checklists are useful to approach the selection and evaluation of materials whether in the process of evaluating them in order to adopt a given set of materials and/or in the process of evaluating the content of texts that are used as models of written English in activities within the coursebooks. In the next chapter, I show Business English materials available in the market from 1997 to 1999. This information may favor the pre-selection of materials in

order to carry out the external assessments of published materials in allocating and

purchasing them by a given institution.

CHAPTER 3

Business English Textbooks

3.1 Introduction

As I mentioned in the previous chapters, a survey was made of different publishers' catalogues. From this survey, a register of the textbooks was assembled consisting of practical information retrieved from those catalogues.

In the present chapter, I will provide a brief history of Business English textbooks, followed by six tables containing the list of the textbooks investigated in different publishers' catalogues. Finally, I will make a general description of the content of the tables about the Business English textbook authors, complementary materials and teaching level, followed by concluding remarks.

Up to the present moment, Business English textbooks have undergone improvements to suit the needs of Business English students. It is about the history of the development of Business English textbooks that I will discuss next.

3.2 Business English textbooks according to publishers

As stated by Ellis and Johnson (1994), during the 1970's the grammatical syllabus was put aside to give way to the functional syllabus. Many Business English textbooks such as *British Banking* by J. Firth in the Peter Stevens series, published by Cassell in 1971,

for example, consisted of comprehension questions, vocabulary exercise and drilling selected structures. In 1972, *English for Business* heralded by the BBC/OUP placed emphasis on training the skills of communication in English within a business context. It was considered a reflection of the structural/audio-lingual approach to language teaching. During the mid-70s and 80s, Business English teaching focused more and more on functional areas, formulaic language for making appointments, confirming plans, introductions, *Functioning in Business* by Knowles and Bailey (Longman, 1987) being a clear example. During the 80s, books which placed emphasis on the development of skills for using the language learned were also available (Ellis and Johnson, 1994).

In order to provide Brazilian Business English teachers with information about the updated materials available on the market from 1997 to 1999, I display six tables containing a list of Business English textbooks from the following publishers: Cambridge, Heinemann, Heinle & Heinle, Longman, Oxford and Simon & Schuster. Next, I will discuss some external aspects of the materials, so as to provide readers some practical considerations. However, it is important to state at this point that for the external evaluation of textbooks, it is necessary to assess the textbooks themselves and not only the publishers' catalogues. Moreover, since the publishers investigated are responsible for a large amount of English teaching materials all over the world, their catalogs undergo a series of improvements. Therefore, the information I will provide about the materials is intended to serve as support in deciding which textbooks would be appropriate to be selected for conducting an external evaluation for purchase by a given institution. For more information it is suggested that teachers contact a particular book store representing a specific publishers at their local area, or contact the publisher directly.

3.2.1 Cambridge

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

Table 3.1 – Business English Textbooks Published by Cambridge – 1997/ 1999**

L – Low level **PE** – Pre-experienced learner **POE** – Post-experienced learner **E** – Experienced learner **UP** – Upper intermediate **PI** – Pre-intermediate **LI** – Lower intermediate **I** - Intermediate	**B** – Book **AB** – Activity Book **LB** - Learner's Book **LBC** – Learner's Book Cassette **LBCD** - Learner's Book Audio CD **TG** – Teacher's Guide **C** – Cassette **SB** – Student's Book **V** – Video **IM** - Instructor Manual	**CD** - Audio CD **VC** – Video Cassette **SBC** – Student's Book Cassette **SBCD** – Student's Book Audio CD Set **WB** – Workbook **WC** – Workbook Cassette Set **WACD** – Workbook Audio CD Set **TB** – Teacher's Book **HSB** – Home Study Book **HSBC** – Home Study Book Cassette **HCD** – Home Study Book Cassette CD

Abbreviations used on table 3.1 above

** The boxes under tables 3.1 to 3.6 contain the abbreviations used as reference to indicate the teaching levels and the complementary materials as suggested by the catalogues investigated.

Cambridge shows 24 Business English textbooks published by different authors. Complementary materials include books, activity books, workbooks, CD's, videos, home study books, teacher's books and cassettes. Some of the titles of these textbooks suggest that these materials 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*. The materials available are offered for different levels such as pre-experienced, post-experienced and experienced learners, as well as low, upper intermediate, pre-intermediate, lower intermediate and intermediate levels.

3.2.2 Heinemann

Title	Author	Complementary material	Level
Business First	Benn, C. & Dumnet, P.	B,C	FB/LI
Business Builder	Emmerson, P.	TRB, SRP, C	I/UI
Video Conference: Communication Skills for Work and Travel	Falla, T.	V, RB	B/I
Business Targets	Greenall, S.	SB, TB, C	UI
Telephone Skills	Hough, D.	B, C, AC	LI
Business Words	Howard, Williams, D. & Herd, C.	B	B/I
Going Places	Ladousse, G.	SB, C, TB, WF, WB,WBC	B/PI
Survival English	Viney, P.	SB, TF, TN, PB, C, ACD, SSF, RP	PI
Basic Survival	Viney, P.	SB, TF, TN, PB, C, CD, RP	FB

Table 3.2 – Business English Textbooks Published by Heinemann – 1997/ 1998

B - Beginner **FB** – False Beginner **LI** – Lower Intermediate **UI** – Upper Intermediate **PI** – Pre- Intermediate **I** – Intermediate	**B** – Book **AC** – Audio Cassette **SB** – Student's Book **V** – Video **TB** – Teacher's book **TRS** – Teacher's Resource Book **SRP** – Student's Resource Pack **RB** – Resource Book **RP** - Resource Pack	**WB** - Workbook **C** – Cassette **SB** – Study Book **WF** – Work File **WBC** – Workbook Cassette **TF** - Teacher's File **TN** – Teacher's Note **PB** – Practice Book **CD**- Audio CD **SSF** – Self-Study File w/ CD and Cassette

Abbreviations used on table 3.2 above

Heinemann shows nine Business English textbooks published by different authors. These published materials offer a series of component materials such as books, cassettes, videos, CD's, studying files, workbooks, student books and teacher books. The courses are suggested for beginners and for lower, pre-, and upper-intermediate levels. The titles of these textbooks suggest these materials may be used for developing general business English skills such as *Survival English, Business First, Business Builder, Going Places, Basic Survival*. There are also video materials such as *Video Conference: Communication Skills for Work and Travel* which may be used in both General Business English courses and Specific Business English courses.

3.2.3 Heinle & Heinle

Title	Author	Complementary material	Level
Business Concepts (2nd 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 3.3 – Business English Textbooks Published by Heinle & Heinle – 1997/ 1998

HI – High Intermediate
I – Intermediate
A – Advanced

B- Book
SC – Sample Cassette
C- Cassette
IM-Instructor's Manual

Abbreviations used on table 3.3 above

Heinle and Heinle shows four Business English textbooks published by different authors. According to this publisher's catalogue, materials do not include video and CD's as complementary materials. The materials offered by Heinle and Heinle are developed for General Business English Courses such as *Let's Talk Business* and *Business Concepts*. Course materials are provided for high-intermediate, intermediate and advanced levels.

3.2.4 Longman

Title	Author	Complementary material	Level
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	-
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. & Pilbeam, A.	B,C	PI
Meeting and Discussions	Ellis, M. O'Driscoll, N. & Pilbeam, A.	B,C	I
Telephoning	Ellis, M. O'Driscoll, N. & Pilbeam, A.	B,C	I
Professional English	Ellis, M. O'Driscoll, N. & Pilbeam, A.	SB, TG, C	-
Making Contacts	Ellis, M. O'Driscoll, N. & Pilbeam, A.	B,C	PI
Exchanging Information	Ellis, M. O'Driscoll, N. & Pilbeam, A.	B,C	PI
Presenting Facts and Figures	Ellis, M. O'Driscoll, N. & Pilbeam, A.	B	I
Giving Presentations	Ellis, M. O'Driscoll, N. & Pilbeam, A.	B,C	UI/A
Negotiating	Ellis, M. O'Driscoll, N. & Pilbeam, A.	B,C	UI/A
You're in Business	French, J. T.	SB, C	HI/A
Work in Progress	Hopkings,A. & Porter, J.	SB, WB, CBC, WBC, TRB	E
Workplace English Office File	Helgesen, M. & Adams, K.	SB, C, TM, ACD	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
Functioning in Business	Knowles, L. Bailey, F. & Jillett, R.	SB, C, TB, V	PI
Insights into Business	Lannon, M., Tullis, G. & Trappe, T.	SB, WB, TB, C	I/UI
Business Communication: Ten Steps to Success	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.	SB, C, TM, SBC, MC	FB,E
Business English Teacher's Resource Book	Reed, B., Nolan, S.	B	E,A
Business Listening and Speaking	Riley, D.	B, C	PI

Title	Author	Complementary material	Level
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 Initiatives	White,G. & Drake, S.	CB,TG, C	PI

Table 3.4 – Business English Textbooks Published by Longman – 1997/ 1998

E - Elementary **B** – Beginners **FB** – False Beginners **HB** – High Beginners **PI** – Pre-Intermediate **I** - Intermediate **UI** - Upper-Intermediate **HI** – High-Intermediate **A** – Advanced	**B** – Book **SB** – Student's Book **TB** – Teacher's Book **TRB** – Teacher's Resource Book **TG** – Teacher's Guide **TM** – Teacher's Manual **WB** – Workbook **WBC** – Workbook Cassette	**C** – Cassette **CBC** – Course Book Cassette **CB** – Course Book **SBC** – Study Book Cassette **DC** – Demo Cassette **MC** – On-the-Move-Cassette **ACD** – Audio CD

Abbreviations used on table 3.4 above

The Longman shows 38 different Business English textbooks published by different authors. The titles of these materials suggest that they may be used for general business English skill development, as *Ready for Business*, *You're in Business*, *Business Class Functioning in Business*, and/or materials which develop 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*. These materials are offered for different levels: elementary, beginners, false beginners, high beginners, pre-intermediate, intermediate, upper intermediate, high intermediate and advanced.

3.2.5 Oxford

Title	Author	Complementary material	Level
Creating Opportunities	Baldwin, R. & Heither, D.	VG, VC, AB	I to UI
Business Ventures 1 & 2	Barnard, R. & Cady J.	SB, AC	FB
Effective Presentations	Comfort, J.	SB, C, TB, VC	I to UI
English for the Telecommunication Industry	Comfort, J., Revell, R., Simpon, D., Utley, D. & Stoot, T.	B, C	I
Effective Socializing	Comfort, J., Revell, R., Simpon, D., Utley, D. & Stoot, T.	SB, TB, C	I to UI
Grammar & Practice	Duckworth, M.	B	I
Business Basics	Grant, D. & McLarty, R.	SB, WB, AC, TB	E
Business Objective (2nd Edition)	Hollett, V.	SB, WB, C, TB	LI
Meeting Objective	Hollet, V.	V, AB	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/A
Business Communication Games	Lloyd, A., Preier, A.	B	I/UI
Effective Meetings	Utley, D. & Comfort, J.	SB, C, TB, VC	I/UI
Effective Telephoning	Utley, D. & Comfort, J.	SB, C, TB,VC	I/UI
Handshake	Viney, P. & Viney, K.	SB, C, TB, WB	PI
Business Assignments	Palmer, D. & Casler, K.	VC, VAB, VG, DC, IF, TN	A
Business World	Speegle, R. & Giesecke, W.	B	HI/A
English for Secretaries	E.L. & T.	SB, TB, C	I
Feedback	Sherman, J.	B	I/A
A Handbook of Commercial Correspondence 2nd ed.	Ashley, A.	B, CWB	I/A
Written English for Business	Andrews, R., Lees, G. & Stanton, A.	B	E/I/A
The electronic Business Letter Writer	Ashley, A.	SP	-
Business Letters for All	Naterop, B.	B	I/A
Business Options	Wallwork, Adrian	SB, TB, WB, C	UI
Commercially Speaking	Irvine, M. & Cadman, M	SB, TP, WB, C	E/PI
Going International	Harding, K.	SB, TB, WB, C	UI
At Your Service	Stott, T. & Buckingham, A.	SB, TB, WB, C	PE
Highly Recommended	Revell, R. & Stott, T.	SB, TB, WB, C	E/LI
International Express	Liz Taylor	SB, TB, WB, C	PI/I

Table 3.5 – Business English Textbooks Published by Oxford University Press – 1997/ 1998

E – Elementary **PE** – Post-Elementary **FB** – False Beginners **LI** – Lower Intermediate **PI** – Pre-intermediate **I** – Intermediate **UI** – Upper-Intermediate **HI** – Higher-intermediate **A** – Advanced	**B** – Book **SB** – Student's Book **TB** – Teacher's Book **WB** – Workbook **CWB** – Correspondence Workbook **AB** – Activity Book **IF** – Information Files **TP** – Teacher's Pack	**TN** – Teacher's Notes **C** – Cassette **AC** – Audio Cassette **VC** – Video Cassette **VAB** – Video Activity Book **VG** – Video Guide **DC** – Deskwork Cassette **SP** – Software Package

Abbreviations used on table 3.5 above

The Oxford University shows 28 different Business English textbooks published by different authors. These published materials show, among their components, the student's book, teacher's books, activities book, cassettes, videos, and video books.

These materials suggest that they can be used for general Business English skills development, such as *Business Venture, Business Basics, Business Objectives, 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, Effective Presentations*. Oxford also provides materials to be used for self-study and/or as resource for improving specific business English skills, such as *A Handbook of Commercial Correspondence*. As can be seen in the table above, materials are provided for different levels from elementary, false beginners, lower intermediate, intermediate, upper intermediate, higher intermediate to advanced levels.

3.2.6 Simon & Schuster

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, CD.	E
The American Business English Program	Badger, I., Daniel, D. & Menzies, P.	CB, IP, CC, SSP, WB, WBC, WACD, WCP, WACP.	PI
The American Business English Program	Badger, I., Daniel, D. & Menzies, P.	CB, IP, CC, WB, WBC, WACD, WCP, WACP.	I
The American Business English Program	Badger, I., Daniel, D. & Menzies, P.	CB, IP, CC, WB, WBC, WACD, WCP, WACP.	HI
The American Business English Program	Badger, I., Daniel, D. & Menzies, P.	CB, IP, CC, WB, WBC, WACD, WCP, WACP.	A
The Multilevel Business English Program	Badger, I. & Menzies, P.	CB, TP, C, SSP, V, VTP, VSSP.	E
The Multilevel Business English Program	Badger, I. & Menzies, P.	CB, TP, C, SSP.	I
The Multilevel Business English Program	Badger, I. & Menzies, P.	CB, TP, C, SSP.	HI
The Multilevel Business English Program	Badger, I. & Menzies, P.	CB, TP, C, SSP.	A
Telephone and Reception Skills	Alexander, D.	B, C.	SM
Introduction to Business Organization and Practice	Ward-Dyer, R.	B	SM
Production and Operation	Lambert, V.	B	SM
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. & Jo St. John, M.	C	I
The Contact Series: Early Business Contact (2nd Ed.), Secretarial Contacts, Developing Business Contacts, Social Contacts, Technical Contacts, Advanced Business Contacts	Comfort, J.	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. & Grosse, R.	T, IM	-
Language Reference for Business English	Comfort, J. & Brieger, N.	B	A
Executive Skills	Minkoff, P.	B, C	A
English for Corporate Communications	Spring-Wallace, J.	SB, TB, C	A
Take a Letter	Myers, G.	B	-
Take Another Letter	Myers, G.	SB, TB, C	I

Title	Author	Complementary material	Level
Company Formula	White, R.	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 3.6 – Business English Textbooks Published by Prentice Hall Hispanoamericana and Phoenix ELT – 1997/1998

E - Elementary PI - Pre-Intermediate I - Intermediate HI - Higher-Intermediate A – Advanced SM – Support Material	B – Book CB – Course Book SB – Student's Book TB – Teacher's Book IM – Instructor's Manual IP – Instructor's Pack TP – Trainer's Pack SSP – Self-Study Pack WB – Workbook WBC – Workbook Cassette C - Cassette	CC – Class Cassette SC – Student's Cassette WCP – Workbook Cassette Pack WACD – Workbook Audio CD WACP – Workbook Audio CD Pack CD – CD-ROM V – Video VTP – Video Trainer's Pack VSSP – Video Self-Study Pack T – Text

Abbreviations used on Table 3.6 above

Simon and Schuster offers 30 Business English textbooks published by different authors. Most material consists of a coursebook, a book or a student's book. *The American Business English Program*, by Badger, Daniel and Menzies, provides different complementary components such as class cassettes, workbooks, workbook cassette, video, CD ROM, that may be adopted for use in teaching specific business English skills in different contexts. Simon and Schuster also provide a number of textbooks series available for developing specific business English skills for specific business areas such as *Business Management English Series*, and *The Contact Series*. In addition, this publisher offers textbooks such as *Business Interactions* that may be selected for general Business English skills development. Self-study material is also provided for developing specific business English skills such as *Take a Letter, Take another Letter*. Another resource material such as the *Bilingual Handbook of Business English/Spanish* may also be helpful for businesspeople working with multinational companies. As can be seen, Simon and Schuster offers a great amount of Business

English materials that may be useful for developing general business English skills. It also offers a great number of materials that can be used for specific business English skills development such as the *Case Studies in International Business*. These materials are available for levels which range from elementary, pre-intermediate, intermediate, high-intermediate to advanced.

3.3 General considerations on the textbooks

According to tables 1 to 6, Longman shows the largest number of textbooks available on the market, amounting on a total of 38 different Business English textbooks published, followed by Simon and Schuster with a total of 30 Business English textbooks published, Oxford University Press with a total of 28 different Business English textbooks published, Cambridge with a total of 24 Business English textbooks published, Heinemann with a total of nine Business English textbooks published and Heinle and Heinle with a total of four Business English textbooks published.

The titles offered by the investigated publishers, namely, Cambridge, Heinemann, Heinle & Heinle, Longman, Oxford and Simon & Schuster, suggest that these publishers offer materials that can be used for specific and/or general business English skill development. Oxford, for example, provides materials which may be used for general business English courses such as *Business Opportunities*, as well as materials which may be used for specific Business English courses such as *English for the Telecommunication Industry* and *Effective Presentations*. Notwithstanding, Simon and Schuster provide textbooks that can be used as extra materials for general and specific business English courses such as *Professional Reading Skills Series*, a series of

materials used for developing reading skills in professional contexts, and *The language of Business English* which can be used as resource material for general Business English classes and for self-study purposes. So, the lists of materials provided in this chapter contain published materials which rank from general business coursebook packages, supplementary materials, job-specific materials, reference books, self-access materials to Business skills training materials. In order to select adequate materials for a particular teaching context, it is important to obtain exemplars of these materials from their corresponding publishers so that a proper evaluation may be carried out.

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 and Schuster presents either a coursebook, a book or a student's book to constitute the material. In some cases, some complementary components such as class cassettes, workbooks, workbook cassette, video, CD ROM, are also offered in the material pack, such as in *The American Business English Program*, by Badger, Daniel and Menzies.

Oxford also presents, among its components, the student's book, teacher's books, activities book, cassettes, videos, and video books. Cambridge offers as complementary materials books, activities book, workbooks, CD's, videos, workbooks, home study books and cassettes. Heinemann also offers a series of component material as books, cassettes, videos, CD's, studying files, workbooks, student books and teacher books. Heinle and Heinle, on the other hand, does not seem to include video and CD's as complementary materials.

With regard to teaching level, Longman offers Business English materials for all levels: elementary, beginners, false beginners, high beginners, pre-intermediate, intermediate, upper intermediate, high intermediate and advanced. Simon and Schuster

also offers Business English materials for all levels, namely, elementary, pre-intermediate, intermediate, high-intermediate, advanced and supporting material. 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 low, upper intermediate, pre-intermediate, lower intermediate and intermediate levels.

Heinemann also offers Business English materials for beginners and for lower, pre-, and upper-intermediate levels. Heinle & Heinle also provides Business English materials for high intermediate, intermediate and advanced levels.

As can be concluded from the information provided in the tables, there is a great variety of Business materials available on the market. Moreover, most of the publishers suggest complementary materials such as teachers' books, cassettes, videos, i.e., whichever material is more appropriate in supplementing the course. The teaching level of these materials is also based on the information obtained by the catalogues and they range from beginners, intermediate, advanced, pre-experienced to experienced learners.

These lists of materials may support Brazilian Business English teachers as a pre-step in the whole evaluative process by providing information which can aid in sorting out some materials for the process of assessing their external and internal aspects. So, the lists may provide teachers with information about published materials which can serve as support if they take part in a corporate group designated to select the materials for adoption by a given institution. Second, the information about the books may also serve as support in sorting out the coursebooks which provide appropriate complementary materials for general or specific Business English courses.

In the next chapter I will use two criteria checklist items from the criteria checklist by Harmer (1991), namely, *practical considerations* and *language type,* in order to carry out an external and internal evaluation of aspects of the selected textbooks investigated in this study. The criteria checklist item *practical considerations* will serve as a guideline to assess external aspects of the textbooks such as titles, authors, publisher, complementary materials, teaching level. The other item *language type* will be utilized in conducting an internal appraisal of the content of advertisements that are used as models of written English for activities in those textbooks. This criteria item accounts for how realistic and appropriate the content of these texts are.

CHAPTER 4

Analysis of the selected 'advertisements'

4.1 Introduction

In the previous chapters, based on the survey made on Business English textbooks, I have provided information which may support Brazilian Business English teachers as a pre-step in the process of textbook selection in order to carry out an external evaluation of materials. It is intended to serve as a resource for Brazilian Business English teachers engaged in the process of selection and evaluation of classroom materials.

In this chapter, based on the evaluation criterion suggested by Harmer (1991), 'practical evaluation', I list the titles, authors, complementary materials and teaching levels of the textbooks investigated in this study. Then, based on the item 'language type' I indicate whether and how the advertisements are used in the textbook in order to investigate whether the content of these texts is realistic and appropriate for Brazilian Business English students. For this purpose, as has already been stated, I carry out a discourse analysis of the advertisements based on Halliday and Hasan's (1976) model of cohesion, Halliday's (1994) work on cohesion, and Hoey's (1983) work on the problem-solution pattern. For discourse analysis, I reiterate the code scheme for the lexical analysis and describe the lexical cohesive sets in the advertisements selected from the Business English textbook series. Finally, I describe the steps of the analysis and make general comments regarding their overall pattern of organization.

Oxford University Press has been responsible for publishing Business English textbooks, among which are *Business Objectives*, *Business Opportunities*, and *Business Basics*. I will now describe the external and internal aspects of the textbooks investigated.

4.2 An external and internal evaluation of ads in the selected textbooks

Business Objectives is part of the series which comprises *Business Basics* for beginner students and *Business Opportunities* for higher intermediate students. *Business Objectives* on the lower intermediate level course is intended for managers and students of business in general.

Business Objectives has a new package edition which includes a student book with new pronunciation syllabus and an extended vocabulary syllabus, more listening material and a full tapescript as complementary material. It also includes an enlarged audiocassette, a revised workbook, and a teacher's book with classroom notes, answer key, and progress test (see Table 3.5 in the previous chapter). These materials play an important role in providing extra guidance for students and teachers.

Each unit of this textbook is divided in three parts, namely, 'presentation', 'language work' and 'skills work'. The first part, 'presentation', introduces the topic and the objectives to be achieved in various functional areas of business interaction. It presents the topic progressively through listening comprehension activities involving different professional interactions. Information files, in the back of the book, serve as extra material to contribute to the development of the work activities all through the units.

In the second part of the textbook unit, 'language work', language is demonstrated in context through texts and tape. Students receive little exposure to grammar rules. The texts chosen as practice for language production are both authentic and adapted texts[3] such as message memos, business letters, magazine articles, menus, statistical charts, budget plans, conference programs, illustrated graphs, news articles, advertisements, and a memorandum.

In the third part, 'skills work', students practice speaking, listening, writing and reading skills interactively. Units one, two, three, six, nine, twelve and thirteen focus on activities to develop speaking and reading skills, while the other eight units develop writing, listening and speaking activities..

As stated by Dudley Evans and St. John (1998):

> *Business Objective* has been designed to cover English grammar systematically with attention given to verb tenses, conditional and modals. It focuses on presentation, through listening and/or reading, followed by exercises that practice grammar and vocabulary. The focus is on accuracy and having correct answers, but some activities are intended to develop fluency in one or more of the skills. The settings include 'meeting people', making arrangements', 'talking about yourself and your company', and 'traveling'. The vocabulary differs from that of English for General Purposes, but the activities are core EFL ones and the answers are rather predictable, as opposed to activities in which the responses are open and unpredictable.

Some of the EFL core activities in Business Objectives use advertisements as text types. In order to carry out an internal evaluation of the selected ads to investigate whether they are realistic and appropriate texts to be used with Brazilian Business English students, a discourse analysis of their lexical cohesive pattern and macro-structure is carried out. As previously mentioned, this analysis which is based on Halliday and Hasan's (1976) model of lexical cohesion; Halliday's (1994) work on cohesion and Hoey's (1983) work on the problem-solution pattern, will contribute to provide information on how this discourse type is constructed and whether it can be appropriate to be used with Brazilian Business English learners.

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3 The terms 'adapted', 'simplified' and 'inauthentic', unless stated otherwise, here refer to adaptations of copyright material. The term 'authentic' here refers to material taken from the real world and not created for the purposes of teaching (see Ellis and Johnson, p.157).

As I mentioned before, evaluation criteria checklists may be created and/or used by a group of teachers and administrators in order to select the appropriate published materials to be adopted by a given institution. It may also be used to assess internal aspects of textbooks, such as the content of texts used as models for language activities, in order to adapt their content to the requirements of a teaching situation. It is this analysis which I will turn to.

4.2.1 Analysis of the selected advertisements in *Business Objectives*

From the investigation carried out in *Business Objectives*, eight advertisements were found throughout its units; however, from the eight analyzed only two will be presented here. In the remaining six ads found within this textbook, I have found similar cohesive patterns and overall discourse structure, as will be discussed later.

In order to facilitate the comprehension of the code scheme utilized in the analysis of one of the advertisements found in *Business Objectives*, some information about Halliday and Hasan's (1976) lexical cohesion code scheme will be restated and the way it was used in order to carry out the analysis that will be explained in the following section.

4.2.1.1 Coding scheme according to Halliday and Hasan's (1976) model of cohesion

Here, as in all the advertisements investigated in this chapter, each orthographic sentence is numbered for the convenience of analysis.

Lexical Cohesion	LE
1. Same item	si
2. Synonym or near synonym	
(incl. hyponym and antonym)	se/anton
3. Superordinate	supor
4. 'General' item	gen
5. Collocation	coll
1-5 having reference that is:	
6.(a) identical	ident
7.(b) inclusive	incl
8.(c) exclusive	excl
9.(d) unrelated	unrel

The following example (cf. Appendix A - Text 2) illustrates how the types of lexical cohesion are coded:

Ex: *Phuket* is the answer (target sentence).

(a) *Phuket* is perfect for a conference. (cohesion by repetition of the same item – si.)

(b) *The island* is perfect for a conference. (synonym or near synonym – se)

(c) *The location* is perfect for a conference. (superordinate – supor.)

(d) *The place* is perfect for a conference. (general word –gen.)

Besides specifying the type of lexical cohesion, as seen in the examples above, the present analysis accounts for its distance and direction. The distance may be 'immediate' (presupposing an item in a coterminous sentence), represented by the code (0), or not immediate. If not immediate, it may be 'mediated' (having one or more

intervening sentences that enter the chain of the presupposition) represented by the code

M(n), or 'remote' (having one or more intervening sentences not involved in the

presupposition) represented by the code N(n), or both. The direction may be anaphoric

or cataphoric. So, the analysis will account for all these items in the following example:

Ex: *Phuket* is at reach. *Phuket* is perfect for a conference.

Sentence Number	N° of Ties	Cohesive item	Type	Distance	Presupposed Item
2	1	*Phuket*	si	0	*Phuket(S1)*

In the first column, 'sentence number', the number of the sentence analyzed is

shown. In the second column, 'number of ties', the total number of cohesive ties found

in the sentence is inserted, represented by the number '1', which indicates that only one

tie was found. In the third column, 'cohesive item', the lexical cohesive items are

placed. Following this, in the column 'type', the type of lexical cohesion is described. In

this particular example, the type of lexical cohesion found is cohesion by the same item

having an identical reference ('Phuket' in sentence 1 and 'Phuket' in sentence 2 are the

same lexical item).The corresponding code for this type of lexical cohesion, as has been

already mentioned, is 'si' which indicates, according to the code scheme, that the type

of cohesion is repetition of the same lexical item.

The items which have the same referent do not always reiterate by the repetition

of the same item. They may also be synonyms, or near synonyms, a superordinate, or a

general word. So, their referential relation may be one in which the referent is the same

item, or it is inclusive, exclusive or unrelated (see chapter 2). In the last two columns,

'distance' and 'presupposed item', the distance and the presupposed preceding element

are respectively supplied. In this case, for example, the distance is represented by

'distance 0', indicating that there are no sentences mediating this cohesive tie, i.e., it is

an immediate tie. Lastly, the preceding presupposed item is inserted in the last column, here represented by the lexical item 'Phuket'.

A cohesive tie is assumed to have an anaphoric direction which means that it is a relation between two elements with the presupposed cohesive element preceding, or it may be cataphoric, as I have already pointed out (Halliday and Hasan,1994). In this analysis, cataphoric ties, ties with the presupposed element following, if present, will be marked with the letter 'K'.

Finally, this coding scheme provides a means of representing the lexical cohesive patterns in the advertisements investigated in terms of the present analysis. Each sentence is given an index number, and the total number of ties is entered in the appropriate column. Then, for each tie the type of lexical cohesion, its distance and direction are specified, as shown in the examples below:

Ex: Phuket is at reach. Do not waste your time. The place is perfect for a conference.

Sentence Number	N° of Ties	Cohesive item	Type	Distance	Presupposed Item
3	2	*Place*	GEN	N 1	*Phuket*

In this example, the first column represents the number of the sentence being analyzed. The second column provides the number of ties which may vary according to the text. More than one tie may be found. In the third column, the cohesive item found in the sentence being analyzed is described. Next, the type of cohesion is indicated according to the code scheme provided by Halliday and Hasan's (1976) model. In this example, the type of lexical cohesion is represented by 'GEN' indicating general noun. Then, in the following column, the distance in which the cohesive item stands from its preceding element is established. In this example, the code 'N 1' indicates that there is

one intervening sentence between the cohesive item found in this sentence and that of its preceding element, and that this intervening sentence does not play a role in this specific lexical cohesive chain. Finally, the preceding element is determined in the last column. In this example, it is represented by the lexical item 'Phuket'.

Having restated and explained the code scheme used to investigate the advertisement selected from *Business Objectives*, I proceed with the analysis, starting with the proper identification of one of the eight advertisements found in this textbook, entitled 'Air Travel' - followed by an account of the activities in which it is inserted its code scheme for lexical analysis and the discussion of the analysis.

4.2.1.2 Lexical Analysis of 'Air Travel' – *Business Objectives*

The objective of unit 13 entitled 'Business Travel' in *Business Objectives* is to enable students to discuss changes in present arrangements in working situations. In this unit, there are tasks such as explaining rules and regulations, discussing arrangements for a visit overseas, proposing and justifying changes to a system in the workplace. The advertisement 'Air Travel', in Unit 13, is for '*Trans World Airline*', a well-known American airline company, also known as *TWA*. It is addressed to air travelers in general, mainly those business people who have to travel for working purposes. This particular advertisement is used as a model of written English in this unit to help students accomplish the task of making travel inquiries, in activities exploring vocabulary and grammar. It simulates travellers' questions made at airports on different problems/doubts passengers usually have when travelling.

In terms of the lexical analysis of this advertisement, its code scheme can be seen

below followed by the discussion of the analysis.

Sentence Number	N° of Ties	Cohesive item	Type	Distance	Presupposed Item
32	15	airport	gen/inc	N 2	plane
		airport	gen/inc	N 6	shuttle
		airport	coll	N.7	boarding
		airport	supor/inc	N.10	check in
		airport	coll	N.12	luggage
		airport	gen/inc	N.17	flight
		airport	supor/inc	N.20	Duty free
		airport	coll	N.21	boarding card
		airport	supor inc	N.24	departure lounge
		airport	coll	N.31	air travel
		TWA White Coats	se	0	TWA
		lots of answers	si/inc	0	an answer
		an answer	anton		travellers questions
		lots of answers	anton	0	travellers questions
		traveller's questions	se/incl	N.1	sentences (2-31)
34	5	problems	anton	0	answers
		Heathrow terminal	meron/inc	0	airport
		JFK terminal	meron/Inc	0	airport
		team of young women	si	0	team of young men
		white coats	si	0	TWA White Coats
35	9	the person in the white jacket	se	N.1	TWA White Coats M. (team of young men and women, White Coats, and TWA)
		need of elastic	coll	0	problems M (answers, an answer, the answer)
		passport disappearance	coll	0	problems M (answers, an answer, the answer)
		passport	coll	0	Six daily flights
		passport	coll	0	Heathrow terminal
		passport	coll	0	JFK terminal
		six daily flights	hypon	0	JFK terminal
		six daily flights	hypon	0	Heathrow terminal
		six daily flights	hypon	0	airport

Table 4.1 Code Scheme for the lexical analysis of the selected ad 'Air Travel' from Business Objectives

In analyzing this particular advertisement some remarks can be made concerning the way the lexical patterns contribute to discourse organization.

Consider, for instance, the following lexical items analyzed:

> plane, taking off, declare, shuttle, boarding, check in, luggage, trolley, porter, flight, traveller's questions, Duty free, boarding card, Departure lounge, and air travel

The lexical set shown in the box above relates to the item 'airport' in sentence (33). Words are usually grouped into cohesive chains as a series of semantically related options from which a coherent text can be constructed (Halliday, 1994). In this particular text, the existence of the lexical set shown above enables us to see the structure of the lexicon as consisting of the clustering into reference patterns that are usually related to a single topic, air travel. The topic-related vocabulary shown in the box above is composed of one field of discourse, namely, 'air transport'.

So far, the analysis of cohesive relations in this text has revealed how lexical items are realized as semantically related options which contribute to providing texture to texts. As argued by Carter (1987), the analysis of cohesion is a key topic in the study of discourse. This is easily understood if we continue looking closely at the analysis of lexical cohesion in this advertisement and consider, for example, the lexical item 'travellers' questions' in sentence 33 – 'We listened to travellers' questions at the airport and came up with an answer, in fact we came up with lots of answers'. Here the item 'travellers' questions' harks back to all the questions posed in sentences 2 to 31, representing, thus, a type of reiteration in that these sentences are all in the interrogative form and refer specifically to inquiries made by air travellers. The cohesive force

established by the lexical item 'traveller's questions' and the sentences 2 to 31 enables us to interpret the latter as inclusive in relation to the former, i.e. the lexical item 'traveller's questions' includes questions such as the ones posed in sentences 2 to 31.

By the same token, if we proceed with the analysis, we can observe that the lexical item 'answer' creates a tie, an instance of cohesion, with the lexical item 'traveller's questions'.

This tie is created by the proximity in which they appear in this text, i.e., with no intervening sentences between them and by the relation of antonymy, i.e., opposition. So, the items 'answer/answers' cohere with the presupposed item 'traveller's questions'. An interesting characteristic of these words is that besides functioning as a cohesive element, the lexical items 'answer/answers' also function as an overt signalling of the overall structure of the discourse in this particular advertisement. In stating 'we came up with an answer/lots of answers' to the travellers' questions, the items 'answer/answers' overtly signal to the readers that thus far this text has been structured in terms of a problem-solution pattern. This means that the stretch of text which precedes sentence 32 and 33 are part of the organizational pattern in this text which presupposes a situation that presents problematic aspects.

Lexical items such as 'questions, answers', 'problems', 'solutions', have been referred by Hoey (1983) as 'signal words'.

> The way some words play a crucial role in organizing discourse is another feature of vocabulary in discourse. Signal words such as 'answer/answers', 'questions', tell the reader the relationship between different segments of the discourse and alert them to the presence of an overall pattern in the text.

So, the signal word 'answer' in the 'Air Travel' advertisement performs a segmenting function and enables the speaker/writer to refer back to segments of discourse and to refer forward, to call attention to segments of discourse which will be addressed subsequently.

By overtly signalling the solution through the realization of the lexical items 'answer/answers', we can conclude that the words shown above, i.e., the lexical set 'plane', 'taking off', 'declare', 'shuttle', 'boarding', 'check in', 'luggage', 'trolley', 'porter', 'flight', 'traveller's questions' 'Duty free', 'boarding card', 'Departure lounge' and 'air travel' belong to the field of 'air transport' and are part of the situation segment of this text.

Observe, for instance, the following lexical items from sentences 32, 33, and 35 respectively:

> 'TWA', 'TWA White Coats', 'White Coats', 'a team of young men and women', 'the person in the white jacket with a red carnation in the buttonhole'.

They create an identity chain; these items relate to each other and at the same time show the same referent 'TWA'-Transworld American Airlines. These vocabulary items refer to a social institution, the 'Transworld American Airlines'. Unlike the lexical items about air transport listed above, the items, 'TWA', 'TWA White Coats', 'White Coats', 'a team of young men and women', 'the person in the white jacket with a red carnation in the buttonhole' are a part of the solution segment of this text.

Having shown how cohesive items contribute to creating connectivity in this text, I will now discuss the overall text structure. Note that so far, in analyzing the cohesive ties in this text we have observed that the lexical sets contribute to organize the text in terms of a problem and a solution to this problem.

Both the solution and evaluation are signaled by the lexical item 'answers' in sentence 32 'TWA has the answers'.

As suggested by Hoey (1983), besides the signaling words, questions may also be used to help elicit the overall pattern of structure in texts. For example, the question that may be asked in this case is 'What is the problem?' The problem is that air travellers have questions/doubts at airports. And how about a solution to this problem? The solution is 'TWA'. For instance, in sentence 35

> "So the next time you're waiting for one of our six daily flights to the USA and your passport disappears or your colleague needs some elastic in a hurry, speak to the person in the white jacket with a red carnation in the buttonhole"

the conditional clause poses two problems relative to travellers' inquiries: (1) What could I (the reader) do when I am waiting for a TWA flight and my passport disappears?; (2) What should I (reader) do when I am waiting for a TWA flight and my friend needs some elastic in a hurry? These problems involve the participation of the reader in the response. Note that this time, the reader is referred to not simply as an air travel passenger, but also as a TWA client. The reader is instructed to respond to this hypothetical situation by a command issued by the use of the imperative form 'speak to...', and s/he is automatically led into a personal response of the type 'I (the reader) should 'Speak to TWA White Coats'. As s/he was informed, 'TWA White Coats' have the answers. In doing this the reader acknowledges that the answer to the passengers' problems lies in being a client of the TWA airlines.

In analyzing this advertisement according to lexical cohesion and macro structure, we may notice that this text presents an overall problem/solution discourse pattern. The presence of lexical sets contribute to creating connectivity in the text and to organizing it in terms of its overall structure.

Next I present the second advertisement to be analyzed from *Business Objectives*. The code scheme used for the analysis of this advertisement is the same as the one described in section 4.2.1.1 of the present chapter. For the present analysis, I identify

the selected advertisement from 'Business Objectives' including the activities in which

it is used, its code scheme for the lexical cohesion, followed again by a discussion of the

findings.

4.2.1.3 Lexical Analysis of 'Phuket' – *Business Objectives*

'Phuket' is found on Unit 11 of *Business Objectives*. The objective of unit 11 –

'Planning'- is to enable students to discuss future work plans and schedules in working

situations. Tasks are given to encourage the development of the main objective, such as

introducing oneself to other people, describing jobs and responsibilities, finding out

about other people jobs, asking questions about foreign companies and reading and

writing a personal profile. This text advertises for *'The Club Med'*, adapted from *'The

Club Med Summer Brochure'* (1995). Addressed to readers in general, specially

business people, this advertisement describes the perfect place to hold a company

venue. It is used as a model of written English in activities exploring vocabulary and

grammar in making predictions, giving advice and offering help.

The code scheme for the analysis of the lexical cohesion of this advertisement can

be seen below followed by its description.

Sentence number	N° of ties	Cohesive item	Type	Distance	Presupposed item
2	3	places	gen	0	venue
		The beauty of Phuket	se	0	Phuket (S1)
		Phuket	se	0	places
3	2	sea	coll	0	island
		waters	coll	0	island
4	2	accommodation	gen	0	bungalows
		vegetation	gen	0	bamboo
5	2	staff	se	N 1	employees
		palm trees	hypon	N 1	vegetation

Sentence number	N° of ties	Cohesive item	Type	Distance	Presupposed item
6	5	perfect place	se	N 3	few places
		perfect place	se	N 3	company venue
		perfect place	se	N 3	Phuket
				M.3	few places, company venue, Thailand's paradise island.
		perfect place	se	N 2	Thailand's paradise island
		company loyalty	coll	n.2	valued employees
7	3	restaurants	se	N 4	conference facilities (K)
		bars	se	N 4	conference facilities (K)
		night club	se	N 4	conference facilities (K)
8	9	conference facilities	super	N 4	conference venue
				M.2	accommodation, bungalows set
		conference facilities	super	N.3	accommodation
		conference facilities	super	N.3	bungalows set
		multi system VHS VCR	se	0	equipment
		16 mm movie projector	se	0	equipment
		sound system	se	0	equipment
		overhead projector	se	0	equipment
		35 MM slide projector	se	0	equipment
		Flip chart	se	0	Equipment

Table 4.2 – Code Scheme for the lexical analysis of the selected advertisement 'Phuket' from *Business Objectives*

In analyzing this text it can be observed how lexical chains contribute to this overall discourse organization.

Observe the following items:

> place, Phuket, Thailand's paradise island, perfect place, Club Med's venue, conference venue

These lexical items create a cohesive chain, they are equivalent items which refer to an attractive location for a conference venue. The general lexical item 'place' coheres with the other items to create various lexical ties. Note, however, that the item 'perfect place' in sentence 5, is stated in evaluative terms; 'perfect' here refers to a proper location for a conference venue. Thus, it signals the evaluation segment in this text. Now observe the following items:

> the pressure of ringing phones, difficult customers, valued employees, staff,
> company loyalty, team spirit, successful sales forces, communication,
> conference venue.

The lexical set in the box above creates several cohesive ties as they all refer to a business company. For instance, 'the pressure of ringing phones' may be associated with a busy company; the item 'difficult customers' may be associated with the very demanding type of company clients; the items 'valued employees', 'staff', 'company loyalty' and 'team spirit' may be associated with the company's hard working people. All these equivalent items occur in the situation segment of the text. Notice, however, that the items 'the pressure of ringing phones', 'difficult customers' in this lexical set contribute both to create connectivity and to indicate some kind of problematic aspects of the situation. Now observe the following items:

> 13 hectares of tropical vegetation, bamboo style bungalows set,
> accommodation, sounds of the birds, wind, palm trees, the pure clear
> waters of the Andaman Sea

The lexical items 'accommodation' and 'bamboo style bungalows set' create a cohesive tie by their near synonym relation, i.e., 'accommodation' is a superordinate term for 'bungalows set', both relating to a place in which one may accommodate oneself.

The lexical item '13 hectares of tropical vegetation' creates a cohesive tie with the lexical item 'palm trees' by near synonymy. The item 'palm tree' is a hyponym of the item 'tropical vegetation'.

The lexical items 'palm trees', 'wind' and 'sounds of the birds' show a collocational bond. Terms such as wind, trees, and sounds of birds are associated in this particular text, i.e., they relate to natural resources.

All the items in this lexical set, i.e., '13 hectares of tropical vegetation', 'bamboo style bungalows set', 'accommodation', 'sounds of the birds', 'wind', 'palm trees', 'the pure clear waters of the Andaman Sea', relate in one way or another to some aspects of nature. These lexical items create connectivity in this text and also contribute to indicate the solution segment of this text by describing Phuket as the perfect place for a conference venue. Now consider the following description:

Sentence 1 '*For a conference venue that will be unforgettable, few places on earth can match the beauty of Phuket*' begins with a short Situation Clause which is couched in evaluative terms. It can be paraphrased as 'Phuket is a beautiful place for a conference'. 'A conference in Phuket will be an unforgettable event'. According to Hoey (1983) , an evaluative element within a situation has the function of placing the problem – which is a 'bad' aspect of the situation into the larger context of 'good' aspects of Situation. In other words, by reading sentence 2 'Away from the pressure of ringing phones and difficult customers, your valued employees can relax on Thailand's paradise island, surrounded by pure clear waters of the Andaman Sea', one can acknowledge that the problem for having a conference at the company place may consist of the non-stopping ringing phones and the difficult customers, but in this situation, these problems only contribute to advertise Phuket as the perfect place to have a conference venue.

As seen before in the lexical analyze, sentence 5 'This (Phuket) is the perfect place to encourage communication, company loyalty, team spirit, and successful sales forces' the item 'perfect place' signals to the reader that this part of the text is also couched in evaluative terms.

In attempting to elicit the overall textual pattern in this text, the following questions should be asked: 1) 'what is the situation?', 2) 'what is the problem?', and 3) 'what is the solution?'

The conferences held by businesspeople at the workplace may at times be negatively affected due to different reasons. First, it is difficult to hold conferences at the company due to the pressure of ringing phones. Second, it is also difficult to hold a conference at the workplace due to the difficult customers who demand constant attention. Therefore, there is a need for a better place besides the company in which to hold a conference. The solution is Phuket, because it has good accommodations plus a natural environmental atmosphere where you can hear the sounds of birds, wind, and see the tropical vegetation. Since Phuket provides pleasant natural surroundings and good facilities, it is the perfect place to encourage your valued employees to communicate, show company loyalty, team spirit, and successful sales forces. Phuket in this text is being advertised by Club Med as the best place to hold a company conference. Therefore, the reader is able to infer that the solution to their company conference problem is to contact Club Med venues.

The description of the analysis of cohesion has shown that cohesive chains contribute to alerting readers to the overall problem-solution organizational pattern by signaling the problematic aspects of the situation, the solution to these problematic aspects and the evaluative segment in the text.

Next, I proceed with the analysis of one of the advertisements found in *Business Opportunities*. The code scheme used for the analysis of this advertisement is the same as the one described in section 4.2.1.1 of the present chapter. For the present analysis, I will first identify the selected advertisement from 'Business Opportunities' including the activities in which it is used, its code scheme for the lexical cohesion, followed by the discussion of the analysis.

4.2.2 Analysis of the selected advertisement in *Business Opportunities*

Business Opportunities, published by Oxford University Press (see table 3.5 in chapter 3) is an intermediate-level course for business people and students of business, based on a comprehensive language syllabus developed in the context of everyday business functions. It provides students with the opportunity to practice the language within a range of specific and general professional situations.

This textbook offers activities for practicing all four language skills. It emphasizes listening and speaking with role-play, and conversation-based activities designed to relate the language being taught to the student's work experience. As extra material, the book presents a glossary of business terms, and a complete tapescript that serves as a guide for student activities. It also comes with an audio cassette, a teacher's book (including classroom notes for each unit and answers to all exercises), a workbook and a student's book .

'Business Opportunities' consists of 14 units, each one of which is divided in three parts, namely, 'presentation', 'language work', and 'skills work'. The first part

'presentation' introduces the objectives to be achieved in various functional areas of business interaction. In this part students are also exposed to grammar exercises.

The second part, 'language work', provides grammar activities, formulaic language to be used in telephoning, meetings, etc., vocabulary work and pronunciation activities. In the third part, 'skills work', students practice speaking, listening, reading and writing skills. Except for Unit 3, 'Organizations', which emphasizes listening and reading skills, the remaining thirteen units focus strongly on speaking skills. The texts used as practices throughout the units are authentic, extracted from real companies.

As in 'Business Objectives', Business Opportunities also uses advertisements as models of written English for its activities. Two advertisements were found in this textbooks; however, due to the fact that they presented similar lexical and structural patterns, I analyze here one of them.

4.2.2.1 A Lexical analysis of 'Electrosource Inc.' – *Business Opportunities*

'Electrosource' is found in unit 9 entitled 'Reporting on Progress' (p.84). The objective of this unit is to enable students to report on progress made in business affairs. In order to accomplish these objectives, students are presented with several tasks such as talking about recent developments and innovations, analyzing the financial results of a company, exchanging information about their recent work activities and achievements, giving an account of organization's accomplishments and following the radio business news. The selected advertisement provides publicity for 'BDM Technologies' – an international company – and it is addressed to the general public, and specifically to businessmen. This advertisement is used as a model of written English in the part of the unit called 'Language Work' for grammar and usage activities. Below, I provide a full

description of the code scheme of the analysis of lexical cohesion, followed by its

description.

Sentence Number	N° of Ties	Cohesive item	Type	Distance	Presupposed Item
1	1	*the EV battery problem*	anton	N12	*the solution*
2	2	*problem*	si	0	*problem*
		acceptance	coll	0	*problem*
3	1	*battery*	si	0	*problem (S2)*
4	1	*technology*	coll	N1	*problem*
5	4	*Electrosource*	coll	N2	*problem*
		part	si	N1	*part*
		Electrosource	coll	N8	*the solution*
		problem	si	N2	*problem*
6	2	*battery*	se	0	*Electrosource*
		minutes	si	0	*minutes*
7	2	*vehicles*	coll	0	*battery (S6)*
		charges	coll	0	*battery (S6)*
8	1	*BDM Technologies Inc.*	coll	N5	*the solution*
9	1	*battery*	sl	N2	*battery*
10	1	*horizon*	si	0	*horizon*
11	1	*BDM technologies*	si	N3	*BDM technologies*
12	2	*BDM technologies*	si	0	*BDM technologies*
		Electrosource	si	N7	*Electrosource*

Table 4.3 – Code Scheme for the lexical analysis of the selected advertisement 'Electrosource Inc.' from *Business Opportunities*

In analyzing this advertisement in relation to lexical cohesive patterning and its

overall discourse organization, we can observe several identity chains which create

connectivity throughout the text, i.e., cohesive ties that all share the same referents

contribute to the overall structure pattern in this ad. Consider, for example, the

following nouns:

> the electric vehicle battery problem, two-part problem, the first part of
>
> the problem, the second-part of the problem

The equivalent items that can be seen in the box above form a lexical chain, the nouns 'the electric vehicle battery problem' in sentence 1, two part problem' in sentence 2, 'the first part of the problem' in sentence 3 and 'the second part of the problem' in sentence 4, all refer to 'EV battery problem' in sentence 1. Now observe the following items:

Electrosource; the Electrosource Horizon battery; Electrosource Inc.; the solution

These equivalent items 'Electrosourse' in sentence 5, 'Electrosource Horizon battery' in sentence 6, 'Electrosource Inc. in sentence 13' and 'the solution' in sentence 14 are all cohesive items and also form one identity chain, they refer to the item 'Electrosourse ' in sentence 5. Now observe the next identity chain:

'BDM Technologies', 'BDM Technologies, Inc.', 'the solution'

Likewise, the items 'BDM Technologies' in sentences 11, 12, and 13, 'BDM Technology Inc. in sentence 8, and 'the solution' in sentence 14. These items also form a cohesive chain in which the referent item is BDM Technology.

According to Halliday (1994), in analyzing repeated cohesive items, it is important to distinguish whether the reference is identical or not. The interaction between the lexical cohesive items, for instance, 'the Electrosource Horizon battery' 'the solution' and 'Electrosource' and the reference 'Electrosource' is the principal means of tracking a participant through discourse. In this text, these cohesive identical chains refer to particular institutions such as Electrosource Inc. and BDM Technology.

The first identity chain formed by the items 'Electrosource', 'the Electrosource Horizon battery', 'Electrosource Inc.' and 'the solution' has as referent the item 'Electrosource'. The second identity chain has as referent the item 'BDM Technologies Inc.'. They are a part of the solution segment of the discourse in this advertisement. The items 'the electric vehicle battery problem', 'two-part problem', 'the first part of the problem', 'the second-part of the problem' which show 'The EV battery problem' as a referent, are all part of the problem segment in this advertisement.

As we may observe, these lexical chains help to show how the discourse in this advertisement has been organized in terms of a problem-solution pattern. Observe, for example , the situation which is described in sentence 2 'A two-part problem has long stalled the public acceptance of Electric Vehicles'. In this sentence the item 'two-part problem' signals to the reader that what will be explained next is what these two parts of the problem consist of. The first part, as clearly stated in sentence 2, refers to lack of a lightweight powerful battery; and the second, to the lack of technology to manufacture large quantities of a lightweight powerful battery. As shown in the boxes above, in sentence 5 'Electrosource' has solved the first part of the problem'; there is now a lightweight powerful battery on the market, so the solution to the first part of the problem is 'electrosource'. In sentence 8 'BDM technologies, Inc.' has solved the second part of the problem; there is now technology to manufacture this powerful lightweight battery – the 'Electrosource Horizon battery', so the solution to the second half of the problem has also been provided.

In analyzing this advertisement the question that should be asked then is 'What is the situation?' The situation is that there used to be a two-part problem. The first-part of the problem has been solved by Electrosource Inc. and the second by BDM technologies Inc. This is clearly stated as an evaluative segment in sentence 1 'the Electric Vehicle

battery problem *ends* right here'. However, these solutions have been shown in this advertisement as an appeal to the reader. As stated in sentence 10 'The future (including the reader's future) is on the 'Horizon' , i.e., now that the solutions to the EV battery problem have been developed, then the future lies ahead of you. This evaluative segment promotes another problem.

Since the two-part problem concerning the battery and the development of a new technology to develop this battery has been solved, the fact that this newly developed battery is now available on the market triggers another question for the reader. As we can see, Sentence 10 'The future is on the Horizon' consists of an evaluation to the problems already solved. It can be stated as 'now that the two-part problem has been solved, the future lies in the Horizon (Electrosourse batteries)'. The reader is led to answer the following question 'What can I (the reader) do to obtain the Horizon battery and guarantee the future of my company?' The reader is called to participate in the response element. The use of the imperative 'Write to... .' in sentence 11 and 12 'We can bring it to you now', 'For further information, write... .' indicates a command and the reader is led to a response of the type 'By purchasing Electrosource Horizon batteries, I (the reader) will have my future guaranteed. The next sentence 14 'The solution starts right here' is the second evaluative segment in this advertisement. The lexical item 'problem' in sentence 1 creates a cohesive tie with 'solution' in sentence 14, by their relation of oppositeness. Then, we could paraphrase the last evaluative segment by stating 'once you the (reader) have ordered this battery, your problems will also end right here.

In this analysis, it can be observed that the problem-solution pattern is presented in general terms; however, there is participant-linking in the response element whereby

the reader is instructed to participate. It is important to note that the signal words and the cohesive chains contribute to the overall organization of this advertisement.

Having considered the discourse analysis of these advertisements, I will now proceed with the internal evaluation by discussing whether these texts are appropriate and realistic for use by Brazilian Business English students.

4.3 Outcome of the evaluation

As mentioned before, ten advertisements were selected and analyzed in this work, three of which are shown and analyzed in detail (see sections 4.2.1.2, 4.2.1.3, and 4.2.2) in this chapter. In *Business Objectives,* the other six advertisements found were 'The Conference Organizer's Brief', 'AMP', 'Omnibot', 'Progolf', 'Off the Wall Tennis Ball Alarm', and 'Language Translator' (cf. Appendix A). In *Business Opportunities,* the other ad found was 'Detroit Edison' (cf. Appendix A). These ads either advertise for a product or a service of a particular company. For instance, the ad for 'AMP' advertises electrical and electronic connecting devices, the ad for 'Detroit Edison' advertises a new technology for electric vehicles, and the ad 'The Conference Organizer's Brief' advertises services of a Metropole Hotel chain. These ads have also shown common discursive features, for instance, all of them present an overall problem-solution pattern, and show similar cohesive patterns such as lexical reiteration either created by synonymy or near synonymy or by repetition of the name of the product advertised which contributed to elicit the solution segment in the text. Signal words are also present which contribute to distinguish the problem, solution and evaluative segments in the texts.

As suggested by Ellis and Johnson (1994), advertisements consist of appropriate texts to be used as models of written English in a number of activities in Business English courses. They may be useful to develop reading, speaking and writing skills through the development of vocabulary and language functions such as making comparisons, contrasting, evaluating and describing features, in activities which involve pair/group work, product presentations, role play, creating one's own advertisement, writing letters, and CV's.

> Product advertisements can be used for making comparisons, discussing advertising techniques, or relating to the learner's own products. They are thus useful with a wide range of learners, both pre-experienced and job-experienced (Ellis and Johnson, 1994, p.165).

As mentioned before, in order to evaluate the content of advertisements used in language activities in Business English textbooks, a number of variables have to be considered, such as the students and their needs, the training objectives, the teaching situation and what it calls for in terms of change.

In evaluating whether or not the selected ads are appropriate and realistic texts to be used with Brazilian Business English students in a given teaching situation, first it is necessary to consider how the discourse in these texts is constructed.

According to Widdowson (1994), teachers should prepare learners to ultimately cope with the reality of language use. This process presupposes that teachers should select texts which are relevant to the students' learning objectives and to their process of actual learning.

By the same token, in selecting texts to be used as classroom resources such as advertisements, teachers should bear in mind that the language chosen to be used for teaching purposes has to have a point for the learners, they have to be motivated to engage with it, and it must also induce learning. In order to do that, Widdowson (1994) argues that teachers have to set tasks that encourage learners to develop a gradual

understanding of these texts so that they can authenticate them as discourse in their own terms. In the process of selecting these texts and setting up tasks which may gradually allow learners autonomy in learning, teachers must understand the discourse of these texts.

Having said this, it is now important to note that much of the language needed by businesspeople will be transactional: getting what they want and persuading others to agree with the course of action they propose' (Ellis and Johnson, 1994, p.7). The discourse analysis of the selected advertisements can provide evidence that the language used in these advertisements may be characterized as transactional. In terms of the pattern of overall structure, the selected advertisements have shown a situation, a problem, a solution to the problem, and an evaluation that require the reader to engage as a participant in the response element.

According to Meurer (1998), persuasive discourse can be characterized as typically containing a problem/question, a proposed solution/answer, supporting argumentation, an appeal to give credence, or an appeal to adopt certain values. The TWA ad (section 4.2), in chapter 4, for example, shows a problem in terms of the passengers inquiries/doubts at airports, it also shows a solution to this problem by proposing to the readers to become a TWA client through the appeal of its efficient services – the TWA White Coats. Thus, this particular ad, as all the other ads investigated in this study, characterize a persuasive type of discourse.

In this sense, the language used in these texts may also be considered in Ellis and Johnson's (1994) term 'transactional'. For this reason, these texts may be considered the type of classroom material which may be useful for Brazilian Business English students to engage in the process of learning. However, this is not sufficient information to state that these texts are appropriate texts to be used with Brazilian Business English learners.

The content of these texts has to be made relevant to the learning purpose of Brazilian Business students in such a way that learners will be engaged in the process of gradually authenticating these texts as discourse in their own terms. This involves task-based learning, i.e., exploiting ads by devising tasks which allow variable access to meaning so that students are encouraged to engage with them at some level of partial understanding for some purpose. For example, depending on the required teaching situation, teachers may want to add another advertisement to the ones investigated in the textbooks in order to provide extra material for devising the task of promoting their own company product by creating an advertisement for their company.

In order to achieve such a teaching artifice, teachers need to consider the information provided by the discourse analysis with regard to how this discourse is constructed in order to help students accomplish such task.

For instance, the discourse analysis performed in the selected advertisements can support teachers in creating activities to raise students' awareness of how certain lexical sets create connectivity in a determined context and how these sets also contribute to signal the overall structure of the discourse.

On a second instance, teachers may also use these ads to create tasks involving activities which will ask students to be critical buyers of a determined product. These tasks may include activities to make students aware of certain techniques involved in the construction of this kind of persuasive discourse. Teachers may develop vocabulary activities which require awareness about the choice of certain lexical items. Otherwise, they may create vocabulary activities which elicit certain techniques used in advertisements such as how lexical items reiterate in determined segments of the discourse as a linguistic means to create discourse strategies to fix the name of the product in the reader's mind.

In understanding how this discourse is constructed teachers may also develop reading tasks to make students aware of certain reading strategies as by recognizing lexical items which signal the overall discourse structure and/or determining reiterated lexical items.

Furthermore, understanding how cohesion in ads is created can help teachers in creating different activities to suit different teaching purposes. One of the reasons for this is that besides showing grammatical structure, texts are semantic units. Texture is basically provided by lexical cohesion, then, it is one of the most important aspects in understanding any discourse. Once we understand how cohesion is created, we can understand the ongoing continuity of discourse which is a primary factor in its intelligibility.

In evaluating the selected advertisements in order to know whether their content is realistic and appropriate for use with Brazilian Business English students one more factor needs to be accounted for. In a classroom context, the content of those ads are only a means for achieving classroom congruence and not an end in itself. It appears that even if the content of those ads may be motivating to students, unless the tasks for which they have been used also fulfill the role of engaging them in the learning process, the texts will also have not been appropriate. In other words, what has to be appropriate and realistic to the learner are not the texts but the tasks they will have been engaged with in a determined classroom context. For that matter, Brazilian Business English teachers need to be well trained in developing tasks that can be appropriate and required in a particular teaching situation; however, in order to do that, teachers have to come to grips with the discourse of the texts used as models of written English for class activities. In the next chapter I will make final considerations about the discourse analysis carried out and the pedagogical implications of this study.

CHAPTER 5

Findings

5.1 Introduction

In the last chapter, an external and internal evaluation of the selected textbooks was made. The external evaluation considered aspects such as title, authors, complementary materials and teaching level of the selected textbooks. The evaluation of the latter considered whether and how advertisements are used as models of written English for activities and whether their content is realistic and appropriate to be used as models of written English in activities for Brazilian Business English students.

In this chapter I refer to the English textbooks listed here as a result of the survey carried out. Secondly, I discuss the 'advertisements' in the Business English textbooks selected, i.e., whether and how they are used by textbook authors as models of written English for the activities; next, I discuss the results related to the discourse analysis carried out in the ads investigated. After that, I further discuss the outcomes of the internal evaluation carried out on the content of the advertisements analyzed in the textbooks according to the criteria checklist item by Harmer (1991), 'language type' Finally, I discuss about the pedagogical implications of this study followed by suggestion for further research and conclusive remarks.

5.2 The Survey Outcome

From the survey carried out on the Brazilian and international publishers of Business English textbooks presented in this study, namely, Atlas, Oxford, Heinle & Heinle, Heinmann, Simon and Schulter, Cambridge, Longman, it was found that among those publishers no Business English textbook has been published on a national level from 1997 to 1999. On the other hand, international publications of Business English textbooks are available on a large scale (see chapter 3).

From the series of Business English textbooks published by Oxford University Press, namely, *Business Basics* by David Grant and Robert McLarty, *Business Objectives* and *Business Opportunities* by Vicki Hollet, ten advertisements are found to be used as models of written English for activities in exercises which focus on vocabulary and grammar. The evaluation has shown that *Business Objectives* presents eight 'advertisements' throughout its units, four of which are used as models of written English for activities in Units 11 'Planning', 13 ''Business Travel', and 14 'Company Visits'. They are used as models of written English for activities in the second part of the units, namely, 'language work', for vocabulary and grammar practice. The other four advertisements, on the other hand, are all a part of the information file, i.e., simplified text materials suggested for the development of oral skills. These 'ads' have been suggested as extra materials in Unit 4 'Exchanging Information'(p.47), for activity 'Speaking 2', with the aim of developing oral skills. They are used for group activity for oral information exchange of different kinds of products which stimulates discussion and also provides grounds for developing reading strategies.

Business Opportunities uses only two advertisements as models of written English in activities in the 14 Units of the textbook. These advertisements are used in Unit Nine

'Reporting on Progress' for language work focusing on vocabulary and grammar, such as writing question forms, comparison of adverbs/adjectives, and verb tenses. These two advertisements publicize the same product, though they advertise different companies. They were also strategically used in this Unit to develop oral and reading skills.

5.3 Outcome of the internal and external evaluation of the selected textbooks

Before I discuss the internal evaluation of the content of the ads used as models of written English in the textbook selected, I will point out some of the aspects of the discourse analysis carried out in the ads.

5.3.1 The discourse analysis of the selected advertisements

It is important to mention at this point that the textual analysis carried out in the selected advertisements in this study characterizes a microanalysis of their textual features, therefore, it does not account for the wider socio-cultural context in which these texts may be inserted. Moreover, in order to provide more evidence concerning the textual analysis of advertisements in general, further research is needed which investigates a larger number of these texts, as well as their overall textual features, which may include, for example, their visual aspects.

In analyzing the advertisements according to Halliday and Hasan's (1976) model of cohesion, Halliday's (1994) work on cohesion and Hoey's (1983) work on the problem-solution pattern, it was observed that the advertisements found to be used as models of written English in the selected textbooks show lexical sets that create

cohesive identity chains. These chains contribute to create texture by the way they create connectivity in the ads and they also contribute to the organization of the text at an overall level of structure. Most of the reiteration of the same lexical items found in the ads investigated coincided with the name of the product or the company advertised. As suggested by Cook (1992, p. 154) 'advertisements favor repetition in referring to a product or spheres it wishes to associate it with. The function of repetition is to fix the name of the product in the mind'. Cook (1992) further argues that 'nominal repetition is also an index of rank, esteem, intimacy or self-confidence' (p.154). The reiteration of the name of the company or the product advertised have also coincided with the solution segment of the discourse.

The advertisements analyzed showed cohesive identity chains which both create connectivity in the texts and also organize their overall structure by indicating either the problem, solution or evaluative segment of the discourse. The advertisements investigated have also shown an overall problem-solution pattern and overt lexical items which signal either the problem, solution or evaluation segments.

5.3.2 Discussion of the internal evaluation of the selected textbooks

In order to know whether advertisements are appropriate texts to be used in Business English classes, a discourse analysis was carried out which provided information about the lexical cohesive and overall structure pattern of the texts.

As previously stated, based on this discourse analysis, pedagogical tasks were suggested to be developed such as: adding a new ad in order to ask students to write their own advertisement, the task of critically evaluating a determined product, and

reading tasks which may contribute to develop or create awareness of certain reading strategies.

In order to evaluate the selected ads we used a criteria checklist item 'language type' to guide the evaluation. As mentioned in chapter 2, criteria checklists are convenient for making judgements about the materials; however, we must bear in mind that before providing a judgement of whether the language in advertisements is realistic, several factors must be accounted for. To start with, it is important to consider that the published materials investigated account for a general audience; they do not necessarily account for all the needs students have in a specific teaching situation. The advertisements selected in this study are appropriate texts to be used as models of written English in the activities for which they are proposed, i.e., they provide the language required for the learning objective of that particular coursebook. However, in order to know whether they are realistic texts to be used for teaching Business English students, further considerations must be made.

As discussed before, realistic or authentic language is not a matter of whether a particular piece of language has been taken from its naturally occurring environment and used as a model of written English for class activities. Rather the question of language being realistic is related to the way these texts meet the language of the training objective, whether it is appropriate to the process of actual learning and specially whether the students are motivated to engage in learning from those texts.

So, advertisements can and should be exploited in Business English classes as suggested by many scholars. However, as far as the appropriateness and realistic status of their language is concerned, this is directly related to the pedagogical contrivance of each specific Business English teaching situation.

Using criteria checklists that include items such as 'language type', for the evaluation of Business English textbooks can be justifiable because concepts such as 'authenticity' are important in the process of learning a second language. On the other hand, as far as Business English teaching is concerned, there is lack of empirical evidence in the area of Business English about the strategies and behavior of Brazilian Business English learners both in learning Business English and how the language is used by the students in their working situation. Therefore, in the context of Business English teaching, I undertake the same position as that argued by Bohn (1988) that evaluation checklists items such as 'language type' should, above all, aim at offering discussion guidelines with the purpose of adjusting the potentialities of a particular training program to the training objectives of a particular institution in a systematic and significant way. This does not necessarily imply that Brazilian Business English teachers should rely completely on selected published materials for classroom practice.

As stated by Harmer (1991):

> the textbooks are an aid and not a sacred text. Teachers should never let the textbook use them, or dictate the decisions they take about the activities in which the students are going to be involved.

Teachers should choose adequate techniques in order to adapt the content of published materials if that is necessary to promote learners' engagement in class activities in a given teaching situation. For such practice, it is necessary that Business English teachers understand the discourse in the texts used as models for activities in the textbooks.

5.4 Pedagogical implications

This study set out to conduct a discourse analysis of advertisements in order to show how this persuasive discourse type is constructed and whether it can be used for Business English teaching.

Considering the objective of this work, it can be stated that understanding the discourse in advertisements may favor Brazilian Business English teachers in making adaptations to the content of these texts to devise different tasks according to the requirement of a particular teaching situation. In other words, analyzing these advertisements according to lexical cohesion and overall textual structure provides a means for understanding how the discourse in advertisements is constructed, thus providing teachers pedagogical support. First, lexical cohesion enables teachers to refer forward and backwards to the various segments of the discourse. Second, it also enables them to understand how connectivity is created in those texts by investigating the way the lexical choices relate to each other to provide texture. Third, in investigating how cohesion is created in those texts we can understand the various functions vocabulary may have. For example, lexical items may have the function of keeping the topic going by creating cohesion and also of contributing to the organization of its overall structure.

As stated by Halliday (1994) a text consists of elements of its own which vary from one register to another. For a text to be coherent, it must deploy the resources of cohesion in ways that are motivated by the register of which it is an instance. It must also be semantically appropriate, with the lexicogrammatical realizations to match, and it must have structure.

In understanding how the discourse of advertisement is constructed, Brazilian teachers may make use of this information to evaluate the content of text materials in

order to adapt them for a particular task in a given teaching situation. As argued by McCarthy (1991) attention should be given when adapting materials in order not to disturb the lexical patterns of texts which may lead to unnaturalness at the level of discourse (p.67).

On a second perspective, they may also employ the results of the discourse analysis of the advertisements in devising tasks which promote a discourse dimension to vocabulary.

As suggested by McCarthy (1991), awareness of cohesive phenomena should be stimulated in students in order to enable them to use it in the creation of natural discourse. The surface cohesive ties in advertisements should not be looked on just as formal patterns, but as manifestations of how we are making sense of the message in the text. Thus, in analyzing an advertisement in relation to cohesive patterns, vocabulary items can be taught so as to promote awareness of their functionality considering sociolinguistic criteria such as addresser/addressee relationships, settings, goals and channels of communication as well as how this creates connectedness of meaning.

Providing a discourse dimension in teaching vocabulary to Business English students involves taking vocabulary teaching away from looking at the word in isolation to looking at the word in context.

Using lexis in discourse is not an abstract static exercise in classification into sets or normal collocations, but a dynamic process of continuous reclassification (McCarthy, 1989). This suggests making learners aware that synonyms, for instance, are not just ways of understanding new words as they appear in class, but that words are there to be used as any other linguistic device in the creation of natural discourse.

This approach to teaching should also consider other functions that vocabulary may have in terms of text organization .

As argued by Carter (1989):

> The belief that vocabulary skill is clearly more than understanding the componential features of words and recognizing their typical collocations, more than the ability to define a word or slot it into a sentence, leads me to propose that the key to a new approach to vocabulary teaching lies in the examination of .....relations between lexical items above the sentence level, across conversational turn boundaries, and within the broad framework of discourse organization (p.174).

Students should be made aware of the different functions words may have in a given text. This implies that there is more to vocabulary learning than just looking at words in a text as constituents of a sentence, to looking at how they may also contribute to texture and to the organization of the text overall structure.

Teaching vocabulary from a discourse perspective may also contribute to supporting Brazilian Business English teachers in making students aware of certain reading strategies in order to develop and improve their reading skills. For instance, recognizing key lexical items related to subject/topic, and recognizing words that signal the overall text structure.

A number of vocabulary items characteristically cluster around the elements of larger patterns in texts. These recurrent features of textual patterning may be exploited in vocabulary teaching/learning as a top-down phenomenon, as the learners become conscious of the larger text-pattern, they can be brought to an awareness of the vocabulary that realizes it, or as a bottom-up phenomenon in which learners can bring together the vocabulary items that regularly occur in a similar textual environment.

Efficient readers of English have the ability to recognize typical patterns of organization in texts. It is important in Business English teaching to develop the necessary linguistic skills in students so that they recognize organizational patterns in text. One of the ways to do this is to make them aware of the existence of lexical sets which overtly signal the overall text structure (for further information on the effect of

text structure awareness in second language reading see Carrell,1990 and Hiebert, E.H., Englert, C., & Brennan, S. (1983).

Thus far, this work has provided information which can be made useful for Brazilian Business English teachers first by suggesting ways into the understanding of a specific kind of discourse; second, by showing a way in which teachers may approach classroom material evaluation; third, by providing a different way in which teachers can approach written texts.

5.5 Suggestion for further research

I hope that this work may be enlightening with respect to Business English teaching in terms of selection and evaluation of material, I also hope that it will lead to promoting awareness of the need for further research in this area. In relation to discourse analysis of the advertisements, there are a number of possible ways to utilize advertisements for pedagogical purposes. For instance:

1- A follow-up study could be carried out, repeating this current one, using different published textbooks. The results could be checked subsequently against those of existing research.

2- A study could be carried out in order to set tasks based on advertisements for classroom activities.

3- A follow-up study could be carried out which investigates the visual and/or lexicogrammatical aspects of advertisements in Business English textbooks.

5.6 Conclusion

As I set out in the beginning of this study, my main objective was to carry out a discourse analysis of the selected advertisements in order to investigate whether they are appropriate texts to use in Business English classes. Regarding this objective, first, I have attempted to provide evidence of how we can consider language as discourse by demonstrating that vocabulary choices in the selected advertisements are just as discourse-sensitive as the grammatical choices. Regarding the evaluation of ads in relation to their appropriateness for teaching Business English, I believe I have provided evidence which contributes to an awareness that the more we can learn from discourse analysis as to how ads are organized and how the process of creating this written text is realized at various levels, from small units to large, the more likely we are able to use authentic materials and activities for classroom purposes.

Although this work has contributed to my awareness of the importance of discourse analysis for the evaluation and selection of Business English materials, I believe there is an increasing need for more research into the nature of discourse, written or spoken, in the area of Business English.

As argued by Dudley-Evans and Johns (1993), specific materials developed for Business English teaching may show lack of research and analysis of representative discourse, i.e., there is a mismatch between the textbook view of what happens, for example, in a business meeting, and what a detailed analysis reveals. I believe this work has accredited weight to the importance of discourse analysis to an understanding of the nature of communication in business contexts, and, by the same token, to its implication for Business English teaching and learning.

However, it is my contention that the role of discourse analysis should not only be limited to understanding the nature of communication in business English contexts for the purpose of contributing for ESP teaching, but specially to contribute to expand the classroom role played by ESP, in a way that it may also assume a substantial consultancy role in a wide variety of academic and professional environments (Dudley Evans and John,1993).

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Appendix A – Advertisements Analyzed Extracted from the Textbooks

Air travel

"I have to ring my office."

"What's the taxi fare to the city centre?"

"Who won last night's ball game?"

"What's the code for Cleveland, Ohio?"

"Is it too early for the bar?"

"I have to be in Alaska by 8 tonight."

"Can I go through to the Departure Lounge now?"

"Is there anybody here to meet Mrs Leroy?"

"Where can I get a bus into town?"

"I can't find my boarding card."

"Do they take travellers' cheques at the Duty Free?"

"Where's the Gents?"

"How long is the stopover?"

"Will the flight leave on time?"

"Am I in time?"

"What star sign is the pilot?"

"I can't find a porter."

"Where are all the trolleys?"

"Can I leave my luggage here overnight?"

"Is this ticket out of date?"

"Where do I check in?"

"Where can I rent a car?"

"Can I reserve a hotel room in Denver, Colorado?"

"Which gate are we boarding from?"

"I have to catch the shuttle at 7."

"Do I have to declare my camera?"

"What's going on?"

"Can you cancel my hotel reservation?"

"I think that's my plane taking off."

"Please, somebody."

TWA HAVE THE ANSWERS.

We listened to travellers' questions at the airport and came up with an answer, in fact we came up with lots of answers – the TWA 'White Coats'.

'White Coats' are a team of young men and women at our Heathrow and JFK terminals – all available to help with your problems.

So the next time you're waiting for one of our six daily flights to the USA and your passport disappears or your colleague needs some elastic in a hurry, speak to the person in the white jacket with a red carnation in the buttonhole.
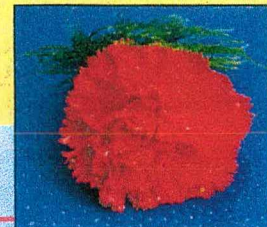
LANGUAGE WORK

Talking about quantity | Do your company's staff ever visit any exotic conference locations? Read this information about one of Club Med's venues. Find out why companies choose to send their staff there.

PHUKET
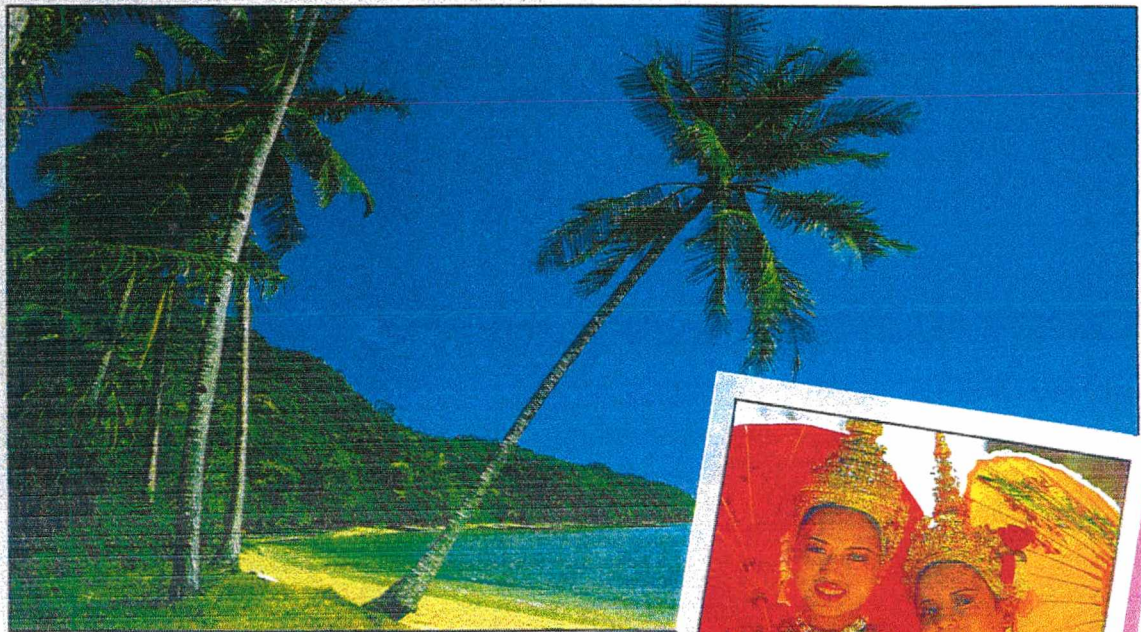
For a conference venue that will be unforgettable, few places on earth can match the beauty of Phuket. Away from the pressure of ringing phones and difficult customers, your valued employees can relax on Thailand's paradise island, surrounded by the pure clear waters of the Andaman Sea.

Accommodation is in local bamboo style bungalows set in 13 hectares of tropical vegetation. With very little traffic to disturb the peace, your staff can listen to the sounds of the birds and the wind in the palm trees. This is the perfect place to encourage communication, company loyalty, team spirit and successful sales forces.

- 5 restaurants, 3 bars and a night-club.
- Conference facilities and equipment including multi- system VHS VCR, 16mm movie projector, OHP, 35mm slide projector, sound system, flip chart etc.
- Swimming pool with aquagym, sailing, snorkelling, tennis, squash, golf, archery, volleyball, basketball, boules and table tennis.

Club Med

4 Read the second advertisement. Find out what it's for and what problems have been solved.

<div align="center">(ADVERTISEMENT)</div>

THE EV BATTERY PROBLEM ENDS RIGHT HERE.

A two-part problem has long stalled the public acceptance of Electric Vehicles (EVs). The first part: lack of a powerful, lightweight battery. The second: technology to manufacture large quantities of that battery.

Electrosource has solved the first part of the problem. Independent tests have confirmed that the Electrosource HORIZON battery can be recharged 50% in less than 8 minutes (99% in 30). And HORIZON-powered EVs will go 100+ miles between charges.

And BDM Technologies, Inc. has solved the second part of the problem.

The HORIZON battery can be manufactured for significantly less than other advanced batteries (such as nickel iron varieties) and potentially for less than other lead acid types.

The future is on the HORIZON. We can bring it to you now. For further information, write Department 93, BDM Technologies, Inc., 7915 Jones Branch Drive, McLean, VA 22102. Phone 1-800-685-2361, Fax (703) 351-6909.

BDM TECHNOLOGIES
A BDM International Company

Electrosource, Inc.

THE SOLUTION STARTS RIGHT HERE.

5 Here are some answers to questions about the second advertisement. Work with a partner. Write the questions.

1 It's for a battery.
2 A two-part problem.
3 It has solved the first part of the problem.
4 That the Electrosource HORIZON battery can be recharged 50% in less than eight minutes.
5 Yes, BDM Technologies has.

6 Look back at the ad about the history of electric vehicles and highlight or underline all the examples you can find of the past simple tense. Then look at the ad for the battery and highlight all the examples you can find of the present perfect tense.

7 Study the examples of the two different tenses. What differences can you see in the way the tenses are used?

For more information on how to use the past simple and present perfect tenses, see pages 173 and 174 of the Grammar and Usage notes.

OMNIBOT
THE ELECTRONIC BUTLER

Just the thing to impress your clients and friends.

In the morning he comes quietly into your room and wakes you up with your favourite music. He brings you your morning tea with the daily paper and responds to your commands by remote control. At the office he shows visitors around and at parties he delivers hors d'oeuvres to your suprised friends. Strong plastic body and quiet rubber wheels.

Comes with:
- A built-in rechargeable battery
- a programme module
- full instructions

Approx. 30cm x 30cm x 50cm   £199.00

PROGOLF

Just the thing to keep
the golf fan happy on
rainy days.

ProGolf is an advanced
microchip electronic golf
game for one or two
players. Each player has a set of 12 golf clubs to
choose from as they go round the course, complete
with bunkers and lakes. Perfect speed and timing are
necessary to win and the game is a sensation with
serious (and not so serious) golfers.

Comes with full instructions and batteries.
A colour booklet provides a map of each hole.

18cm x 8cm x 2cm.   Weight 180g   £49.95

OFF THE WALL
TENNIS BALL ALARM
CLOCK

Just the thing to help
you get up on Monday
morning.
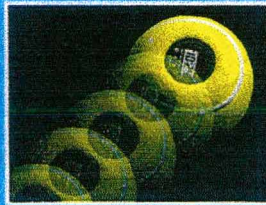
It's seven o'clock in the morning and your alarm clock
starts to ring. But you've got 'Off the Wall'. You reach over,
pick it up and throw it against the wall. It falls silent. You
get up feeling better. What a wonderful way to start the
day!

'Off the wall' is a 10cm diameter shock proof electronic
alarm clock. It comes complete with its own stand.

(Batteries are not supplied) £9.95

LANGUAGE TRANSLATOR

Just the thing to take with you on your next foreign business trip.

Here is the world's first multilingual pocket translator. It contains over 8,000 words in 5 different languages. Just type in the word, press the button and it gives you an instant translation. Perfect for business travellers. Small enough to put in your pocket or handbag, and so light it can travel with you wherever you go.

The memory contains more than 1,600 words in each language.

14cm x 6cm   weight 100g (batteries not supplied) £34.95

LANGUAGE WORK

Achievements   **1**   Have you ever heard of AMP? What do they produce and where are their products used?

If you ride in a car, boat, train or plane, watch TV, or make a phone call, you are probably using AMP products.
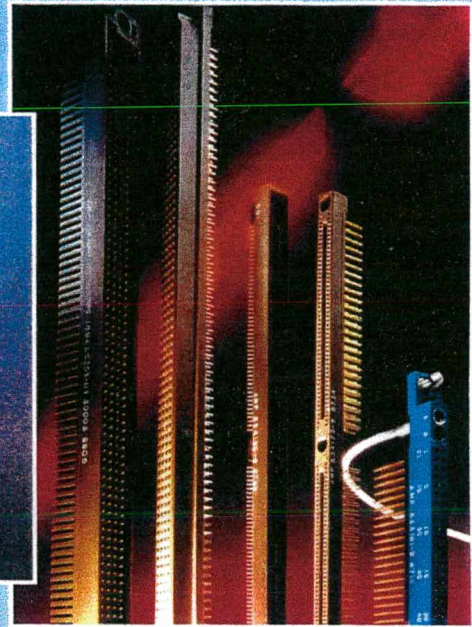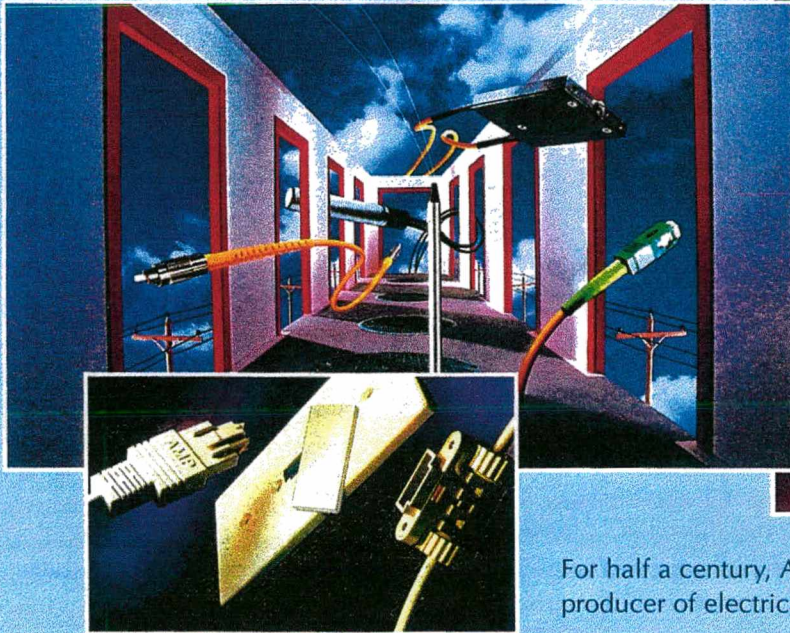
For half a century, AMP has been the world's leading producer of electrical and electronic connecting devices.

2   Work with a partner. Look at these notes and ask and answer questions about AMP's past.
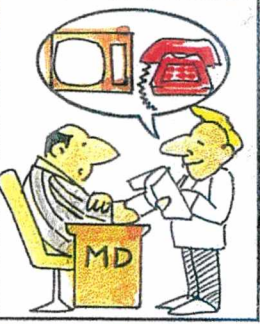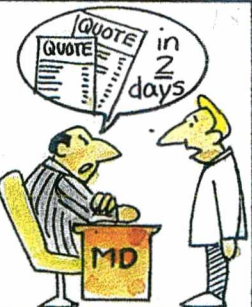
A   *How long ago* | *did the company start trading?*
        When |

B   *Over fifty years ago. / In 1941.*

THE **AMP** CORPORATION

1941	The company started trading.
1943	Invented the pre-insulated terminal that gave the company long-term leadership in the market.
1952	Set up its first foreign subsidiaries in Puerto Rico, France and Canada.
1959	Went public.*
1966	Joined the Fortune Magazine list of America's largest corporations.
1983	Opened a new corporate headquarters in Harrisburg, Pennsylvania.
1994	Achieved ISO 9000 quality certification throughout the corporation.

The company's stocks and shares were listed on the New York Stock Exchange.

The Conference Organiser's Brief

LANGUAGE WORK

Developments

As governments around the world are introducing stricter environmental legislation, automobile manufacturers are investing heavily in the research and development of electric vehicles.

1 Read the first advertisement and find out how long electric vehicles have been around.

Who said the electric car was a new invention?
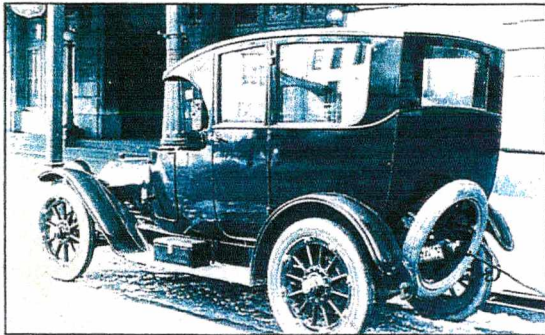
An electric taxi recharging at a Detroit Edison station in 1916

At the turn of the century, we supported fleets of electric vehicles: milk trucks, delivery vehicles, passenger cars. Downtown Detroit had four electric cab fleets charging at stations operated by the Edison Illuminating Company, the forerunner to Detroit Edison.

At the Electric Light Convention of 1911 everyone was talking about standardizing plugs for electric vehicles. But the very next year the discussion was put on hold by a dazzling new invention—an electric starter for the gasoline-powered automobile. Then Henry Ford started mass production and gasoline conquered the market.

But not for much longer. The electric vehicle is back on the road and once again you can fuel your car with safe, clean electricity. Detroit Edison is pleased to be a driving force behind the new technology.

So it's time to drive electric again and follow the road to a brighter future.

Detroit Edison

A good part of your life.

2 Here are the answers to some questions about the advertisement. Work with a partner. Write the questions.

1 No, it's an old invention.
2 At the turn of the century.
3 Four.
4 Standardizing plugs for electric vehicles.
5 He started mass production of the gasoline-powered automobile.

3 Electric vehicles have always been cleaner and quieter than gasoline-driven models, but they have their disadvantages too. What are they?