

**A Critical Examination of Race in Business English Coursebooks**

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**Master of Philosophy**

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## Author's Declaration

This is to certify that:

- 1) this thesis comprises only my original work towards the degree of Master of Philosophy in Education.
- 2) due acknowledgement has been made in the text to all other material used.
- 3) the thesis does not exceed the word length for this degree.
- 4) no part of this work has been used for the award of another degree.
- 5) this thesis meets the requirements of the University of Sydney's Human Research Ethics Committee for the conduct of research.

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## Abstract

This thesis examines ways in which uses of images and words contribute towards constructions of race in published Business English language coursebooks, by exploring coursebook writers' perspectives on compiling their Business English coursebooks and analysing Business English coursebook materials. The study drew on critical race theory, critical discourse analysis, and systemic functional linguistics to investigate relations between the ways coursebook writers construct race in selecting and organising materials for their Business English coursebooks and the ways race is constructed in Business English coursebooks. The data included seven published Business English coursebooks and interviews with writers of four of the coursebooks. The coursebooks were *Global links 2* (Blackwell, 2001), *Market leader intermediate* (Cotton, Falvey, & Kent, 2005), *Quick work pre-intermediate* (Hollett, 2000), *New international business English* (Jones & Alexander, 2003), *In company intermediate* (Powell, 2002), *First insights into business* (Robbins, 2000), and *International express pre-intermediate* (Taylor, 2004). I argue that constructions of race in the coursebooks connect three notions: international business people, corporate ethics and responsibilities, and intercultural business communication. Patterns in the location and composition of the language learning materials, and expressions of opinions and emotions in illustrative extracts from the materials were found to contribute to these constructs.

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### **Materials on the Accompanying Compact Disk**

Transcripts of the interviews with writers of published Business English language coursebooks.

## **Chapter 1 Introduction**

Business English courses and published materials have proliferated since the 1980s to meet the English language needs of business people (Ellis & Johnson, 1994; Flinders, 2001, 2005; St John, 1996). They are designed for English language learners who need to extend their language knowledge and communication skills specifically to work in settings in which business activities are carried out in English (Brieger, 1997; Ellis & Johnson, 1994). Their proliferation suggests the influences of the position of English in business settings, restructurings of companies and their activities, and desires to develop business markets and relations internationally. As Graddol (1997) pointed out, the adoption of English as the company language is usual when a company enters into, for example, a joint venture with a company located in a country that predominantly speaks a different language. Furthermore, Graddol (2001, 2004) suggested that the position of English as a global language was secure for the next fifty years. Studies of business activities by, for example, Akar (2002) in Turkey, Bilbow (1997) in Hong Kong, and Rogerson-Revell (2007) in countries in Europe have confirmed that English language use has a dominant position in many international business settings. The continuation of its position is supported by Charles's (2007) observation that the use of English in international business settings had become widely accepted. This acceptance can imply Business English courses for company employees who work with, for example, a multinational company, and people who seek a position, promotion, salary increase, or to hold on to their current position with a company. In this chapter, I illustrate how the focus on race in Business English coursebooks in the study emerged from my teaching experience, I state the research aim and briefly introduce the approach taken, and provide an overview of the subsequent chapters of the thesis.

The research focus on race in Business English coursebooks emerged from incidents in my experience as an English language teacher since 1993. Although the incidents were brief in duration, they stuck in my mind, bothered and intrigued me, and developed, in Chacón's (2006, p.55) words, a "process of questioning and reflecting" on my teaching experience. I briefly outline four selected illustrative incidents. The first two incidents involved the perspectives of two of my classes on published coursebook content. One class refused to study from a unit in their coursebook on the subject of different countries and lifestyles, saying that they could not see people and places from their country, Turkey, in the unit. We put the coursebook to one side and based the lesson instead on examples I elicited from the learners. The second class and I collaborated on their choosing the new coursebook on which to base our course. When I asked the class why they had chosen the coursebook they had, they said that they were able to see places, things, and people that they associated with their country, Spain, in the images and words of the chosen coursebook. Through incidents such as these two, I became aware of the importance of coursebook content to learners and their experiences of learning. Their responses and choices seemed to support Tomlinson's suggestion that learners "are more at ease with texts and illustrations that they can relate to their own culture than they are with those which are culturally exotic (and therefore potentially alien)" (1998a, p.8). On the other hand, I was increasingly being asked for materials based on business settings in China by Business English learners preparing to work there for the first time. I was, at the same time, becoming increasingly frustrated by the lack of materials available that portrayed such business experiences in positive terms, and not predominantly in terms of difficulties and frustrations.

My attention centred on race through discussions on the experience of being a learner, rather than on coursebook materials. For example, I was teaching at an English language

centre in Europe when an angry and upset Business English learner described his fellow learners and the members of his host-family to me as racist. He confided in me that, in his view, the way the people treated him was abusive, and they made him feel discriminated against on the basis of his race. While all the learners at the language centre at that time were male and of different language backgrounds and nationalities, he was the only learner who was of Asian appearance and not from Europe.

In combination, the comments and choices regarding coursebook content and accounts of experiences of racial discrimination from learners in my classes inspired me to study race in Business English coursebooks. As Ibrahim observed, the foregrounding, inclusion, or omission of race in TESOL (teaching English to speakers of other languages) research relates to “what we as researchers read as important, which in turn is related to our own subjectivities” (2000, p.743). My experiences prompted me to question how Business English coursebooks depict people of different races and how the depictions came to be the way they are.

The study by Taylor-Mendes (2009) of learners and teachers’ views on their EFL (English as a foreign language) coursebooks included a few observations on depictions of race in Business English coursebooks. The foci of further examinations of Business English materials have been on the relation of the materials to the language used in business settings (Bargiela-Chiappini, Nickerson, & Planken, 2007; Chan, 2009; Dow, 1999; Nickerson, 2005; Williams, 1988), and pedagogic approaches and syllabus design (Flinders, 2001, 2005; Reed & Nolan, 1997; St John, 1996). The findings of the coursebook analysis by Taylor-Mendes (2009) suggested concerns with racial stereotyping and a predominant positioning of White people. Further researchers of race in educational materials beyond Business English, such as Ashcraft and Allen (2003), Canagarajah (1993, 1999), Clarke and Clarke (1990), Ferree and Hall (1990), Hall

(2000), Sleeter and Grant (1991), Wigginton (2005), and Yamada (2011), shared these concerns.

This study was distinctive in its focus on depictions of race in Business English language materials. The aim of the study was to identify ways in which uses of images and words contributed towards constructions of race in published Business English language coursebooks. Crenshaw's (1988) work in critical race theory on expansive and restrictive views of racial equality supported the focus on race. While this focus allowed for a detailed analysis, it did not allow for the scope of analysis found in examinations of relations between depictions of race and, for example, depictions of gender (Ferree & Hall, 1990); class and gender (Hall, 2000); or class, disability, and gender (Sleeter & Grant, 1991). The detailed analysis of the images and words in the coursebooks involved the complementary approaches of appraisal theory (Martin & Rose, 2003), which derives from systemic functional linguistics (Halliday, 1985, 1994; Halliday & Matthiessen, 2004), and critical discourse analysis (van Leeuwen, 1996; 2008). The analytic approach allowed for the identification of patterns in expressions that functioned to include, marginalise, or exclude people of different races in the construction of social roles and relations in the coursebook depictions.

I selected current editions of well-established published Business English coursebooks to examine how they depict race. I also interviewed writers of the coursebooks to gain insights into how the coursebooks came to be the way they are. Although some of the coursebooks had previous editions that I was familiar with and from which I had taught, I had not seen the selected editions of the Business English coursebooks or had any contact with the coursebook writers before commencing this study. Studies, such as by Canagarajah (1993, 1999) and Taylor-Mendes (2009) that included the views of learners and teachers have provided insights into their perspectives on depictions of race in

general EFL coursebooks. Time constraints did not allow me to include the perspectives of Business English learners and teachers on the Business English coursebooks. Their inclusion would avoid a one-sided view on the depictions and could be an insightful addition to the data that was collected.

As mentioned above, there is a lack of research on depictions of race in Business English coursebooks. In Chapter 2, I review related examinations of race in educational materials, drawing on studies within and beyond language education. I also review approaches taken in examinations of Business English materials. Chapter 3 presents the research question and describes the research strategy, methods, and procedures to select and analyse the Business English coursebooks and the interviews with Business English coursebook writers. In Chapter 4, I present the findings from the analysis of the coursebook materials and interviews. In Chapter 5, the discussion of the findings draws largely on the work of Fraser (1995) on recognition and redistribution in remedies for injustices and the work of Crenshaw (1988). Chapter 5 concludes with implications for the recognition of race in Business English coursebook materials and during the process of their compilation, and for research on race in Business English coursebooks.



## **Chapter 2 Background to the Study and Related Research**

### **2.1 Introduction**

In Chapter 1, I illustrated how my research interest in race in Business English coursebooks emerged, and briefly referred to research studies related to the topic.

In Section 2.2, I discuss studies of published educational materials that have involved an examination of race. In Section 2.3, the discussion includes studies that have drawn attention to relations between coursebook depictions and predominant views identified in people who study, teach, and have influenced constructions of race in coursebooks. In Section 2.4, I present the approaches of previous researchers who have examined Business English coursebooks. Section 2.5 concludes the chapter.

### **2.2 Race in Educational Materials**

In her list of privileges of being White, McIntosh included being able to see yourself recognised in the educational materials that you use, “I can be sure that my children will be given curricular materials that testify to the existence of their race” (1997, p.293). Examinations of educational materials have found a predominance of depictions of White people and a stereotyping of people of different races. Examples might be seen in studies of EFL coursebooks (Canagarajah, 1993, 1999; Clarke & Clarke, 1990; Taylor-Mendes, 2009; Yamada, 2011), organisational communication coursebooks (Ashcraft & Allen, 2003), social science coursebooks (Wigginton, 2005), sociology coursebooks (Ferree & Hall, 1990; Hall, 2000), and reading and language arts, mathematics, science, and social studies coursebooks (Sleeter & Grant, 1991). In their examination of stereotyping in EFL coursebooks, Clarke and Clarke (1990) reported finding examples of racial stereotyping. They observed that there were few depictions of Black people and briefly outlined two illustrative examples of “negative” (p.37) depictions of Black people. Wigginton (2005)

examined how people of different races were portrayed in social science coursebooks used in the Dominican Republic. She found that jobs involving manual work or lower levels of education were allocated to people depicted with physical features associated with Black people, for example curly hair and dark skin colour. Pictures of Black people included exaggerated, stereotypical, and caricature-like depictions of a wide, flat nose, full lips, and large, round eyes. People depicted with straight hair and lighter skin colour tended to be allocated positions associated with higher levels of education, such as graduate and business person, or positions associated with aesthetic beauty, such as shoe salesperson and hair stylist. In addition, Wigginton interviewed people living in the Dominican Republic and found a disassociation from people of African descent was prevalent in Dominican Republic society and politics. Wigginton suggested that learners would not be able to relate positively to their coursebook depictions of people who appeared to be Black, and that the locally produced coursebooks promoted Dominican societal and political values through the depictions of people of different races.

In her interpretation of the findings, Wigginton (2005) drew on Apple's (1999) view of educational materials as manifestations of social relations that can be unequal, multiple, and complex. Apple (1984) proposed that the coursebook be viewed as simultaneously process and product; that is, the coursebook is product of and constituting part of everyday societal processes in their compilation and use. Existing social phenomena, such as race, are, he argued, therefore involved in the selection, organisation, and presentation of subjects of study in educational materials. The findings of the studies by Ashcraft and Allen (2003), Ferree and Hall (1990), and Hall (2000) might be illustrative examples. They found that depictions of people of different races clustered in coursebook chapters on particular subjects and argued that, through the depictions, racialised views of subjects of study were defined and disseminated to the learners and teachers who studied and

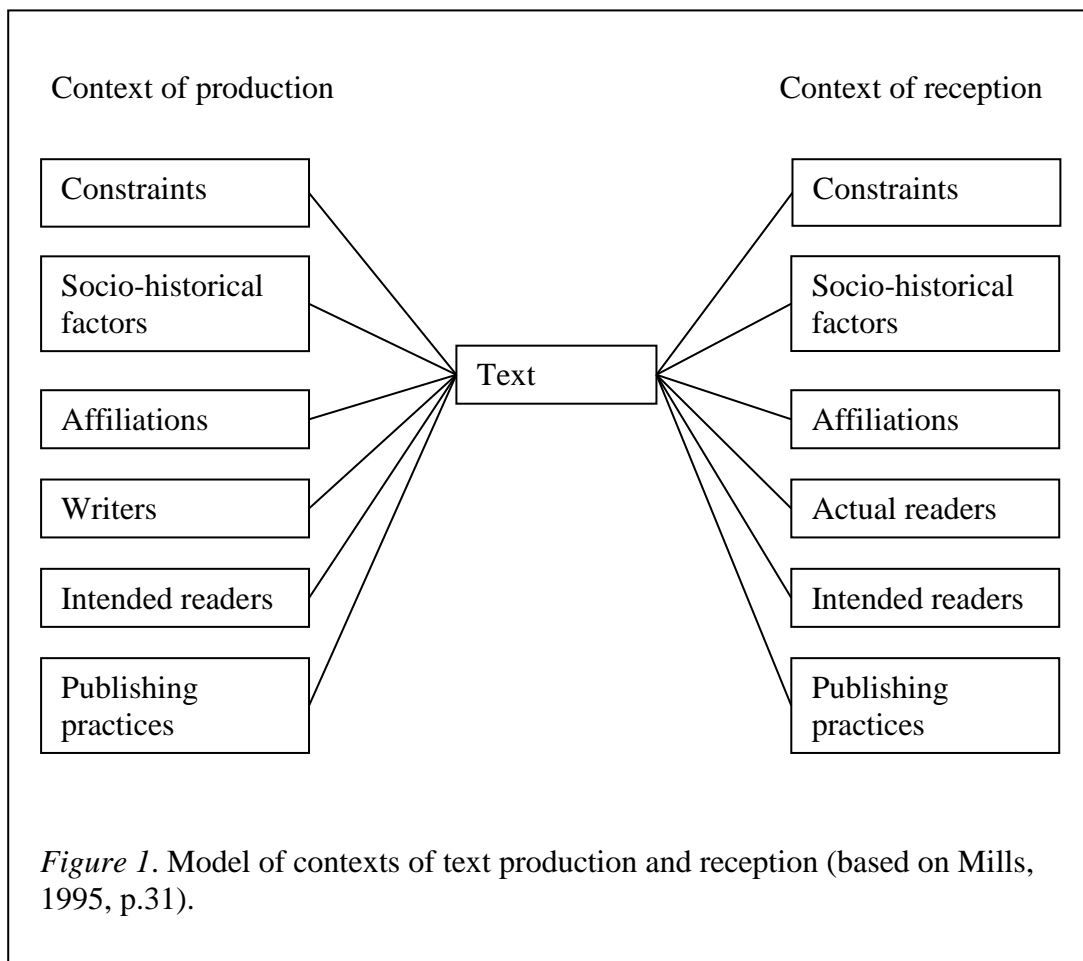
taught from the coursebooks. From her study of sociology coursebooks, Hall observed that images of Black people illustrated the subject of poverty and argued that the subject had thereby been racialised in the coursebooks. Ferree and Hall examined depictions of gender and race in images in sociology coursebooks. They noticed that images depicting people who were not White clustered in chapters on the subjects of education and race. The chapters on education had a prevalence of images that included people of different races within the same image in depictions of classrooms in the USA. These images were found to show a vision of USA education as racially integrated; that is, an education system in which people do not segregate or oppress on the basis of race. Ferree and Hall described these depictions as a “staged equality” (p.526) and an example of the failure in the sociology coursebooks to acknowledge systems of inequality in USA society. This staged equality was found not to extend to, for example, the sections of the coursebooks on the subject of work and the economy, where the images contrasted in their almost exclusive depictions of White men. Ashcraft and Allen, and Ferree and Hall observed that the subject and concept of race was associated with people who were not White in coursebook depictions. Ferree and Hall argued that the cluster of depictions of people who were not White functioned to illustrate the concept of race in the chapters on race. Ashcraft and Allen examined graduate and undergraduate organisational communication coursebooks for the inclusion of references to and discussion of race. They noticed that race was rarely mentioned and, if so, in passing. Where race was discussed, they found that the discussion tended to be confined to particular chapters and focused on people who were not White. For example, they observed that race was mainly mentioned in issues of career development to managerial and professional positions and with the focus on African Americans.

In addition, Ferree and Hall (1990) found the race of the people depicted in coursebooks related to the geographic location in which the people were depicted. Three quarters of the depictions of people within the USA were found to be of White people, while this proportion halved in depictions of people in locations outside of the USA. Ferree and Hall argued that this combination within the coursebook depictions defined “the largely White American norm” (p.528), marginalised people who were not White as less American or as predominantly inhabitants of countries outside the USA, and contributed to stereotyping people on the basis of their race.

Ashcraft and Allen (2003) and Ferree and Hall (1990) suggested that the depictions of race in the coursebooks they examined pointed to a racialising of the processes that underpinned education and research in the fields of study. For example, Ashcraft and Allen found that the depictions “support and obscure the tacit Whiteness of much organizational communication theory” (p.28). In addition, they found that the lack of discussion of race in the coursebooks implied that race did not warrant attention and helped maintain existing views of race in the field of study. Ferree and Hall argued that the failure to challenge stereotypes was a failure in the construction of the area of study of sociology and called for coursebook content that questioned rather than reproduced societal views; that is, “a more fundamental reconceptualization of gender and race by all sociologists” (p.528).

Ashcraft and Allen (2003), Ferree and Hall (1990), and Wigginton (2005) observed relations between coursebook depictions and predominant views of race identified in academia, politics, and society. They suggested that coursebook depictions contributed to the construction, maintenance, and promotion of dominant perspectives on race in people using the coursebooks and held by people involved in producing the coursebooks. The observations align with work by researchers in the areas of cultural history, such as Johns

(1998), cultural studies, such as Apple (1984, 1992, 1999), and literary studies, such as Mills (1992), who have positioned the published book at a nexus of material, social, and technical processes. For example, the observations suggest Johns’s description of the published book as “the material embodiment [of] if not a consensus, then at least a collective consent” (1998, p.3). At the same time, published materials are “not simply repetitions of other texts or reaffirmations of ideological positions,” as Mills (1995, p.33) pointed out. The model by Mills (1995) of the contexts of production and reception to a given text delineated features that can influence a published book and the relations of readers and writers to the book, as illustrated in Figure 1.



Mills (1995) highlighted:

- current constraints, conventions, and trends regarding which ideas and subject matter are included in the book, and how they are presented and responded to;
- current cultural, economic, political, and social factors of the settings in which the book is read and written;
- readers and writers' cultural, economic, political, and social affiliations and how they affect the availability of the book and the readers' responses to it;
- how readers and writers position themselves and are positioned in relation to the book;
- the writers' influences on what material is included in the book;
- "the general community of readers" (p.33) whom the book targets and to whom the book is marketed;
- the actual readers of the book; and,
- the process of editing and marketing the book to fit into the sales market.

She pointed out the complexity of the connections between the contexts of production and reception. For example, in her model Mills only depicted the intended readers in the context of reception, but acknowledged that the concept of the intended reader is also an aspect of the context of production "since it is a factor which is borne in mind by authors and publishers" (p.33). In addition, she acknowledged that readers' views on a book influenced how future books were produced and received.

### **2.3 Perspectives on Race in Educational Materials**

Where Wigginton (2005) inferred how learners would relate to their coursebook depictions, studies that included the views of learners and teachers have provided insights into their perspectives on depictions of race in educational materials, such as EFL

coursebooks (Canagarajah, 1993, 1994, 1999; Taylor-Mendes, 2009), poetry (Curtis, 2006), and cultural studies coursebooks (Talbert & Stewart, 1999). Apple (1992, p.10) proposed three broad categories that, singly or in any combination, might describe how learners and teachers responded to and thereby created meanings around given coursebook materials: “dominated, negotiated, and oppositional”; in other words, accept as presented, dispute a particular part, and reject. The criticisms of the coursebook depictions by the participants in the study by Taylor-Mendes suggest Apple’s third category. Although not setting out to focus on race, but on depictions of class, gender, and race in EFL coursebook images, Taylor-Mendes found that race dominated her interviews with learners and teachers in Brazil. They pointed out, with a mix of sadness, anger, and matter-of-factness, that positions of economic, political, and social authority were largely attributed to White people and positions of poverty and powerlessness to Black people. Taylor-Mendes reported that the learners and teachers identified a disconnect between the content of their coursebook materials and their experiences. She concluded that the EFL coursebook depictions involved constructing race, and that “EFL images do not so much represent culture as construct cultural and racial identities” (p.77).

Canagarajah (1993, 1999) reported complex, seemingly conflicting responses by the learners in his ESL (English as a second language) class in Sri Lanka to their USA published EFL coursebook when he set out to find the reason for the apparent lack of student motivation to learn English. In interviews, learners expressed a positive orientation towards learning rules of grammar as preparation for examinations to achieve their English language certificate, and some learners revealed that they attended additional, private English language lessons towards this end. Canagarajah (1994) pointed out that the learners chose the USA produced EFL coursebook over the locally produced one on the basis that they considered it to be more colourful and attractive. He suggested

that such features of coursebooks influenced the affective dimension of language learning. However, Canagarajah (1993, 1999) found expressions of hostility, parody, exaggeration, and mockery towards the coursebook depictions of White Americans, in the notes written by the learners in the coursebook margins. Canagarajah argued that with the racial stereotyping he found in the EFL coursebook was incorporated a hidden agenda of assimilation into the values attributed to the depicted White Americans. Taylor-Mendes (2009) and Canagarajah found racial stereotyping in the attribution of cultural, economic, political, and social positions to people of different races in coursebook depictions. The findings suggest the more recent forms of racism, or new racisms (May, 2000; van Dijk, 2000), that are based not on arguments of biological superiority or inferiority but on representations of differences which “are selected, defined, enhanced, or suppressed by social action” (Hayman, 1998, p.16).

Yet, the learners in Canagarajah’s class did not voice in their interviews the views that they expressed anonymously in the coursebook margins. The exception was one learner “who consistently stated that English posed a cultural threat, he sought deep social relevance from the teaching and textbook” (1993, p.620). Canagarajah accounted for the learners’ approach towards learning English and their partial rejection of the coursebook materials as enabling the learners to “preserve their cultural integrity” and “bid for the socio-economic advantages associated with [passing their English examination]” (1999, p.96). The account suggested that how race was depicted in the EFL coursebook caused the learners to define how they approached English language learning and how they identified themselves in relation to the depictions.

Curtis (2006) recalled the way in which, as a 6-year-old at school, studying the poem called “The little black boy” by William Blake influenced how he saw himself in terms of race. He described the strong negative emotions that arose at “my first experience of



feeling ashamed because of the color of my skin, relative to that of my friends” (p.12). Curtis found that in a few moments the words of the poem caused him to revise and realign his relation to his classmates on the basis of their race. The “more poetic name calling than usual” (p.13) in the break after the lesson indicated that his classmates had, in turn, marginalised Curtis. Studying the poem appeared to trigger a process by which Curtis and his classmates described, classified, and revised how they saw themselves and each other in terms of race; namely, a process that Powell and Mahboob described as “racing” (Powell, 1997, p.104) and “enracing” (Mahboob, 2006, p.175) through which “others cause us to construct our racial identity” (Mahboob, 2006, p.175). Curtis reported that his classroom was set in a school and neighbourhood known for racial intolerance. The features of this setting seemed to underpin the negativity of his experience: “the main problem for me was the feeling of insecurity in the classroom that this event caused” (p.13). The name calling and the feelings of self-shame suggest the responses of Curtis and his classmates to the poem and local perspectives on race at the time be described as “dominated” (Apple, 1992, p.10). The account by Curtis highlights the argument put forward by, for example, Hayman (1998) that physical differences such as skin colour may be biologically slight but are an important feature in understanding social inequality and people’s experiences in terms of race.

Race appeared to be involved in whether people voiced their views, as well as how people responded to coursebook depictions, in the studies by Canagarajah (1993, 1999), Curtis (2006), and Taylor-Mendes (2009). McIntosh observed that a privilege of being White was feeling confident that your views would be heard: “I can be pretty sure of having my voice heard in a group in which I am the only member of my race” (1997, p.293). Taylor-Mendes noted that only participants identified as White criticised their coursebook depictions of people of different races in their interviews, and that “neither

Ronaldo, who is black; nor Casia, who is mulatto; nor Marta who is of Japanese appearance and ethnicity, discussed colour or race as an issue in the images” (p.74). For the learners in Canagarajah’s class, preserving their cultural integrity involved, on the one hand, “a remarkable detachment” (1993, p.619) from the content of their coursebook during their interviews and, on the other hand, expressions of hostility towards coursebook depictions in their anonymous glosses. Curtis (2006) declared that he would rather have been included in a class discussion on race than follow his teacher’s decision, however well intentioned, to study the form of “The little black boy”; namely, “the grammar, spelling, and vocabulary of the poem” (p.12). He explained that his experience as a 6-year-old had influenced him as a teacher to advocate for the classroom as a place in which learners:

- “feel safe and secure,”
- “feel they are able to and want to contribute and share” their views and experiences, and
- are “the basis of our decisions, rather than what we as teachers believe would be useful, effective, or interesting” (p.13).

Apple (1992), Canagarajah (2004), and Curtis (2006) promoted the importance of a pedagogical space in which learners can collaborate, express their views, and give accounts of their experiences; that is, accounts that provide alternatives, challenge, or undermine perspectives that are established or predominant in, for instance, their educational materials. Canagarajah found that such a space allowed for the recognition of otherwise marginalised or suppressed aspects of learners’ race, for instance in the “stay black” (p.129) messages of support that African American students of academic writing sent to each other in a chat forum or by e-mail. Canagarajah focused on spaces that were not necessarily in the classroom and did not include the teacher, as “sites that are

relatively free from surveillance, especially by authority figures” (p.121). Like Curtis, Talburt and Stewart (1999) found the classroom could be a forum promoting inclusion and diversity, and thereby potentially challenging views on race and undermining racial stereotypes. Talburt and Stewart observed gender and race to be important influences on the experiences of a group of undergraduates from the USA enrolled on a Spanish culture and civilization course in Spain. One of the students in the group, Misheila, described herself in terms of race as “Black,” “dark-skinned,” and “African American” (p.168), and reported being particularly singled out and discriminated against on the basis of her race in Spain. Misheila criticised her coursebooks on Spain for not discussing race and thereby being irrelevant to everyday experiences of racism. She attributed the absence of discussion of race to the coursebooks not having been written with African American people in mind. Shardakova and Pavlenko (2004) examined the construction of identities in Russian language coursebooks. They argued that biases and oversimplifications in language coursebooks might not only negatively affect learners but also deprive them of linguistic resources with which they could express their views and even defend themselves against those who might try to oppress and marginalise them. Talburt and Stewart reported that the students’ experiences outside the classroom informed the content of their course and their learning inside the classroom. Despite the coursebook omission, therefore, Talburt and Stewart reported that the students were encouraged and enabled to discuss, share, compare, interpret, and learn from each other’s experiences of and perspectives on race. With the focus on the needs of ESL students, Benesch (2010) and her ESL class collaborated and found new ways that the students could deal with and respond to unwanted attentions from persistent military recruiters on the college campus, through the class discussion of the students’ experiences.

Following the publication of his study, Canagarajah (1999) reported communicating with a writer of the EFL coursebook to which his class in Sri Lanka had had conflicting responses. Through this communication, Canagarajah identified “the wide gap between the intentions of textbook writers and the reception of their material by periphery students and teachers” (p.101). His observation supports proposals from studies of depictions of race by Yamada (2011) and gender by Haines (1994) and Jones, Kitetu, and Sunderland (1997) in EFL coursebooks. They proposed that coursebook analyses that include consideration of the approaches towards a coursebook’s compilation, such as relations between coursebook content and editor and writer values, could be illustrative.

Researchers have drawn conclusions on the process of coursebook compilation from their examinations of published Business English materials (Flinders, 2005; Williams, 1988) and EFL coursebooks (Alptekin, 1993). I discuss examinations of Business English materials further in Section 2.4. However, Flinders (2005) and Williams (1988) suggested that the content choice for published Business English materials often betrayed the intuitions and preferences of the material writers. From his examination of representations of culture, Alptekin (1993, p.139) inferred that the “views, values, beliefs, attitudes, and feelings” contained in coursebook materials reflected the writers’ own contexts and that, thus, writers had taken the “relatively easy and practical” option.

Prowse (1998) studied correspondence and the results of questionnaires from sixteen English language teaching (ELT) materials writers. His findings confirmed that, while working to the framework of a syllabus, most of the writers largely relied on their intuition in the compilation of materials. Studies of the process of compiling ELT materials and that included ethnographic techniques could, as Harwood suggested, “enable researchers to interrogate and critique the standard practices and assumptions of the industry, and to suggest alternatives” (2010, p.18).

## 2.4 Examinations of Business English Coursebooks

Crookes (2010) suggested that the TESOL convention panel in 2001 indicated an increasing attention to race in TESOL. The study by Taylor-Mendes (2009) draws attention to race in Business English language education, through the encompassing of race and Business English coursebooks, learners, and teachers in her study of gender and race in EFL coursebook images. Of the participants that she interviewed in the study, a learner and three teachers commented specifically on depictions of people of different races in their Business English coursebooks. The learner and teachers' comments were directed at the predominance of White people and the allocation of positions of authority to White people. For example, a learner, Vinícius, who brought his Business English coursebook *Insights into business* to the interview, observed of the coursebook images that "everybody is white" (Taylor-Mendes, 2009, p.74), and a teacher, Glemerson, commented on an image in the same coursebook, "the white man is in command. The Puerto Rican is working" (p.74). The comments indicated that depictions of race are an issue that is relevant to Business English coursebooks, and, as Taylor-Mendes pointed out, an aspect of their coursebooks on which learners and teachers have opinions.

Examinations of Business English coursebooks, such as those by Bargiela-Chiappini et al. (2007), Chan (2009), Dow (1999), Nickerson (2005), and Williams (1988), have focused on the extent to which the materials related to the language used in business settings. Dow (1999) compared how experienced business people and Business English learners enacted a coursebook activity that was a business negotiation. Bargiela-Chiappini et al. (2007) and Nickerson (2005) examined published Business English coursebooks for reference to the use of research findings in the development of the coursebook content and found few such references. Chan (2009) and Williams (1988) focused on language use in business meetings. Williams found that how business people used English in their

meetings bore little similarity with the language for meetings presented in Business English coursebooks. From his review of the findings from research on business meetings, Chan constructed a checklist with the aim that teachers and coursebook writers could evaluate materials when choosing or developing Business English coursebook materials on the topic of meetings.

Additional studies of published Business English materials, such as by Flinders (2001, 2005), Reed and Nolan (1997), and St John (1996), have focused on pedagogic approaches and syllabus design. Examinations of materials have considered business skills, such as negotiating; business areas, such as finance; language use in business settings; and, methodologies derived from business studies, such as the use of case studies. In addition, Flinders (2001, 2005) considered the inclusion in the materials of intercultural communication skills. Reed and Nolan (1997) pointed out that the writers of the *New international business English* coursebook acknowledged contributions in the form of comments and suggestions from coursebook users from around the world. However, Flinders observed that in general there was “still little evidence that they [the writers of the Business English materials] are using research findings which tell them what international (as opposed to British or American) business people actually say” (2005, p.174).

Where studies of published language education materials, such as Business English materials (Ayers & van Huyssteen, 1996; Flinders, 2001, 2005; Reed, 2006) and EFL coursebooks (Matsuda, 2002a, 2002b, 2003), included accompanying audio recordings, they reported that speakers of English with American or British accents predominated. The studies of Business English materials consisted of reviews and surveys. They made brief reference to the audio recordings, such as “The contexts are exclusively British, although we do get the occasional foreign accent” (Flinders, 2005, p.167) of the *Market*

*leader portfolio* video, and “there appears to be the assumption that the counterpart will inevitably speak British RP” (Ayers & van Huyssteen, 1996, p.75) in a review of the coursebook *Business opportunities*. These references indicate that with the audio portrayals in Business English materials can come conceptualisations of business people, such as that they typically speak English with British accents and work in Britain.

Matsuda (2002a, 2002b, 2003) examined EFL coursebooks produced in Japan. Her description of the English speakers depicted in the coursebook materials drew on the model proposed by Kachru (1985). Kachru identified three categories of English language use according to the status of the language in various countries and conceptualised the categories as three concentric circles. The expanding circle consisted of countries in which English had no official status, for example Brazil, China, and Japan. The outer circle comprised countries in which English became an official language as part of a process of colonisation, for instance India, Singapore, and South Africa. The inner circle included countries, such as Australia, Canada, New Zealand, the UK, and the USA, in which English was the national or official language, or one of two national languages in the case of Canada. Matsuda found that the English speakers depicted in the EFL coursebooks were mainly from or located in Japan, or countries of the inner circle. She suggested that the Japanese people depicted were evocative of the target learners in Japan, “as prototypical examples of EFL learners, similar to the textbooks’ audience” (Matsuda, 2002a, p.190). English language use was, Matsuda found, almost exclusively American English (2002b, 2003), and it was closely associated with “the customs and cultures of the Inner Circle countries and people” (2002b, p.438) depicted in the images and reading passages that, with the audio recordings, also constituted the coursebook materials. English language coursebook depictions can suggest close and narrow associations of particular accents with people of specific backgrounds and constrained conceptualisations

of, for instance, English-speaking business people. Matsuda and Friedrich (2011) observed that such conceptualisations could lead to cultural profiling in English language classroom discussions, such as “stereotypical recommendations about intercultural interaction that are very shallow (e.g. when greeting Americans shake hands, Brazilians kiss, Japanese bow, etc.)” (p.341). Matsuda and Friedrich advocated for course materials and classroom activities that exposed learners to speakers of English from diverse backgrounds, and that not only acknowledged “the need for students to be aware, appreciative and somewhat prepared for the encounter with other varieties [of English]” (p.337) but also challenged such tendencies to stereotype.

Graddol (1997) observed that people conventionally associated the traditional notion of native English speakers with that of English speakers from inner circle countries. Romney (2010) argued that there is a pervasive emphasis in English language teaching on the inner circle and the White native English speaker. For example, Amin interviewed ESL teachers in Canada who reported some learners believed only native English speakers know “real” English and that only White people could be native English speakers or “real” Canadians (1997, p.580). Additional researchers, such as Rubin (1992) and Shuck (2006) who studied the views of undergraduate students in the USA, have observed assumptions of a person’s English speaker status based upon the person’s race rather than on the person’s spoken English. Romney termed the phenomenon as “linguistic racial profiling” (2010, p.26). In the area of English language teaching, as Amin’s study illustrated and Romney argued, this racial profiling of an English speaker can encompass the person’s nationality and ownership of the language: “the notion of English as the language of white native speakers in the inner circle persists” (Romney, 2010, p.23).



The findings of Amin's (1997) study suggested that English language learners value native English speakers and, by association, White native English speakers over other speakers of English. Furthermore, a preference for White native English speakers from inner circle countries has been observed in descriptions of English language teachers sought in job advertisements, as reported by Mahboob (2009) and Ruecker (2011). The influences of such valuations are suggested in, for example, the findings of Kubota's (2011) study of English language conversation classes in the city of Hasu in Japan. Kubota reported that White native English speakers taught most of these classes and that class discussion topics included the teachers' experiences and the cultures of English-speaking countries. Through classroom observations and interviews with learners and providers of the English conversation classes, Kubota found that learners were drawn to the classes by their attraction to native English speakers and White people and that they sought, through their English language class, inclusion with people who were fluent in English. For instance, an owner of a business that provided English language conversation classes stated, "I can't attract students unless I have white teachers. After all, they prefer white teachers" (p.484). Constructions of race, English speaker status, and cultures, Kubota found, underpinned the economic success of the English language conversation classes. Kubota argued that the White native English speaker was constructed as a commodity; that is, "an exotic icon to be consumed" (p.486).

Relations between depictions of race and portrayals of native English speakers in accompanying audio recordings were not examined in the studies by Matsuda (2002a, 2002b, 2003) of EFL coursebooks or the studies by Ayers and van Huyssteen (1996), Flinders (2001, 2005), and Reed (2006) of Business English materials. A predominance of depictions of White people and a stereotyping of people of different races were found in studies of EFL coursebooks by Canagarajah (1993, 1999), Clarke and Clarke (1990),

Taylor-Mendes (2009), and Yamada (2011) as discussed in Section 2.2, and by Taylor-Mendes (2009) in Business English coursebooks, as discussed above. An examination of race in Business English coursebook materials that includes the English speaker status of the people depicted could provide insights into relations between constructions of people of different races and native English speakers in settings where people seek to establish or improve their position as business people doing business in English.

## **2.5 Summary and Conclusion**

Studies show that racial bias and stereotyping are issues in depictions of people and constructions of subjects of study in educational materials within and beyond TESOL. Findings suggest that analyses of English language teaching materials need to include consideration of uses of images, and spoken and written words in depictions of English speakers of different races. Studies that included ethnographic techniques have shown that depictions of race in educational materials are of concern to learners and teachers and can influence their experiences of learning and teaching. However, research on Business English language materials lacks a focus on depictions of race. Studies are also lacking on the influences of people who are involved in the process of compiling educational materials. Studies of Business English materials and their compilation could provide insights into the depictions of people of different races in the materials, and how the depictions came to be the way they are.

Chapter 3 presents the approach taken towards the examination of race in Business English coursebooks in this study and the research question that guided the selection, collection, and analysis of the data.

## **Chapter 3    Research Design**

### **3.1 Introduction**

In Chapter 2, I argued for greater attention to race in research on Business English language materials and their compilation.

In this chapter, I describe the approach taken in this study. In Section 3.2, I present the research question. In Section 3.3, I present the research strategy towards answering this question. Section 3.4 introduces the seven Business English coursebooks and the interviews with writers of four of the coursebooks that constitute the study, and the methods of collecting the data. Section 3.5 presents the methods of data analysis. I provide more detail on the research procedures in Chapter 4, with the account of the research findings. Section 3.6 provides a summary of the chapter.

### **3.2 Research Question**

The aim of this study was to identify ways in which uses of images and words contribute towards constructions of race in published Business English language coursebooks. The research question focuses the study on the ways in which coursebook writers construct race and how notions of race are constructed in the composition and compilation of Business English language coursebooks:

In what ways do coursebook writers contribute to and reproduce representations of people of different races in their Business English coursebooks?

The research question was addressed through the analysis of seven published Business English coursebooks and interviews with writers of four of the coursebooks. The combination of coursebook analysis and interviews allowed for the consideration of the

Business English coursebook writers' perspectives and their influence on the coursebook content. In Section 3.3, I present the research strategy employed to respond to this question.

### **3.3 Research Strategy**

The foregrounding of race in this study aligns with the work of Crenshaw, a proponent of critical race theory. Crenshaw (1988) presented the expansive and restrictive views of equality as a way to explain the failure of legal remedies to bring about racial equality. She defined the expansive view as focusing on equality as an outcome, redressing manifestations of inequalities, and correcting the consequences of past acts of racial discrimination. Remedies rely on the courts to eliminate the influences of racism and redress inequitable outcomes through the application of policies towards entire groups of people on the basis of, for example, the people's race. The restrictive view emphasises equality as a process and disrupting underlying treatment that generates inequalities. Remedies, such as anti-discrimination laws, focus on preventing future acts of discrimination involving individuals. Crenshaw argued that these two views of equality need to exist together since the restrictive view maintains an established situation and does not address or correct the consequences of past acts of racial discrimination, and the expansive view does not question the underlying framework that generates such acts. For example, where the views do not exist together and people are considered to have been treated equally, unequal results might not raise questions. Tate, Ladson-Billings, and Grant (1993) employed Crenshaw's (1988) expansive and restrictive views in evaluating educational policies. They concluded that the restrictive interpretation of antidiscrimination laws inhibited African American students from benefiting from a public school education, and advocated for the integration of an expansive view of education and equality in outcomes for all groups of students. For example, their vision of

the programmes of study involved an integration and examination of social issues, for instance issues of race, that were relevant to the students' life experiences and aimed "to enhance all students' self-concept and respect for peers" (Tate, Ladson-Billings, & Grant, 1993, p.272).

I employed Crenshaw's (1988) views in my examination of race in the Business English coursebooks; namely, interpreting her expansive and restrictive views in the analysis of depictions of race in the Business English coursebook materials and the coursebook writers' perspectives on race in their Business English coursebooks. I combined Crenshaw's (1988) views with the approaches to remedies for injustices, including racial injustices, detailed by Fraser (1995). These remedies consist of affirmation and transformation, the foci of which align with those of Crenshaw's (1988) expansive and restrictive views, respectively. Affirmative remedies focus on correcting inequitable outcomes, while transformative remedies focus on restructuring the processes that underlie such outcomes. Fraser argued, furthermore, that recognition and redistribution constitute integral dimensions of the outcomes and processes of racial justice that can inform remedies for racial injustices. Where the aim of recognition is to valorise features associated with people of different races and the aim of redistribution is to remove race, Fraser identified the contradiction: "How can anti-racists fight simultaneously to abolish 'race' and to valorize racialized group specificity?" (p.81). However, as Hayward (1998) pointed out, it is not notions of race as such but racial order that is the problem. Therefore, while the aim of recognition is to valorise features associated with people of different races, the aim of redistribution can be to remove patterns that devalue, exclude, or marginalise people on the basis of their race, rather than necessarily to remove race. Fraser's (1995) vision of affirmative and transformative remedies includes recognition and redistribution. Affirmative recognition accords positive

valuation to people who have been devalued on the basis of their race. Affirmative redistribution reallocates outcomes to remove inequalities based on people's race. Transformative recognition restructures processes that underlie the devaluing of features associated with people of different races. Transformative redistribution restructures the processes that underlie patterns in the allocation of outcomes that devalue, exclude, or marginalise people on the basis of their race. I combined the dimensions of recognition and distribution with Crenshaw's (1988) expansive and restrictive views of race in my examination of the Business English coursebook materials and the coursebook writers' perspectives. By interpreting recognition and redistribution in this way in my examination of race in the Business English coursebooks, I question who is recognised, to whom resources are distributed, and with what implications.

The role of language use in constructions of race as a social phenomenon is a central concern of this examination of Business English language coursebooks. My view of language aligns with that of Halliday (1985, 1994; Halliday & Matthiessen, 2004) and the systemic functional linguistic (SFL) theory of language. From an SFL perspective, language is a "resource for making meanings" (Halliday, 1978, p.192) and a resource with potential for choosing between meanings. Language is, therefore, a resource that people, such as the coursebook writers, draw on in the construction of meanings in their coursebooks. The focus on meaning in SFL allows for the consideration of uses of images and words in the examination of race in the coursebook materials. The view holds that choices between meanings are realised in, for example, uses of words (Halliday, 1994) and images (Kress & van Leeuwen, 1996). I pursued my research aim through text-based analyses of the coursebooks and interviews with the coursebook writers. I relied on qualitative interpretations of images and words and their role in constructions of race.

The Hallidayan conception of choice (Halliday, 1975) refers to the relation of language use to deliberate, unintentional, and habitual acts (Kress, Hasan, & Martin, 1992). Language use carries meaning not only through the choices made but also through the “potential choices *not* made [original italics]” (Christie & Unsworth, 2000, p.2). Meaning-making involves what is foregrounded and what is omitted and absent; such choices therefore presuppose “a background of what might have been meant but was not” (Halliday, 1975, p.124). To examine the choices made, as manifest in depictions of race in the Business English coursebook materials, this study drew on the complementary use of critical discourse analysis (CDA) with SFL seen in the work of, for example, Fairclough (1992) and van Leeuwen (1996, 2008). Van Leeuwen (1996, 2008) examined how people were depicted in a range of publications, focusing the analysis on constructions of racial order in expressions of racism. He found patterns in uses of words (van Leeuwen, 1996) and images (van Leeuwen, 2008) that functioned to include or exclude people. Huckin (1997, p.82) described omission as “often the most potent aspect of textualisation, because if the writer does not mention something, it often does not even enter the reader’s mind and thus is not subjected to his or her scrutiny.” As van Leeuwen (1996) pointed out, an analysis of how people are depicted needs to consider more than which people are included, which excluded, and how much coverage there is of particular groups of people. Towards this aim, the work of van Leeuwen (1996, 2008) informed the analysis of how Business English coursebooks depict people of different races. For example, the study included how people are depicted in active or passive roles, as individuals or groups, and in relation to the Business English coursebook reader as more distant “others” (van Leeuwen, 1996, p.48) or closer to their experiences and “one of us” (van Leeuwen, 2008, p.138). How people of different races are depicted in coursebooks and how they are depicted in relation to the coursebook reader can express racism subtly

and less explicitly in, as van Dijk (1999, p.148) suggested, “the systematic foregrounding and emphasizing of our good actions and their bad ones (or the backgrounding of our bad actions and their good ones).” In Section 3.5.2, I provide more detail on the methods and procedures used for the analysis of images and words in the Business English coursebooks.

The perspective taken in this study was broader than that of van Leeuwen (1996, 2008) and further CDA researchers, such as Reisigl and Wodak (2000, 2001), and van Dijk (1991, 1992, 1999, 2000, 2008), in that the focus was on race, rather than racism. For example, van Leeuwen focused on identifying ways in which people were depicted negatively, such as “the strategy of depicting people as the agents of actions which are held in low esteem or regarded as subservient, deviant, criminal, or evil” (2008, p.147). I aimed to identify ways in which people of different races are depicted, whether positively or negatively, and analyse Business English materials that may or may not involve expressions of racism. This perspective aligns with one that Martin (1999, p.52) termed “positive discourse analysis” (PDA). Martin (1999, 2004) suggested the approach could complement a CDA perspective through allowing for the inclusion of materials that are admired and examples of actions that endeavour against actions that dominate.

Appraisal theory (Martin & Rose, 2003) builds on key assumptions and claims of the SFL framework (Halliday, 1985, 1994; Halliday & Matthiessen, 2004). The use of appraisal theory enhanced the CDA perspective, through providing insights into the role of language use in constructing social roles and relations. People’s emotional responses form the basis of and sustain values and immanent social phenomena (Prinz, 2007). The analytical categories of appraisal theory, such as AFFECT, APPRECIATION, and JUDGEMENT in the category of ATTITUDE, allow for the identification of orientations in valuations in expressions of emotions and opinions in relation to people of different races. (The



categories are presented in small capitals to distinguish them more clearly from the meanings of the expressions.) As Lin and Kubota (2011) observed, expressions of valuations can contribute towards racism through constructions that polarise and dichotomise people on the basis of race. In Section 3.5.2, I provide more detail on the methods and procedures used for the analysis of expressions of emotions and opinions in the Business English coursebooks.

From an SFL perspective, the specific social context activates language use that in turn contributes to the construal of the social context (Hasan, 2004). The construction of meanings is systematic and motivated, not random and unprincipled; thereby, “social organisation, social context and language are related to each other in a non-ad hoc manner” (Hasan, 1989, p.271). SFL focuses on which meanings and uses of language are probable, more likely and less likely, and not what is determined. An examination of what constitutes a normal, natural sequence in people’s use of language in a particular situation needs to include consideration of the situation itself. Analysis, therefore, needs to involve extended passages of contextualised language use and not decontextualised sentences or utterances (Christie & Unsworth, 2000). In this study, the examination of relations between features of the Business English coursebooks and processes that inform constructions of race in the coursebooks aligns with the views of Fairclough (1989, 1992, 1995) and Mills (1995). Fairclough (1992) advocated the inclusion of insights from people who produce and interpret texts in combination with the analysis of the texts themselves. As outlined in Section 2.2, Mills (1995) argued that features of the contexts of production and reception to a given text influence a published book and the relations of readers and writers to the book. I integrated analyses of the coursebooks and interviews with writers of the coursebooks on the compilation of their coursebooks in an interpretation of Fairclough and Mills’s conceptualisations of texts and their analysis.

My intention in carrying out this study was to present important rather than typical cases in point, and not to carry out a survey of representative Business English coursebooks. For example, the generation of theory out of the findings from the study was a purpose of the design. Yet the findings may not be so representative that they can be applied generally to other cases (Bryman, 2001; Yin, 2003), nor was the aim for the findings necessarily to be so. By basing the analysis and findings on seven coursebooks and interviews with five of their writers, the aim was to see specificity in some fine detail. A problem of involving small numbers is the potential over-reading I bring to the study, in either what I see in the individual cases or the claims I make from them about race in Business English coursebooks. I view the research findings as influenced by myself and not the only findings that could be constructed on the Business English coursebooks that I examined. I was closely and reflexively involved in the research process. I needed to restrict the number of coursebooks and interviews so that I could interview the coursebook writers and analyse the data myself, rather than review the data at a distance. In addition, I was finding relations with claims made in research studies on, for example, notions of race in TESOL and how they have been constructed. At the same time, I tried to design a research study in which what I constructed could not easily be seen as arbitrary, such as only the views of the five writers.

### **3.4 The Data**

The study comprised the examination of race in seven published Business English coursebooks. The analysis of the coursebooks was informed by interviews with writers of the coursebooks, in which they shared their perspectives on compiling the coursebook they had written. I included seven published Business English coursebooks, their accompanying audio components, and an interview with writers of four of the selected coursebooks. I brought together the findings of coursebook and interview analyses to

examine constructions of race in the Business English coursebooks. I provide more detail in Sections 3.4.1 and 3.4.2 on how I selected the Business English coursebooks and coursebook writers; gained the consent of the participants to include them in the study; and, collected and recorded the data.

### **3.4.1 The Business English coursebooks.**

I selected a sample of published Business English coursebooks that:

- were designed to meet the English language needs of business people who work in English;
- could be used as the basis of a general Business English course; and, therefore,
- were not devoted wholly to one topic, such as one language skill or area of business.

Other decisive factors in the choice of the coursebooks were that they be current, internationally available, and established materials in the area of Business English language education. The surveys of published Business English materials by Flinders (2001, 2005) provided a guide towards a selection of well-known and established Business English coursebooks. Flinders (2005) observed that publications from Cambridge University Press, Macmillan, Oxford University Press, and Pearson Longman dominate the materials that are available to Business English teachers and learners. I therefore read the information provided on the Business English coursebooks by these publishers in their catalogues, websites, and the cover pages and introductory prefaces to the coursebooks, with the aim of including coursebooks published by each of these publishing houses.

Based upon the above criteria, the sample comprised the following Business English coursebooks:

- *New international business English* (Jones & Alexander, 2003) published by Cambridge University Press;

- *In company intermediate* (Powell, 2002) published by Macmillan;
- *International express pre-intermediate* (Taylor, 2004) published by Oxford University Press;
- *Quick work pre-intermediate* (Hollett, 2000) published by Oxford University Press;
- *First insights into business* (Robbins, 2000) published by Pearson Longman;
- *Global links 2* (Blackwell, 2001) published by Pearson Longman; and,
- *Market leader intermediate* (Cotton, Falvey, & Kent, 2005) published by Pearson Longman.

Each of the coursebooks has an audio component that is an integral part of the language learning materials, and the coursebooks include transcripts of the audio recordings. I therefore included the accompanying CDs of these recordings in the sample of materials.

### **3.4.2 The Business English coursebook writers.**

I set out to interview the writers or editors of the Business English coursebooks under study. The seven coursebooks that were selected for the study determined the people to approach for an interview, as people involved in the selection and compilation of the coursebook content. I was able to contact writers of four of the seven Business English coursebooks by means of their email addresses, which I found either through my membership of the Business English Special Interest Group of IATEFL (the International Association of Teachers of English as a Foreign Language), or through an internet search. I sent the Information Statements and Consent Forms to the writers by email, copies of which are in Appendices B and C, and we discussed the study and their proposed involvement in it. All the writers I contacted agreed to an interview with me. I did not find the contact details of the remaining writers, nor did I contact the editors of the Business English coursebooks; time constraints did not allow me to try either. Including the perspectives of the editors of the Business English coursebooks would avoid a one-

sided view on the compilation of a published Business English coursebook and could be an insightful addition to the data that was collected.

I had four interviews in total: one interview with a writer, or writers, of four of the Business English coursebooks. In the case of co-writers of a Business English coursebook, instead of an individual interview with each co-writer separately, I interviewed the co-writers together. This arrangement was at the request of the co-writers of one of the coursebooks. I found this arrangement to be a practical and effective method of interviewing multiple writers on their co-written coursebook. The co-writers were able to draw on their familiarity with each other's shared experiences of compiling the coursebook, corroborating and elaborating on points as they raised them during their interview. I interviewed the coursebook writers between January and April 2008. The interviews took place wherever was convenient and as free from distraction as possible for the purposes of comfort and maintaining confidentiality (Taylor & Bogdan, 1998), namely an office or a nearby restaurant. During this period, a face-to-face meeting proved not to be practical in the case of one writer, and I took up the writer's offer of an interview by telephone. The length of the discussions on their coursebooks varied from 45 minutes to two hours, as shown in the Table of interview details in Appendix E.

The schedule for the interviews (see Appendix D) was designed towards examining the writers' contributions to representations of people of different races in their coursebooks. The prepared questions guided the progress of the interviews (Kvale, 1996; Patton, 2002; Robson, 2002) and focused on aspects of the study. I asked the participants to describe themselves in terms of race to gain insights into relations between the writers' perspectives on race and constructions of race in the Business English coursebooks. The interview topics progressed thematically to help locate the writers' perspectives in relation to each other (Patton, 2002) and the selection and compilation of the content of

their Business English coursebooks during their analysis. The schedule also includes questions on:

- the writer's involvement in the compilation of their coursebook;
- the selection and organisation of the coursebook materials, with specific reference to the images, reading passages, audio recordings, and cultural content in their coursebook; and,
- the constraints and limitations on the selection and organisation of the coursebook content regarding representations of people of different races, such as the influences of any guidelines from the publisher and the availability and accessibility of resources.

At the same time, the interview schedule was designed to elicit the individual writer's perspectives (Patton, 2002; Taylor & Bogdan, 1998). The writers and I raised topics during the interview process (Patton, 2002). I modified, changed the sequence of, or omitted questions in response to the progress of each specific interview (Burns, 2000; Patton, 2002; Robson, 2002). This flexibility in the use of the interview schedule facilitated the writers giving their points of view in their own words (Kvale, 1996) and allowed for the integration of new questions into the interviews. The data collection and analysis were in this way interrelated processes (Corbin & Strauss, 1990; Glaser & Strauss, 1968; Merriam, 1998) and, furthermore, interactive in nature (Charmaz, 2000).

I included non-directive forms of questioning within the interviews; that is, I chose wording through which I could keep the focus on the writers' attitudes and experiences in relation to the research topic and aimed not to lead, influence, or constrain the direction of the participant's responses. I pursued this aim through, for example, open-ended questions (Patton, 2002), such as "What criteria did you use?" and "How do you identify yourself in terms of race?" The forming of the interview questions aimed to contribute

towards the credibility of the study, which might be reduced if participants said what they thought I wanted them to say (Burns, 2000) or perceived from me a “moral frame” (Benwell, 2005, p.160) to the interviews that severely reduced how candid their responses to my questions were. During the interviews, I elicited further and more in-depth information through a range of follow-up prompts and questions which:

- allowed more scope for participants to clarify and expand upon their perceptions (Burns, 2000; Patton, 2002; Taylor & Bogdan, 1998), such as “Can you give an example?”;
- included the interviewee’s own words as the focus of prompts to elicit more information (Taylor & Bogdan, 1998) and to maximise the individual voice of the interviewee, such as “You said [interviewee’s words], tell me more about that”; and,
- were detail-oriented probes (Patton, 2002; Taylor & Bogdan, 1998); that is, the “who?”, “where?”, “what?”, and “when?” type of questions that elicited more detail on the incidents and decisions that the writer was talking about.

All of the writers gave me permission to audio record their interviews. At the start of interviews, I showed the writers how to stop the recorder from recording. Either a writer or I stopped the recorder at times when someone interrupted the interview or we were talking on a topic that a writer did not want included in the research data. Otherwise, the presence of the audio recorder did not seem to affect their participation in the interviews. I transcribed the audio recordings into Word files myself to increase my familiarity with the data. I kept notes on details that might not be obvious from the audio recordings of the interviews, such as which page and feature of a coursebook a writer was pointing to while making a comment, preparations for and reflections on the day’s interview, and decisions made during the interview process (Bogdan & Biklen, 1992; Patton, 2002). I removed the writers’ names and any personal and professional information that identified an individual

writer from the transcripts and quotations from their interviews in order to protect their privacy and establish the anonymity of the information they gave. I allocated codes to each writer by which to identify them in the transcripts and refer to them in this report. For example, I refer to *Writer A* as distinct from *Writer B* or *Writer C* and attribute, for example, *Writer A's* comments to "Writer A, interview, 2008." Copies of the interview transcripts are included on the CD that accompanies this thesis.

### **3.5 Data Analysis**

The analysis consisted of two main stages. The identification of themes focused on identifying how much coverage there was of people of different races and patterns within this coverage in the seven Business English coursebooks. The findings informed the selection of extracts from the coursebooks that were illustrative of the themes for further, more detailed analysis. The analysis of the extracts focused on identifying how people of different races were depicted in the images and words.

Section 3.5.1 presents the procedures for identifying themes in the Business English coursebook materials and interviews as a whole. Section 3.5.2 presents the procedures for analysing the coursebook extracts. In Chapter 4, I provide further details on the analytic procedures and methods where they develop from the findings.

#### **3.5.1 Theme identification.**

The identification of themes contributed towards relating the findings from the analysis of the writers' interviews to those from the analysis of the coursebook materials. The findings from the Business English coursebooks informed the development of the interview questions, and the findings from the interviews informed the further analysis of the Business English coursebooks.



The examination of the Business English coursebooks included the images and words in the coursebook materials. I examined the materials for whether race as a subject or, for example, a descriptor of a person was mentioned or discussed through the use of terms such as *race*, *Asian*, *Black*, and *White*, or their derivatives such as *racial* and *racism*. The procedure included the spoken and written words in the coursebooks and their accompanying audios recordings.

The examination of depictions of people in the coursebook images allowed for the consideration of their place in the construction of people of different races in the coursebook materials. I was able to categorise people depicted in the images in terms of race that I was familiar with, namely as *Asian*, *Black*, and *White*, and according to my preconceived notions of physical features associated with Asian, Black, and White people from my everyday experiences. As Omi and Winant (1994) argued, in the differentiation of people on the basis of race, the number, names, and features of racial categories that a person may select relate to the influences of the person's specific circumstances, experiences, and perspectives on race. Variations in physical features are gradual, not discrete, and, Omi and Winant pointed out, in the absence of clear criteria for assigning a person to a racial category, categories are subjective and their identification is imprecise. An example of an implication of examining depictions of race in coursebook images might be Sleeter and Grant's (1991) report of the difficulties they experienced in the identification of physical features that they could associate with people of particular races. Sleeter and Grant identified five racial categories in images of Americans in forty-seven coursebooks. While they reported often having difficulties identifying *Hispanic* and *Native American* people, they did not report problems identifying *Asian*, *Black*, and *White* American people.

I identified visible physical features in the depictions with regard to skin colour, facial features such as the shape of the eyes and nose, and hair colour and texture. I applied the descriptor *unidentified* to the images shown in Figure 2 because I was unable to categorise the visible physical features of one or more of the people depicted as *Asian*, *Black*, or *White*. In Chapter 4, I present examples of images from the Business English coursebooks in the study to which I applied the descriptors *Asian*, *Black*, and *White*, through the description of the research findings.



*Figure 2. Unidentified images in the Business English coursebooks (top left to bottom right: Jones & Alexander, 2003, p.125 & p.125; Taylor, 2004, p.49 & p.68).*

A tension exists in bringing this approach together with the research aims; that is, using racial structures, a form of essentialism, to question constructions of race (Kubota, 2004). Applying racial descriptors to visible physical features of people is not a neutral process. The use of the racial terms as descriptors and analytic categories in this study assumes their existence as constructs with which people divide groups of people. It runs the risk of my perpetuating stereotyping, however unintentionally, through the research process (Kubota, 2002a). As, for example, Kumaravadivelu (2003) pointed out, the descriptor *Asian* conflates and homogenises complex features that people conventionally associate with people within and across countries in the region of Asia, such as China, India, Japan, Korea, and Thailand. The application of the descriptors is not to suggest that they only describe physical features and are unrelated to additional features that people may attribute to themselves and others, such as whether and how a person speaks English, or the country from which a person originates. I bring features associated with race under a descriptor in the analytic approach to explore, examine, and discuss patterns and connections in the constructions of race in the Business English coursebook materials. The descriptors serve as anchors, or “starting points” (Said, 1994, p.407), to the analysis.

On the other hand, as Pollock (1999, 2004) argued, avoiding or neglecting to discuss race can imply expectations of racial discrimination or its acceptability, and thereby perpetuate discrimination. Use of the dichotomous distinctions Whites and non-Whites or Westerners and non-Westerners can perpetuate practices that centrally position White people in terms of visible physical features; countries in the West, such as Britain and the USA; and, features associated with such people and countries. They can conflate White people with people of countries in the West and overlook the possible similarities and shared views and experiences of diverse individuals and groups of people. The analytic approach tried to move away from making such dichotomous distinctions in descriptors.

In the examination of race in the Business English coursebook images, I studied:

- the depictions of people in the images;
- the composition of the images of people; and,
- the placement of the images of people in relation to the subject matter of the Business English coursebooks.

The three stages were similar to those followed by Ferree and Hall (1990) in their study of gender and race in sociology coursebook images. Each stage of the analysis allowed for different insights into how the images of people of different races were included in the Business English coursebook materials.

The first two stages focused on the number of images that depicted the visible physical features of people of different races, and who was included in these images. The examination was of the overall presence of people of particular races in each image, and not the number of people. The more detailed examination of how people were depicted within individual images is described in Section 3.5.2. I included the images of objects that represented people, such as statues, ornaments, and dolls. I excluded the images of people in which the details of physical features were not visible because the features were in shadow, blurred, contorted, largely covered, too small, or were not shown. I visually scanned each page for the inclusion of images and focused my attention on the images. I deliberately did not pay attention to the words on the pages as I made notes on the images, in order not to be influenced in my descriptions of the people by any additional information on the people that the words surrounding the images might have provided.

The first stage of the analysis allowed for the examination of the occurrence of images that depict physical features associated with people of a particular race, regardless of who else might be in the image, which Ferree and Hall (1990, p.506) termed “overall portrayal.” The second stage of the analysis shifted the focus to the image as the unit of

analysis and to the depiction of relations between people of different races; for example, whether images exclusively depicted physical features associated with people of a particular race, which Ferree and Hall (1990, p.506) termed “exclusive portrayal,” or depicted people amongst people of different races. The third stage of the analysis examined which subjects in the coursebooks were associated with greater racial inclusiveness in the accompanying coursebook images. The extent to which inclusiveness is present suggests how the subject was conceptualised in relation to race in the Business English coursebooks. I noted on Excel spreadsheets the descriptors of the images and their locations in the coursebook materials, and tallied the frequency of each descriptor. I examined the distribution of the images throughout each coursebook. I compared the findings within and across the seven coursebooks to consider any patterns in the presence, absence, and frequency of the coursebook features.

The inclusion of the coursebooks’ accompanying audio recordings allowed for the examination of the examples of accents of speakers of English and the consideration of their place in the construction of people of different races in the Business English coursebook materials. The descriptions of the accents in the coursebooks and publishers’ catalogues determined which descriptors were used and which accents became the focus of the study. I applied descriptors, such as *American*, *British*, and *native*, to the accents of the English speakers depicted in the audio recordings. Following a similar procedure as for the images, I tallied and compared their occurrence. In addition, I examined the mapping of accents to images of people. I provide more details on this aspect of the study in Section 4.2.4, with the account of the findings. I described the accents of the English speakers in each monologue or dialogue in a track, or recorded item. I applied the descriptor *unidentified* to the recorded items in which the speech was too short, such as one or two words, or the accent of the speaker was not distinct enough for me to be able

to identify and describe. I did not read the accompanying coursebook while I listened to the audio recordings and dismissed any information provided on the speakers within the recorded items in order to minimise their influence on my identification of a speaker's accent.

The themes that were drawn from the examination of the coursebook materials were more abstract than individual descriptors applied to features of the coursebook content, and subsumed the groupings of descriptors. The themes are described and presented through taxonomies, figures, and tables with the findings in Chapter 4. The size of the selected extracts from the coursebooks was limited to ensure that they were manageable for the more detailed analysis of images and words. They included a coursebook exercise, task, or activity and were illustrative, extended examples of the themes from the coursebook materials for further analysis. I present the coursebook extracts with the findings in Chapter 4.

The findings from the analysis of the seven Business English coursebooks informed the thematic development of the interview questions, which are presented in Appendix D, in relation to features of the coursebook content, such as the images, audio recordings, and readings, and their selection and organisation within the coursebooks. These themes allowed for the relation of the writers' comments to the ways in which people of different races were constructed in the Business English coursebooks. I examined the data from the interviews for the insights the writers provided into the compilation of the coursebook materials. In addition, points raised by the writers created further themes in relation to their perspectives on the process of selecting and organising the coursebook content. I applied descriptors to the transcripts that were derived from the words that the writers used in the interviews. For example, the topic of "taking an international perspective," as shown in Appendix E, derived from Writer B's description of "an international perspective" in his Business English coursebook (Writer B, interview, 2008). I used

NVivo9 computer software to annotate, compare, and search more efficiently the interviews, which were transcribed into Word format (Welsh, 2002).

The appraisal analysis followed the examination of themes in the coursebook materials and allowed for a more detailed analysis, as Lipovsky and Mahboob (2007) found. I describe the procedure for this stage of the analysis in Section 3.5.2.

### 3.5.2 Appraisal analysis.

The procedure for the analysis of appraisal (Martin & Rose, 2003) involved classifying the meanings of the attitudinal expressions in the coursebook extracts according to the categories of the APPRAISAL system. I present the analytic categories of the APPRAISAL system in small capitals to distinguish them more clearly from the meanings of the expressions.

The APPRAISAL system (Martin & Rose, 2003) includes three categories: ATTITUDE, GRADUATION, and ENGAGEMENT. Figure 3 represents the relations between the categories of the APPRAISAL system. I initially identified the attitudinal expressions (ATTITUDE). I classified

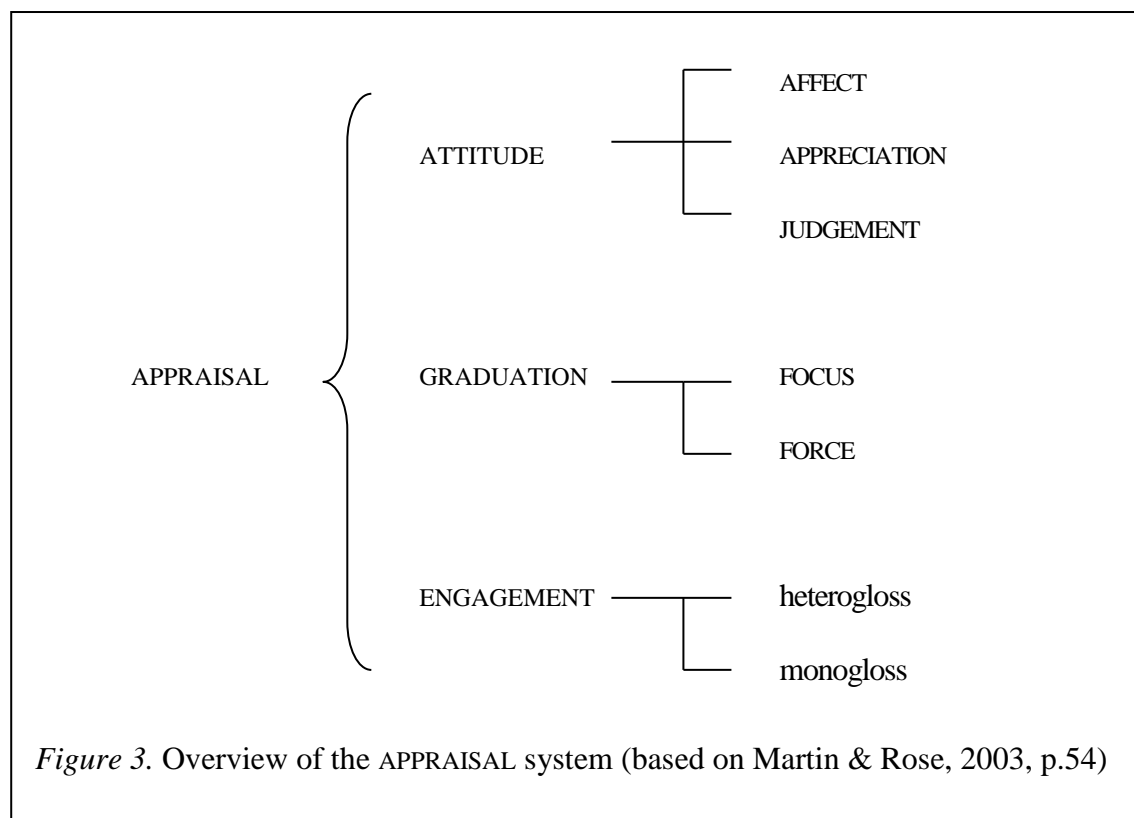


Figure 3. Overview of the APPRAISAL system (based on Martin & Rose, 2003, p.54)

the attitudinal expressions according to the three categories: AFFECT, JUDGEMENT, and APPRECIATION. These categories enable an analysis of appraisal with three distinct foci. The category of AFFECT allows for a focus on expressions of emotion, JUDGEMENT focuses on expressions of opinion on people's character and their actions, and APPRECIATION supports a focus on expressions of opinion on things, products, and abstract concepts. Secondly, I identified the attitudinal expressions as being either positive or negative. This stage allowed for the examination of orientations in the expressions of attitude and patterns in broadly positive and negative attitudes. Thirdly, I identified expressions of the degree of intensity of attitudes (GRADUATION). These expressions amplified, highlighted, or downplayed opinions and emotions. Finally, I identified who was expressing each opinion or emotion (ENGAGEMENT). This stage focused on the ways and extent to which people made space for alternative perspectives in the opinions and emotions expressed.

In Section 3.5.1, I described the examination of images for visible physical features of people depicted in the Business English coursebooks as a whole. Here, I describe the more detailed analysis of the individual images in the extracts from the Business English coursebooks. The analysis of facial expressions drew on Chen's (2010) analysis of EFL coursebooks, which adapted and extended Martin and White's (2005) work on expressions of emotions in words. The analysis first involved the identification of whether the depictions were of positive or negative emotions, such as whether the corners of the mouth were up- or down-turned. The type of emotion might be identified from additional information provided in or with the image. For example, an emotion might be concerned with affairs of the heart, for instance feeling happy or sad; ecosocial well-being, for instance feeling secure, nervous, or confident; the pursuit of goals, for instance feeling satisfied, bored, or engrossed; or, as a reaction to a present stimulus.



The work of Kress and van Leeuwen (1996; 2002) and van Leeuwen (2008) formed the basis of the consideration of elements, such as colours and people's gaze, gestures, and dress, in the depictions of people in the Business English coursebook images. Kress and van Leeuwen's (1996) notions of narrative and conceptual representations in images allowed for questions about:

- the symbolic use of settings or props included in images of people;
- the viewer's points of view of people depicted within an image in relation to the vertical and horizontal axis;
- the framing of the images of people as connected to or disconnected from their surroundings and any accompanying images and words; and,
- the salience of a person depicted within an image, or of the image on the coursebook page and in relation to other images or words.

Ferree and Hall's (1990) study of sociology coursebooks informed the analysis of the salience of Business English coursebook images, in addition to the analysis of the composition of images of people as mentioned in Section 3.5.1. They suggested that the prominence of an image in a coursebook is increased by being in colour, rather than black and white; being with the title of the book or a book section; or, being larger in size as a proportion of the page.

### **3.6 Summary**

In this chapter, the design of the study has been introduced and outlined. The study examined the depictions of race in seven published Business English coursebooks and the interviews with writers of four of the coursebooks on compiling the materials for their coursebooks. The analysis included identifying themes in the data and analysing appraisal resources drawn on in illustrative extracts from the coursebooks. In Chapter 4, I present the findings derived from the analyses.

## **Chapter 4    The Business English Coursebooks**

### **4.1 Introduction**

In this chapter, I present the research findings on the ways in which the Business English coursebook writers reproduced and contributed to representations of people of different races in their Business English coursebooks. I include details on the research procedures where the additional information to that provided in Chapter 3 clarifies how I reached the findings of the study.

In Section 4.2, I present the overall theme of “An international perspective” from the analysis of the Business English coursebooks and the interviews with writers of the coursebooks as a whole. Section 4.2 is subdivided into five further sections, which alternately focus on related themes from the interviews and features of the coursebook materials. Sections 4.2.1, 4.2.3, and 4.2.5 present three related themes. Sections 4.2.2 and 4.2.4 focus on features of the coursebook materials, namely the coursebook images and audio recordings respectively.

Section 4.3 focuses on the examination of extracts from the Business English coursebooks. Section 4.3.1 details how the extracts were selected as illustrations of three themes identified in the coursebook depictions of people of different races. Each of the following three sections focus on one of these themes, namely “Business people’s perspectives,” “Corporate ethics and responsibilities,” and “Intercultural business communication.”

I briefly summarise the findings in Section 4.4 and develop the conclusions in more detail in Chapter 5.

## **4.2 An International Perspective**

The examination of the Business English coursebooks and the interviews with their writers found the notion of being international to be prominent and a notion through which the coursebook writers constructed people of different races in their Business English coursebooks. I examined words and images on the cover pages and within the coursebooks and the accents of English speakers in audio recordings that accompany the coursebooks. In their interviews, the five writers introduced, discussed, and thereby confirmed the importance of having international content in their coursebooks. The writers provided insights into how their taking an international perspective in the compilation of their coursebooks contributed to the representations of people of different races. I focus on the features of the coursebooks, the views of the writers, and the ways in which the representations of people of different races relate to the notion of being international.

### **4.2.1 International coursebooks.**

The seven coursebooks focus on the English language needs of business people who work with speakers of English around the world. As I mentioned in Section 3.4.1, I turned to the cover pages, introductory prefaces, and publishers' catalogues and websites when I was selecting the Business English coursebooks for information on the learners that the coursebooks target. These pages became the starting point for my analysis and, like Ashcraft and Allen (2003), I referred to the introductory information on the coursebooks to identify how the coursebooks were positioned in relation to issues of race. I examined how addressing the English language needs of the learners related to how the coursebook writers represented people of different races.

The seven Business English coursebooks prominently present the notion of being international. For example, the front covers of five of the coursebooks, presented in

Figure 4, suggest the international focus through the images of globes on *Global links 2* (Blackwell, 2001), *In company intermediate* (Powell, 2002), and *Market leader intermediate* (Cotton, Falvey, & Kent, 2005). The international focus is also suggested through the words “international” and “global” in the titles of *International express pre-intermediate* (Taylor, 2004), *Global links 2*, and *New international business English* (Jones & Alexander, 2003). References to doing business internationally occur within the seven coursebooks, such as “Business today is international” in *First insights into business* (Robbins, 2000, p.24). *Quick work pre-intermediate* (Hollett, 2000) is one of the coursebooks in the *Quick work Business English* coursebook series, of which the publisher stated in its on-line catalogue: “The content has an international feel, and does not present specifically British or American cultural or linguistic models” (“*Quick work*,” 2009<sup>1</sup>).



Figure 4. The front covers of five Business English coursebooks.

The five writers reiterated the importance of the claim to being international when talking during their interviews about the Business English coursebooks they had written.

<sup>1</sup> Retrieved February 10, 2009, from <http://www.oup.com/elt/catalogue/isbn/5460?cc=global>

Writer A<sup>2</sup> expressed the high expectation and valuation of this feature when he declared, “no Business English coursebook is going to claim it’s not international or global” (Writer A, interview, 2008). For Writer C and Writer D, the endeavour for international content was present throughout the process of compiling their coursebooks, saying: “we always wanted to try and make the content international” (Writer D, interview, 2008) and “that informed it from the beginning” (Writer C, interview, 2008). Writer C preceded his statement with his account that, previous to writing the coursebook, he had worked as an English language teacher to managers in Europe who worked with English speakers of a variety of countries of origin and language backgrounds, and had “seen what it was like there” (Writer C, interview, 2008). He recalled this and his Business English teaching experience in general as having informed the compilation of his Business English coursebook: “we planned most of it based on my experience because I had quite a lot of experience” (Writer C, Interview, 2008).

At the same time, the writers explained that their taking an international perspective entailed diversity and inclusivity in the content of their coursebooks. For example and particularly relevant to the focus of this study, Writer B pointed out that an international perspective necessarily encompassed race and ensured racial diversity:

I don’t think there’s a problem here,<sup>3</sup> simply because our books are very international [...]<sup>4</sup> Because it’s an international perspective inevitably you know,

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<sup>2</sup> I have replaced the names of the participating writers with Writer A, Writer B, Writer C, Writer D, and Writer E to protect their privacy.

<sup>3</sup> I have inserted punctuation where it makes the quotations taken from the interviews easier to read.

<sup>4</sup> I have omitted words from quoted sentences that provide identifying information on a writer, are a digression, or both. Three ellipsis points within squared brackets, for instance [...], refer to an omission

there will be a spread of ethnic groups whatever you like to call it. (Writer B, interview, 2008)

All the writers talked in their interviews of how they strove for variety and balance in the content they selected for their coursebooks. They specifically mentioned striving for variety in the accents, business areas, countries, cultures, and nationalities that they included; and, a balance in the pictures of men and women and the publications from which they sourced materials. Writer E gave the example that an estimate was made of how many representations of women had been included and from which publications materials had been sourced and, as he put it, “we then did a rough top-up” (Writer E, interview, 2008). This procedure did not extend to the topic of race, and he went on to say: “I didn’t go through the book you know totting up how many White people we had and how many Asian people we had and how many Black people we had” (Writer E, interview, 2008). He said he had not considered, previous to our interview, the representation of people of different races in the coursebook:

Since you’ve raised it it’s the first time I’ve looked through the book certainly not for representation but and probably initially the female-male thing was more important than race. It’s not a high priority when we go through but we do want to make sure it’s international you know represents all cultures. (Writer E, interview, 2008)

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within a sentence. Four points, for instance [...], refer to an omission between two sentences. See Appendix F for the transcription conventions used in this report.

Like Writer E, Writer C made the point that race was not a priority for him when deciding which materials to include in the coursebook. He suggested, however, that racial diversity was at least consciously considered in the selection of the images:

Why race is perhaps not explicit anywhere other than in attempting to cover with the visuals is basically because of the decisions how much of this do we really want to take on board. (Writer C, interview, 2008)

I continued my examination of race in the seven Business English coursebooks and the notion of being international through an examination of the people depicted in the coursebook images.

#### 4.2.2 The coursebook images.

The images on the covers of five of the Business English coursebooks develop the concept of being international to include images of people. The four globe-shaped images on the cover of *In company intermediate* (Powell, 2002) frame people, and a hand holds a globe in the image on the cover of *Market leader intermediate* (Cotton, Falvey, & Kent, 2005), as shown in Figure 5. The globe-shaped images on the cover page of *In company*

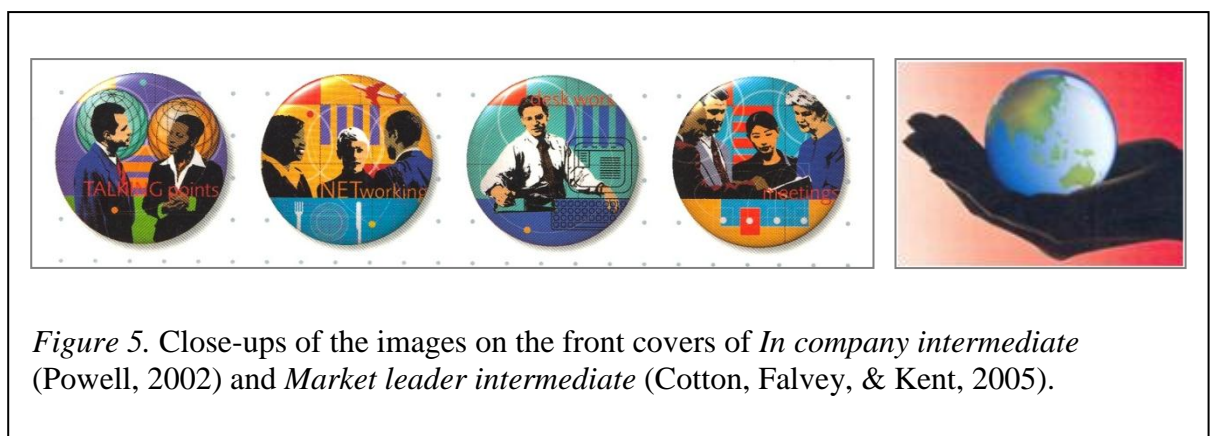
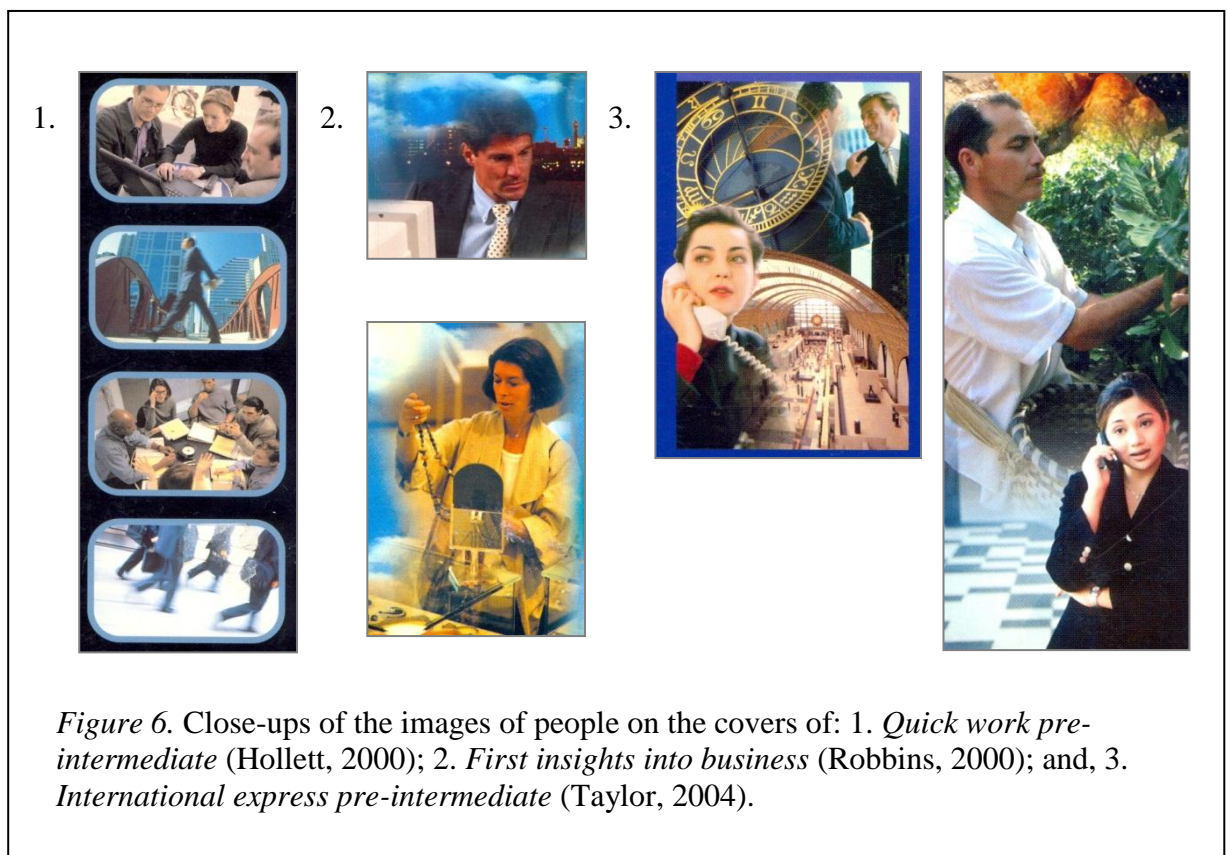


Figure 5. Close-ups of the images on the front covers of *In company intermediate* (Powell, 2002) and *Market leader intermediate* (Cotton, Falvey, & Kent, 2005).

*intermediate* repeat throughout the coursebook. The four images alternately punctuate the heading to each unit of the coursebook.

Images of people feature on the covers of three additional coursebooks: the front covers of *Quick work pre-intermediate* (Hollett, 2000) and *First insights into business* (Robbins, 2000), and the front and back covers of *International express pre-intermediate* (Taylor, 2004), as presented in Figure 6. The cover images develop the notion of doing business internationally through depicting people who appear to be working.



The examination of the cover images found they included depictions of people of different races in terms of visible physical features conventionally associated with Asian, Black, and White people. Section 3.5.1 provides a description of the procedure for the selection and examination of the images of people in the coursebooks. The depictions of



the people in the series of four globe images in *In company intermediate* (Powell, 2002) suggest physical features associated with Asian, Black, and White people, through, for instance, variations in skin colour. They suggest a White person is included in all four images, a Black person in three of the images, and an Asian person in the image on the far right. The front covers of *Quick work pre-intermediate* (Hollett, 2000), *First insights into business* (Robbins, 2000), and *International express pre-intermediate* (Taylor, 2004) each feature two images depicting White people. The back cover of *International express pre-intermediate* features one image of an Asian person and one of a White person. I excluded the second from the top and the bottom images on the cover of *Quick work pre-intermediate* because physical features of the people depicted are blurred or not shown. While the images on the cover pages of the coursebooks and those that punctuate the unit headings of *In company intermediate* (Powell, 2002) do not relate to a particular Business English language learning activity, they relate to the development of the notions of being international and people working worldwide. White people predominate within these depictions of people involved in business.

In total, I examined 522 images that depicted people (see Table 1) and, in part, constituted the language learning materials within the seven Business English coursebooks. Of these coursebook images, 467 include the depiction of a White person, 75 an Asian person, and 50 a Black person, as shown in Table 2; that is, 89%, 14%, and 9% of the images respectively. I was unable to describe the identified visible physical features of the people depicted in under 1% of the images as Asian, Black, or White (see Tables 1 and 2). Physical features associated with Asian, Black, and White people were depicted in images in all seven coursebooks; in other words, depictions of people of different races were found not to be “radically excluded” (van Leeuwen, 1996, p.39) from the coursebook images.

Table 1.

*Racial composition of images in the Business English coursebooks*

Coursebook	Visible physical features of people							UI	Total
	White	Asian	Asian, White	Black, White	Black	Asian, Black, White	Asian, Black		
<i>Global links 2</i>	45	14	26	10	0	2	0	0	97
<i>Market leader intermediate</i>	38	3	2	1	3	0	0	0	47
<i>Quick work pre-intermediate</i>	24	3	2	2	0	0	0	0	31
<i>New international business English</i>	106	3	1	5	5	2	0	2	124
<i>In company intermediate</i>	52	4	1	3	2	1	0	0	63
<i>First insights into business</i>	60	5	0	3	1	1	0	0	70
<i>International express pre-intermediate</i>	74	5	0	6	3	0	0	2	90
<b>Total</b>	<b>399</b>	<b>37</b>	<b>32</b>	<b>30</b>	<b>14</b>	<b>6</b>	<b>0</b>	<b>4</b>	<b>522</b>

Note. UI = unidentified.

Table 2.

*Number of images depicting people of different races in the Business English coursebooks*

Coursebook	Visible physical features of people			
	White	Asian	Black	UI
<i>Global links 2</i>	83	42	12	0
<i>Market leader intermediate</i>	41	5	4	0
<i>Quick work pre-intermediate</i>	28	5	2	0
<i>New international business English</i>	114	6	12	2
<i>In company intermediate</i>	57	6	6	0
<i>First insights into business</i>	64	6	5	0
<i>International express pre-intermediate</i>	80	5	9	2
<b>Total</b>	<b>467</b>	<b>75</b>	<b>50</b>	<b>4</b>

Note. UI = unidentified.

However, depictions of physical features associated with White people were found to predominate in the coursebook images. The predominance of depictions White people in the coursebook images is not only in the number of images that include a White person (see Table 2), but also in the presence of White people within the racial composition of the images (see Table 1). For example, images that include depictions of one or more White people and exclude depictions of Asian and Black people are the most frequent. These images constitute 399 of the 522 images. They are 10 times more frequent than images that exclusively depict one or more Asian people, the next most frequent pattern of racial composition within the images. The centrality of White people is established within the seven coursebooks not only through the predominance of images that exclude depictions of Asian and Black people but also through the total absence of images that depicted both an Asian and a Black person without a White person present.

The seven coursebooks develop the notion of doing business internationally through, for example, their titles, cover images, and inclusion of images of people involved in doing business worldwide. The notions of an international perspective and doing business worldwide did not entail comprehensively depicting physical features associated with people of different races in the images throughout the Business English coursebooks. Rather, depictions of White people have a central and predominant position in the coursebook images. Through the establishment of this position in the coursebook images, depictions of people of different races in the Business English coursebooks can racialise notions of who is doing business internationally in English and features of Business English language education. In Section 4.3, I examine how people of different races are depicted in extracts from the coursebook materials; that is, I focus on materials that include depictions of Asian people, Black people, or both in the images.

### 4.2.3 A conscious commitment.

Achieving racial diversity and balance within the content of a Business English coursebook requires a conscious commitment during its compilation. Writer A suggested the importance of this point in response to the limitations he encountered when trying to find well-known business people in senior positions to include in his coursebook:

If you're not careful your book ends up just being full of middle-aged male Anglo-Saxon-looking types because they are the world of business English-speaking world of business clearly. [SB: Are they?] Yeah. I mean of course there are other nationalities but not speaking English mostly speaking their own language most of the time obviously. (Writer A, interview, 2008)

He defined the archetypal people doing business in English as “Anglo-Saxon-looking types.” Writer A’s expression “Anglo-Saxon-looking” (Writer A, interview, 2008) seemed to describe visible features that are conventionally associated with people of British origin, or, in other words, White people. In the seven Business English coursebooks, the predominance of depictions of physical features conventionally associated with White people suggests the view that White people are the archetypal people involved in doing business internationally in English, and, in effect, constitutes people who are not White as marginal.

The difficulty that Writer A had trying to establish balance and diversity in his Business English coursebook content is echoed in Writer E’s account of selecting the images of well-known people for his coursebook, declaring:

We've two issues. We've race and we've got and sex. If you go back to sex for example which I know it's not your thesis but it's a similar issue is ok who are the top business women in the world? Who are they? Now we are almost like pushing them in there. (Writer E, interview, 2008)

Both Writer A and Writer E declared the relevance of race and gender to finding people to include in their Business English coursebook content and illustrated their point with reference to gender rather than race. The predominance of depictions of White people in the coursebook images can suggest the view that those business people who are not White are the exception. On the one hand, it can suggest that they are archetypal people involved in doing business internationally in English in all but their visible physical features associated with Asian or Black people. Alternatively, it can suggest that they are not archetypal people involved in business; for example, it can imply that their involvement in business is not central in some way, that they do not do business in English, or that they are somehow unusual. Either way, the view implicitly pathologises business people who are not White.

As reported in Section 4.2.1, Writer E indicated that he tried to ensure a male-female balance in the coursebook content. Furthermore, he and Writer D described deliberately striving to incorporate instances of leading business women. While working on previous Business English materials, Writer D had complained that there was a bias towards men in the representation of business people in the materials:

Every interesting character was male and every person who did nothing of any use was female and I objected to it [...] and I suggested that we could perhaps change this around and have some females who had real jobs. (Writer D, interview, 2008)

Writer D demonstrated that the process of compiling a Business English coursebook can involve questioning the way the people are represented in the materials, and that attention to diversity and balance needs to include how particular people are represented and not only that they are represented in the Business English coursebooks.

In addition, Writer D's complaint raised the question of what the role is of coursebook writers, and thereby their coursebooks. Writer D reported that the producer's argument for how men and women were represented in the Business English teaching materials was that "we have to represent the real world" (Writer D, interview, 2008), and that, to Writer D's relief, this approach was rejected by the publisher's representative:

He just went in and had a meeting at which it was said "we are here to not necessarily represent what the world is but to represent what the world should be ( )<sup>5</sup> and therefore we try to make the world a better place" sort of thing and I thought "oh thank you." (Writer D, interview, 2008)

Writer A, Writer D, and Writer E gave accounts of going against representing "the real world" (Writer D, interview, 2008) and dominant views of who was doing business in English in their Business English materials. Writer A tried not to fill the coursebook with "middle-aged male Anglo-Saxon-looking types" (Writer A, interview, 2008), Writer D requested coursebook representations of "females who had real jobs" (Writer D, interview, 2008), and Writer E reported "pushing" images of senior business women into the coursebook (Writer E, interview, 2008). The accounts provide an insight into how the

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<sup>5</sup> Empty round brackets indicate an inaudible utterance (based on Jefferson, 2004).

coursebook writers acted to overcome bias and stereotyping in the depictions of people in their coursebooks.

Whilst these approaches had similarities, Writer A and Writer D's aims differed in relation to how they represented people in their Business English coursebooks. Through the account of the publisher's meeting, Writer D indicated agreement with the aim of contributing towards positive change to the ways things were; that is, to "try to make the world a better place" (Writer D, interview, 2008). Writer D worked towards making change happen by instigating an alternative to how women in business were represented and a view of "what the world should be" in the Business English materials (Writer D, interview, 2008). Alternatively, Writer A said his aim had been to prepare learners for the ways things were, through providing the language materials that learners had in the Business English coursebook and, thereby, their classes. In representing to learners the variety of ways business people around the world spoke English, for example, Writer A suggested the coursebook was "preparing them for reality but it doesn't mean to say it's got to copy reality" (Writer A, interview, 2008). In Section 4.3, I present the findings from my examination of how people of different races are depicted and how they are depicted as contributing towards doing business internationally in English in extracts from the Business English coursebooks.

#### **4.2.4 The coursebook audio recordings.**

Writer A expressed the view that there is an archetypal English-speaking business person, and people of that type are "middle-aged male Anglo-Saxon-looking" (Writer A, interview, 2008). As suggested in Section 4.2.3, the description implied that these business people were White. It also implied that they were mostly nationals of predominantly English-speaking countries, through setting them in contrast to business people who were nationals of countries that were largely not predominantly English-

speaking: “of course there are other nationalities but not speaking English mostly speaking their own language most of the time obviously” (Writer A, interview, 2008). Graddol (1997) observed that people associate a person’s nationality with their English speaker status, for example that nationals of predominantly English-speaking countries are native English speakers. The view expressed by Writer A suggested relations between race and how a person speaks English. The examination of race in Business English language coursebooks needed to include consideration of the extent to which the views on who were doing business in English and relations between race and English speaker status can be seen in the materials of the seven Business English coursebooks. This question is of particular interest to the study given that depictions of visible physical features conventionally associated with White people were found to predominate in the coursebook images.

The coursebook cover pages, introductory prefaces, and publishers’ catalogues and websites identify the English language needs of Business English learners as business people who work with speakers of English around the world. They describe how the Business English coursebook materials address the English language needs of such learners. The on-line catalogue for the *Quick work* coursebook series indicated that the materials were designed to be free from an Anglo-American bias, through the statement that “the content has an international feel, and does not present specifically British or American cultural or linguistic models” (“*Quick work*,” 2009<sup>6</sup>). Descriptions within *Global links 2* (Blackwell, 2001) and *In company intermediate* (Powell, 2002) refer to the inclusion of diverse accents. The preface to *Global links 2* states that the audio recordings that the course provides “include a variety of native and nonnative English speakers’

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<sup>6</sup> Retrieved February 10, 2009, from <http://www.oup.com/elt/catalogue/isbn/5460?cc=global>



accents, exposing students to the different kinds of spoken English they will encounter in business situations” (p.viii). Similarly, the back cover of *In company intermediate* claims “a variety of native and non-native speaker accents, providing the learner with extensive exposure to natural spoken English.” The descriptions acknowledge the diversity of accents that working in business internationally in English can involve, and the need for Business English learners to practise listening to a range of accents as part of their language course. Writer A showed his familiarity with this view, giving an example from Business English learners:

They go “well, it’s ok listening to the Americans and the Brits and the Australians but couldn’t we listen to a few non-natives as well especially the ones that we have to do business with because we want to tune our ear to that.” (Writer A, interview, 2008)

The coursebook and catalogue descriptions emphasise the authenticity of the audio recordings in terms of providing learners with what business people meet in business settings and with a lack of Anglo-American bias. The descriptions of the accents in the audio recordings of *Global links 2* (Blackwell, 2001), *In company intermediate* (Powell, 2002), and *Quick work pre-intermediate* (Hollett, 2000) invoke and are based on notions of *American*, *British*, and *native* English speakers. Graddol (1997) pointed out that accents of English speakers are conventionally associated with a geographic location of origin, such as a country, and that naming practices of accents have followed suit. This convention can be seen in the coursebook and catalogue descriptions of accents in the audio recordings as *American* and *British*. Graddol also pointed out that native English speakers and their accents are conventionally associated with predominantly English-

speaking countries, those countries of the “inner circle” in the manner of Kachru’s (1985, p.12) description, as outlined in Section 2.4.

I followed and explored the invocation of the conventional naming practices, and described the accents of the English speakers in the audio recordings as *American*, *British*, *native*, and, by extension, *non-native*. The identification of the accents in the audio recordings was impressionistic. Variations in accents of speech are gradual, not discrete. The descriptor *American* applied to examples of accents featured in the audio recordings conflates and homogenises the diverse accents that people associate with the nation of the USA. Linguistic evidence may not support the naming of varieties of English after the names of nations, as Mahboob and Szenes (2010) pointed out, nor, by extension, the naming of the accents of speakers of English after the names of nations.

The *Quick work* on-line catalogue (“*Quick work*,” 2009<sup>7</sup>) stressed the inclusion of examples of English language use that are not American or British in the Business English course content. Regarding the number of examples of American and British accents, the audio recordings accompanying *Quick work pre-intermediate* (Hollett, 2000) provide a greater balance when compared with those of the six other Business English coursebooks studied, as shown in Table 3. Examples of American and British accents constitute 63% of the *Quick work pre-intermediate* recordings to 37% that are neither American nor British. In contrast, the combined examples of American and British accents in the recordings that accompany *Global links 2* (Blackwell, 2001) and *First insights into business* (Robbins, 2000) comprise at least 95% of the examples of accents. They comprise 81% to 93% of the examples in the remaining four coursebooks. Examples of American and British accents predominate within the audio recordings that

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<sup>7</sup> Retrieved February 10, 2009, from <http://www.oup.com/elt/catalogue/isbn/5460?cc=global>

accompany the seven coursebooks. This predominance is least in *Quick work pre-intermediate*, which might be indicative of the conscious commitment away from American and British linguistic models that the publisher's catalogue indicated.

Table 3.

*Number of American and British accents in the Business English coursebooks' audio recordings*

Coursebook	Accent of English speaker		
	Ratio of USA & British to non-USA & non-British		UI
	Number	%	Number
<i>Global links 2</i>	244:12	95:5	6
<i>Market leader intermediate</i>	203:14	93:7	0
<i>Quick work pre-intermediate</i>	47:27	63:37	1
<i>New international business English</i>	280:26	91:9	3
<i>In company intermediate</i>	260:60	81:19	0
<i>First insights into business</i>	243:7	97:3	0
<i>International express pre-intermediate</i>	272:36	88:12	7
Average		86:14	

*Note.* UI = unidentified.

Examples of native English accents constitute 87% of the audio recordings accompanying the seven Business English coursebooks, as shown in Table 4. Writer A talked of aiming for a balance within a diversity of accents, saying: “as long as you don’t overdo particular nationalities. But of course in most books at least fifty per cent of the speakers are a native speaker probably” (Writer A, interview, 2008). This study found that speakers with native English accents constituted over 60% of the recorded items with a given coursebook and confirmed Writer A’s conjecture that native English speaker accents predominated.

Table 4.

*Number of native English accents in the Business English coursebooks' audio recordings*

Coursebook	Accent of English speaker		
	Ratio of native to non-native		UI
	Number	%	Number
<i>Global links 2</i>	244:12	95:5	6
<i>Market leader intermediate</i>	205:12	94:6	0
<i>Quick work pre-intermediate</i>	47:27	63:37	1
<i>New international business English</i>	284:22	92:8	3
<i>In company intermediate</i>	269:51	84:16	0
<i>First insights into business</i>	245:5	98:2	0
<i>International express pre-intermediate</i>	272:36	88:12	7
Average		87:13	

*Note.* UI = unidentified.

Within the examples of accents, few are not of American or British accents. American and British accents predominate to the extent that the percentage of native to non-native English accents is the same as the percentage of Anglo-American to non-Anglo-American accents in *Global links 2* (Blackwell, 2001), *Quick work pre-intermediate* (Hollett, 2000), and *International express pre-intermediate* (Taylor, 2004). This predominance is despite whether the coursebook description refers to native English, as in *Global links 2*, or to American and British English, as in the case of *Quick work pre-intermediate*. In *Market leader intermediate* (Cotton, Falvey, & Kent, 2005), *New international business English* (Jones & Alexander, 2003), *In company intermediate* (Powell, 2002), and *First insights into business* (Robbins, 2000), the inclusion of native English speaker accents beyond those of the USA and Britain accounts for the higher incidence of native English accents when compared to that of American and British accents. Nevertheless, speakers of English with native English accents are almost synonymous with speakers of English with

American or British accents in the audio recordings accompanying the seven Business English coursebooks.

The predominance of images that depict visible physical features conventionally associated with White people and audio recordings that present examples of native English speaker accents suggest that race was involved in the English speaker status of the people represented in the Business English materials. More specifically, the coursebook materials give prominence to and appear to conflate White people and speakers of English with American or British accents. I examined the distribution of the audio recordings of non-native English speaker accents to determine whether there was a pattern in the mapping of the recordings with images that depict people of different races in the coursebook materials. I present the findings of this examination in Section 4.3.2.

#### **4.2.5 Attracting the buyers.**

Writer C suggested that race was not explicit in his Business English coursebook except possibly in its images (Writer C, interview, 2008), as mentioned in Section 4.2.1. I examined the language learning materials in the seven Business English coursebooks for mention or discussion of race as a subject or in the description of a person through uses of words such as *race*, *Asian*, *Black*, and *White*, or their derivatives such as *racial* and *racism*. Such references to race are included in two pages of *First insights into business* (Robbins, 2000, p.85 & p.120), *New international business English* (Jones & Alexander, 2003, p.129 & p.130), and *Quick work pre-intermediate* (Hollett, 2000, p.39 & p.66). Like Ashcraft and Allen (2003) who examined organisational communication coursebooks, I found reference to race to be rare in the Business English coursebooks. In Section 4.3.1, I examine patterns in and the contributions of the references to people of different races in the coursebook materials.

I suggested to Writer A that there was little, if any, discussion or acknowledgement of the subject of racial inequality or discrimination in Business English coursebooks. Writer A intimated that it was a taboo subject:

Gender equality is regarded as ok in the world of EFL because it's one majority and another majority if you like. It's basically 50-50. The planet is almost evenly divided. [...] But the minute you start talking about discriminating against I don't know Blacks let's say in America or Britain [...] They're very scared in the world of EFL of having anything that could offend very scared indeed. But you won't get it past the publishing committee. I think they must have guidelines. (Writer A, interview, 2008)

Writer A and Writer B both referred to “taboo subjects” (Writer A, interview, 2008; Writer B, interview, 2008), alongside mentioning vetoes on certain words, such as some expletives, and pictures, such as of guns. They said that they and their editors were aware of the unfavourable responses learners and buyers could have to coursebook content and, thereby, the negative impact coursebook content could have on sales. The suggestion seemed to be that there was not a way of including the subject of racial equality in a coursebook that could not cause offence to buyers or learners.

Writer A and Writer D attributed the decisions made about coursebook content by representatives of the publishers to their referral to guidelines. Writer A credited the absence of the subject of racial inequality to the existence of publishing guidelines: “But you won't get it past the publishing committee. I think they must have guidelines” (Writer A, interview, 2008). Writer D came to a similar conclusion when recounting that the publisher's representative had supported the complaint against a bias towards men in the

depiction of business people, as reported in Section 4.2.3: “I’m sure there were guidelines around in terms of this sort of I mean people at [the publishing house]<sup>8</sup> had certainly thought these things out” (Writer D, interview, 2008). When asked about the guidelines, Writer A explained that the reason for the restrictions was the fear of any threat to coursebook sales:

They’re scared. [SB: Scared of what?] That people who decide what books to adopt won’t like it and they’re justified thinking in that because books will be blackballed just because the person whose decision it is to decide “do we adopt five thousand copies a year of this book or not” doesn’t like it. (Writer A, interview, 2008)

Writer C suggested that the views that constituted such guidelines were not fixed, either over time or in form:

There’s the accumulated knowledge of the editorial people that are around of course. They change quite rapidly and there’s very little actually put in words and I personally have never come across anything in writing no but there are expectations. (Writer C, interview, 2008)

Writer B suggested that he had learned with experience what could and could not be included in a coursebook: “I think we’re more sensitive to that, weren’t we, that we wouldn’t be offending” (Writer B, interview, 2008). Writer A reported that the

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<sup>8</sup> I have removed identifying details, such as the names of companies, to establish the anonymity of the information that the writers gave and protect the privacy of the writers.

restrictions imposed on, for instance, which words, images, and topics could be included in a Business English coursebook varied from publisher to publisher: “They all have their different rules as to what you can and can’t do” (Writer A, interview, 2008). Writer B and Writer C’s observations suggest that the variations might be influenced by the diversity in the learned and accumulated views of the people brought together and involved in compiling the coursebooks with a particular publisher at any one time.

Writer C found that the publishing staff working on the compilation of his Business English coursebook influenced the representation of gender in its content. His observation accords with Apple’s (1984) suggestion regarding published school textbooks. Apple suggested that the perspectives that editors bring influence the decisions on, and therefore have implications for, what content is included in the textbooks. Writer C identified a “feminisation of the process” (Writer C, interview, 2008) in the increasing involvement of women and the greater attention given to gender in the coursebook content; that is, he found that “women play a very important role in the [publisher’s] operation when you begin to look at people behind the scenes” (Writer C, interview, 2008). He recalled in particular the challenge to sexist content by a member of the editorial team: “She pulled us up because we were all men” (Writer C, interview, 2008). He implied that the contribution to gender equality in the coursebook content that this member brought was intrinsically linked to her being a woman and in a workgroup that otherwise consisted of men. Earlier in the interview, when I asked how he described himself in terms of race, Writer C said, “I consider myself to be a European” (Writer C, interview, 2008). I followed up on his point on gender to ask whether in terms of race the people he had worked with on his coursebook were similar to him, namely Europeans. He said they were. He then pointed out a picture in his coursebook depicting visible physical features associated with an Asian person, whom he described as being “of Indian origin” (Writer



C, interview, 2008), and said: “I’ve no personal experience of these people. That’s kind of interesting isn’t it? So they’ve played no role” (Writer C, interview, 2008).

Writer C suggested that race was not explicit in his Business English coursebook except possibly its images, as mentioned in Section 4.2.1. He went on to identify, in retrospect, a UK orientation in his coursebook that he found problematic, having striven for international content, and to reflect on how he could have effected a change away from this orientation:

How could I have gone against that? I mean how could I have prevented it being sort of biased like this? So basically I would have needed a co-author who was from a different background you see. (Writer C, interview, 2008)

He suggested that such a person would bring “a different viewpoint” (Writer C, interview, 2008). Writer C observed that race was not a priority for him when deciding which materials to include in his coursebook, as reported in Section 4.2.1. His suggestion of a co-author could increase the involvement of people of different races and the attention given to racial diversity and inclusivity in the compilation of a Business English coursebook. However, the suggestion relies upon the assumption that attention to racial diversity and inclusivity in the content of a coursebook depends upon the involvement of people of different races in the compilation of the coursebook, and that a person’s race entails or excludes a particular perspective on the coursebook content. In other words, and to extend his observation on gender, Writer C’s suggestion constitutes a racialisation of the process of compiling a Business English coursebook.

### **4.3 Racialising Business English Coursebooks**

The findings from the examination of the seven Business English coursebooks in Section 4.2 informed the further examination of the coursebook materials and the selection of the coursebook extracts for analysis. From this further examination, the ways people of different races are represented connected with three main themes. In Section 4.3.1, I present how the three themes were identified. In Sections 4.3.2, 4.3.3, and 4.3.4, I present how each theme develops through the coursebooks and ways in which the appraisal resources drawn on in the coursebook materials contribute to the representations of people of different races.

#### **4.3.1 The three themes.**

As reported in Section 4.2.2, images that depict physical features conventionally associated with White people were found to predominate within the seven Business English coursebooks. This finding initiated the examination of the coursebooks for the location of the images that depict physical features associated with Asian and Black people. If relegated to identifiable sections of the coursebooks, the images could suggest that these sections are places for race or staged racial equality (Ferree & Hall, 1990). I present how this examination of the images led to the identification of three main themes: 1. business people's perspectives; 2. corporate ethics and responsibilities; and, 3. intercultural business communication.

The seven Business English coursebooks are divided into units. The initial page to a coursebook unit introduces the subject that is the focus of the study of Business English in the unit. Images contribute towards introducing the subject of a unit through their position on the initial page. For instance, Writer E said that he had selected and positioned images on the initial pages of his coursebook that he thought would appeal to learners and buyers: "You've got the flick factor. Because, why have we got some of

these initial<sup>9</sup> photos is to draw people in to the first spread [...] bring you in to that picture and it's the interest" (Writer E, interview, 2008). The initial page is considered to extend across facing pages where the first page of a unit is on the left-hand page. Initial images can extend across such facing pages, as illustrated by the examples in Figure 7 from two Business English coursebooks.

Across the seven coursebooks, half the units include images depicting physical features associated with Asian and Black people, as shown in the third column of Table 5. Of these units, images of Asian and Black people are on the initial pages of at least half the units in five of the seven coursebooks, or 67% of the units across the seven coursebooks, as shown in the fourth column of Table 5. This prevalence of images of Asian and Black people on the initial pages indicated that these pages are prominent not only in their function in the unit structure of the coursebooks and attracting the attention of learners and coursebook buyers, but also in the construction of people of different races in relation to particular units of study. This finding is in contrast to that of Ferree and Hall (1990), who found no relation between the visual prominence of the coursebook images, such as through their location on a coursebook page, and the race of the people depicted in the images in the sociology coursebooks they examined.

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<sup>9</sup> Writer E was pointing out photographs that were on the initial pages to units in his Business English coursebook.

## UNIT 7

# Cultures

‘Share our similarities, celebrate our differences.’  
M Scott Peck, American author

**OVERVIEW**

- Listening  
Cultural awareness
- Vocabulary  
Idioms
- Reading  
Cultural advice
- Language review  
Advice, obligation and necessity
- Skills  
Social English
- Case study  
Visitors from China

**Starting up**

**A** What do you miss most about your own country or culture when you go abroad?

**B** Why is cultural awareness important for businesspeople? Give examples.

**What is culture? Choose the four factors which you think are the most important in creating a culture. Give your reasons.**

climate	language	historical events
institutions	arts	social customs and traditions
ideas and beliefs	religion	ceremonies and festivals
cuisine	geography	architecture

**C** Do you think cultures are becoming more alike? Is this a good thing or a bad thing? Give reasons for your answers. Think about:

- improved communications
- global business
- cheap foreign travel
- trading groups (such as the EU, ASEAN)

**D** How important are the following things when doing business in your country? Are they: a) important b) not important or c) best avoided?

• exchanging business cards	• being formal or informal
• shaking hands	• punctuality
• kissing	• humour
• socialising with contacts	• giving presents
• small talk before meetings	• being direct (saying exactly what you think)
• accepting interruption	• using first names

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**Listening Cultural awareness**

**A** 7.1 Listen to the first part of an interview with Jeff Toms, Marketing Director at the International Briefing Centre at Farnham Castle, Surrey. He talks about training courses which prepare people for doing business internationally. Complete the list of issues that he mentions.

**Issues covered by the training course**

- ..... awareness
- Practical issues of ..... and ..... overseas
- Dealing with .....?
- Schooling: ..... care; international security
- How to negotiate .....
- Communication  
– telephone – e-mail – the .....

- Presentation skills
- the words you use
- the ..... you use
- how to deal with .....?
- and answers
- managing your .....

**B** 7.2 Listen to the second part of the interview. Jeff talks about the personality traits that help in doing business internationally. Which three personality traits does he consider to be important?

**C** 7.3 Listen to the third part of the interview. Which two cultural aspects does Jeff mention and what does he say about them?

- Entertaining
- Time
- Gift-giving
- Greetings
- Hierarchy
- Dress

**D** Which country would you like to visit on business? What would you like to know about the culture of this country before visiting? Think of some questions to ask. Use the topics listed above to help you. Add some others of your own.

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## UNIT 10

# Will our planet survive?

**AGENDA**

- Future: will + infinitive
- 1st Conditional, if and when
- Prepositions of place file: Preposition diagrams
- Living longer, growing younger
- Asking for information

**Language focus**

**1** Work in groups. Look at the headlines from different newspaper and magazine articles. Guess what the content of each article will be.

**Global warming – real or imagined?      One planet is not enough**

**Wildlife habitats disappearing      Hope for forests?**

**US puts economy first      Water – a global crisis**

**2** The words in A are in the extracts in 3. Match them with their meaning in B.

<p><b>A</b></p> <ol style="list-style-type: none"> <li>1 the world's resources</li> <li>2 destroy</li> <li>3 essential</li> <li>4 destruction</li> <li>5 global warming</li> <li>6 habitat</li> <li>7 incredible</li> <li>8 survive</li> </ol>	<p><b>B</b></p> <ol style="list-style-type: none"> <li>a damage very badly</li> <li>b 100% necessary</li> <li>c impossible to believe</li> <li>d continue to exist</li> <li>e the noun of <i>to destroy</i></li> <li>f increase in the world's temperature</li> <li>g e.g. oil, forests, water</li> <li>h natural home of a plant, bird, or animal</li> </ol>
--	---

**3** Read the extracts from the articles. Write the correct headline from 1 for each extract.

**1** ... There are 6 billion people in the world today. The richest 1.5 billion use 75% of all the world's resources. To give the other 4.5 billion people who live in poverty a better life, we will need the resources of another four or five planets. But we have only one, and 1.5 billion of us have already destroyed a large part of it...

**2** ... Forests are essential to life. They give us clean air and plants for medicines, and contain over half the world's animals, birds, and plants. Humans destroy an area of forest the size of Greece every year. If we don't stop this destruction, it will be too late. There are some signs of hope, but we will have to work very hard if we want to save the planet....

**3** ... Scientists have predicted that global warming will destroy 80% of the 115 most important wildlife habitats. If we don't save these habitats, 20% of the world's birds, animals, and plants will disappear for ever....

**4** ... Some people say we can't be sure global warming is really happening. They say they'll worry about it when we are sure. But it will be too late to do anything about it when we are sure. It won't be possible to save the planet if we don't take action now....

**4** Underline five verbs which refer to the future in the extracts in 3.

**Future: will + infinitive; 1st Conditional, if and when**

the examples. Answer the question and state the grammar rules.

**+ infinitive**

is percentage will increase by 43% in the next 20 years.

planet won't survive.

*will + infinitive* to predict future situations and actions.

do we make questions and short answers *will + infinitive*?

**Pocket Book p. 5**

Will becomes 'll in spoken English, except in short answers.

Will not becomes won't in spoken English, including short answers.

**1st Conditional**

- We'll have to act now if we want to save the planet.
- If we don't stop this destruction, it will be too late.
- It won't be possible to save the planet if we don't take action now.
- Use the 1st Conditional to express a future possibility, and its result.

Write *will + infinitive* or the *Present Simple*.

- In a 1st Conditional sentence, use ..... after *if* and ..... to express the result.

Look at the extracts in 3. Find other 1st Conditional sentences.

**if and when**

- It will be too late to do anything about it when we are sure.
- We'll have to work very hard if we want to save the planet.

Write *if* or *when*.

- Use ..... to express a possibility and ..... to express a certainty.

**Pocket Book p. 2**

**5** ... A billion people in the world don't have clean drinking water. If we don't change our use of water, this number will be four billion by the year 2025. It seems incredible, but we have to live on less than 1% of the world's water because 97% of the water on the planet is seawater. 2% is ice, and we have only 1% of the 1% underground. We have to survive on....

**6** ... The USA produces 25% of the gases that cause global warming and says this percentage will increase by 83% in the next 20 years. It says we can do little to change the situation. If the USA works with other countries to reduce global warming, we'll be able to limit the damage. If it doesn't, we won't, and our planet won't survive....

Figure 7. Initial pages to two Business English coursebook units (top: Cotton, Falvey, & Kent, 2005, pp.54-55; bottom: Taylor, 2004, pp.96-97).

Table 5.

*Distribution of images of Asian and Black people in the units of the Business English coursebooks*

Coursebook	Total number of units		
	In coursebook	With inclusive images	With inclusive images on initial pages
<i>Global links 2</i>	14	12	12
<i>Market leader intermediate</i>	14	5	2
<i>Quick work pre-intermediate</i>	5	4	3
<i>New international business English</i>	15	7	5
<i>In company intermediate</i>	20	7	5
<i>First insights into business</i>	12	6	3
<i>International express pre-intermediate</i>	12	8	3
Total	92	49	33

*Note.* Inclusive images = images of people that include depictions of physical features conventionally associated with Asian and Black people.

The examination of the thirty-three initial pages found similarities in the format of the images and the subjects of the units in seventeen of the pages. The features of the initial pages led to the identification of the three themes in the seven Business English coursebooks. The format of the images on eight of these initial pages characterise the first theme: business people's perspectives. The format consists of a grouping of from three to ten photographs of individual business people or business contacts, as illustrated by the examples in Figure 8 from four Business English coursebooks. The people in the groupings are depicted as demonstrating and discussing aspects of their work. The image groupings occur on the initial pages to units in six of the seven coursebooks, and at least one photograph in each of these eight image groupings depicts physical features

# 1 Face to face

## 1.1 First impressions ...

**A Work in pairs** Imagine that these people are greeting you when you arrive as a visitor in an unfamiliar office. Discuss these questions with your partner:

- What impression does each person give?
- Which person seems the most welcoming?



**B** You'll hear each person above talking to a visitor.  
**Work in pairs** Discuss these questions with your partner:

- Which of the visitors are greeted in a friendly and efficient way?
- Which of the visitors are made to feel welcome?
- What made the unwelcoming people seem unfriendly or unhelpful?

**C Work in groups** Discuss these questions with your partners:

- What impression do you try to give to the people you deal with in business?
- What impression do you try not to give?
- Add some more adjectives to these lists:

I try to be: *pleasant sincere efficient* .....  
 I try NOT to be: *unfriendly shy aggressive* .....

What exactly would you say when you greet a visitor to your office?

1.1 First impressions ... 7

# Organizations

## MEETING PEOPLE

**1** Introduce yourself to another student.  
 Hello, / Hi, nice to meet you. I'm ...  
 I come from / I'm from ... I work for ...

**2** These people all need English for their work. Listen and find out why. Answer the questions.

Alessandro Ponti



a How often does Alessandro take English lessons?  
 b What does he do in his free time?

Michiko Sudo



c How many employees does Michiko's company have?  
 d What's she responsible for?

Peter Leutwiler



e What does Peter do?  
 f Where does he live?

Jean-Philippe Gérard



g Who does Jean-Philippe work for?  
 h What subject does he study?

Sushma Advani



i Where does Sushma come from?  
 j Who is her company's main client?

**In this unit you are going to study ways of introducing yourself and your organization to new business contacts. You will:**

- exchange personal information with new acquaintances
- outline the activities of business organizations
- explain the structure of organizations
- describe current projects and their future goals
- discuss the competitive strengths of organizations
- make a brief presentation of your job, your responsibilities and your organization

# UNIT 2 The world of work

AGENDA

- Present Simple and Present Continuous
- Work file, Verb groups
- Describing a company
- Making contact

**Language focus** 1 Listen to three extracts from interviews for a business magazine. Complete the information about the three people.

**Business World Today** International edition  
 It's plain sailing for business the Australian way  
 (Issue 21)  
 Launching in the workplace  
 The clock is ticking for bonds

**Extract 1**  
 Name: José Manuel Faria  
 Job: \_\_\_\_\_, Food Division  
 Company: Unilever  
 Place of work: \_\_\_\_\_

**Extract 2**  
 Name: Genevieve Cresset  
 Job: Team Co-ordinator  
 Company: Téléimages  
 Place of work: \_\_\_\_\_

**Extract 3**  
 Name: Kensuke Matsumura  
 Job: \_\_\_\_\_, Professional Products  
 Company: Electrolux  
 Place of work: \_\_\_\_\_

**2.1** Listen to the interview extracts again. José Manuel, Genevieve, and Kensuke all need English for different activities at work. Which activities?

**3** Work in groups. Answer the questions.

- 1 Do you need English for any of the activities you listed in 2?
- 2 Make a list of needs for your group.

**2.2** Listen to three more extracts from the interviews. Answer the questions.

**Extract 1**

- 1 What very big change is Unilever making to its distribution system in Spain?
- 2 Why is José Manuel having a lot of meetings with consultants?

**Extract 2**

- 1 In what way is Téléimages changing?
- 2 What news is Téléimages hoping to get soon?

**Extract 3**

What is happening to Electrolux sales in Japan in

- 1 the Professional Products Division?
- 2 the Consumer Products Division?

14 UNIT 2


# Corporate Goals

## BUSINESS TALK

### GETTING STARTED

**1** Three managers at a telecommunications company are speaking at a year-end meeting. Read and listen to the quotes from their speeches. Then match the quotes with the managers.

1. Executive Manager, Finance
2. General Manager, International Division
3. Manager, Product Development



**OBJECTIVES**

- To discuss business plans and expectations
- To prepare a business plan
- To describe department goals

**3**

- a. "We aim to develop cutting-edge technologies to support Internet communications."
- b. "We should maintain our strong financial position into the next decade."
- c. "We might also consider joint ventures with overseas Internet companies."
- d. "We expect to remain focused on developing e-commerce products."
- e. "We plan to introduce new services for our overseas clients next year."

**2. Answer the questions.**

- a. Which two statements describe the company's goals or plans? \_\_\_\_\_
- b. Which one describes something that is only a possibility? \_\_\_\_\_
- c. Which two statements above describe something that will probably happen? \_\_\_\_\_

**3. Work with a partner. Discuss the future activities of your company or a company that you know. Use some of the phrases from the box.**

We aim to	expand service to ...
We plan to	continue to work on ...
We (don't) expect to	introduce a new ...
We should	reach our sales ...
We might (not)	begin a joint venture with ...

Go to page 107 for Summary Language 56

Figure 8. Image groupings on business people's perspectives (top left to bottom right: Jones & Alexander, 2003, p.7; Hollett, 2000, p.4; Taylor, 2004, p.14; Blackwell, 2001, p.56).

associated with an Asian or a Black person. Of these initial page groupings, the example in *In company intermediate* (Powell, 2002, p.5) is in a coursebook unit which consists of only two, facing pages. The examination of initial pages included the initial pages of the self-contained case studies at the end of each unit of *Market leader intermediate* (Cotton, Falvey, & Kent, 2005). The example of an image grouping in *Market leader intermediate* (p.75) is the basis of one such case study.

Four additional groupings of photographs occur in coursebook units other than on the initial pages; two of these groupings do not include a photograph depicting physical features associated with Asian or Black people, and one example in *In company intermediate* (Powell, 2002, p.36) presents not business people but five people applying for a job as an actor. Twelve groupings of photographs were found in total across the seven Business English coursebooks, as follows:

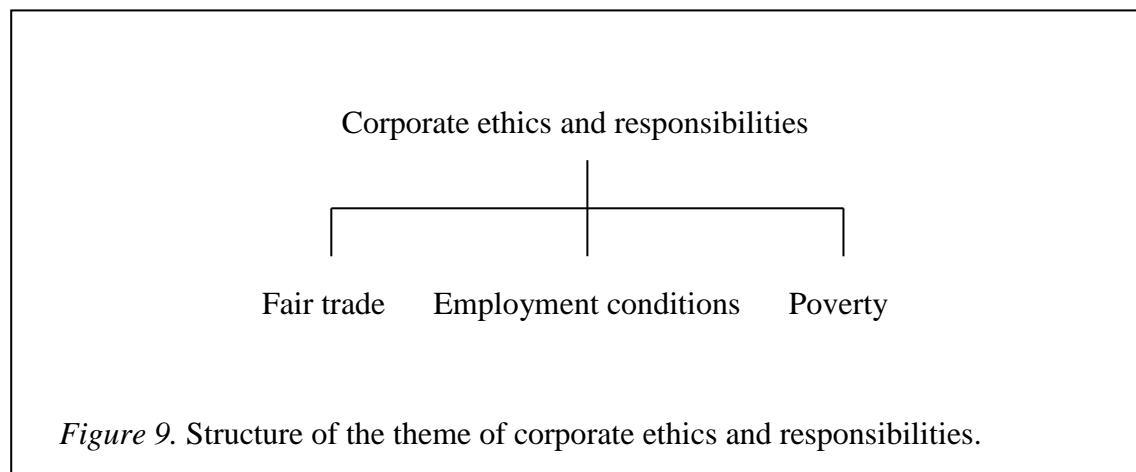
- *Global links 2* (Blackwell, 2001, p.50, & p.56);
- *Market leader intermediate* (Cotton, Falvey, & Kent, 2005, p.75);
- *Quick work pre-intermediate* (Hollett, 2000, p.4);
- *New international business English* (Jones & Alexander, 2003, p.7, & p.11);
- *In company intermediate* (Powell, 2002, p.5, p.36, & p.79);
- *First insights into business* (Robbins, 2000, p.84, & p.143); and,
- *International express pre-intermediate* (Taylor, 2004, p.14).

In Section 4.3.2, I discuss the theme of business people's perspectives and examine the contribution of this feature to the construction of people of different races, with a focus on the image grouping from *International express pre-intermediate* (Taylor, 2004, p.14).

The subjects of nine of the initial pages pointed to the second and third themes: intercultural business communication and corporate ethics and responsibilities. The subjects of the coursebook units are introduced through the words of the headings and

language learning materials on the initial pages. The two themes were confirmed and further defined through an examination of the remainder of these nine units and the seven coursebooks beyond these nine coursebook units for the presence of the subjects in the coursebook materials.

In the first instance, the initial pages in three of the Business English coursebooks suggested the theme of corporate ethics and responsibilities. As illustrated in Figure 9, the generic subject of corporate ethics and responsibilities defines the theme and subsumes the subjects of fair trade, employment conditions, and poverty. Figure 10 shows the initial



page of the unit headed “Corporate responsibility” in *First insights into business* (Robbins, 2000, p.120). The subjects of corporate responsibilities and ethical business practices in this unit suggested the theme of corporate ethics and responsibilities. The theme continued to develop through the unit in *First insights into business* to include the subject of fair trade. The subject of fair trade is also present in the unit headed “Trade” in *Market leader intermediate* (Cotton, Falvey, & Kent, 2005). The subject of poverty was suggested by the unit headed “Will our planet survive?” in *International express pre-intermediate* (Taylor, 2004). Table 6 shows the subjects that constitute the units in the three Business English coursebooks.



# Corporate Responsibility

## In this unit:

- **Language Focus**  
Conditional 1: events and consequences  
Gerunds and infinitives  
Pronunciation: short forms
- **Skills**  
Writing: *both ... and, either ... or, neither ... nor*  
Reading: late payment of commercial debts  
Listening: the ethical consumer
- **Vocabulary**  
Word groups
- **Business Communication**  
Negotiating



## Key Vocabulary

11.1 Market research shows that many consumers are '**ethical consumers**'; they expect the companies they buy from to behave responsibly. Most ethical consumers have high **spending power** so companies usually listen to them and will promise, for example, not to use child labour or to pollute the **environment**. A recent report showed that many companies have an **ethical policy** which covers areas such as **payment on time, product policy** and the environment. Some companies have a policy of paying '**first world**' prices for '**third world**' goods from developing countries – they pay more because they think the workers and the economies of developing countries need support.

**Lead-in** 1 Which of these responsibilities do you think a company should have?



## Responsibilities

- 1 There should be good communication between the company and its workforce.
- 2 The company should pay suppliers on time.
- 3 The company should have an equal opportunities policy; in other words, people of all races and both sexes should be equal.
- 4 It should train its employees.
- 5 It should try to protect and improve the environment.
- 6 It should make a profit so it can pay dividends to its shareholders and continue to provide jobs for its workforce.
- 7 It should help with the local education of young people.
- 8 It should be active in the local community.

### KEY

- 3 = very important
- 2 = quite important
- 1 = not important

Figure 10. An initial page and the theme of corporate ethics and responsibilities in *First insights into business* (Robbins, 2000, p.120).

Table 6.

*Subjects of the theme of corporate ethics and responsibilities from the examination of the initial pages of the Business English coursebook units*

Coursebook	<i>Market leader intermediate</i>	<i>First insights into business</i>	<i>International express pre-intermediate</i>
Unit heading	Trade	Corporate responsibility	Will our planet survive?
Subject	<b>Globalisation</b>	<b>Company responsibilities</b>	<b>Poverty</b>
	Free trade	Ethical business practices	Global warming
	<b>Fair trade</b>	<b>Fair trade</b>	Future of the planet
			Ageing population

*Note.* Subjects in bold = subjects incorporating images depicting physical features conventionally associated with Black people.

The further examination of the seven coursebooks for subjects on the theme of corporate ethics and responsibilities introduced the subject of employment conditions, which features in two units of *International express pre-intermediate* (Taylor, 2004). The examination also extended the scope of the theme to include a fourth coursebook, namely *Global links 2* (Blackwell, 2001) which includes the subject of honesty in the activities of sales people. Table 7 shows the presence of the subjects on the theme of corporate ethics and responsibilities in four further coursebook units.

Table 7.

*Subjects of the theme of corporate ethics and responsibilities from the examination of further Business English coursebook units*

Coursebook	<i>Market leader intermediate</i>	<i>Global links 2</i>	<i>International express pre-intermediate</i>	<i>International express pre-intermediate</i>
Unit heading	Ethics	Describing & comparing products	The world of work	Changing lives
Subject	Ethical business practices	<b>Product descriptions</b>	<b>Talking about your job</b>	Fair trade
	Responsible business	Comparing products	<b>Talking about your social life</b>	Describing trends
	Ethical company policies	Honesty in selling	<b>Employment conditions</b>	<b>Employment conditions</b>
	Problem-solving		Company descriptions	Opinions and suggestions
			Making contact by telephone	

*Note.* Subjects in bold = subjects incorporating images depicting physical features conventionally associated with Black people.

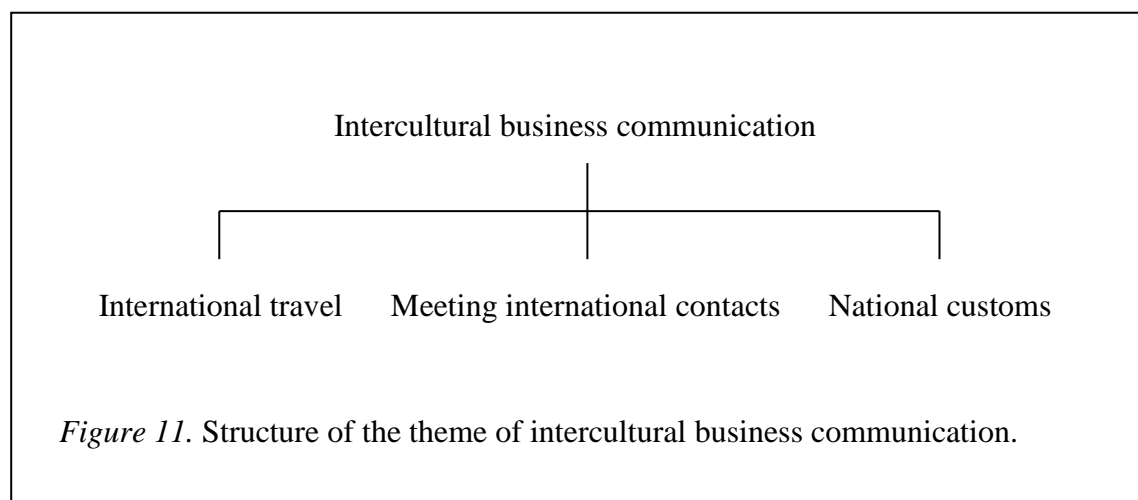
Images depicting physical features associated with Black people are frequently present in the materials that constitute the theme of corporate ethics and responsibilities, as illustrated in Tables 6 and 7 with their accompanying Notes. This presence is striking given the overall lack of images that include the depiction of a Black person in *Market leader intermediate* (Cotton, Falvey, & Kent, 2005), which has four images; *First insights into business* (Robbins, 2000), which has five; and, *International express pre-intermediate* (Taylor, 2004), which has nine images (see Table 2 in Section 4.2.2). It suggests that images depicting Black people contribute to the construction of the accompanying subjects in the coursebooks. Conversely, it suggests that the construction

of Black people in the coursebook materials involves the subjects of corporate ethics and responsibilities. The exceptions are the materials in the unit headed “Ethics” in *Market leader intermediate* and on the subject of fair trade in *International express pre-intermediate*, which include images depicting only White people, and the materials on business honesty in *Global links 2* (Blackwell, 2001), which do not include images (see Table 7 above). As Hall (2000) found in her analysis of sociology coursebooks, I found that materials on the subject of poverty included depictions of people who are not White. In Section 4.3.3, I examine an extract from the materials in *International express pre-intermediate* on the subject of poverty to identify how the depictions of people relate to the subject in the Business English language learning materials.

Three of the Business English coursebooks include reference to race in the words that constitute the language learning materials, as pointed out in Section 4.2.5. The references to race extend the theme of corporate ethics and responsibilities to six of the seven coursebooks, with the inclusion of *Quick work pre-intermediate* (Hollett, 2000) and *New international business English* (Jones & Alexander, 2003). The references contributed towards the theme in statements that, as Ashcraft and Allen (2003) found in organisational communication coursebooks, identify race in relation to recruitment decisions and employment conditions. Statements on equal opportunities are made with the references to race in *New international business English* and *First insights into business* (Robbins, 2000). For example, *First insights into business* includes the statement: “The company should have an equal opportunities policy; in other words, people of all races and both sexes should be equal” (p.120), as shown in Figure 10. In Section 4.3.3, I include the references to race in the language learning materials in *Quick work pre-intermediate* in the examination of the contribution of the theme of corporate

ethics and responsibilities to the construction of people of different races in the Business English coursebooks.

The theme of intercultural business communication is defined by and subsumes the subjects of international business travel, meeting international business contacts, and national customs, as illustrated in Figure 11. These subjects are introduced through the



headings and language learning materials on the initial pages of units in five of the seven coursebooks (see Table 8). The initial pages introduce the subject of cultures to three units, in *Market leader intermediate* (Cotton, Falvey, & Kent, 2005), *In company intermediate* (Powell, 2002), and *International express pre-intermediate* (Taylor, 2004). For example, Figure 12 shows the initial page of the unit headed “Crossing cultures” in *International express pre-intermediate* (p.74). The subjects of international travel and meeting business contacts feature on initial pages in *Quick work pre-intermediate* (Hollett, 2000) and *New international business English* (Jones & Alexander, 2003). The units in *Market leader intermediate* and *New international business English* incorporate the subject of national customs.

# UNIT 8

## Crossing cultures

### ▼ AGENDA

- ▶ Modal verbs: *should/shouldn't, may, might*
- ▶ *have to/don't have to*
- ▶ *it's important to/not to*
- ▶ Descriptions file. Using a dictionary and word building
- ▶ Across cultures
- ▶ Invitations

### Language focus

- 1 Read the questions. Talk about what happens in your country and describe any differences with other countries you know.

What happens in your country?

- 1 How do people greet
  - a family members?
  - b close friends?
  - c colleagues at work?
  - d visitors to their company/organization?
- 2 Do colleagues at work call each other by their
  - a first names?
  - b family names?
- 3 How punctual are people for
  - a business meetings?
  - b social events?
- 4 How separate are work and private life? Do employees
  - a take work home?
  - b invite colleagues or business visitors to their home?
  - c give their company their phone number when they're on holiday?
- 5 What presents do people take when they are invited to a person's home?

- 2 The words in A are in the extracts in 3. Match them with their meaning in B.

A	B
1 schedule	a opposite of 'polite'
2 agenda	b programme of work to do
3 interrupt	c without words
4 rude	d how someone looks
5 non-verbal	e say something is very good
6 appearance	f speak when another person is speaking
7 compliment	g list of subjects to discuss at a meeting

- 3 Read these extracts from *Understanding Cultural Differences*, a book that gives advice about working in other countries. Then discuss with a partner which country you think the author is describing.

#### Extract 1

... It's important to be serious in a work situation. They don't mix work and play so you shouldn't make jokes as you do in the UK and USA when you first meet people. They work in a very organized way and prefer to do one thing at a time. They don't like interruptions or sudden changes of schedule. Punctuality is very important so you should arrive on time for appointments. At meetings it's important to follow the agenda and not interrupt another speaker. If you give a presentation, you should focus on facts and technical information and the quality of your company's products. You should also prepare well, as they may ask a lot of questions. Colleagues normally use family names, and titles – for example 'Doctor' or 'Professor', so you shouldn't use first names unless a person asks you to.

Sweden \_\_\_\_\_ France \_\_\_\_\_ Germany \_\_\_\_\_

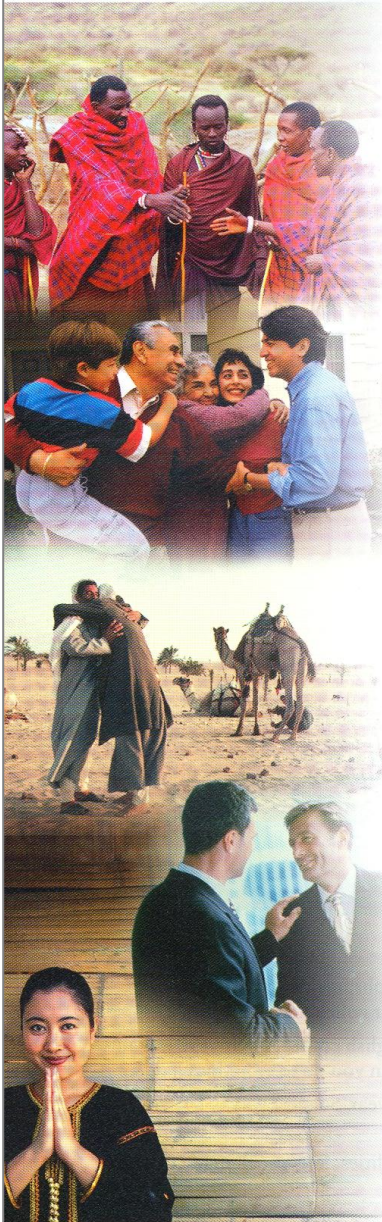


Figure 12. An initial page and the theme of intercultural business communication in *International express pre-intermediate* (Taylor, 2004, p.74).

Table 8.

*Subjects of the theme of intercultural business communication from the examination of the initial pages of the Business English coursebook units*

Coursebook	<i>Market leader intermediate</i>	<i>In company intermediate</i>	<i>Quickwork pre-intermediate</i>	<i>New international business English</i>	<i>International express pre-intermediate</i>
Unit heading	Cultures	Global village	Visitors	Visitors and travellers	Crossing cultures
Subject	<b>Culture</b>	<b>National cultures</b>	<b>Travelling to Beijing</b>	<b>Meeting foreign visitors</b>	<b>National differences</b>
	Cultural awareness	<b>Globalisation</b>	Journeys	Travelling on a business trip	Foreign company visitors
	National customs		Making arrangements	Booking accommodation	Communicating with different nationalities
	Social English		Starting conversations	National customs and habits	Invitations
	Case study: Visitors from China		<b>Company visitors</b>	Socialising	
				Organising a conference	

*Note.* Subjects in bold = subjects incorporating images depicting physical features conventionally associated with Asian and Black people.

The further examination of the coursebooks for the subjects of intercultural business communication extended the scope of the theme to all seven coursebooks. The subject of culture features in a dedicated section of each unit in *Global links 2* (Blackwell, 2001), namely “Global communication: Business culture,” and nine of the twelve units in *First insights into business* (Robbins, 2000), namely “Cross-cultural comparison” and “Cross-cultural communication.” The subjects of culture, meeting international business contacts,

and international travel recur in units of study in *Quick work pre-intermediate* (Hollett, 2000), *New international business English* (Jones & Alexander, 2003), and *First insights into business* (Robbins, 2000) respectively, as shown in Table 9.

Table 9.

*Subjects of the theme of intercultural business communication from the examination of further Business English coursebook units*

Coursebook	<i>Quick work pre-intermediate</i>	<i>New international business English</i>	<i>First insights into business</i>
Unit heading	Solving problems	Face to face	Travel
Subject	Anticipating problems	<b>Greeting company visitors</b>	Travel arrangements
	<b>Identifying cultural causes of international problems</b>	Starting a conversation	<b>International travel</b>
	Considering alternatives	National customs	Cross-cultural comparison
	Implementing plans	Talking about work	Socialising
	Planning strategy	<b>Body language</b>	
		Developing business relationships	

*Note.* Subjects in bold = subjects incorporating images depicting physical features conventionally associated with Asian and Black people.

The presence of the subjects that constituted the theme of corporate ethics and responsibilities in six of the seven Business English coursebooks and intercultural business communication in all seven of the coursebooks indicated the centrality of the themes in the coursebooks. This view was also indicated in the claims made in the on-line catalogue for *First insights into business* (Robbins, 2000) and by Writer A (Writer A, interview, 2008). The catalogue entry pointed to the high value of the notions of corporate



responsibility and culture to doing business and the foregrounding of the subjects in the Business English coursebook's materials:

Taking the mystery out of the business world, this course is ideal for students looking for an informative and accessible introduction to key business concepts such as Competition and Corporate Responsibility and cross-cultural approaches to doing business. ("*First insights into business*," 2005<sup>10</sup>)

Writer A supported this valuation of the position of culture in Business English and defined the notion primarily in terms of interpersonal relations:

With intercultural they're always going to highlight that to a greater or lesser extent and it is very important absolutely as important perhaps as the language certainly after a certain level. It's more about *how much you know about the people you're doing business with* than how well you speak English [my italics]. (Writer A, interview, 2008)

Flinders (2005) observed in his survey of published Business English course materials that they were tending to address more broadly cultural as well as linguistic aspects of doing business in English with business people from all round the world. Images depicting people with physical features associated with Asian and Black people were found to cluster in units and language learning materials on the subjects of corporate ethics and responsibilities and intercultural business communication. These clusterings

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<sup>10</sup> Retrieved February 2, 2005, from <http://elcatalogue.pearson.com/TopicArea.asp?TopicAreaID=AC0001>

suggested that these subjects are prominent not only in the construction of particular aspects of Business English, but also in the construction of people of different races doing business internationally in English.

Writer B was emphatic that the language learning material was the deciding factor in the choice of the images for his coursebook: “we would never decide on grounds of ethnicity. We would decide the photo on the grounds of what is most appropriate for the text or whatever” (Writer B, interview, 2008). The findings from the analysis of the coursebook images suggested that race was involved, however unintentionally, in the selection of images when compiling the language learning materials in the seven Business English coursebooks. In Sections 4.3.2, 4.3.3, and 4.3.4, I continue the examination of the three themes through the examination of illustrative extracts from the Business English coursebooks and their contributions to the construction of people of different races.

#### **4.3.2 Business people’s perspectives.**

A grouping of three photographs of individual business people features on the initial page to the unit “The world of work” in *International express pre-intermediate* (Taylor, 2004, p.14), as shown in Figure 13. The images are reproduced separately on the two facing pages overleaf (p.16 & p.17), as shown in Figures 14 and 15 respectively. The colour photographs are close-up, head and shoulder shots. One photograph depicts physical features associated with Asian people and two of the three photographs depict White people, in the shape of their eyes and nose, their hair colour and texture, and their skin colour.

The three business people, Geneviève, José Manuel, and Kensuke, are interviewed about their work and free time activities. The language learning materials on the initial page involve listening to extracts from the interviews, which focus on their work activities, and the two pages overleaf involve reading summaries of parts of the

# UNIT 2

## The world of work

### ▼ AGENDA

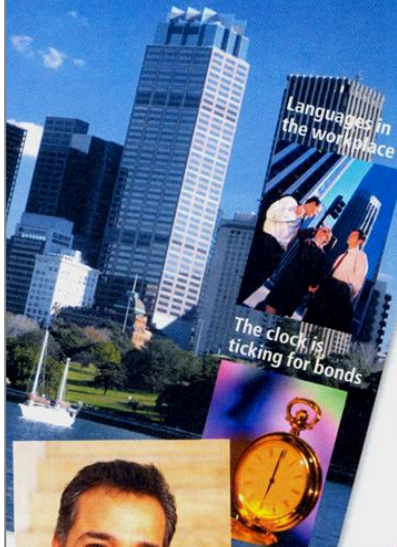
- ▶ Present Simple and Present Continuous
- ▶ Work file. Verb groups
- ▶ Describing a company
- ▶ Making contact

### Language focus

- 1 🎧 2.1 Listen to three extracts from interviews for a business magazine. Complete the information about the three people.

## Business World Today

International edition  
ISSUE 21  
It's plain sailing for business the Australian way



### Extract 1

Name: José Manuel Faria  
Job: \_\_\_\_\_, Food Division  
Company: Unilever  
Place of work: \_\_\_\_\_

### Extract 2

Name: Geneviève Cresset  
Job: Team Co-ordinator  
Company: Téléimages  
Place of work: \_\_\_\_\_

### Extract 3

Name: Kensuke Matsumura  
Job: \_\_\_\_\_, Professional Products  
Company: Electrolux  
Place of work: \_\_\_\_\_

- 2 🎧 2.1 Listen to the interview extracts again. José Manuel, Geneviève, and Kensuke all need English for different activities at work. Which activities?
- 3 Work in groups. Answer the questions.
- 1 Do you need English for any of the activities you listed in 2?
  - 2 Make a list of needs for your group.
- 4 🎧 2.2 Listen to three more extracts from the interviews. Answer the questions.

### Extract 1

- 1 What very big change is Unilever making to its distribution system in Spain?
- 2 Why is José Manuel having a lot of meetings with consultants?

### Extract 2

- 1 In what way is Téléimages changing?
- 2 What news is Téléimages hoping to get soon?

### Extract 3

- What is happening to Electrolux sales in Japan in
- 1 the Professional Products Division?
  - 2 the Consumer Products Division?

Figure 13. Initial page with image grouping of business people in *International express pre-intermediate* (Taylor, 2004, p.14).

**Practice 1** Work in pairs, Student A with another Student A, Student B with another Student B.

**Student A**

1 Read about Kensuke Matsumura. Student B will ask you questions about him in 2.



Kensuke Matsumura works in Tokyo but he doesn't live there. He goes to work by underground and his journey takes one and a half hours. He works nine hours a day or more and usually takes work home at weekends. He spends about five hours a day on phone calls and emails. He doesn't get much time to relax but he enjoys watching TV, and once a month he does kendo. Like a lot of managers in Japan he has two weeks' holiday a year, and usually takes one week in the summer and the other in the winter.

2 Prepare questions about José Manuel Faria to ask Student B in 2. Use the words below and the Present Simple.

- a How many children/José Manuel Faria/have?
- b What language/he/speak at home?
- c What work/his wife/do?
- d Where/he/spend/most of his work time?
- e How often/he/travel to Bilbao?
- f Why/he/go/to Bilbao?
- g he/like/living in Barcelona?
- h What/he/enjoy doing/in his free time?

**Student B**

1 Read about José Manuel Faria. Student A will ask you questions about him in 2.



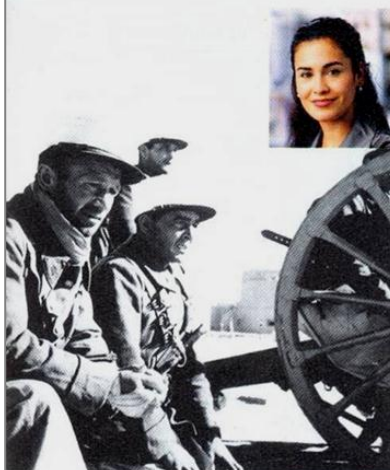
José Manuel Faria lives with his wife and two sons in Barcelona. After seven years in Spain they all speak Spanish, but at home their language is Portuguese, and his wife works as a translator in both languages. José Manuel spends most of his time working in Barcelona but every Monday he goes to Bilbao to visit his company's factory and have meetings with people there. He likes living in Barcelona and in his free time enjoys swimming with his sons and walking in the mountains.

2 Prepare questions about Kensuke Matsumura to ask Student A in 2. Use the words below and the Present Simple.

- a Where/Kensuke Matsumura/work?
- b he/live in Tokyo?
- c How long/his journey to work/take?
- d How many hours a day/he work?
- e How much time/he/spend on phone calls and emails?
- f What/he/do/to relax?
- g What/he/do/once a month?
- h How many weeks' holiday a year/he/have?

Figure 14. Kensuke and José Manuel in *International express pre-intermediate* (Taylor, 2004, p.16).

- 2 Work with a different partner, Student A with Student B. Ask your questions and answer your partner's questions.
- 3 Complete the article about Geneviève Cresset. Use the Present Simple or Present Continuous form of the verbs in brackets.



Geneviève Cresset \_\_\_\_\_<sup>1</sup> (start) work at 9 a.m. and \_\_\_\_\_<sup>2</sup> (finish) around 6 or 7 p.m. The company she \_\_\_\_\_<sup>3</sup> (work) for, Téléimages, \_\_\_\_\_<sup>4</sup> (produce) TV programmes and \_\_\_\_\_<sup>5</sup> (sell) them to TV channels in France and other countries. About a hundred people \_\_\_\_\_<sup>6</sup> (work) full-time in the company's Champs-Elysées office. Geneviève \_\_\_\_\_<sup>7</sup> (not have) much time outside work but at present she \_\_\_\_\_<sup>8</sup> (work) on an important project – she \_\_\_\_\_<sup>9</sup> (write) a book. The book is about the wartime memories of two World War II soldiers. 'They were heroes,' she says, 'so right now I \_\_\_\_\_<sup>10</sup> (record) their stories for the future. I think it \_\_\_\_\_<sup>11</sup> (be) important we \_\_\_\_\_<sup>12</sup> (not forget) the enormous courage of people like them.'

- 4 Prepare your answers to these questions.  
What's happening in your life these days?

#### At work

Are there any changes or new developments in your

- organization?
- job?
- career plans?

#### Outside work

Is anything new happening in your

- family life?
- social life?

Are you

- making any plans for your next holiday?
- saving money for something important?
- making any changes to your home?

- 5 Work in pairs. Ask and answer the questions in 4.
- 6 Tell the class three things about your partner's current activities.

Figure 15. Geneviève in *International express pre-intermediate* (Taylor, 2004, p.17).

interviews, which focus on their free time activities. Appendix G presents the scripts of the audio recordings from *International express pre-intermediate* (Taylor, 2004, p.125). The listening activities based on the interview extracts are presented down the initial page of the coursebook unit in the order of José Manuel, Geneviève, and then Kensuke. Likewise, the photographs of the individuals are placed vertically on the page. The order suggests that the bottom-most photograph depicting physical features associated with Asian people corresponds with Kensuke, and the individual profiles on the overleaf pages confirm this impression. Geneviève, José Manuel, and Kensuke's smiling facial expressions indicate positive feelings and they appear to feel secure and satisfied in their roles and activities as business people (Chen, 2010), the topics of their interviews.

The interviews are for "a business magazine" (Taylor, 2004, p.14), and the image of a magazine cover next to the photographs of the three business people implies the interview is for this magazine, called *Business World Today*. The repetition of the word *world* in the adjacently-placed names of the unit and the magazine suggest the notion of being international. Kensuke tells us that his work involves travelling "a lot" within Japan (p.125), where he is located, and from Japan to Sweden. The expression *a lot* suggests a negative valuation of his business travel because of its large quantity, as shown in Table 10. The information provided on Kensuke's lack of free time confirms the indication of a heavy workload; that is, he "usually takes work home at weekends" in addition to working at least nine hours a day and "doesn't get much time to relax" (p.16). The description of Kensuke's free time is implicitly attitudinal. It confirms and develops the suggested negative valuation of his business travel through extending and exemplifying the information on the demands of Kensuke's work (Hood & Martin, 2007).

Table 10.

*Appraisal analysis of interview with Kensuke on business travel (Taylor, 2004, p.125)*

Attitudinal Expressions	Attributes			Refers to	Source of Engagement
	Positive	Negative	Graduation		
Do you travel <i>a lot</i> for work? [Judgement]		X	a lot	Travelling for work	Interviewer
Yes, I travel <i>a lot</i> [Judgement]		X	a lot	Travelling for work	Kensuke
to visit our most <i>important</i> retailers [Judgement]	X		most	Retailers in Japan of the products	Our (Kensuke and his company)

José Manuel and Kensuke both hold management positions. During their interviews, José Manuel states that he is “an operations director,” and Kensuke states that he is “a sales manager” (Taylor, 2004, p.125). José Manuel and Kensuke travel nationally and internationally for work and suggest that their workloads are heavy. Unlike Kensuke’s account of his work, José Manuel’s account is predominantly positive, as shown in Table 11, when he describes his key role in a new development in the company. Kensuke’s positive valuations of aspects of his work refer to his colleagues, namely “our most important retailers,” the positive valuation of whom is partially attributed to his company through the expression “our” (Taylor, 2004, p.125), as shown in Table 10. In addition, his positive valuations refer to his hopes for a recovery in his division of the company, “I expect an improvement in my division in two to three years,” which are as yet unfulfilled and constrained by the indistinct timeframe “in two to three years” (p.125), as presented in Table 12.

Table 11.

*Appraisal analysis of interview with José Manuel on his work (Taylor, 2004, p.125)*

Attitudinal Expressions	Attributes			Refers to	Source of Engagement
	Positive	Negative	Graduation		
I'm having a lot of meetings... to find the <i>best</i> system [Appreciation]	X		best	Getting a new distribution system	José Manuel
It's <i>a lot</i> of work [Appreciation]		X	a lot	Getting a new distribution system	José Manuel
and it's very <i>important</i> [Appreciation]	X		very	Getting a new distribution system	José Manuel
I make the <i>right</i> decision! [Appreciation]	X		!	Getting a new distribution system	José Manuel

Table 12.

*Appraisal analysis of interview with Kensuke on his work (Taylor, 2004, p.125)*

Attitudinal Expressions	Attributes			Refers to	Source of Engagement
	Positive	Negative	Graduation		
There are <i>problems</i> in the economy [Appreciation]		X		The economy	Interviewer
Are companies like Electrolux having <i>problems</i> , too? [Appreciation]		X		Companies	Interviewer
Yes, most companies are having <i>problems</i> . [Appreciation]		X		Companies	Kensuke
In my division... sales are <i>decreasing</i> [Appreciation]		X		Kensuke's division of Electrolux	Kensuke
But I expect an <i>improvement</i> in my division in two to three years [Appreciation]	X		in two to three years	Sales figures in Kensuke's division	Kensuke



The negative valuations of the economic situation in Kensuke's country, company, and company division are ostensibly of the products of human actions, namely financial problems, rather than the actions of a person. However, as Lipovsky and Mahboob (2007) found in their analysis of interviews, expressions of appreciation of a product can imply corresponding judgement of the capabilities of a person whose actions are closely associated with the product. Negative appreciation of the systems and activities of the division of Electrolux that Kensuke works in can, therefore, invoke judgement of the work that Kensuke does and function as negative judgement of Kensuke by implication. The feelings of security and satisfaction suggested by Kensuke's photograph appear to be at odds with his account of falling sales in his division, of which he is a manager responsible for sales, and a lack of free time to relax because of his workload.

The direction of the accounts of the business people's work seems to be influenced by the interviewer's differing questions to them. The interviewer's use of the expressions *a lot* and *problems* in the questions to Kensuke, "Do you travel a lot for work?" and "Are companies like Electrolux having problems, too?" (Taylor, 2004, p.125), suggests a negative orientation to the ensuing discussions about Kensuke's work at Electrolux. The interviewer framed the discussion of Kensuke's work with reference to problems in the general economic situation. In contrast, the expression "new" positively orientates the topic "developments" which is the focus of the interviewer's question to José Manuel about his work: "Are there any new developments?" (p.125). Like José Manuel, Kensuke works hard and holds a management position in an international company; however, the description suggests that Kensuke has a less central position in his area of business through the more negative orientation of the depiction of the work in which he is involved.

All three interviewees talk about their use of English at work. The speech of Geneviève, José Manuel, and Kensuke is depicted in the audio recordings as English with a non-native English accent. Of the twelve examples of image groupings identified in Section 4.3.1, ten groupings are associated with audio recordings that present the people in the images speaking in English. Of the forty-seven audio recordings, 40% present non-native English speaker accents and 60% present native English speaker accents, as shown in Table 13. This percentage of native English speaker accents is a decrease from 87% in total across the seven coursebooks (see Table 4 in Section 4.2.4). The language learning materials that constitute the image groupings involve a clustering of examples of non-native English speaker accents in the audio recordings in addition to the clustering of images of people of different races described in Section 4.3.1.

Table 13.

*Mapping of image to audio recording in the 12 image groupings*

Accent of English speaker	Visible physical features of people			Total
	White	Asian	Black	
Native	21	5	2	28
Non-native	14	5	0	19
No audio recording	3	2	0	5
Total	38	12	2	52

Referring to the compilation of one of the image groupings in his Business English coursebook, Writer C pointed out the difficulties experienced because of an awareness of the danger of the people being depicted in stereotypical ways:

You get problems with photographs and stereotyping, right, as well deciding what to pick, and the idea that you're second-guessing other people's stereotypes as well, or you're trying to prevent the second-guessing process from making you make the wrong decision. (Writer C, interview, 2008)

I suggested in Section 4.2.4 that race was involved, however unintentionally, in the allocation of English speaker status to the people depicted in the Business English coursebooks; specifically, that depictions give prominence to and appear to conflate people with physical features associated with White people and speakers with native English accents. The increase in depictions of Asian and Black people and non-native English speaker accents in the materials that constitute the image groupings does not challenge this view. The depictions of the Black people as speakers with native English accents are examples that go against this trend, although the image groupings only involve two depictions of a Black person, as shown in Table 13.

Moreover, Geneviève links English speaker status to effectiveness and abilities in using English in a business setting. Geneviève identifies herself as a team co-ordinator and presents a mix of negative and positive views on doing her job in English, as shown in Table 14. Geneviève describes her English language problems as being with “Japanese and Americans” (Taylor, 2004, p.125). She attributes the easing of the problems to the possibility that her English is improving. At the same time, Geneviève's view of the problems is intrinsically related to American and Japanese people as a group. Given that Geneviève's interview is juxtaposed with Kensuke's, the view she expressed might raise the question of how effective Kensuke's use of English is in a business setting, as a person from Japan. On the one hand, Kensuke's inclusion in the language learning materials is in itself a testament to him as an established business person and to his

abilities as an English speaker. It is also an argument against any indirect negative valuation and stereotyping of English speakers from Japan. On the other hand, the more positively oriented portrayals of Geneviève and José Manuel and less positive portrayal of Kensuke support the view that people with physical features associated with White people are more central in doing business in English, as described in Section 4.2.3.

Table 14.

*Appraisal analysis of interview with Geneviève on speaking English (Taylor, 2004, p.125)*

Attitudinal Expressions	Attributes		Graduation	Refers to	Source of Engagement
	Positive	Negative			
Do you have any <i>problems</i> speaking English on the phone? [Judgement]		X		Geneviève speaking in English on the telephone	Interviewer
[I] Sometimes [have <i>problems</i> ], with some nationalities [Judgement]		X	Sometimes some	Geneviève speaking in English on the telephone	Geneviève
I find Japanese and Americans more <i>difficult</i> to understand. [Appreciation]		X	more	Japanese and American people speaking in English	Geneviève
But I think my English is <i>improving</i> [Judgement]	X			Geneviève's English language abilities	Geneviève
Because it's getting <i>easier!</i> [Judgement]	X		easier!	Geneviève's understanding Japanese and American people	Geneviève

Kensuke talks about his use of English and choice of language use at work negatively, as shown in Table 15; that is, in terms of obligation and constraint, which he attributes to his company's English language policy: "Our company language is English!" (Taylor, 2004, p.125). The interviewer introduces the direction of the discussion in the use of *have*

to in the question: “You have to speak English then?” (p.125). Although Kensuke does not include the interviewer’s expression *have to* in his reply, “Yes, I also speak English in Japan” (p.125), he does not contradict the framework of constraint and obligation that the interviewer introduced; rather, his reply confirms, implicitly extends, and elaborates upon the constraints he experiences.

Table 15.

*Appraisal analysis of interview with Kensuke on speaking English (Taylor, 2004, p.125)*

Attitudinal Expressions	Attributes			Refers to	Source of Engagement
	Positive	Negative	Graduation		
And you <i>have to</i> speak English then? [Appreciation]		X	have to	Language policy at the company’s head office	Interviewer
Yes, I also [ <i>have to</i> ] speak English in Japan... our company language is English! [Appreciation]		X	also [ <i>have to</i> ] !	Company language policy of working in English	Kensuke

José Manuel shows his appreciation of having language options in his work in expressions such as “I don’t have to use English then!” (Taylor, 2004, p.125), as illustrated in Table 16, and contrasts with Kensuke’s experience of the constraints imposed by his company’s English language policy (see Table 15 above). This contrast is partly attributable to the interviewer’s differently worded questions in the two interviews. With Kensuke, the interviewer uses the expression of constrained obligation, *have to*, “You have to speak English then?” (p.125). With José Manuel, the interviewer uses the expression of less constrained obligation, *need*, combined with the expression of positive appreciation of English language use at work, *good*: “Do you need to speak good

English?” (p.125). Like Kensuke, José Manuel does not include the interviewer’s attitudinal expression in his reply; rather, his reply implicitly includes and extends the positive orientation: “Yes, English is the company language so I use it every day” (p.125).

Table 16

*Appraisal analysis of interview with José Manuel on speaking English (Taylor, 2004, p.125)*

Attitudinal Expressions	Attributes			Refers to	Source of Engagement
	Positive	Negative	Graduation		
Do you <i>need to</i> speak <i>good</i> English? [Appreciation]	X		need to	English language use	Interviewer
Yes,... I use it [ <i>good</i> English] every day [Appreciation]	X		every day	English language use	José Manuel
... and all international meetings are in [ <i>good</i> ] English [Appreciation]	X		all	English language use	José Manuel
I <i>don't have to</i> speak English then! [Appreciation]	X		don't have to !	José Manuel speaking in meetings with Spanish people in Spain	José Manuel

In the depictions of Geneviève and José Manuel, their roles as business people who use English in their work are positively valued. The cumulatively negative orientation of the valuations of Kensuke’s position at work and implied English speaker status supports a view of business people who are not White as being more marginal in doing business in English.

### 4.3.3 Corporate ethics and responsibilities.

The language learning materials on “Updating” in *Quick work pre-intermediate* (Hollett, 2000) are the only ones found in the seven Business English coursebooks that include more than a brief reference to race and that address manifestations of racial inequalities in a business setting. As such, they are an example of Business English coursebook materials that “inspires, encourages, heartens” (Martin, 1999, p.52).

The listening activity depicts two business people, Carmen and Seth, giving each other updates through a series of voicemail messages on the progress of a project that they are working on to produce a corporate safety training video. The decisions that Carmen and Seth make have implications for the inclusion of people of different races operating the machines in the training video. The descriptions of the people in terms of race detail these implications. The original machine operators are described as “Caucasian” and “white” (Hollett, 2000, p.66) in the audio recording, as shown in the audio script in Appendix G. The actors that Seth decided to employ to operate some of the machines in the video are described as “African-American” and “Asian” (p.39) in the listening task, as shown in Figure 16. The project decision to include people of different races in the training video has financial, pedagogic, and ethical dimensions that provoke expressions of opinion from Carmen and Seth, as shown in Table 17. Seth’s justification for including people of different races in the video is one of ethics since, as he says, having only White people in the video is “just not right” (p.66). Nevertheless, the decision to employ actors intersects with the three dimensions of the business decisions. Race is integrated into the discussion of the project and a unit of study that focuses on explaining, checking, updating, and getting information.

Table 17.

*Appraisal analysis of Carmen and Seth's voicemail messages (Hollett, 2000, pp.65-66)*

Attitudinal Expressions	Attributes			Refers to	Source of Engagement
	Positive	Negative	Graduation		
This budget's much too <i>big!</i> [Appreciation]		X	much too !	Corporate safety training video budget	Carmen
It has to <i>make sense</i> to machine operators [Appreciation]	X		has to	Corporate safety training video content	Seth
It's just not <i>right</i> [Appreciation]		X	just	Having only White people in the video	Seth



## ▶ UPDATING

- 1 What do you do when you call someone and they're not at their desk? Do you often leave or receive voicemail messages?
- 2 4.4 Listen to someone leaving a voicemail message and answer these questions.
  - a What type of video is Seth going to make?
  - b What has he done so far?
  - c What does he need Carmen to do?
- 3 4.5 Listen to Carmen's reply. What's the problem?
- 4 4.6 Listen to Seth's reply. Who's going to use the video? Why can't he film in Denver?
- 5 4.7 Listen to Carmen's reply. What exactly does she ask Seth to do?
- 6 4.8 Listen to the next message. What questions does Carmen ask?
- 7 4.9 Here's Seth's list of jobs. Listen to his message and tick (✓) the things he's done so far.

### To do

Speak with Chuck and set a date - 215 555 7693  
Hire a camera operator  
Book flights to Philadelphia  
Rent equipment  
Hire African-American and Asian actors  
Do a new budget  
Show it to Carmen and get authorization  
Update Carmen on progress

### KEY VOCABULARY

<b>to authorize</b> to give official permission, usually in writing	<b>to sign</b> to write your name on a document
<b>to get in touch with</b> to write to, phone, or email someone	<b>tied up</b> busy
<b>to set a date</b> to decide on a date	<b>to update / to bring someone up to date</b> to give someone current news about progress

### Present perfect

We use the Present perfect to talk about past actions that are still important. We often use it to give news and talk about recent activities.

*I've spoken to Chuck in Philadelphia.*

*I haven't rented the equipment yet.*

Notice that the time reference here is indefinite. If there's a definite time reference, we usually use the Simple past instead.

*Sorry I didn't call yesterday.*

We form the Present perfect with *have* + the past participle of the main verb. In regular verbs the past participle and past tense forms are the same. But with irregular verbs, they may be different.

*I spoke to Chuck yesterday.* (past tense form)

*I've spoken to Chuck in Philadelphia.* (past participle form)

- 8 Work with a partner. Look at Seth's 'to do' list in 7. Ask and answer questions about his progress.

*Has he spoken to Chuck yet?*

*Yes, he has and they've set a date.*

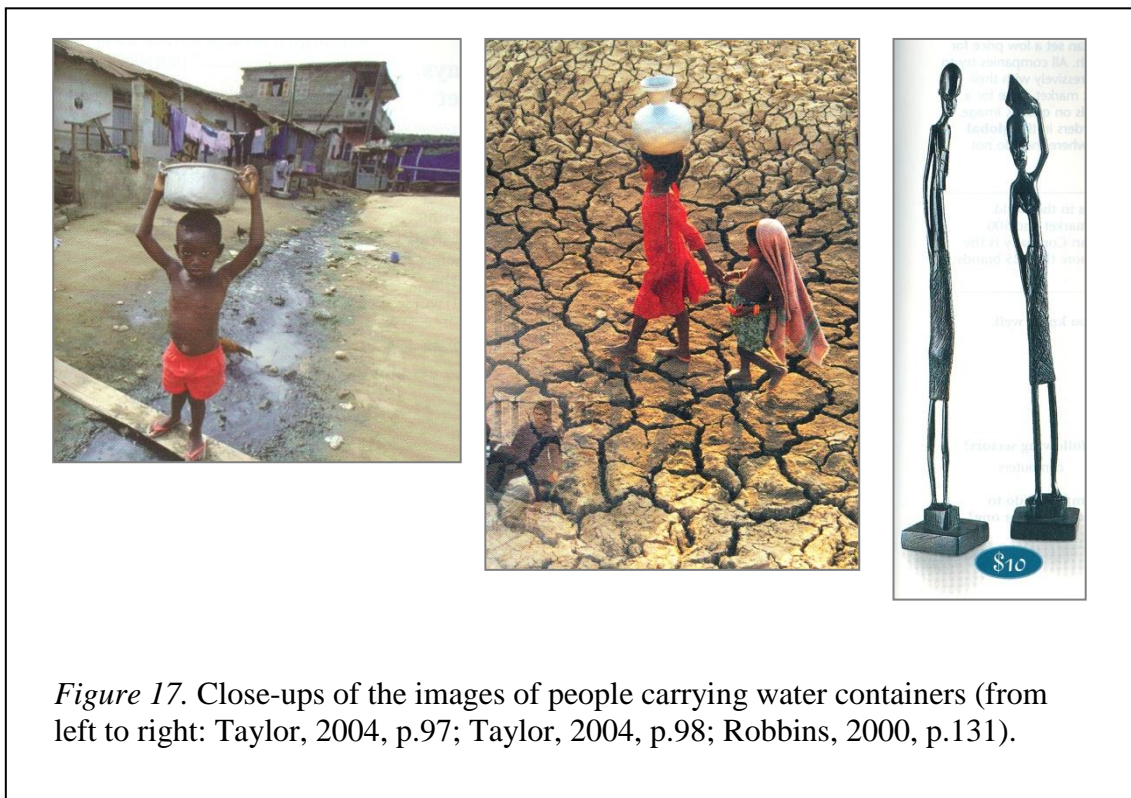
### Output task

- 1 How is your work going? Prepare to update someone on your progress. Think of either a project you're involved in at the moment, or all the things you're doing this week. Write a list of tasks. Include all the tasks you have done so far and tasks you haven't done yet.

- 2 Work with a partner. Use your lists to tell one another what you're doing and how much progress you've made.

Figure 16. "Updating" in *Quick work pre-intermediate* (Hollett, 2000, p.39).

Images depicting physical features associated with Black people are a characteristic of the Business English coursebook materials on the theme of corporate ethics and responsibilities, as I pointed out in Section 4.3.1. The photograph of a Black child in the far left image in Figure 17 is an example from *International express pre-intermediate* (Taylor, 2004, p.97). The photograph of two children in the centre image in Figure 17 is



from the next page of *International express pre-intermediate* (p.98). The language learning materials are on the subjects of poverty and global warming, as shown in Figures 18 and 19 respectively. The two images are eye-catching. The red items of clothing the children are wearing stand out against the neutral backgrounds of bare and parched earth and draw attention to the children. A child in each photograph is carrying a water container on their head. The Black child is depicted against a background of bare land and

4 Underline five verbs which refer to the future in the extracts in 3.


### Future: *will* + infinitive; 1st Conditional, *if* and *when*

Read the examples. Answer the question and complete the grammar rules.

#### *will* + infinitive

- This percentage **will increase** by 43% in the next 20 years.
- Our planet **won't survive**.
- Use *will* + infinitive to predict future situations and actions.

How do we make questions and short answers with *will* + infinitive?

 Pocket Book p. 5

**Note** *Will* becomes 'll in spoken English, except in short answers.  
*Will not* becomes *won't* in spoken English, including short answers.

#### 1st Conditional

- We'll **have to** act now if we **want** to save the planet.
- If we **don't stop** this destruction, it **will be** too late.
- It **won't be** possible to save the planet if we **don't take action** now.
- Use the 1st Conditional to express a future possibility, and its result.

Write *will* + infinitive or the Present Simple.

- In a 1st Conditional sentence, use \_\_\_\_\_ after *if* and \_\_\_\_\_ to express the result.


Look at the extracts in 3. Find other 1st Conditional sentences.

#### *if* and *when*

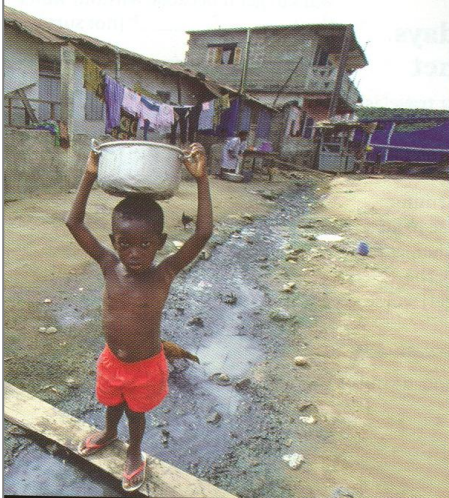
- It will be too late to do anything about it **when** we are sure.
- We'll have to work very hard **if** we want to save the planet.

Write *if* or *when*.

- Use \_\_\_\_\_ to express a possibility and \_\_\_\_\_ to express a certainty.

 Pocket Book p. 2

5 \_\_\_\_\_  
... Today a billion people in the world don't have clean drinking water. If we don't improve our use of water, this number will rise to four billion by the year 2025. It seems incredible, but we have to live on less than 1% of the world's water because 97% of the water on our planet is seawater, 2% is ice, and we can use only part of the 1% underground. That is what we have to survive on. ...



6 \_\_\_\_\_  
... The USA produces 25% of the gases that cause global warming and says this percentage will increase by 43% in the next 20 years. It says we can do little to change the situation. If the USA works with other countries to reduce global warming, we'll be able to limit the damage. If it doesn't, we won't, and our planet won't survive. ...

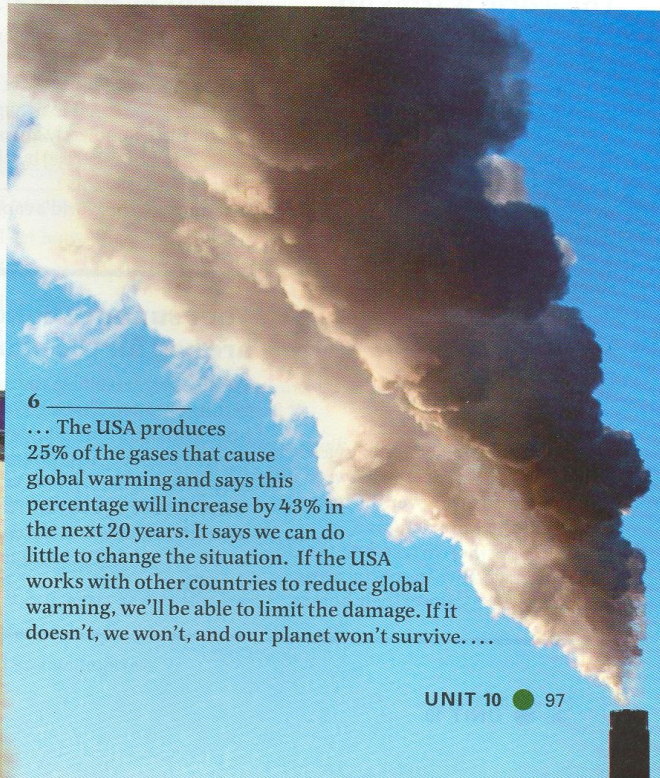


Figure 18. "Will our planet survive?" in *International express pre-intermediate* (Taylor, 2004, p.97).

**Practice 1** Complete the extracts from newspaper articles about global warming. Put the verbs in brackets in the correct tense, Present Simple or *will* + infinitive.



### The world warms up

If we \_\_\_\_\_<sup>1</sup> (do) nothing to stop global warming, we \_\_\_\_\_<sup>2</sup> (see) big changes in the future. If world temperatures \_\_\_\_\_<sup>3</sup> (continue) to rise, as scientists have predicted, there \_\_\_\_\_<sup>4</sup> (be) less snow and some countries \_\_\_\_\_<sup>5</sup> (lose) their skiing industry. We \_\_\_\_\_<sup>6</sup> (have) hotter, drier summers and more wind and rain in winter.

### Rising sea levels

Three hundred top American scientists have predicted that sea levels \_\_\_\_\_<sup>7</sup> (rise) by between 50 and 100 centimetres over the next century. If their predictions \_\_\_\_\_<sup>8</sup> (be) correct, half the US population who live in coastal areas \_\_\_\_\_<sup>9</sup> (lose) their homes.

### World's capitals at risk

Scientists believe that temperatures in Greenland \_\_\_\_\_<sup>10</sup> (increase) more than in other parts of the world. If this \_\_\_\_\_<sup>11</sup> (happen), the ice will melt completely and sea levels \_\_\_\_\_<sup>12</sup> (rise) by about seven metres. They say this \_\_\_\_\_<sup>13</sup> (put) most of the world's capitals under water.

### Your summer holidays are bad for the planet

We all enjoy travelling and air travel is getting cheaper. That's good news for holidaymakers but bad news for the environment because aircraft emissions increase global warming. There has been a huge increase in air travel in recent years. If this increase \_\_\_\_\_<sup>14</sup> (continue), the damage \_\_\_\_\_<sup>15</sup> (get) worse.

### Water wars

In the future, people \_\_\_\_\_<sup>16</sup> (not fight) wars over oil, or religion, or politics, but over water. Nearly 40% of the world's population depends on rivers from which two or more countries get their water. Many of these countries want to develop their agriculture and industry. If they \_\_\_\_\_<sup>17</sup> (not have) enough water, they \_\_\_\_\_<sup>18</sup> (fight) wars to get it because without water they \_\_\_\_\_<sup>19</sup> (not survive).

Figure 19. "Will our planet survive?" in *International express pre-intermediate* (Taylor, 2004, p.98).

housing that looks rudimentary. The child's direct gaze engages the attention of the viewer of the image. The unsmiling facial expression does not suggest the child is happy. The juxtapositioning of the image with reading passages on the subject of poverty suggest that the child is poor, unhappy, and insecure (Chen, 2010). The reading materials adjacent to both photographs reinforce the vulnerable position of the children; for example, "a billion people in the world don't have clean drinking water" (Taylor, 2004, p.98). A similar image of a person carrying a water container on their head is present in materials on the theme of corporate ethics and responsibilities in *First insights into business* (Robbins, 2000, p.131), as shown in the far right image in Figure 17. The image is from materials on the subject of fair trade and is of an ornamental statue on sale for \$10 at a shop that promotes fair trade.

The photographs are taken looking down upon the children. On the one hand, this angle emphasises their position as vulnerable. On the other hand, the angle of the shot establishes an unequal relation, as van Leeuwen (2008) has argued. The relation is characterised by an imbalance, with the person viewing the image in a more dominant position. The accompanying language learning materials focus on talking about the future and expressions of the first conditional. Using the terms *we* and *our*, rather than *you* and *the*, the reading passages invite a shared interest and imply the existence of a common ground with the coursebook reader in expressions such as "We'll have to act now if we want to save the planet" and "Will our planet survive?" (Taylor, 2004, p.97).

The images of poverty contrast with juxtapositioned images of abundance. The accompanying readings identify the contrasting images as a factory in the USA, as shown in Figure 18, and a city under flood in Europe, as shown in Figure 19. The USA is depicted as holding ultimate power and, through the expression *we*, the reader is invited to identify with the USA: "It [the USA] says we can do little to change the situation. If

the US works with other countries to reduce global warming, we'll be able to limit the damage. If it doesn't, we won't, and our planet won't survive" (Taylor, 2004, p. 97).

Conversely, the development of a shared distancing from the depicted children is implied in the reading passage through the use and reiteration of *they* in "if they don't have enough water, they'll fight wars to get it because without water they won't survive" (Taylor, 2004, p.98). The description indicates that the children in the images do not represent a passive, victim-only emphasis, but the action associated with the children is resistance in the negative form of a threat of a war over clean drinking water supplies. Whereas "we" are depicted as a positive force towards saving the planet, "they" are forced into the role of warmongers. The contrasting roles, the high angle view of the children in the images, and the reference to people in general, non-specific terms in the reading passages removes the depicted children "from the readers' world of immediate experience, treated as distant 'others' rather than as people 'we' have to deal with in our everyday lives" (van Leeuwen, 1996, p.48).

#### **4.3.4 Intercultural business communication.**

The page heading "International travel" indicates the subject which is the focus of the language learning materials within the unit headed "Travel" in *First insights into business* (Robbins, 2000), as shown in Table 9 in Section 4.3.1. The materials cover two facing pages: a listening activity on the left-hand page, as presented in Figure 20, and a reading passage on the right-hand page, as presented in Figure 21.

A visual contrast between the two facing pages is established through the small, black line-drawing on the left-hand page and the half-page, colour photograph framed with a warm, vibrant pink border on the opposite page. The drawing portrays a man sitting in a plane, the corners of his mouth down-turned, and the suggestion of crumpled clothes and facial stubble. The drawing depicts physical features associated with a White person, and

**Listening**



**International travel**

**1**  3.5 Listen to Colin Knapp talking about travelling to the Far East.

- 1 How often does Colin travel on business?
- 2 Which country does he visit regularly?
- 3 How long is the flight?
- 4 What two things does he do during the flight?
- 5 Does he suffer from jet lag?
- 6 Is jet lag different travelling west-east and east-west?
- 7 Why does he travel to the Far East instead of doing business by telephone or fax?
- 8 What example of a culture gap does he give?
- 9 What three tips does he give for visiting this country for the first time?

**2** Work in groups and discuss these questions.

- Do you like or dislike flying?
- Do you sleep on a plane or do you prefer to read? Do you always watch the in-flight film?
- What do you know about jet lag?
- Have you experienced cultural differences when you travel?
- What are the advantages of face-to-face meetings compared to doing business by telephone, fax or computer?

**Reading**

**1** The article is about Japanese people in Britain. Before you read, work in pairs and discuss these questions.

- 1 Would you like to live or work in a foreign country? Why/Why not?
- 2 What do you think are the cultural differences between the Japanese and the British?

**2** Read paragraphs 1–4 of the article and answer the questions.

- 1 How many Japanese work in Britain?
- 2 What is Masami Sato's job title?
- 3 Does Masami Sato like living and working in London? Why/Why not?
- 4 Why is she working in London?
- 5 What are her job opportunities in London?
- 6 When is she going home?
- 7 Does she want to go home? Why/Why not?

**3** Now read paragraphs 5 and 6 of the article and answer the questions.

- 1 In what way is life in Britain difficult for Japanese?
- 2 Describe one cultural difference between Japanese and British people.

Figure 20. "International travel" in *First insights into business* (Robbins, 2000, p.28).

## Made in Japan, Sold on Britain

54,400 Japanese live in Britain. How do they find life here?

**1** **5** 4,400 Japanese live in Britain: 12,000 are business people, 5,800 are students, most of the rest are their families. The Japanese like Britain. They find it strange, but they like it.

**2** Masami Sato, one of only 70 'office ladies' – junior women managers – in Britain, is happy. She says, 'most things are better here than in Tokyo – there are so many parks and green fields'.

**3** As an office lady, she cannot be promoted above her present junior managerial position, but she thinks the UK is less male-dominated than Japan. She is in

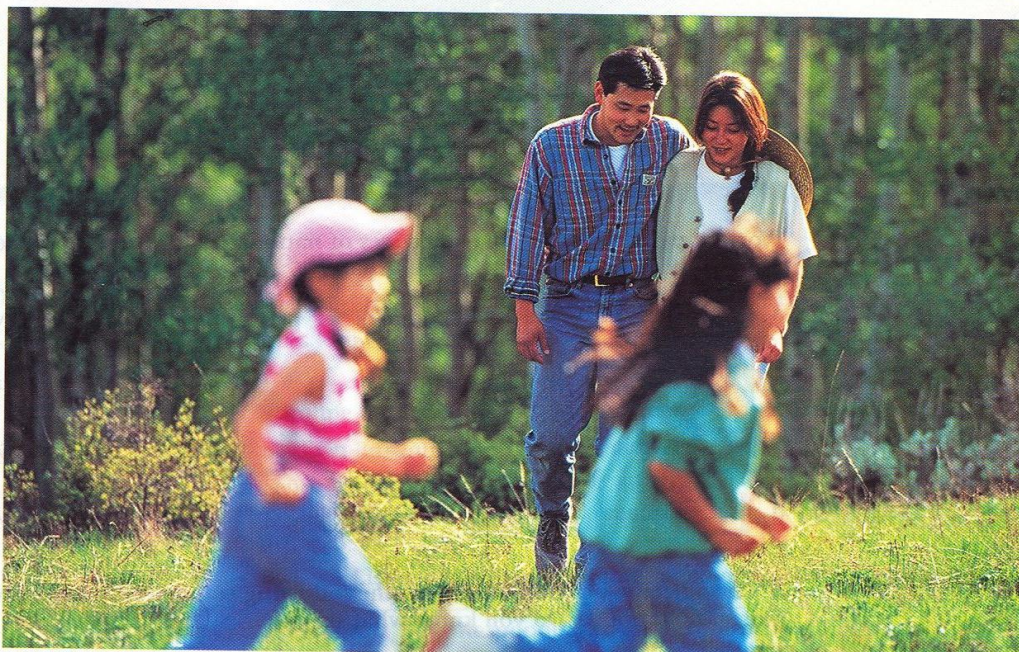
London as part of a scheme to give office ladies overseas experience (they are allowed to go to 10 cities considered safe – none of them are in the United States), and she does not want to go back to Tokyo when the time comes next year.

**4** 'When I go back to Japan, I have to live with my family,' she says. 'There are few amusements and we can't be relaxed because all Japanese are very busy.'

**5** The Japanese appreciate the space, the more relaxed atmosphere and the longer holidays, but they also experience some difficulties:

the most obvious is the language. Mr Kojima has lived in Wales for two years, and still has problems. 'The language is very difficult, but the staff are very experienced at explaining to the Japanese,' he says. 'I can understand the explanations, but I can't understand when they talk to each other.'

**6** Besides the language, there are also cultural differences which can make life difficult. Banker Kaoru Itoh says 'the British like arguments, the Japanese don't. They dislike raising the opposite opinion. In Japan everyone respects the opinion of the majority.'



*The Independent on Sunday*

### 4 Work in pairs and discuss.

Do you think it is easy or difficult for Japanese to meet British people socially? Why/Why not?

Figure 21. "International travel" in *First insights into business* (Robbins, 2000, p.29).



his facial expression suggests negative emotions. The drawing juxtaposes with the photograph of a smiling couple walking and two children running in green countryside. The photograph suggests physical features associated with Asian people, and the couple's facial expressions suggest positive emotions. The inclusion in the images of the aeroplane interior and the countryside suggest the emotions relate to the people's current situations (Chen, 2010); that is, a weary traveller and a healthy lifestyle.

The instructions to the listening activity indicate that the line drawing is of Colin Knapp, who travels on business: "Listen to Colin Knapp talking about travelling to the Far East" (Robbins, 2000, p.28). Appendix G presents the coursebook script of the audio recording for the listening activity. The only positive valuation Colin gives of his experiences, "it's ok," is modified by the condition "as long as I take plenty of reading" (p.166), as shown in Table 18.

Table 18.

*Appraisal analysis of interview with Colin on international travel (Robbins, 2000, p.166)*

Attitudinal Expressions	Attributes			Refers to	Source of Engagement
	Positive	Negative	Graduation		
Do you <i>enjoy</i> [Affect] that <i>long</i> [Appreciation] flight?		X		flying to Thailand	interviewer
It's it is <i>OK</i> [Appreciation]	X		<i>as long as</i> I take <i>plenty</i> of reading	flying to Thailand	Colin Knapp
I find it very <i>difficult</i> to sleep [Judgement]		X	very	sleep during flights	Colin Knapp
Do you <i>suffer</i> from <i>jetlag</i> [Affect]		X		jetlag	interviewer
I <i>suffer jetlag</i> [Affect]		X		jetlag	Colin Knapp

The further positive valuations are attributed to an unspecified “you” and Thai people (“they think”) in “They are very polite people so there are times when you may think they agree with you, but they are, they say ‘yes’ because they think it is polite” (Robbins, 2000, p.166), as presented in Table 19. Politeness can be interpreted as a positive quality. Colin uses the concept of politeness as an example of a culture gap. Colin describes the people of Thailand as polite. The “very” (p.166) in Colin’s description of Thai people’s politeness indicates excess. It is negatively loaded through the introduction of differing interpretations; that is, “you may think” is contrasted with “they think” (p.166). Colin claims that the people of Thailand think that they are polite. At the same time, he offers the view that their politeness limits clarity and the possibility that Thai people’s behaviour might not be considered polite. Colin’s account focuses on the negative topics of culture gaps and jetlag. The negative valuations are directed either at Thai people’s behaviour or at ramifications associated with going to Thailand. Colin’s depressed physical appearance suggests his negative attitude towards international travel, in this instance specifically towards travel to Thailand, and the effects on him of the experience.

An alternative interpretation of Colin’s negativity towards going to Thailand is that his interviewer influences the course of the interview, imposing his own attitudes through the form of his questions. For example, the interviewer introduces negative valuation into the interview through the judgement of the flight to Thailand as being “long” in his question “Do you enjoy that long flight?” (Robbins, 2000, p.166). Furthermore, it is the interviewer who introduces the discussions of jetlag and a culture gap with the questions “Do you suffer from jetlag?” and “Do you experience a culture gap?” and elicits examples from Colin (p.166).

Table 19.

*Appraisal analysis of interview with Colin on culture gaps (Robbins, 2000, p.166)*

Attitudinal Expressions	Attributes		Graduation	Refers to	Source of Engagement
	Positive	Negative			
Do you experience a culture gap? [Affect]		X		Colin in Thailand	interviewer
There is a culture gap, yes. [Affect]		X		Colin in Thailand	Colin Knapp
They are very polite people [Judgement]		X	very	Thai people	Colin Knapp
so there are times when you may think they agree with you [Judgement]	X		there are times may	Thai people	you may think
but they say 'yes' because they think it is polite [Judgement]	X			Thai people	they [Thai people] think

In contrast to Colin's account of his trip to Thailand, the reading passage presents an overwhelmingly positive valuation of Britain by Masami, a Japanese office worker, as shown in Table 20. Whereas we can listen to Colin give his views in his interview, the newspaper journalist provides the background information on Masami and reports Masami's views, with little use of direct quotes.

Table 20.

*Appraisal analysis of interview with Masami on living in Britain (Robbins, 2000, p.29)*

Attitudinal Expressions	Attributes			Refers to	Source of Engagement
	Positive	Negative	Graduation		
Masami Sato... is <i>happy</i> [Affect]	X			Masami Sato in Britain	The Independent newspaper
most things are <i>better</i> here than in Tokyo [Appreciation]	X		most better	things in Britain	She [Masami Sato] says
the UK is less <i>male-dominated</i> than Japan [Judgement]	X		less	people in the UK	she [Masami Sato] thinks

Masami's negative valuation of life in Japan, as shown in Table 21, compares with the overall negative valuation of Thailand by Colin, as shown in Table 19 above. Masami is described as living and working temporarily in Britain, preferring it to Japan, and not wanting to return to the lifestyle in Japan. The heading "Made in Japan, Sold on Britain" (Robbins, 2000, p.29) together with newspaper article create a play on words based on Masami's story. Readers could interpret the meaning as triumphalism over or the objectification of the depicted people from Japan. Readers might find the play on words funny, and distance themselves from the depicted people from Japan, or offensive, and distance themselves from the language learning materials. However, identifying the meanings makes demands on the reader that require time and a proficiency in English that might be beyond and therefore exclude the learners with a pre-intermediate level of English that the coursebook targets.

Table 21.

*Appraisal analysis of interview with Masami on living in Tokyo (Robbins, 2000, p.29)*

Attitudinal Expressions	Attributes			Refers to	Source of Engagement
	Positive	Negative	Graduation		
she <i>does not want</i> to go back to Tokyo [Affect]		X		Masami Sato's return to Tokyo	The Independent newspaper
there are few <i>amusements</i> [Appreciation]		X	few	life with family in Tokyo	Masami Sato
we can't be <i>relaxed</i> [Affect]		X	can't	family & Masami Sato in Tokyo	Masami Sato

Whereas it is a person from Britain, Colin, who voices the criticisms of Thailand, it is a person from Japan, Masami, who voices the criticisms of Japan. Furthermore, Kaoru Itoh, a banker from Japan mentioned briefly in the newspaper article, produces the stereotype of Japanese people: "In Japan everyone respects the opinion of the majority" (Robbins, 2000, p.29). While Kaoru Itoh presents a general characteristic of people in Japan that might be positive, the generalisation could be interpreted as embracing and perpetuating ideas about Japanese people that are harmful through contributing towards a systematic racism.

The notion of problems and difficulties are emphasised and reproduced through repetition first in the listening activity, the newspaper article, and then the dichotomous distinctions of easy-difficult and Japanese-British in the discussion prompt: "Do you think it is easy or difficult for Japanese to meet British people socially? Why/Why not?" (Robbins, 2000, p.29). The structure of the discussion question seems to present the onus as being on people from Japan to integrate with people in Britain. The comprehension questions and discussion prompts that relate to the listening and reading activities include

the negative associations of jetlag, culture gaps, cultural differences, and suffering, and invite interpretations of experiences of international business travel in terms of like-dislike, such as “Do you like or dislike flying?” (p.28). The uses of the images and words in the juxtapositioned materials for the listening and reading activities cumulatively negatively portray associations with Japan and Thailand and positively portray associations with Britain.

Britain features largely in the content, attributed source, or both of the materials that constitute the listening and reading activities: A sales person from England describes his experiences in the first, and a family’s experiences of living in London are described in the second. The attribution in the bottom-left corner of the reading passage indicates that the article on the family living in London was sourced from the British-based newspaper *The Independent on Sunday*. The interview is unattributed, and may have been written specifically for the coursebook and represented the coursebook writer’s views. Whether this is the case or not, the inclusion of the interview and the newspaper article suggest that they represent the coursebook writer’s chosen perspective on the subject of international business travel.

#### **4.4 Summary and Conclusion**

Depictions of race in the Business English coursebook materials were found to racialise notions of business people working internationally in English and subjects of study. The depictions suggest the view that people with physical features associated with White people are the archetypal people involved in doing business internationally in English. In addition, depictions racialised features of Business English language education; that is, depictions of people of different races functioned to racialise the status of English speakers, and the subjects of corporate ethics and responsibilities and intercultural business communication.

In Chapter 5, I bring together the findings from the analysis of the Business English coursebooks as a whole, extracts from the coursebooks, and the interviews with writers of the coursebooks. The chapter discusses the implications of the coursebook writers' influences on the depictions of race in their coursebooks.

## Chapter 5 Discussion and Conclusions

### 5.1 Introduction

The discussion of the ways in which uses of images and words contribute towards constructions of race in the Business English language coursebooks draws on Crenshaw's (1988) proposal that work on racial equality requires a perspective that includes a focus on manifestations of racial equality, or inequality, and the processes that underpin them. This chapter examines manifestations of race in the coursebook depictions and considers influences of the coursebook writers on the depictions in their coursebooks. In the spirit of positive discourse analysis (Martin, 1999, 2004), attention is directed towards how coursebook depictions of people of different races recognise and include, along with considering how they constrain and exclude people of different races (Fraser, 1995; van Leeuwen, 1996, 2008).

The findings of the study broadly compare with those of Tate et al. (1993); that is, a predominantly restrictive interpretation of race was found to have a constraining influence on manifestations of race. More specifically, an emphasis on processes over outcomes and policies over people's experiences was found to constrain depictions of race in the Business English coursebooks.

The discussion of the findings concentrates on two main points. Firstly, views of racial equality as a process and as an outcome, as observed by Crenshaw (1988), were found to be relevant to the ways in which race is depicted within the coursebook materials and how the coursebook depictions relate to the views on race expressed by the coursebook writers. Secondly, and with the focus more on the recognition and distribution (Fraser, 1995) of depictions of race in the Business English coursebook materials, the orientation of valuations was found to undermine coursebook depictions that recognise people of different races.



## 5.2 Emphasising Processes over People's Experiences of Race

The references to race in the Business English coursebook materials predominantly represent racial equality as a process rather than as an outcome; that is, in Crenshaw's (1988) terms, a restrictive interpretation over an expansive interpretation. Four of the five language learning materials that refer to race have as their focus policies relating to discrimination. The references to race in the words that constitute the Business English coursebook materials acknowledge the relevance of race to business policies and decisions. Examples of employment policies that make obligatory the prevention of acts of racial discrimination are represented in materials in *First insights into business* (Robbins, 2000) and *New international business English* (Jones & Alexander, 2003), as mentioned in Sections 4.2.5 and 4.3.1. Ferree and Hall (1990) and Ashcraft and Allen (2003) in their respective examinations of sociology coursebooks and organisational communication coursebooks found that images of people who were not White functioned to illustrate the concept of race in the subject matter of the coursebook materials. In contrast, the Business English coursebook materials that refer to race do not include images. The exception is in *First insights into business* (Robbins, 2000) where, as well as a list summary of example company policies, an instance of the effects of anti-discrimination policies is suggested by the image juxtapositioned with the words, as shown in Figure 10 in Section 4.3.1. The racially inclusive image positively depicts people with physical features associated with Black and White people; that is, people of different races together who are smiling and at work. The promotion of equal opportunities in the words next to the image acknowledges, by implication, practices of racial discrimination and the possibility that such practices can exist again. This acknowledgement prevents a description of the image as an example of "staged equality" (Ferree & Hall, 1990, p.526). Nevertheless, the only coursebook materials to focus on the

effects of redressing racial inequalities are the discussion of a business project by two business people portrayed in *Quick work pre-intermediate* (Hollett, 2000), as discussed in Section 4.3.3.

The writers were asked during their interviews how they identified themselves in terms of race (see the interview schedule in Appendix D). Comparisons can be made between the ways race is referred to in the coursebooks and the ways the writers identified themselves. Three of the writers identified themselves in terms of race in relation to policy processes. Writer B (interview, 2008), Writer C (interview, 2008), and Writer E (interview, 2008) answered the question with reference to an institutional policy document, namely an employment or immigration form, and how they would complete (Writer B, Writer E) or had completed it (Writer C). For example, Writer C recounted, “I was faced with this on the plane. They come round and they give you a card you have to fill in and you have to decide what you are.” The three writers’ approach to identifying themselves in terms of race is comparable to the coursebook references to race as process, namely through policies on race.

In contrast, Writer A and Writer D identified themselves in terms of race in relation to their experiences of the multiple and shifting influences of their specific social circumstances at the time. Writer A described and positioned himself in relation to people’s views: “some people would say British but I don’t because Scots Welsh and Irish are so militantly Scots Welsh and Irish that I insist on being called English<sup>11</sup>” (Writer A, interview, 2008). Writer D’s answer included a person’s current location as defining their racial identity: “I’m sort of White Caucasian [...] and a foreigner where I’m living now, not when I lived in England though ((laughs))<sup>12</sup>” (Writer D, interview, 2008).

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<sup>11</sup> Words represented within pound sterling signs are spoken laughingly (based on Jefferson, 2004).

<sup>12</sup> Descriptions of non-verbal information are within double round brackets (based on Jefferson, 2004).

Only the references to race in *Quick work pre-intermediate* (Hollett, 2000) portray race as influencing a person's everyday activities, rather than race in relation to institutional policies, as discussed in Section 4.3.3. The predominance and similarity of the perspectives on race as a process suggest that the coursebook writers' perspectives informed how race was referred to in the Business English coursebook materials. The finding supports Alptekin's (1993) suggestion from his analysis of representations of culture in EFL coursebooks that coursebook writers represent their own experiences and perspectives in the content of their coursebooks.

Features of the coursebook references to race are more constrained, however, than the views expressed by the coursebook writers. The subject of employment conditions and recruitment decisions frames all the references to race in the three coursebooks, as shown in Section 4.3.1. Of the five writers interviewed, only Writer B and Writer E referred to race in relation to employment conditions, turning to an employment form to identify themselves in terms of race. In addition, although Writer A and Writer D identified themselves through their everyday experiences of race, only one reference to race in the coursebook materials focuses on such manifestations of race, in *Quick work pre-intermediate* (Hollett, 2000). More strikingly, the presence of the references to race found in the three coursebooks contrasts with the complete absence, or "radical exclusion" (van Leeuwen, 1996, p.39), of reference to race in the remaining four Business English coursebooks in the study. Absence, or "silence" (Dendrinos, 1992, p.156), of such references promotes a perspective on business and Business English that does not acknowledge the existence or role of racial inequalities. As Dendrinos said of EFL coursebook content, "Silence of the inherent conflicts implies a position - that of maintaining rather than transforming the social order - by means of 'naturalization' and 'commonsensism'" (Dendrinos, 1992, p.156).

Flinders (2001, 2005) gave positive reviews of the three Business English coursebooks that include mention or discussion of racial inequality or discrimination, as well-established and highly regarded coursebooks. The reviews demonstrate that the subject can be included in coursebooks, need not offend people or negatively affect sales, and, thereby, argue against the exclusion of the subject. Writer A attributed the absence of reference to racial inequality or discrimination in coursebook materials to the subject being taboo, possibly offending coursebook buyers and negatively affecting coursebook sales, and therefore the publishers not permitting such subject matter for inclusion, as discussed in Section 4.2.5. The attribution to social norms and publishers' policies suggested a reliance on processes to account for, or justify, the exclusion of material on the subject. Silence (Dendrinos, 1992) and the restrictive view (Crenshaw, 1988) of race maintained situations that do not address or work to correct the consequences of past acts of racial discrimination, either in Business English coursebook materials or their compilation.

All the coursebook writers interviewed reported relying on taking an international perspective to create diversity and inclusivity in the content for their Business English coursebooks; that is, the writers relied on a perspective on equality as process. Writer B made the further point that the approach necessarily encompassed the recognition of people of different races, as discussed in Section 4.2.1. However, he denied race as a factor in his choice of images for the Business English coursebook's materials, as reported in Section 4.3.1. This comment is indicative of an emphasis identified in the writers' approaches on equality as process combined with an evasion of engaging with the possible outcomes in depictions of people of different races in their coursebooks. Although Writer A, Writer C, Writer D, and Writer E acknowledged the relevance of race as an aspect of coursebook materials and their compilation, they transferred the focus of

the discussion from race to the relevance of gender, as shown in Sections 4.2.3 and 4.2.5. In addition, Writer E kept track of the distribution of representations of women in his coursebook, but did not engage in the same practice for representations of people of different races, as reported in Section 4.2.1. These evasions of recognising race constitute a colour-blind stance, as Aleinikoff (1991) argued; that is, the writers claimed to be conscious of race but not to act, or did not claim to act, on the basis of race in the compilation of their coursebooks. Evasions of race by TESOL professionals are reported by Kubota and Lin, who suggested that people are silenced by “the stigma attached to the term *race*” (2006, p.472) and an association of race consciousness, or awareness of race, with racial prejudice.

The examination of the seven Business English coursebooks found a centrality and predominance of materials depicting features associated with White people. The race-related patterns suggest the potential influence of racism. The emphasis on equality as a process in conjunction with a colour-blind stance might have prevented the coursebook writers from reflecting on their practices and role in the depictions of race in their coursebooks. Writer C and Writer E indicated there had been a lack of such reflection. Writer E claimed that, previous to our interview, he had not considered the representation of people of different races in his coursebook. On considering his role, Writer C concluded that inequality in the coursebook depictions was also underpinned by the complete absence in the coursebook compilation process of people of different races with different experiences and backgrounds to draw on and influence the coursebook content. His view aligns with Apple’s (1994), who suggested a link between the perspectives of those people involved in deciding coursebook content and the coursebook content. The implication is that the publishing houses did not identify, address, or work to correct the

consequences of acts of racial discrimination in the compilation or publishing process of the Business English coursebooks.

### **5.3 Orientation of Valuations Undermine Recognition of Race**

In the Business English coursebook materials, images predominantly depict people of different races in exclusive images; that is, the large majority of the images exclusively depict physical features associated with people of a particular race, as shown in Table 1 in Section 4.2.2. This pattern can be seen in the seven coursebooks in image groupings that recognise people of different races and use exclusive images. An example is the image groupings of business people of different races identified in Section 4.3.1. How the people in an image are depicted can include, devalue, or marginalise them through, as van Leeuwen (2008) argued, for example, the depiction of the people's positions in society. The use of exclusive images that have the same content format has an equalising influence on the depictions of the business people in the image groupings. At the same time, the separate image of each of the people suggests that they are important in themselves as individuals and exemplary business people. The implication is that the Business English learner can identify with or look to any one of the business people depicted as a counterpart or role model.

Features of the images function to establish relations between the viewers of the images and the people depicted in the images, as van Leeuwen (2008) argued. The viewers of the images in the Business English coursebooks include, for instance, the Business English learners using the coursebook. Features of the photographs of business people in the image groupings suggest a close, positive relation between the business people of different races depicted and the Business English learners. The photographs are close-up, often head and shoulder shots, at eye-level with the business people. The business people are depicted as physically close to the reader, in a friendly relation, and

sometimes in a business setting. They are smiling, or with a neutral expression, and looking into the camera, their gaze meeting that of the viewer. The depictions encourage the Business English learner to identify with the business people as “one of us” (van Leeuwen, 2008, p.138) and see themselves in the coursebook depictions.

Conversely, groupings of exclusive images in the Business English coursebooks can depict people of different races in constrained roles. Examples are the images on the initial pages to the unit headed “Cultures” in *Market leader intermediate* (Cotton, Falvey, & Kent, 2005, pp.54-55), as shown in Figure 7 in Section 4.3.1, and the unit headed “Crossing cultures” in *International express pre-intermediate* (Taylor, 2004, p.74), as shown in Figure 12 in Section 4.3.1. The former example depicts physical features of an Asian person painting designs on umbrellas. The photograph is located alongside photographs that portray people engaged in what appear to be traditional activities: a person in Carnevale theatrical dress against an Italian backdrop and a group of people in Muslim prayer caps sitting in a circle on the floor sharing a meal. The latter example is a photomontage that depicts a group of Black people in scrubland each wearing a shawl and carrying a stick, an Asian person with her palms together in a greeting, and two White people in business suits shaking hands. The two initial pages in the coursebooks introduce and contribute to the construction of the subjects of the units of study, as argued in Section 4.3.1, in these cases the subject of cultures, as indicated by the headings at the top of the pages. The image groupings are located adjacent to discussion prompts on the importance of, for example, punctuality and styles of greeting, such as “shaking hands” and “kissing” business colleagues (Cotton, Falvey, & Kent, 2005, p.54), according to a person’s country of origin. They suggest the stereotypical cultural profiling that Kubota (2002b) and Matsuda and Friedrich (2011) observed was the tendency in English language teaching. Each image includes a combination of activities, dress, location,

poses, and physical features of people that is conventionally associated with and attributed to constituting a particular culture in a variety of cultures. On the one hand, the groupings of exclusive images suggest the view that cultures are different but equal. On the other hand, they construct homogenous, limiting portrayals of the people and cultures along traditional lines and, as van Leeuwen pointed out, “their presence is enough. They work through connotation” (2008, p.144).

The image groupings on culture are eye-catching through their composition; that is, the size of the image groupings on the pages, and the colours and shapes depicted in the series of juxtapositioned images that form the groupings. They are also eye-catching through the direct gaze of a person in each grouping, specifically the person in Carnevale dress and the Asian person smiling in greeting with her palms together. They create striking borders across the top of the pages in *Market leader intermediate* (Cotton, Falvey, & Kent, 2005) and down the side of the page in *International express pre-intermediate* (Taylor, 2004). The images groupings on cultures illustrate and frame the words of the language learning materials. The notion of cultures is symbolised by the content of the images and embodied by the people depicted within the images. The accompanying words provide no specific details on the people depicted. Personal details could challenge the homogenising and segregating influences of their depictions, such as by making people unique within the groups or suggesting commonalities across the groups of people. They could also make more complex the basis on which the coursebook users are able to identify, and identify with, the depicted people.

The constructions in the image groupings on cultures involve attributing features traditionally associated with different cultures and physical features associated with people of different races; that is, they involve a form of cultural racial profiling. Conceptions of cultural differences can be repositioned forms of racism, which May



(2000, p.7) termed “cultural racism.” Materials in the Business English coursebooks on the theme of intercultural business communication are prevalent and materials that refer to race are largely absent, as shown in Section 4.3.1. These patterns suggest a tendency, as May (2000) observed, to concentrate on culture at the expense of concerns such as racism. In addition, the findings suggest that Business English materials on the theme of intercultural business communication promote racism in the form of cultural racism, through exclusive images of people of different races combined with accompanying words that do not challenge stereotyping depictions of the people based on culture and race.

When compared with the depictions of people in the image groupings on cultures, the three depictions of people carrying water shown in Figure 17 in Section 4.3.3 are also striking in aesthetic terms, and demanding through the direct gaze of one of the people. In the image on the right, the aesthetic quality is embodied in the piece of art in the form of the statue that the photograph shows. The lack of specific details on the children in the accompanying reading passages constrains the depictions of the children in the remaining two photographs, as discussed in Section 4.3.3. The language learning materials attract attention, depict the vulnerability of the children, and associate them with the subject of poverty. However, the coursebook reader is positioned at a distance and disassociated from the children through features of the materials, such as the high angle of the images, the referents *we* and *they* in the reading passages, and the association of poor people with war. While the aesthetic quality of the images attract attention, the uses of the images and words function to prevent coursebook users from identifying with the depicted people.

The construction of the subject of poverty in *International express pre-intermediate* (Taylor, 2004) involves depictions of people in devaluing and depersonalised roles, as examined in Section 4.3.3. It also involves an image that depicts physical features

associated with a Black person. In her analysis of sociology coursebooks, Hall (2000) found depictions of people who were not White, particularly depictions of African Americans, functioned to illustrate poverty. The association of Black people with poverty is enhanced in the Business English coursebook materials by clusterings of images of Black people in materials on further subjects of the same theme; that is, the subjects of corporate ethics and responsibilities, fair trade, and employment conditions, as shown in Section 4.3.1. The conception of poverty with its economic and racial connotations can be a repositioned form of racism, as economic racism. Although reference to race, racism, and anti-discrimination policies are recognised and associated with the theme of corporate ethics and responsibilities, materials on the theme are usual but materials that refer to race are largely absent, as shown in Section 4.3.1. These patterns suggest a tendency to concentrate on corporate issues with little regard for concerns of racism. In addition, the findings suggest that Business English materials on the theme of corporate ethics and responsibilities promote racism, through the clustering of depictions of physical features associated with Black people in materials on the subjects of corporate issues, such as poverty, and depicting the people in depersonalised and devaluing roles.

The distribution of images of people of different races was found to enhance, rather than undermine, delimiting depictions of people and to inhibit challenges or alternatives to the depictions. Images of people of different races were found to cluster in units and sections of the Business English coursebooks that were identifiable by their subject matter, namely subjects in the themes of corporate ethics and responsibilities and intercultural business communication, as described in Section 4.3.1. The clustering of images depicting physical features associated with Black people in materials on poverty develops an association of Black people with poverty. Similarly, the clustering of images depicting Asian or Black people in materials on cultures enhances their particular

association with the theme. The selective emphasis combined with the overall lack of depictions of Asian and Black people, as shown in Table 1 in Section 4.2.2, undermines the potential for challenges to counteract the promotion of racial discrimination. The patterns of exclusive images and image clusterings suggest that these sections of the Business English coursebooks are places for race or staged racial equality (Ferree & Hall, 1990).

In contrast, images depicting physical features associated with White people were found not to cluster in their distribution across the Business English coursebooks. This even distribution was combined with a high overall portrayal and exclusive portrayal (Ferree & Hall, 1990); that is, the occurrence of images that included depictions of White people and the occurrence of images that exclusively depicted White people were high, as shown in Tables 1 and 2 in Section 4.2.2. The combination creates a form of visual dominance. The finding compares with that of Ferree and Hall (1990), who found in their examination of sociology coursebooks published for the American market that the sections on the subjects of work and the economy were dominated by exclusive images of White men. Ferree and Hall suggested that the selective presence of people who are not White, particularly to compare cultures, marginalises them from the central position in the subject of study: “their visual presence teaches less about diversity in all societies than about difference from American society” (p.505). In the case of the Business English coursebooks, the distribution of images of people of different races suggests that the archetypal business person is White. This norm sets up a contrast with people with physical features associated with Asian and Black people and can frame the people as uniquely and perhaps inherently separate from central and fundamental business activities. It also fails to value more comprehensively the contributions of people of different races to business activities.

I earlier suggested that the provision of specific details on a person could counteract the stereotyping influences of their depiction in the Business English coursebook materials. For example, in the case of the image groupings on the subject of cultures, as shown in Figures 7 and 12 in Section 4.3.1, an interview might tell the Business English learner that a depicted person is a successful finance manager fluent in English, Russian, and Spanish. However, allocating such material to the depiction of one of the White people in business suits shaking hands would add to the predominance of material on people with physical features associated with White people in the Business English coursebooks. Allocating the material to one of the Asian or Black people could challenge or inhibit racist tendencies and stereotypes of cultures and poverty. At the same time, such allocations of material need to be evenly distributed to people of different races; that is, such an allocation that was exceptional could be viewed as an aberration or staged equality, underscore the norm, and reinforce racist tendencies and stereotypes through the contrast.

In the coursebook materials, the interviews with business people provide each person with a “room of their own” (Ferree & Hall, 1990, p.506); that is, the associated interviews allow for detailed insights into their experiences as established business people. In addition, the interviews develop the relation between the viewers of the images and the business people depicted in the images. The juxtapositioning of the interviews with Geneviève, José Manuel, and Kensuke on the same page, as shown in Section 4.3.2, and the interviews with Colin and Masami across facing pages, as shown in Section 4.3.4, facilitates comparisons and contrasts between the experiences of the business people. In the image groupings of business people, the materials depict each business person as demonstrating and discussing aspects of their work, as pointed out in Section 4.3.1. However, the orientation of the indirect and implied valuations of Kensuke’s status as a

business person and English speaker compare unfavourably with the valuations of Geneviève and José Manuel, as identified in Section 4.3.2. An implication of the orientations of the interviews is that the Business English learner might prefer to look to or identify with Geneviève or José Manuel as a counterpart or role model, over Kensuke. The differently oriented valuations identified in the interviews with the three business people undermine the equalising influence of the grouping of the exclusive images. The interview findings suggest that the image grouping is of a staged racial equality (Ferree & Hall, 1990) in the depiction of the business people of different races.

Geneviève's attribution of incomprehensible language use to Americans and Japanese people (see Section 4.3.2) and Colin's attribution of strange cultural behaviour to colleagues in Thailand (see Section 4.3.4) compare with van Dijk's (1993) findings from interviews with managers in Britain and the Netherlands. Van Dijk suggested that such attributions functioned in place of explicitly discussing race or racial differences. Furthermore, he argued that such discussions maintained within the corporate settings a racial hierarchy; that is, a hierarchy of racial superiority that determined which form of behaviour or language use was the norm or deviant or, in his words, the "racism of acceptability" (p.123).

Geneviève's comment might imply negative valuations of the use of English by American and Japanese people. However, the coursebook depictions of speakers of English with American accents inhibit the development of negative valuations of the use of English by American people. Their predominance in the coursebook audio recordings implicitly valorises speakers of English with native English accents (see Table 4 in Section 4.2.4) and particularly speakers of English with American and British accents (see Table 3 in Section 4.2.4). The depiction of Kensuke as a person from Japan doing business in English is less inhibiting of negative valuations of the use of English by

Japanese people. His depiction is less positive and more constrained when compared with those of Geneviève and José Manuel as business people from France and Spain, as shown in Section 4.3.2. The distribution of English speaker accents in the coursebook audio recordings and valuations in the depictions of the business people undermines the potentially equalising influence of Geneviève's comment on American and Japanese people.

A pattern can be seen in the orientation of valuations in the materials that constitute the interviews with Colin, Geneviève, José Manuel, Kensuke, and Masami. Positive valuations are orientated towards people and ways of life associated with countries in the West, specifically Britain, France, and Spain. Negative valuations and problems are orientated towards people and ways of life associated with countries in the East, specifically Japan and Thailand. The contrasting depictions of people of countries in the East and West suggest Said's (1978) thesis of *Orientalism*, the creation of an "us" and "them," and a more essentialised and static "Other" (Said, 1978, p.327) through more constrained depictions of people with physical features associated with Asian people. The pattern implies a polarisation and dichotomisation in depictions of people on the basis of race that promotes racism (Lin & Kubota, 2011). In the Business English coursebook materials more broadly, the distribution of and valuations within the depictions of people of different races prevent or undermine the Business English learner identifying with or looking to Asian or Black people as a counterpart or role model; that is, as "one of us" (van Leeuwen, 2008, p.138).

#### **5.4 Conclusions**

In Section 5.2, I argued that policies relating to race were emphasised over people's everyday experiences of race, in the Business English coursebook depictions and the coursebook writers' perspectives on race. In the coursebook writers' perspectives, this

emphasis was, I suggested, combined with a colour-blind stance and contributed towards constraining and excluding depictions of race in the coursebook materials. In Section 5.3, I argued that uses of images and words to depict people in the Business English coursebooks constructed valuations that undermined recognition of people of different races in the coursebook materials.

On the one hand, materials in the seven Business English coursebooks advocate social diversity, inclusivity, ethics, and responsibility. For instance, depictions of people of different races are combined with materials that focus on notions of corporate ethics and responsibilities, intercultural business communication, and business people working internationally in English. On the other hand, the seven coursebooks predominantly present a view of White native English speakers as the archetypal people involved in doing business internationally in English. Moreover, the examination of illustrative extracts from the Business English materials on the subjects of corporate ethics and responsibilities and intercultural business communication found that the materials promote racism in the forms of cultural and economic racism, through conceptualisations of differences between people based on cultures, economic situations, and race. These inconsistencies within the content of the published coursebooks suggest the potential influence of a hypocrisy which Lin, Sachs, Grant, and Vandrick termed “the paradox of (hypo)critical pedagogy” (2004, p.490).

In their interviews, the writers of the Business English coursebooks showed themselves to be conscious of race, for example describing themselves in terms of race. At the same time, however, they did not claim to pay conscious attention to, or they claimed not to have considered, the depiction of people of different races during the process of compiling their Business English coursebooks. These findings combined with the writers’ reported differences of opinion with people working for the publishing houses

(see Section 4.2.5) and reliance on the publishers' processes (see Section 5.2) during the compilation of their coursebooks suggest that the inconsistencies in the coursebook content might be results of tensions, rather than a form of hypocrisy in the writers. This interpretation is supported by Gray's allusion to tensions in the content of published ELT coursebooks: "Clearly coursebooks *are* commodities to be traded, but what they contain is the result of the interplay between, at times, contradictory commercial, pedagogic and ethical interests [original italics]" (2002, p.157).

The coursebook writers reported that they and the publishers were concerned about the influence of coursebook content on coursebook sales and on attracting buyers and learners. The examination of the Business English coursebooks found that the coursebook content constructed the archetypal business person as a White native English speaker. This combination suggests a view of not only the Business English coursebooks as commodities but also the coursebook content and depictions of people of different races within the Business English coursebooks as commodities. It suggests the view identified by Kubota (2011) of the White native English speaker as a commodity that attracts learners, and whose promotion supports economic interests in English language learning.

Materials on the initial pages of coursebook units were identified as important in attracting the attention of learners and coursebook buyers and in constructions of people of different races, as reported in Section 4.3.1. For example, eye-catching and aesthetically striking images on initial pages depict physical features associated with Asian, Black, and White people on the themes of intercultural business communication and corporate ethics and responsibilities, as discussed in Section 5.3. These constructions of people of different races extend the view of the White native English speaker as a commodity to include the view of Asian and Black people as commodities. However, while their function involves attracting learners and buyers to the coursebooks, the



constructions of Asian and Black people, unlike those of White people, were found to prevent or undermine learners identifying with or looking to the people depicted as peers or role models.

Researchers, such as Matsuda and Friedrich (2011), have advocated for greater inclusion of speakers of English from diverse backgrounds in English language teaching materials and courses, on ethical and pedagogic grounds. Support amongst learners and teachers for such a move is indicated by the negative comments from the learners and teachers in the studies by, for example, Canagarajah (1993, 1999) and Taylor-Mendes (2009) on depictions of people of different races in their English language coursebooks. However, the strength and consistency of support is unclear given English language learner preferences for White native English speakers, as indicated in, for example, the studies by Amin (1997) and Kubota (2011). A fundamental change in who in terms of race is constructed in Business English coursebooks as doing business internationally in English, and doing business successfully and effectively, needs to involve a reconceptualisation of who is constructed as “cool” (Kubota, 2011, p.485) and attractive to Business English learners and coursebook buyers. At the same time, constructions of race need to acknowledge past and the potential for future practices of racial discrimination in policies and everyday experiences, to avoid depictions of a staged racial equality (Ferree & Hall, 1990).

The writers reported relying on the publishers’ processes during the process of compiling their Business English coursebooks. That combined with the lack of evidence that the writers took into consideration the depiction of people of different races suggests that redressing imbalances in depictions of race in Business English coursebooks requires conscious attention to racial equality during coursebook compilation. In addition, its implementation needs to involve people at each stage of the coursebook compilation

process, including the writers of the coursebooks. Writer C (Writer C, interview, 2008) drew attention to the role of coursebook writers and proposed that co-writers with different perspectives could reduce or eliminate bias in the content of their coursebook, as discussed in Section 4.2.5. Tomlinson advocated collaboration in the compilation of coursebook materials; that is, “the value of pooling resources” (1998a, p.23), with reference to a project in Namibia in which a group of 30 teachers designed and wrote the materials for an English language coursebook. Honig (1991) found that drawing on diverse perspectives was successful in panels of people who reviewed the content of the coursebooks available to schools in California. The role of the social content review panel was “to help dispel erroneous stereotypes by emphasizing people in diverse and positive roles” (Honig, 1991, p.107). He reported that the panel members included a balance of “the state’s ethnic, gender, and geographic diversity” (p.107).

With the focus on the writers of coursebook materials, the use of multiple writers may result, however, in a lack of coherence within the coursebook materials. Honig suggested that coursebooks need “a coherent voice” (Honig, 1991, p.106). He found that coursebooks lacked this feature when they consisted of writings assembled by editors and written by a large group of, for example, from 20 to 200 people, and people who might not be professional coursebook writers. Writer C testified to the practice of pooling resources, “we would just sort of pool material, right, and in other words we just picked each other’s brains” (Writer C, interview, 2008). We cannot assume, however, that the involvement of people of different races in the compilation of a coursebook entails or excludes a particular perspective on, or attends to racial diversity and inclusivity in, the content of the coursebook.

Studies by, for example, Flinders (2005) and Nickerson (2005) found little evidence that research findings have informed Business English coursebook content. However,

Gray (2002) reported that research in the area of gender had informed the implementation of ELT publishers' guidelines. These guidelines, he observed, had been a successful basis or starting point for reducing depictions of sexism in coursebook content and improving how men and women were depicted. He also reported that, while the guidelines focused on eradicating sexism in coursebook depictions, they urged that the same principles be applied beyond this topic to "age, class, ethnic origin and disability" (p.158). The writers in this study did not report being given or seeing any guidelines, and appeared only to assume that they existed. However, the study was confined to the writers of four Business English coursebooks, and it did not encompass further stages of the process of coursebook composition. As Harwood (2010) pointed out, ethnographic studies of the process of compiling ELT materials from the original proposal for a particular coursebook or coursebook series to the final composition of the materials could provide insights into the processes and potential for changes.

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## Appendices

### Appendix A: Ethics Approval Letter

	<b>The University of Sydney</b>	<b>Human Research Ethics Committee</b> <a href="http://www.usyd.edu.au/ethics/human">www.usyd.edu.au/ethics/human</a>
		<b>Senior Ethics Officer:</b> Gail Briody Telephone: (02) 9351 4811 Facsimile: (02) 9351 6706 Email: <a href="mailto:gbriody@usyd.edu.au">gbriody@usyd.edu.au</a> Rooms L4.14 & L6.04 Main Quadrangle A14
NSW 2006 Australia		<b>Human Secretariat</b> Telephone: (02) 9036 9309 (02) 9036 9308 Facsimile: (02) 9036 9310

12 September 2007

Associate Professor Brian Paltridge  
Faculty of Education and Social Work  
Education Building – A35  
The University of Sydney

Dear Professor Paltridge

Thank you for your correspondence dated 10 September 2007 addressing comments made to you by the Human Research Ethics Committee (HREC). After considering the additional information, the Executive Committee at its meeting on **11 September 2007** approved your protocol entitled **“A Critical Perspective on Race and English as an International Language of Business”**.

Details of the approval are as follows:

<b>Ref No.:</b>	<b>09-2007/10289</b>
<b>Approval Period:</b>	<b>September 2007 to September 2008</b>
<b>Authorised Personnel:</b>	<b>Associate Professor B Paltridge Ms S L Bedford</b>

The HREC is a fully constituted Ethics Committee in accordance with the *National Statement on Ethical Conduct in Research Involving Humans-March 2007* under Section 5.1.29

The approval of this project is **conditional** upon your continuing compliance with the *National Statement on Ethical Conduct in Research Involving Humans*. We draw to your attention the requirement that a report on this research must be submitted every 12 months from the date of the approval or on completion of the project, whichever occurs first. Failure to submit reports will result in withdrawal of consent for the project to proceed.

**Chief Investigator / Supervisor’s responsibilities to ensure that:**

- (1) All serious and unexpected adverse events should be reported to the HREC as soon as possible.
- (2) All unforeseen events that might affect continued ethical acceptability of the project should be reported to the HREC as soon as possible.
- (3) The HREC must be notified as soon as possible of any changes to the protocol. All changes must be approved by the HREC before continuation of the research project. These include:-
  - If any of the investigators change or leave the University.
  - Any changes to the Participant Information Statement and/or Consent Form.

Ethics approval letter, continued

- (4) All research participants are to be provided with a Participant Information Statement and Consent Form, unless otherwise agreed by the Committee. The Participant Information Statement and Consent Form are to be on University of Sydney letterhead and include the full title of the research project and telephone contacts for the researchers, unless otherwise agreed by the Committee and the following statement must appear on the bottom of the Participant Information Statement. *Any person with concerns or complaints about the conduct of a research study can contact the Senior Ethics Officer, University of Sydney, on (02) 9351 4811 (Telephone); (02) 9351 6706 (Facsimile) or [gbriody@usyd.edu.au](mailto:gbriody@usyd.edu.au) (Email).*
- (5) Copies of all signed Consent Forms must be retained and made available to the HREC on request.
- (6) It is your responsibility to provide a copy of this letter to any internal/external granting agencies if requested.
- (7) The HREC approval is valid for four (4) years from the Approval Period stated in this letter. Investigators are requested to submit a progress report annually.
- (8) A report and a copy of any published material should be provided at the completion of the Project.

Yours sincerely



**Professor D I Cook**  
**Chairman**  
**Human Research Ethics Committee**

cc: Ms Sarah Louise Bedford, Faculty of Education and Social Work, Education Building – A35.539, The University of Sydney

Encl.

Participant Information Statement – Writers and Editors  
Participant Consent Form – Writers and Editors  
Participant Information Statement – Learners and Teachers  
Participant Consent Form – Learners and Teachers  
Email Communication with coursebook writer or editor

## Appendix B: Participant Information Statement



**The University of Sydney**

**Faculty of Education & Social Work**

ABN 15 211 513 464

**Associate Professor Brian Paltridge, PhD**  
Associate Dean (International)

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**PARTICIPANT INFORMATION STATEMENT:  
WRITERS AND EDITORS  
Research Project**

**Title:**

**A Critical Perspective on Race and  
English as an International Language of Business**

**(1) What is the study about?**

You are invited to participate in a study into how Business English coursebook writers and editors selected and organised representations of people of different races for a Business English coursebook. Through this study, it is hoped that Business English coursebook writers and editors will contribute towards identifying ways in which representations of people of different races can be improved in Business English coursebooks.

**(2) Who is carrying out the study?**

The study is being conducted by Ms Sarah Bedford and will form the basis for the degree of PhD (Education) at The University of Sydney under the supervision of Associate Professor Brian Paltridge.

**(3) What does the study involve?**

The study will involve you taking part in an audio- or video-recorded interview. During the interview, you will be asked about the composition and compilation of a Business English coursebook in your role as a Business English coursebook writer or editor. Your answers will contribute to a case study drawn from a small number of publishing industry writers or editors, along with students and teachers who use Business English coursebooks.

The researchers have taken into consideration local cultural values in the design and proposed conduct of the research. The researchers will accord no less respect and protection to participants than that provided by the Australian *National Statement of Ethical Conduct in Human Research* (cf. 4.8 'People in other countries'; a copy of the Statement is downloadable from [www.nhmrc.gov.au/publications](http://www.nhmrc.gov.au/publications)).

**(4) How much time will the study take?**

For those Business English coursebook writers or editors who agree, the interview is estimated to take 30 minutes of your time.

**Page 1 of 2**



**Associate Professor Brian Paltridge, PhD**  
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Web: [www.usyd.edu.au](http://www.usyd.edu.au)

**Title:**  
**A Critical Perspective on Race and  
English as an International Language of Business**

**(5) Can I withdraw from the study?**

Participation in this study is entirely voluntary; you are not obliged to participate. Even after giving consent, you can withdraw from the study at any time.

**(6) Will anyone else know the results?**

All aspects of this study, including results, will be strictly confidential and only the researchers will have access to information on participants. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report. Identifying details will be removed from audio and video data.

**(7) Will the study benefit me?**

It is hoped that, through the study, Business English coursebook writers and editors will contribute towards improving Business English coursebooks and how people of different races are represented by sharing their views and experiences of composing and compiling these materials.

**(8) Can I tell other people about the study?**

Yes. There are no concealed motives to this study.

**(9) What if I require further information?**

When you have read this information, Sarah Bedford will discuss it with you further and answer any questions you may have. If you would like to know more at any stage, please feel free to contact Sarah Bedford, who is a PhD Candidate in the Faculty of Education and Social Work at the University of Sydney, at [s.bedford@usyd.edu.au](mailto:s.bedford@usyd.edu.au) or at +61 2 9351 6378.

**(10) What if I have a complaint or concerns?**

**Any person with concerns or complaints about the conduct of a research study can contact the Senior Ethics Officer, Ethics Administration, University of Sydney on +61 2 9351 4811 (Telephone); +61 2 9351 6706 (Facsimile); or, [gbriody@mail.usyd.edu.au](mailto:gbriody@mail.usyd.edu.au) (E-mail).**

**This information sheet is for you to keep.**

## Appendix C: Participant Consent Form



**The University of Sydney**

**Faculty of Education & Social Work**

ABN 15 211 513 464

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### **PARTICIPANT CONSENT FORM: WRITERS AND EDITORS**

I, ..... , give consent to my participation in  
Name (please print)  
the research project.

**Title: A Critical Perspective on Race and  
English as an International Language of Business**

I agree to the audio-recording of my interview: Yes  No

I agree to the video-recording of my interview: Yes  No

In giving my consent I acknowledge that:

1. The procedures required for the project and the time involved have been explained to me, and any questions I have about the project have been answered to my satisfaction.
2. I have read the Participant Information Statement and have been given the opportunity to discuss the information and my involvement in the project with the researcher.
3. **I understand that I can withdraw from the study at any time, without affecting my relationship with the researcher(s) now or in the future.**
4. I understand that my involvement is strictly confidential and no information about me will be used in any way that reveals my identity.

**Signed:** .....

**Name:** .....

**Date:** .....

**Page 1 of 1**

## **Appendix D: Interview Schedule**

### *Topic 1. Individual participant's profile*

“I’m interested in people’s reasons for becoming involved in Business English. Why did you decide to become a Business English coursebook writer/editor?”

“My study is on issues of race in Business English. What racial group do you identify with?”

### *Topic 2. Business English coursebooks*

*Refer to my copy, and to the interviewee’s copy if they have it with them, of the relevant Business English coursebook materials during the interview.*

“I’d like to know more about the Business English coursebook, [title of coursebook]. How did the project to write this coursebook come into being?”

*Follow-up question:*

“Who were the coursebook’s target reader-users?”

“I’m interested in the coursebook content. What criteria did you use for the selection of the coursebook content?”

*Follow-up questions:*

“How did you select the reading passages?”

“The coursebook includes audio recordings. What were the main objectives in how the speech of businesspeople was represented in the audio recordings?”

Interview schedule, continued

“The coursebook includes pictures. How were the pictures of businesspeople selected for the coursebook?”

“What were the criteria for including cultural content in the coursebook?”

“What criteria did you use for the organisation of the content within the coursebook?”

“Are there any publishing guidelines on how to represent people of different races in coursebooks?”

*Follow-up questions:*

*If ‘yes.’* “What influence did they have on your selection of content for the coursebook?” “What influence did they have on how you organised the content within the coursebook?”

## Appendix E: Table of Interview Details

Writer A

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Duration	2 hours
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Main topics	Coursebook content: Selecting audio
	Coursebook content: Selecting readings
	Coursebook content: Selecting images
	Views on English as an international language
	Reasons for writing the coursebook
	Coursebook content: Selecting cultural content
	Coursebook content: Organising
	Taking an international perspective
	Coursebook content: Guidelines
	Identifying self racially
	Coursebook content: Composing
	Coursebook content: Selecting
	Views on coursebooks

---



Table of interview details, continued

Writer B and Writer E

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Duration	40 minutes
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Main topics	Coursebook content: Criteria for selecting content
	Taking an international perspective
	Identifying self racially

---

Writer C

---

Duration	1 hour 20 minutes
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Main topics	Reasons for writing the coursebook
	Coursebook content: Organising
	Identifying self racially
	Coursebook content: Selecting
	Coursebook content: Selecting audio
	Coursebook content: Selecting images
	Coursebook content: Guidelines

---

Table of interview details, continued

Writer D

---

Duration	1 hour 15 minutes
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Main topics	Reasons for writing the coursebook
	Identifying self racially
	Coursebook content: Selecting
	Coursebook content: Selecting readings
	Coursebook content: Selecting images
	Coursebook content: Selecting audio
	Coursebook content: Selecting cultural content
	Coursebook content: Organising
	Coursebook content: Guidelines
	Views on English as an international language
	Working as a Business English trainer

---

## **Appendix F: Transcription Conventions**

[the publishing house]	Descriptions of information that has been omitted to protect the privacy of the writers who participated in the study are within squared brackets.
[...]	Three ellipsis points within squared brackets refer to an omission within a quoted sentence of words that are a digression. Some digressions include identifying information on a writer.
[....]	Four ellipsis points within squared brackets refer to an omission between two quoted sentences of words that are a digression. Some digressions include identifying information on a writer.
“no”	Words represented within quotation marks are said in the role that the writer adopted to illustrate their point.
£you know£	Words represented within pound sterling signs are spoken laughingly (based on Jefferson, 2004).
()	Empty round brackets indicate an inaudible utterance (based on Jefferson, 2004).
(mainly)	Words within round brackets indicate a doubtful transcription (based on Jefferson, 2004).
((laughs))	Descriptions of non-verbal (nv) information are within double round brackets (based on Jefferson, 2004).

## Appendix G: Audio Scripts to Business English Coursebook Extracts

Audio script to “Updating” (Hollett, 2000, p.65)

- B Mm, I'm not sure if that's necessary.  
 A We can't sell it if the price is too high.  
 B I don't think that's true. Our model's better than any of our competitors'.  
 A But if we charge less, we sell more.  
 B Perhaps.  
 A So we have more money coming in.  
 B But we might not make as much profit.

**3.4**

- A I think we should charge at least 10% more than the competition.  
 B Why's that?  
 A We built a lot of energy-saving features into the design. So it costs less to operate than our competitors' products.  
 B Yes, the running costs are lower.  
 A Yeah, it's 10% more efficient than anything else on the market.  
 B Mm. It'll reduce our customers' energy bills.  
 A Exactly. They'll spend a lot less on electricity.  
 B And in the long run, they'll save money.  
 A That's right.

### Unit 4 Exchanging information

**4.1**

- A Is this a jet-ski?  
 B No, it's the opposite of a jet-ski – it travels under the water instead of on top.  
 A What's it for?  
 B You can use it to explore shipwrecks, study fish, whatever you want, really.  
 A So it's similar to a submarine.  
 B Yes, it's like a one-person submarine. It enables you to dive down under the sea.

- A How far?  
 B Up to thirteen metres.  
 A It looks like a space suit. How long can you stay under water?  
 B It's designed for dives of about fifty minutes. There's an air supply inside so you can breathe normally.  
 A How fast can it go?  
 B About four kilometres per hour. It has a small electric motor.  
 A Uh-huh.  
 B And it runs on a rechargeable 12-volt battery.  
 A What's it made of?  
 B I'm not sure. Some kind of plastic, I think.  
 A And how much does it cost?  
 B Only twenty-two thousand dollars.  
 A Hmm ...

**4.2**

- Can you say the alphabet, like this?  
 A B C D E F G H I J K L M N O P Q R S T U V W X Y, and finally, in British English, we say Zed.  
 And in American English, we say Zee.

**4.3**

- a** A Sorry, I didn't catch your number.  
 B It's nine seven six eight oh four.  
 A Did you say eight oh four?  
 B Yes, that's right.

- b** A Is that everything?  
 B Yes, I think so.  
 A Could we run through it again?  
 B Sure.  
 A OK, so it's twenty pieces, reference number H three nine six.  
 B Yes.  
 A And thirty pieces, reference number G six four two.  
 B Er, no, J six four two.

- c** A Wow! What a good price!  
 B Sorry?  
 A Thirteen dollars!

- B No, it costs thirty dollars.  
 A So it's not a good price, then?  
 B No, it's not.

- d** A How about three-thirty?  
 B Yes, three-thirty is fine with me.  
 A Good. See you on the sixth at three-thirty, then.  
 B The sixth? I thought we said the sixteenth.  
 A Oh, yes, you're right.  
**e** A Could you say that again?  
 B Yes, I don't have all the fax.  
 A So you mean you need more information?  
 B No, I mean the last two pages of the fax didn't arrive.

**4.4**

- A This is the mail box of ...  
 B Carmen Muñoz.  
 A Please leave your message after the tone.  
 C Hi, Carmen, this is Seth. I'm just calling to bring you up to date on the corporate safety video. I've prepared a budget and I've included costs for translation into five languages. I've also included travel to Africa and Japan. I'm planning to shoot the film at our plants there. I just need you to authorize the budget for me. Let me know when you've signed it. Thanks. Catch you later.

**4.5**

- Seth, this is Carmen calling about the corporate safety video. This budget's much too big! We can't afford to pay for travel to Africa or Japan. You'll have to shoot the film in the States. Use our plant in Denver or Philadelphia. Give me a call if you want to talk about this.

**4.6**

- Carmen, it's Seth again. We keep missing one another. Listen, this

Audio script to “Updating” (Hollett, 2000, p.66)

video is going to be used all over the world. It has to make sense to machine operators in places like Nairobi and Osaka. They aren't going to learn much about safety if they're looking at machines in a plant in Denver. Please give me a call when you get a chance.

4.7

Seth? Carmen. I've just spoken to our plant in Philadelphia and they have the machines you need. Could you get in touch with Chuck Swier and set a date? He's the plant manager in Philadelphia and he knows all about the machines and safety procedures. Chuck's number is 215 555 7693. Let me know what date you decide on.

4.8

Seth, this is Carmen again. How are things going with the corporate safety video? Have you gotten in touch with Chuck Swier yet? Bring me up to date as soon as you can.

4.9

Hi, Carmen, it's Seth, calling to update you on the corporate training video. Sorry I didn't call you yesterday but I was tied up on the project. I've spoken to Chuck in Philadelphia and we've set a date. We're going to shoot the film on the fourteenth. I've hired a camera operator and booked our flights. I haven't rented the equipment yet, but I'll do that when we get there. There's something else, though. Chuck says that all the machine operators in Philadelphia are Caucasian men. We can't have all white guys on the video. It's just not right, so I've hired some actors – African-Americans and Asians. Now this is going to cost extra, but not as much as travelling to Africa and Asia. So

I've done a new budget and I need you to sign it. I'll email it to you now and maybe you could fax it back to me. Thanks. Catch you later.

4.10

- A Hello, Platinum Systems.
- B Vic Santoro, please.
- A Who's calling, please?
- B Chris Frantz from Marketing in Austria.
- C Vic Santoro.
- B Hi, Vic, it's Chris.
- C Oh, hello, Chris. What can I do for you?
- B We've got a problem.
- C What's up?
- B It's the leaflets for the exhibition. They're not here.
- C You mean they haven't arrived in Vienna yet?
- B No, and the exhibition opens on Monday.
- C That's strange. They were sent last Wednesday.
- B Then why aren't they here?
- C Have you contacted the freight company?
- B No, I thought it was your responsibility.
- C OK. I'll call them and find out what's happened.
- B Thanks. Could you do it right away?
- C Sure, I'll call you back as soon as I have any information.
- B Do you know my extension number?
- C Yes, I have it here. Was there anything else?
- B No, that's all. I'll wait to hear from you, then.
- C Yes, sure.
- B Thanks a lot. Bye.

4.11

- A Then why aren't they here?
- A Then why aren't they here?
- B Then where are they?
- B Then where are they?

- C Well, we don't have them.
- C Well, we don't have them.
- D Well, they never made it here.
- D Well, they never made it here.

## Unit 5 Solving problems

5.1

- A What's happening in Japan?
- B Sales are still down.
- A I wonder why.
- B Well, the price can't be the problem. It's very competitive.
- A Maybe we've priced it too low.
- B Why do you say that?
- A Well, it might be that people equate price with quality.
- B No, Japanese consumers are looking for value these days.
- A OK, so why didn't the promotion work?
- B It must have been the advertisement.
- A Yes, but what's wrong with it?
- B That's the problem. We're not sure.
- A What about the wording? Was the translation OK?
- B Yes, we checked.
- A Perhaps it was because of that line about the four-litre bottles.
- B What's wrong with that?
- A Four is an unlucky number in Japan, isn't it?
- B Yes, it is. Maybe that was the problem, then.
- A Or perhaps four-litre bottles are just too big. Japanese homes don't have much storage space.
- B Then the size is wrong?
- A Yes, possibly.
- B Hey, there's something else.
- A What's that?
- B Well, I'm not sure, but it could have been because people read the pictures from bottom to top, instead of top to bottom.
- A That's confusing.
- B What do you think? Can we check it out?

## Audio script to “The world of work” (Taylor, 2004, p.125)

### Dialogue 2

J=Jeanne, R=Roberto

J Roberto! Nice to see you again. How are you?

R Hello, Jeanne. Fine, thanks. How are you? How's the family?

J Oh, very well, thank you, Roberto.

### Dialogue 3

R=Roberto, L=Luigi, J=James

R James, I'd like to introduce you to Luigi Bastini. He represents some growers in the Chianti area of Italy here at Vinexpo. Luigi, this is a journalist friend of mine, James Turner.

L Pleased to meet you, Mr Turner.

J How do you do? Please call me James.

L Then you must call me Luigi.

### 1.8

M=Monique, J=James

J Monique, I must go now. It was very nice meeting you, and I look forward to seeing you in London next month.

M I really enjoyed meeting you, too, James. Have a good trip back.

J Thank you, and the same to you. Bye.

M Bye. See you soon.

## Unit 2

### 2.1

#### Extract 1

I=Interviewer, JM=José Manuel

I José Manuel, you're from Portugal but you live and work in Spain?

JM Yes, that's right. I'm the Operations Director in Unilever's Food Division, and I live and work in Barcelona.

I Do you need to speak good English, working for a big international company like Unilever?

JM Yes, English is the company language so I use it every day for emails and phone calls, and all international meetings are in English.

I How often do you go to international meetings?

JM I go to our head office in the Netherlands twice a year, and I sometimes have meetings in other countries in Europe too. But most of my meetings are in Spain, with Spanish people, so I don't have to speak English then!

#### Extract 2

I=Interviewer, G=Geneviève

I Geneviève, you work for a TV production company in Paris called Télémages. Do you need English in your job?

G Yes, every day. We have a lot of foreign visitors in our office and we usually communicate in English, and I make lots of phone calls in English because I contact people in different countries to arrange meetings and so on. And I use English for emails, too.

I Do you have any problems speaking English on the phone?

G Sometimes, with some nationalities. I find Japanese and Americans more difficult to understand. But I think my English is improving because it's getting easier!

#### Extract 3

I=Interviewer, K=Kensuke

I Kensuke, as Sales Manager, Professional Products, for Electrolux in Tokyo, do you travel a lot for work?

K Yes, I travel a lot in Japan, for meetings with managers and salesmen, and to visit our most important retailers to negotiate sales. And I go to Sweden, two or three times a year.

I To your company's head office?

K Yes. I usually stay there for about a week.

I And you have to speak English then?

K Yes. I also speak English in Japan, in meetings with the President of Electrolux Japan, because he's Swedish.

I And he doesn't speak Japanese?

K No, and our company language is English!

### 2.2

#### Extract 1

I=Interviewer, JM=José Manuel

I José Manuel, are any things changing in Unilever, Spain at the moment? Are there any new developments?

JM Yes, in fact there's a very big change. We're changing our distribution system, from the present system of three distribution centres to just one big centre. So right now I'm having a lot of meetings with consultants, to find the best system to use in the new centre. It's a lot of work, and it's very important I make the right decision!

#### Extract 2

I=Interviewer, G=Geneviève

I Geneviève, are any changes taking place in your company, or your job?

G Well, Télémages is expanding very quickly, so that means I'm making new contacts and working with more people in my job. And in France right now the number of TV channels is increasing. My company wants to buy a TV channel so we're working hard in order to be successful. We're hoping to get the news soon that Télémages has got its own TV channel.

#### Extract 3

I=Interviewer, K=Kensuke

I Kensuke, there are problems in the economy at present. Are companies like Electrolux having problems, too?

K Yes, most companies are having problems. In my division, Electrolux Professional Products, sales are decreasing, but the Consumer Products Division isn't having this problem, in fact sales are going up a little there. But I expect an improvement in my division in two to three years ...

### 2.3

1 a Do you work in Paris? b Yes, I do.

2 a Does she live in Madrid? b Yes, she does.

### 2.4

1 Where do they live?

2 Does she speak English?

3 Yes, she does.

4 What time do we arrive?

5 Do you often travel abroad?

6 Yes, I do.

### 2.5

First, I'd like to welcome you all to Electrolux, and give you a brief introduction to the company before we begin our tour. As you know, Electrolux is a Swedish company with its head office here in Stockholm. Now I expect when you hear the name 'Electrolux' you probably think of a refrigerator – or a fridge as we usually call it – or maybe a vacuum cleaner, and in fact these were the company's first two products.

Electrolux started as a company in 1921 when it produced the world's first vacuum cleaner. Four years later, in 1925, it produced its first refrigerator, and these are still two of its best-known products. But today the company is very different from what it was in 1921. What you perhaps don't know is that it now owns many well-known consumer brands, including AEG, Zanussi, Frigidaire, Flymo, and Husqvarna and Partner, and this makes it the world's largest producer of powered appliances for kitchen, cleaning, and outdoor use.

Today it employs 81,971 people and sells its products in more than 150 countries. Its worldwide turnover in 2002 was 14,552 million euros.

Audio script to “International travel” (Robbins, 2000, p.166)

Warsaw next Tuesday?  
**PG:** Yes, she’s flying out on Monday morning, but she’s visiting the Gdansk office first.  
**MS:** So when is she coming to Warsaw then?  
**PG:** I’m not sure, possibly on Tuesday, or she may spend another day in Gdansk and then go to Warsaw on Wednesday.  
**MS:** OK, well I’m having a meeting with our Marketing Manager on Wednesday morning. That’s at nine thirty. She’s welcome to join in on that, and then I really must see her some time on Wednesday about the product launch.  
**PG:** OK, I’ll let her know.  
**MS:** Thanks Pam. Hey, are you coming over with Rosalind?  
**PG:** No, I’m not this time, but I am coming over in September!  
**MS:** That’s great, I’ll look forward to seeing you! Bye for now!  
**PG:** Bye.

### 3.5 Listening

**Int = Interviewer**

**CK = Colin Knapp**

**Int:** Colin, do you travel on business very often?

**CK:** I travel to Thailand about two to three times per year.

**Int:** And how long is the flight from England to Thailand?

**CK:** The flight is about twelve hours.

**Int:** Uh, huh. Do you enjoy that long flight?

**CK:** It’s, it is OK as long as I take plenty of reading, and they normally have three to four films.

**Int:** And do you watch all the films?

**CK:** I watch all of the films because I find it very difficult to sleep on a, on a plane.

**Int:** OK. Do you erm suffer from jet lag after the flight?

**CK:** Er, I suffer jet lag, erm in Thailand it lasts for about one, one day.

**Int:** Uh, hu; and when you return to England?

**CK:** It is worse, for some reason, and is about three days.

**Int:** So travelling back to England is, is less pleasant?

**CK:** It is less pleasant, but that apparently is quite common.

**Int:** OK. Erm, and what’s the reason for your visits to Thailand?

**CK:** It’s to teach and to do some business with the University.

**Int:** Why do you travel to Thailand to do business? Why can’t you do that by telephone or fax?

**CK:** Because our discussions are quite complex and it w..., it is too complex for telephone and fax.

**Int:** OK. When you visit Thailand do you experience a culture gap?

**CK:** There is a culture gap, yes.

**Int:** Erm, and what are the ... can you give me any examples of that?

**CK:** They are very polite people, and so there are times when you may think they agree with you, but they are, they say ‘yes’ because they think it is polite.

**Int:** OK. So the, the way people communicate is different?

**CK:** They communicate in a different way, yes.

**Int:** OK. And so can you give people visiting Thailand any tips, for their visit?

**CK:** Erm, always try to be polite, and be respectful, and on first meeting try not to look the person in the eye, erm too often.

### Business Communication

#### 3.6 INTRODUCTIONS AND GREETINGS

**1 W:** I’d like to introduce you to Señor Iglesias.

Señor Iglesias this is Duncan Grove.

**DG:** Pleased to meet you.

**SI:** How do you do.

**2 M:** Do you know Caroline Courtney?

**David:** No, hello.

**David:** Pleased to meet you. I’m David Walker.

**Caroline:** Nice to meet you.

**3 SB:** Hello, Ms Barty?

**AB:** Yes.

**SB:** I’m Stephen Brown.

**AB:** Oh, yes, hello. Nice to meet you. You work with Roslyn Davis, don’t you?

**SB:** Yes, that’s right.

**4 M:** Sofia, this is Barry. Barry, Sofia.

**S:** Hello, Barry. Nice to meet you.

**B:** Hello. Pleased to meet you.

**5 M:** Let me introduce Miss Kim. Miss Kim, this is Mr Kinzett.

**Mr Kinzett:** Pleased to meet you.

**Miss Kim:** Pleased to meet you.

**6 K:** Hi, I’m John.

**F:** Hello, my name’s Fiona.

#### 3.7 SOCIALISING

**Colin:** Hello, how are you?

**Michelle:** I’m fine thanks. How are you?

**Colin:** Fine. It’s nice to see you.

**Michelle:** You too.

**Colin:** Can I get you a drink?

**Michelle:** Oh, yes thank you. I’ll have a glass of wine please.

**Colin:** Red or white?

**Michelle:** White please.

**Colin:** I’m afraid there’s only red.

**Michelle:** Oh, that’s all right. Red’s fine.

**Colin:** (He spills a little of the drink) Oh, I’m so sorry!

**Michelle:** That’s all right, don’t worry about it.

**Colin:** I’m terribly sorry.

**Michelle:** Really, it doesn’t matter.

**3.8 Roger:** Hello, Colin. Just to say the taxi will be here in a few minutes.

**Colin:** Oh, Roger, let me introduce you to Michelle.

**Roger:** Hello, Michelle. Nice to meet you.

**Michelle:** Pleased to meet you.

Sorry, I didn’t catch your name.

**Roger:** I’m Roger.

**Colin:** We’re having dinner at The Lemon Tree. Would you like to join us?

**Michelle:** That’s very kind of you. I’d love to, but I’m afraid I have to get home. My parents are coming to stay this weekend.

**Colin:** Can we give you a lift?

**Michelle:** Oh, that would be great. Thank you very much. I’ll just get my coat.