

“Finally, whilst TBLT offers opportunities to teachers to be creative in designing course materials that specifically address the context in which they teach and their students’ needs, course materials produced for mass markets are unlikely to address these factors. Whilst many business English courses are based on published materials and the teaching “market” is driven by these ... , truly relevant TBLT materials are, unfortunately, unlikely to be included in courses in many contexts. Teachers thus also need training in materials’ development.”

Pullin (2015, 49)

“ ... whilst business English teaching materials take a range of approaches to culture, they often fail to address the complexity of intercultural communication or integrate it sufficiently in the overall curriculum.”

Pullin (2015, 31)

“specifically on the level of language, the debate on the role of English (as a lingua franca/international language) may rage over the question of appropriate models and exposure to relevant varieties, but the issues are complex ... and how this might translate into textbooks is as yet uncertain.”

McGrath (2013, 9)

BELF Materials (2010 - 2016)

“Materials should:

1 expose the learners to language in authentic use;

2 help learners to pay attention to features of authentic input;

Tomlinson (2010, 83)

3 provide the learners with opportunities to use the target language to achieve communicative purposes;

4 provide opportunities for outcome feedback;

5 achieve impact in the sense that they arouse and sustain the learners’ curiosity and attention;

6 stimulate intellectual, aesthetic and emotional involvement.”

Bjørge (2012, 406)

“For ELF speakers, it can be a challenge to express conflicting opinions, as a common language and/or cultural background cannot be taken for granted. This is recognized by writers of business English textbooks, who provide advice concerning ways to express disagreement. ... My main finding is that there was little correspondence between the actual formulations recommended in the textbooks and ELF usage. However, the strategic approach implicit in the textbook advice was predominantly one of mitigation, which was also the dominant approach used by the ELF speakers in my corpus.”