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Maida Watson

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TEACHING CULTURE IN TEXTBOOKS
FOR SPANISH FOR BUSINESS
PUBLISHED IN SPAIN

ABSTRACT

During the last two decades, studies of how the teaching of culture is related to second language learning have grown enormously. At the same time an interest in Languages for Specific Purposes in both Europe and the USA has resulted in a study of how business languages are taught. But few people have examined how texts published in different countries to teach business languages present different facets of the target culture. The purpose of this article is to study how texts for Spanish for Business published in Spain during the last three decades have taught culture. These texts reflect a growing interest in intercultural awareness and changed from being purely centered on Spain to comparing Hispanic business culture with that of other parts of the world. Despite this growing interest in presenting cultural themes, many times these texts reflected an interest in superficial cultural patterns of behavior and did not examine underlying causes.

KEYWORDS: Languages for Specific Purposes, Spanish for Business, interculturality, business languages

INTRODUCTION

In the business language classroom where learners are trained in international business using the target language, it is extremely important to include not only language but also cultural components of the target country (Abbott & Watson, 2006; Grosse & Voght, 1991 and 2012). As Karen Risager says, the relation between language and culture is complex and multidimensional (Risager, 2007, p. 2). During the last two decades, studies of how the teaching of culture is related to second language learning have grown enormously. At the same time an interest in Languages for Specific Purposes in both Europe and the USA has resulted in a study of how business languages are taught. In the United States, the Centers for International Business Education and Research (CIBER), funded partly from the US Government's Office of Education Title VI, have sponsored annual conferences since 1996 dedicated to the relationship between business and foreign languages. An example of the

interest in business languages is the 2012 issue of *The Modern Language Journal*, which was dedicated to business languages, edited by Barbara A. Lafford, and which featured a keynote article by Christine Grosse, the lead author of several seminal articles on this topic, and Geoffrey M. Voght.

But few people have examined how texts published in different countries to teach business languages present different facets of the target culture. In 1992 Christine Grosse and David Uber published “The Cultural Content of Business Spanish Texts” in the March issue of the journal *Hispania* (223–228). It is important to examine the content and presentation of the way culture is taught in 14 textbooks for Spanish for Business published in Spain during the last three decades, a time during which Spain experienced first an economic boom and then a financial crash. These textbooks are listed in Appendix 1. Are these texts different in content and in their definition of culture? What countries and aspects of the business culture of these countries are emphasized in each one? Are there changes in the way culture is presented in these texts over the years between the first ones and the most recent ones?

DEFINITION OF CULTURE

Culture is a way of living, thinking about, and seeing the world. It is the collection of ideas, beliefs, identities, and attitudes shared by members of a society. Culture is “the acquired knowledge people use to interpret experience and generate behavior” and cultural knowledge is both explicitly and tacitly shared (Spradley, 1981, p. 6). Spradley argues that learning explicit and tacit culture involves studying “cultural behavior” (what people do), “cultural artifacts” (what people make and use), and “cultural knowledge” (how people perceive and interpret input). Claire Kramsch quotes H. C. Nostrand on what he calls the “central code” of a culture. This central code consists of a culture’s system of major values, habitual patterns of thought, and certain prevalent assumptions about human nature and society (Kramsch, 1996, p. 196).

Which culture should be taught in texts to teach business languages? Little “c” culture is defined as practices and big “C” Culture as products (Herron, Cole, Corrie, & Dubreil, 1999, p. 518). Cultural practices refer to “patterns of behavior accepted by a society” or “what to do where and when.” Cultural products may be tangible (e.g., a sculpture) or intangible (e.g., a system of education). Culture can be seen as a broad concept that embraces two aspects of human life: (a) artistic refinements and institutions and (b) daily patterns of living that allow the individual to relate to the surrounding social order (Herron

et al., 1999, p. 518). McCarthy and Carter added a third dimension to culture, “culture as social discourse” (1994, pp. 151–152). This last concept refers to the “social knowledge and interactive skills that are required in addition to knowledge of the language system”; as examples, they cite conventions of politeness and uses of silence (Kramersch, 1996, p. 151).

During the last few years another aspect has been included in the study of culture as an aspect of second language learning, that is, whether cultural studies should include studies of interculturality, or the relations between the home culture and the target culture and between different subcultures within the target culture. Stefanny Stadlar’s review of leading universities throughout the world has demonstrated that policies implemented to foster internationalization lack an understanding of what fosters intercultural competence building. In most teaching/learning practices, seemingly random fragments of cultural knowledge are fed into language education without any obvious overarching goals serving the achievement of better intercultural understanding (Stadlar, 2011, p. 5).

Hymes proposes that language competence include speakers’ ability to use language appropriately in various sociocultural contexts. Hymes and his followers approach language as a social rather than an exclusively linguistic phenomenon (Hinkel, 1999, p. 131). Students of Spanish for Business study a language, like English and Chinese, that is used for business interaction in different countries around the globe. It is thereby important that they learn how some of the aspects of the culture of the Spanish-speaking countries will differ from each other and how they differ from their own home culture, which may be a European country, China, or the USA.

THE RELATIONSHIP BETWEEN TEACHING CULTURE AND SECOND LANGUAGE TEACHING

Teaching culture is widely acknowledged to be important and inseparable from language teaching. Robert Lado “was one of the first to suggest that cultural systems in the native culture could be compared with those in the target culture and serve as a source of transfer or interference in much the way other types of contrasting linguistic systems do” (Long & Richards, 1999, p. ix). The notion of culture as it applies to social norms, worldviews, beliefs, assumptions, and value systems that affect many, if not all, aspects of second or foreign language use, teaching, and learning are inseparable from the society, specific sociological situations, the interlocutors’ social backgrounds and identities, and social meanings.

In her book *Context and Culture in Language Teaching*, Claire Kramsch states that cultural awareness and the learning of a second culture can greatly aid in the attaining of second language proficiency. Kramsch indicates that the teaching of culture implicitly or explicitly permeates the teaching of social interaction, and the spoken and the written language. In her view, second and foreign language learners necessarily become learners of the second culture because a language cannot be learned without an understanding of the cultural context in which it is used (Hinkel, 1999, p. 6).

Although much discussion has revolved around what culture to teach, the issue of how to teach culture in foreign language classes remains largely unexamined. In foreign language classrooms we cannot teach linguistic structures in a vacuum and, realistically, we cannot teach fluency. There is a growing recognition among educators that teaching and learning in the classroom inevitably takes place within a matrix of more general sociocultural practices. Ultimately, we are teaching students to communicate successfully across linguistic and cultural borders (Lear, 2003, p. 542).

Only a minimal amount of research has been carried out on the process and extent to which adults are able to acquire another culture (Lantolf, 1999, p. 28). Robinson “suggests that the reason instructional programs in general fail to achieve their cultural goals is that we ‘have not looked at what is acquired in the name of culture learning, how culture is acquired and modified, and by what processes’” (1991, p. 115, as quoted in Lantolf, 1999, p. 29). Kramsch “proposes that in the classroom setting it is possible to foster the formation of what she calls a *third culture*, conceived of as the intersection of multiple discourses rather than as a reified body of information to be intellectualized and remembered” (Lantolf, 1999, p. 29; emphasis in Lantolf).

Josef Hellebrandt proposes that culture should be taught in a business language classroom through experiential learning projects. Basing his ideas on the assumptions of H. N. Seelye, D. K. Lupton, and H. Hanvey, he proposes that students learn about culture through project-based teaching (Hellebrandt, 1995, p. 17). In their research in this area Scollon and Scollon found that there are significant cultural differences in expectations of how conversations should be opened and that there were consequences throughout the conversation of the opening pattern (1981, p. 182).

BUSINESS CULTURE

What specific type or types of business cultures should texts of Spanish for Business teach? Authors of such texts must first define what elements they

want to present. Eli Hinkel talks about the need to define culture in smaller and smaller units. Business culture is an example of this “miniaturization” of the concept of culture (Hinkel, 1999, p. 1).

Terry Garrison in his book *International Business Culture* distinguishes between the super structure of a nation’s business culture and what he calls “the bedrock” of its business culture, which is composed of key factors that shape and predetermine the visible super structure (1996, p. xiii). His study of business culture not only presents a people’s physical behavior in a social context but also provides insights into the factors that shape it (p. 5). Some of the cultural aspects that he believes should be studied are: value system, the risk-return orientation of the group in question, the extent of group cooperation, and long-term versus short-term business planning (pp. 12–13). Garrison believes that there are two things that are critical to understanding a particular business culture: the use of time and the structure of interpersonal and group communication (p. 28).

REVIEW OF CRITICAL STUDIES ON TEACHING CULTURE IN BUSINESS TEXTS

There has been little interest in examining the presentation of culture in textbooks to teach Spanish for Business published in Spain. Among the few studies, however, is *La enseñanza de la cultura en la clase de español de los negocios* (2005). Its author, Manuel Fernández-Conde, gives us a brief history of the field since the 1980s when Spain entered the European Common Market and Spanish for Business became important in all parts of Europe. In 1998 there was a dramatic rise in the number of textbooks published to teach Spanish for Business, and Professor Fernández-Conde lists institutions that organized courses in the methodology of teaching Spanish for Business, such as the Instituto Cervantes, ESADE school in Barcelona, and the Madrid Chamber of Commerce (p. 49). He describes his study of the inclusion of culture in texts for Spanish for Business published in Spain between 1987 and 2003. He believes that only 35% of these texts refer to sociocultural factors in their tables of contents. In addition, most of these texts study culture only from superficial aspects and do not analyze underlying factors. The texts usually concentrate on three topics: different customs for business negotiation in different countries, greetings and farewells, and the different concepts of time in different cultures (p. 69).

María Enriqueta Pérez Vázquez, in an article published in 2010, examines four styles of textbooks for learning Spanish as a Foreign Language (Español

como Lengua Extranjera, or ELE) for Business published in Spain. She divides them into four categories based on the type of information that they stress. In the first group, she discusses texts in which presenting information about the business world is more important than teaching specialized vocabulary. She includes *Curso de español comercial* (1987) by Blanca Aguirre and Consuelo Fernández and *Español para el comercio internacional* (1998) by Ángel Felices Lago and Cecilia Ruíz López in this group. The second group she defines as the books in which teaching grammar and sociocultural principles is more important than teaching specialized vocabulary. She places *El español de los negocios* (1989) by Ana María Martín, Ignacio Martín, and José Siles in this second group. Her third group includes books that are based on the theories of communicative competence and task-based learning and in which the skills needed in order to use Spanish in the business world are the most important factor. *Socios* (1999) by Marisa González, Felipe Martín, Conchi Rodrigo, and Elena Verdia fits this category. Finally, she lists a fourth group that includes texts like *En este país millennium* (2001) by Felix San Vicente, in which the purpose of the text is not to teach Spanish for Business but instead to present information about Spain's economy.

Pérez Vázquez states that most of these texts pay little attention to cross-cultural problems, except for the text *Socios*. She adds that two other texts, *En equipo.es* and *Cultura y negocios*, do present cross-cultural aspects of doing business, such as language variants, differences in cultural modes and protocol, and the differences between peninsular Spanish and the Spanish of Latin America (2010, p. 272) .

More recently, Lieve Vangehuchten's 2013 analysis of five Business Spanish manuals published between 2006 and 2009 reveals their rather limited and implicit approach to incorporating cultural and intercultural topics, in some cases absent in the prologue and objectives of the manual. Vangehuchten also had previously published in 2005 a book on the subject of texts for Spanish for Business. Her 2013 article included a study of two textbooks examined previously: *Empresa siglo XXI* (Iriarte, Núñez Pérez, & Felices, 2009) and *En equipo.es* (2007), but analyzed three others not previously included in these studies: *Al día* (Prost & Norriega Fernández, 2006), *Temas de empresa* (Parejas, 2005) and *Expertos* (Tauno, 2009). She mentions that three of these five manuals are restricted to an exclusively Spanish point of view when treating business abroad.

SPECIFIC TEXTBOOKS FOR SPANISH FOR BUSINESS
PUBLISHED IN SPAIN DURING THE LAST THREE DECADES

Books like Blanca Aguirre Beltrán's 1993 *El español por profesiones: Servicios financieros, banca y bolsa* (reprinted in 2000) discusses the Spanish banking system and its relationship to Europe but no mention is made of the banking system in Latin America. Blanca Aguirre, José María de Tomás, Julio Larru, and Paloma Rubio's textbook *Trato hecho* appears in 2001 and is a textbook divided into 10 lessons, which include topics such as the business trip and a typical work day, that are generic at best.

Published in 2001, *Español para el comercio internacional: Términos y expresiones esenciales en el mundo de los negocios* is also like *El español por profesiones*, a book that is centered on Spain. Written by Ángel Felices Lago and Cecilia Ruíz López, its introduction states that its purpose is to teach the vocabulary that a company would use in Spain. No attempt is made to include vocabulary or culture of other parts of the Hispanic world. Ana Brenes García's *Exposiciones de negocios en español* (2002) is written for students with an advanced level of Spanish skills or native speakers. The last chapter of the seven chapters into which the book is divided is titled "Aspectos interculturales" and includes a mixture of topics. Specific elements such as lexical and cultural differences between Spain and Latin America and the changing role of women in the Hispanic world are examined. Such familiar topics as the use of *tu* versus *usted* to address people are also presented.

Brenes García and Wanda Lauterborn's *La comunicación informal en los negocios* (2002) is also aimed at an advanced level of Spanish. This book is much more oriented to cultural matters than is Brenes García's other book. The introduction treats cultural differences in general in the Hispanic world and the existence of an international business culture in the Hispanic world that produces similar characteristics between professionals in one country and another. The book distinguishes between the cultural differences in language, such as the use of formal versus informal ways of addressing someone, which is reflected in the title of the book.

In 2002 Olga Juan, Marisa de Prada, and Ana Zaragoza published *En equipo.es*, which differs from other textbooks published at that time in that it is aimed at beginners. The book is divided into eight sections, each with a part devoted to cultural differences, and one of the eight sections is called "Latin America." Again, the book is mainly centered on Spain and has as its target audience students who come from all parts of Europe to study Spanish for Business in Spain. Yet the book also examines specific aspects of two parts

of Latin America: Argentina and Mexico. This is one of the few textbooks that discusses the larger preponderance of the middle class in some Spanish-speaking countries and the stratified business culture in others. Differences in food and the way Spanish is spoken in various parts of Latin America are discussed. It compares cultural aspects of Argentina and Mexico with Spain but does not compare them with other countries, such as the USA or non-Spanish-speaking parts of Western Europe. Discussion questions are just factual, not thought provoking, and there is no attempt to develop intercultural skills in the target audience.

In 2003 *En equipo.es*, at the intermediate level, appeared with the same organization as *En equipo.es* at the beginning level. It is divided into eight sections, including one called “Latin America” but which discusses only Venezuela and Chile. The same year another text, *Hablando de negocios*, written for intermediate level students by Marisa de Prada and Montserrat Bovet, was published. It has chapters dedicated to generic topics such as *la empresa, recursos humanos, and marketing y publicidad*, which do not deal with any specific country or relationship among countries.

In contrast to these two books, a team consisting of Ángel Felices, María Ángeles Calderón, Emilio Iriarte, and Emilia Núñez published *Cultura y negocios: El español de la economía española y norteamericana* (2003). The text is divided into ten units, each of which features a different country in Latin America and even includes Brazil. The text provides for the first time an innovative element, which is a section called “Así nos ven, así nos vemos” that deals with the social aspect of business men and women in various Latin American countries and Spain. Most Spanish for Business texts up to that date included cultural components such as general economic surveys of the various countries and did not deal with social and cultural interaction.

Cultura y negocios was reprinted in 2010 with an accompanying *Libro de claves*. Despite claiming that the book had been changed, it duplicated word for word many of the essays in the original text. The authors missed the opportunity to update their text, particularly in light of the economic crisis in Spain and the economic changes in Argentina during the intervening years. A close examination of the 2003 and 2010 texts shows that only data regarding population and GNP were updated.

The introduction to *Temas de empresa: Manual para la preparación del certificado superior del español de los negocios* (2005) by María Pareja talks about intercultural aspects. Yet only in topic nine (“the globalization of the company”) does a section appear that presents a generic aspect of intercultural

tural matters. In 2006 Pablo Bonell, Marisa de Prada, Carlos Schmidt, and Ana Señor published *Negocio a la vista: Reportajes con actividades para cursos de español de los negocios*. The text consists of a set of videos that deal with different Spanish companies. Since these videos were developed by the public relations offices of the various companies, they present just the positive aspects of the company. The exercises that accompany the interviews include one on the topic of “interculturabilidad” in which a character called Maria Muchomundo appears as director of human resources and comments on the different cultural situations presented in the videos. This is the first book that reflects the theme of developing intercultural skills in a Spanish for Business textbook published in Spain, despite the development of such an interest in second language pedagogy books at the time, such as *Foreign Language Teachers and Intercultural Competence*, edited by Lies Sercu, in 2005 and *Language and Culture Pedagogy*, written by Karen Risager, in 2007.

Entorno empresarial (2008) written by Marisa de Prada, Montserrat Bovet, and Pilar Marcé, is divided into eight chapters with the usual topics in most Spanish for Business texts: *la empresa, recursos humanos, marketing y publicidad, compras y ventas, importacion y exportacion, la banca, la bolsa y los impuestos*. This book has, though, a new feature: Apartado D, which is called “Diferencias culturales.” It deals with general forms of cultural analysis but does not include specific information about differences and similarities in Latin America.

The introduction to Emilio Iriarte and Emilia Núñez Pérez’s *Empresa siglo XXI: El español en el ámbito profesional* (2009) states that the goal is to provide the student of Spanish for Business with the tools to develop the five skills called for in the Common European Framework of Reference for Languages. They are pragmatic, linguistic, socio-linguistic, sociocultural, and intercultural knowledge of a foreign language. The eight chapters of the book are subdivided into five sections with the headings serving as the organizational structure of each chapter. The selection of the main topics for each chapter are in some cases similar to the divisions of languages for business textbooks for other languages and in other parts of the world, but with particular emphasis on the aspects of the business world in Spain and with a heavily legalistic slant.

Since both section four (“Competencia sociocultural”) and section five (“Competencia intercultural”) state that their purpose is to deal with culture, a close examination of the actual content of these sections is useful in order to evaluate the teaching of culture. Section four, “Competencia sociocultural,”

rarely deals with culture at all, despite the use of the word *cultural* in the title. In “Unidad 1, Los tipos de sociedades,” section five, the conversations between a Danish employee and her Spanish colleague deal with the relation between the business culture (Spain) and the home culture (Denmark) of the visitor. It is by far the most useful of the whole text. In “Unidad 2, Creación de una empresa,” section five, “Competencia intercultural,” presents two foreigners, an Ecuadorian and an Argentinian, who talk about aspects of the Spanish economy. This section is not nearly as useful because no concrete information is provided nor any tools with which to analyze the specific aspects of the economy. In “Unidad 3, Contratos de trabajo,” section five, situations dealing with employee relations or human resources are presented, yet no attempt is made to guide the teacher who has no background with which to compare these labor situations with those in other countries. In “Unidad 4, El mundo laboral,” section five is dedicated to a job interview and the different questions that a foreigner may be given by a Spanish colleague. This section is quite useful because it analyzes cultural aspects of the Spanish business culture that may puzzle a foreigner. The job interview provides an examination of the hierarchical business culture in Spain in which past accomplishments are more important than future ones. “Unidad 5, El comercio,” presents in section five a comparison of the Spanish and Chinese cultures. Again in this case, cultural differences are presented but no explanation is given for these differences. This section presents an excellent opportunity for the authors to provide the students of the text with tools for cross-cultural analysis but this is not done. “Unidad 6, Publicidad y ventas,” presents in section five several situations that may produce culture shock during a business meeting, but no answers or analysis based on concrete cultural aspects is provided. “Unidad 7, La banca” presents a section in “Competencia intercultural” where a hypothetical list of complaints to a bank is analyzed from the point of view of whether the bank is Spanish or one of a series of European banks. This exercise lacks concrete information about the different cultural aspects of these banks that could make this exercise useful. Finally, “Unidad 8, Calidad de empleo y riesgos laborales” contains an interesting exercise under the heading of “Competencia intercultural, ejercicio 2,” where students are asked to discuss the cultural differences in evaluating the quality of their corporate culture as regards items such as flexible hours of employment, facilities located in their place of employment for child or elder care, annual vacations, maternity leaves, possibilities for promotions, and job security. Again, the text does not select specific differences between Spanish-speaking business

cultures or those of other parts of the world but leaves it up to the students in the class to bring their own experiences to the exercise. In cases, though, where neither the teacher nor the students have access to this intercultural knowledge, the exercise is not successful.

In 2010 two books were published: *Comunicación eficaz para los negocios* (Marisa de Prada & Pilar Marcé, Editorial Edelsa) and *Asuntos de negocios* (Carlos Schmidt, Editorial Edinumen). *Comunicación eficaz para los negocios* was presented as a text aimed at intermediate students, claiming to be based on the principles of communicative competence, but without mention made of a cultural approach. The book is divided into ten units that duplicate mostly the traditional ones used in business language textbooks during the last three decades. However, Unit 9, “Expatriados profesionales,” has a section called “El entrenamiento intercultural.” Unfortunately, it is nothing more than a few paragraphs in which vocabulary related to intercultural training is presented through a fill-in-the-blanks exercise. No attempt to incorporate interculturality extensively takes place in the rest of the text. Unit 2, called “Líderes y jefes,” is one of several units in which differences between countries and cultures could be introduced.

Asuntos de negocios (Schmidt, 2010) is a book about US business school cases with discussion topics. The introduction to the book states that it is meant for an intermediate level of Spanish as a second language but a close examination of the book does not reveal any language exercises, glossaries for the special business vocabulary used in the exercises, nor an audio tape of the cases.

The book consists of 100 activities for the Spanish for Business classroom, which can be used one per class meeting. The cases often seem to be adapted to the Spanish world and could involve intercultural aspects, since they deal with companies that have factories in other countries such as Poland or Latin America or even within Spain. But the text rarely uses this opportunity to present interculturality. An example of this is “Activity no. 11 IngMax,” which deals with a Spanish company with offices only in Spain and Portugal during the first 15 years of its existence and during the past five years has opened branches in China and Africa. It has trouble with retention of Spanish employees who are sent to China and Africa, with low productivity in these areas and with tensions between returning employees and those who have never left Spain. This exercise does not present aspects of the cultural tensions involved in this company

CONCLUSION

During the 1990s creators of texts for Business English as a second language began to incorporate elements of intercultural awareness (Lario de Oñate, 2013, p. 175) in their books. Among the textbooks published between 2000 and 2009, 17 of them (85%), had aspects of intercultural awareness. They included activities or a whole unit dealing with the topic, with titles such as: “Management Attitudes,” “Cultures,” “International Business Styles,” and “Around the World” (Lario de Oñate, 2013, p. 177). The authors believed that intercultural communication in Business English focuses on a non-essentialist approach, which argues that individuals do not necessarily share characteristics of their specific national cultures, do not belong to a cohesive group of people with the same culture, nor show certain fixed culture-related characteristics (Lario de Oñate, 2013, p. 188).

Textbooks for Spanish for Business published in Spain during the past three decades also reflect a growing interest in intercultural awareness. Texts changed from being purely centered on Spain to comparing Hispanic business culture with that of other parts of the world. But despite the occasional inclusion of dense theoretical introductions that sometimes quoted US business management theorists, the corpus of most Spanish for Business texts published between 1993 and 2010 did not reflect much intercultural awareness. There was a growing interest in presenting cultural themes, but many times these reflected an interest in superficial cultural patterns of behavior and did not examine underlying causes.

Culture was defined often in these texts as a presentation of economic data about different countries, with information about its GNP and business economy that was sometimes out of date with shifting world realities. For example, the economic downturn in Spain a few years ago has hardly been mentioned.

APPENDIX 1

SPANISH BUSINESS TEXTS EXAMINED IN THIS STUDY

(Organized alphabetically by author)

(1) Aguirre Beltrán, Blanca. (1993/2000). *El español por profesiones: Servicios financieros, banca y bolsa*. Madrid: Sociedad General Española de Librería. Segunda edición renovada, 2000. Level: Intermediate.

(2) Aguirre, Blanca, Tomás, José María de, Larru, Julio, & Rubio, Paloma. (2001). *Trato hecho: Español de los negocios*. Nivel elemental. Madrid: Sociedad General Española de Librería. Level: Beginner.

(3) Bonell, Pablo, Prada, Marisa de, Schmidt, Carlos, & Señor, Ana. (2006). *Negocio a la vista: Reportaje con actividades para cursos de español de los negocios*. Madrid: Edinumen. Level: Intermediate/Advanced.

(4) Brenes García, Ana María. (2002). *Exposiciones de negocios en español*. Madrid: Arco Libros. Level: Advanced or Native speakers.

(5) Brenes García, Ana María, & Lauterborn, Wanda. (2002). *La comunicación informal en los negocios*. Madrid: Arco Libros. Level: Advanced or Native Speakers.

(6) Felices, Ángel, Calderón, María Ángeles, Iriarte, Emilio, & Núñez, Emilia. (2003/2010). *Cultura y negocios: El español de la economía española y latinoamericana*. Madrid: Edinumen. *Libro de claves*, 2010. Level: Intermediate/Advanced.

(7) Felices Lago, Ángel, & Ruíz López, Cecilia. (2001). *Español para el comercio internacional: Términos y expresiones esenciales en el mundo de los negocios*. Madrid: Edinumen. Level: Intermediate/Advanced.

(8) Iriarte Romero, Emilio, & Núñez Pérez, Emilia. (2009). *Empresa siglo XXI: El español en el ámbito profesional*. Madrid: Edinumen. *Libro de claves*, 2009. Level: Intermediate/Advanced.

(9) Juan Lázaro, Olga, Prada Segovia, Marisa de, & Zaragoza Andreu, Ana. (2002). *En equipo.es: Curso de español de los negocios*. Nivel elemental. Madrid: Edinumen. Level: Beginner.

(10) Juan Lázaro, Olga, Prada, Marisa de, & Zaragoza, Ana. (2003). *En equipo.es: Segundo curso, Español de los negocios*. Nivel intermedio. Madrid: Edinumen. Level: Intermediate.

(11) Pareja, María José. (2005). *Temas de empresa: Manual para la preparación del Certificado Superior del Español de los Negocios*. Madrid: Edinumen. Level: Advanced.

(12) Prada, Marisa de, & Bovet, Montserrat. (2003). *Hablando de negocios: Método E.L.E.* Sexta ed. Madrid: Edelsa. Level: Intermediate.

(13) Prada, Marisa de, Bovet, Montserrat, & Marcé, Pilar. (2008). *Entorno empresarial*. Madrid: Edelsa. Level: Intermediate/Advanced.

(14) Prada, Marisa de, & Marcé, Pilar. (2010). *Comunicación eficaz para los negocios: Curso de conversación, recursos y vocabulario*. Madrid: Edelsa. Level: Intermediate.

(15) Schmidt, Carlos. (2010). *Asuntos de negocios: 100 Actividades de discusión para la enseñanza de español de negocios*. Madrid: Edinumen. Level: Intermediate/Advanced.

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