



**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**  
**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**

**SETIF 2 UNIVERSITY – SETIF-**  
**FACULTY OF LETTERS AND LANGUAGES**  
**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**  
**EDOLAS – POLE DE SETIF-**

**DISSERTATION**

Submitted in Partial Fulfilment of the Requirements for the Degree of

**MAGISTER**

Languages de Spécialité: Business English

**BY: AGGOUNE Amina**

***BUSINESS LETTERS WRITING IN BUSINESS COMMUNICATION***

**A CASE STUDY OF INTERMAT COMPANY**

**- EL- EULMA (SETIF)-**

**BOARD OF EXAMINERS**

**Chairman: Pr. KESKES Said**

**Prof. Sétif 2 University**

**Supervisor: Dr. ABDELLATIF Naouel**

**M.C.A Sétif 2 University**

**Examiner: Dr. BAHLOUL Amel**

**M.C.A Batna University**

**Guest: Dr. HAMMOUDI Abdelhak**

**M.C.B Sétif 2 University**

**ACADEMIC YEAR 2014/2015**

## DEDICATION

*I dedicate this humble work:*

- *To whom I owe love and respect to my dearest parents who surrounded me with affection, sacrifice and encouragement, may Allah protect them.*
- *To my lovely sister Ikram and my wonderful brothers: the beloved Aymen , Ali and his wife.*
- *To my beloved husband who has encouraged me to follow my studies, I am forever grateful.*
- *To my family in-law: my mother in- law, Souria, Nadjoua and Oussama.*
- *To my affectionate aunt Saida, grandmother, my uncles, aunts and their families.*
- *To my dear friends: Zineb, Meriem, Nadjet and Ismahane.*
- *To my teachers and colleagues of post- graduate studies.*

*To all these people, I offer my profound gratitude. I hope that they will like the way it has turned out*

## ACKNOWLEDGEMENTS

I would like to express my sincere thanks, and my deep sense of indebtedness to my mentor and supervisor Dr. **ABDELLATIF** Naouel who inspired me for this research work, and for her endless patience and precious advice.

I am sincerely thankful to Pr. **KESKES** Said for kindly accepting to read my dissertation and to be the chairman of the board of examiners.

I am grateful to Dr. **BAHLOUL** Amel who has devoted her time and efforts to evaluate this research work.

I am indebted to Dr. **HAMMOUDI** Abdelhak who has accepted to be member of the jury.

I would like also to thank my teacher Mr. **MOSBAH** Rafik and Head of the Department of English at the Setif2 University, for his help, understanding and moral support.

I am thankful to the Intermat company's workers for their help and seriousness in completing the questionnaire.

My thanks also go to all my family who encouraged me to carry out this work.

Last but not least, I wish to express particular thanks to my teachers of post graduation: Pr. Said Keskes, Dr. Abdellatif Naouel, Dr. Mebarki Zahia, Dr. Hammoudi Abdelhak and all my classmates of the "MAGISTER- Business English" 2011-2012.

## ABSTRACT

This current study seeks to shed light on the Algerian companies' written production, i.e., writing of Business Letters (BLs), for the purpose of understanding the use of the English language (EL) in written BLs regarding style of writing and common grammatical mistakes. Accordingly, it is designed to narrow down companies' mistakes and enhancing their writing, in particular, and language proficiency, in general.

Such a theme requires a research design, fundamentally, based on four chapters: The first one deals with the importance of EL as an international language and as a Lingua Franca with a specific emphasis on English for Specific Purposes (ESP), its characteristics and origins. Chapter two looks at the basics of communication with reference to business and organizational communication. It further pinpoints the concept of Business English (BE) and provides BLs' writer with guidelines for writing them that will transact business quickly, effectively and courteously. Then, the third one is an interpretation and description of the questionnaire and BLs. In the last chapter, the researcher attempts to bring some solutions to the problems identified. It brings some suggestions in order to have more efficient business people in the future, and thus, open the doors for further research in this particular scope of interest.

The subject of the study comprises 15 samples of BLs written in the EL by non-native people of Intermat company in El-Eulma (Setif). The analysis of the corpus showed that BLs' writers needed to develop their letters in order to make them effective, with the correct wording, grammar, spelling, tone and layout needed to achieve their objectives. Since BLs are of great significance for native speakers of English, any mismatch of writing by the Algerian writers may lead to misunderstanding and annoyance. Consequently, ESP teachers should try to familiarize the learners of BE with the writing features of language in their BLs.

## LIST OF ABBREVIATIONS

- BE:** Business English
- BLs:** Business Letters
- CC:** Carbon Copy
- EAP:** English for Academic Purposes
- EBE:** English for Business and Economics
- EBP:** English for Business Purposes
- EFL:** English as a Foreign Language
- EGAP:** English for General Academic Purposes
- EGP:** English for General Purposes
- EL:** English Language
- ELF:** English as a Lingua Franca
- ELT:** English Language Training
- EOP:** English for Occupational Purposes
- ESAP:** English for Specific Academic Purposes
- ESL:** English as a Second Language
- ESP:** English for Specific Purposes
- ESS:** English for Social Studies
- EST:** English for Science and Technology
- EVP:** English for Vocational Purposes
- GE:** General English
- LF:** Lingua Franca
- VESL:** Vocational English as a Second Language
- %:** Percentage

## LIST OF TABLES

<b>Table 3.1:</b> The Age of the Respondents .....	75
<b>Table 3.2:</b> Degree of the Respondents .....	76
<b>Table 3.3:</b> Workers' Position.....	77
<b>Table 3.4:</b> The Corporate Language Used in Intermat Company.....	78
<b>Table 3.5:</b> English Use at Intermat Company by Type of Items.....	80
<b>Table 3.6:</b> Kind of English Used by Workers at Intermat Company.....	81
<b>Table 3.7:</b> The Dominant Form of Communication in Intermat Company.....	82
<b>Table 3.8:</b> English Use in Language Skills.....	83
<b>Table 3.9:</b> Frequency of English Needs for Writing.....	84
<b>Table 3.10:</b> Frequency of English Needs for Reading.....	85
<b>Table 3.11:</b> Percentage of Organization Plans.....	86
<b>Table 3.12:</b> Salutation in the BLs.....	90
<b>Table 3.13:</b> Use of Names in the Salutations.....	90
<b>Table 3.14:</b> Complementary Closing in the BLs Writing.....	92
<b>Table 3.15:</b> Use of Names in the Closing.....	93
<b>Table 3.16:</b> Conversational Features in the Letters.....	94
<b>Table 3.17:</b> Syntactic Features in the Letters.....	97
<b>Table 3.18:</b> Number of Letters with or without Contracted Forms.....	98
<b>Table 3.19:</b> The Number of Letters Including Punctuation.....	100
<b>Table 4.1:</b> ELT at Intermat Company.....	101
<b>Table 4.2:</b> The Frequencies with which ELT is Offered.....	102
<b>Table 4.3:</b> Percentage of the Respondents who Considered Language Training in the Given Areas Useful.....	103

## LIST OF FIGURES and GRAPHS

<b>Figure 1.1:</b> Kachru’s Three Concentric Circles of English.....	11
<b>Figure 2.1:</b> Simplified Tree of English Language Teaching.....	23
<b>Figure 4.1:</b> Roles of the ESP Practitioner .....	108
<b>Graph 3.1:</b> The Age of the Respondents .....	75
<b>Graph 3.2:</b> Degree of the Respondents .....	76
<b>Graph 3.3:</b> Workers’ Position.....	77
<b>Graph 3.4:</b> The Corporate Language Used in Intermat Company.....	79
<b>Graph 3.5:</b> English Use at Intermat Company by Type of Items.....	81
<b>Graph 3.6:</b> Kind of English Used by Workers at Intermat Company.....	82
<b>Graph 3.7:</b> The Dominant Form of Communication in Intermat Company.....	83
<b>Graph 3.8:</b> English Use in Language Skills.....	84
<b>Graph 3.9:</b> Frequency of English Needs for Writing.....	85
<b>Graph 3.10:</b> Frequency of English Needs for Reading.....	85
<b>Graph 3.11:</b> Percentage of Organization Plans.....	87
<b>Graph 3.12:</b> Salutation in the BLs.....	90
<b>Graph 3.13:</b> Use of Names in the Salutations.....	91
<b>Graph 3.14:</b> Complementary Closing in the BLs Writing.....	92
<b>Graph 3.15:</b> Use of Names in the Closing.....	93
<b>Graph 3.16:</b> Conversational Features in the Letters.....	95
<b>Graph 3.17:</b> Syntactic Features in the Letters.....	97
<b>Graph 3.18:</b> Number of Letters with or without Contracted Forms.....	98
<b>Graph 3.19:</b> The Number of Letters Including Punctuation.....	100
<b>Graph 4.1:</b> ELT at Intermat Company.....	101
<b>Graph 4.2:</b> The Frequencies with which ELT is Offered.....	102
<b>Graph 4.3:</b> Percentage of the Respondents who Considered Language Training in the Given Areas Useful.....	104

## CONTENTS

Dedication.....	I
Acknowledgements.....	II
Abstract .....	III
List of Abbreviations.....	IV
List of Tables.....	V
List of Figures and Graphs.....	VI
Table of Contents.....	VII

### GENERAL INTRODUCTION

1. Background of the Study .....	1
2. Statement of the Problem .....	3
3. Research Assumptions and Hypotheses.....	3
4. Research Questions.....	4
5. Aims and Objectives of the Study .....	4
6. Research Methodology.....	4
6. 1 Research Type.....	5
6. 2 Data Identification, Type and Collection Procedure.....	6
6. 3 Population and Sampling.....	6
7. Research Limitations.....	7
8. Research Structure.....	8

### CHAPTER ONE: THEORETICAL FRAMEWORK

<b>Introduction</b> .....	9
1.1 English as an International Language.....	9
1.2 Lingua Franca English.....	14
1.3 Emergence of ESP.....	15
1.4 Definitions to ESP.....	17
1.5 ESP versus GE.....	19
1.6 Branches of ESP.....	21

1.6.1 English for Academic Purposes.....	23
1.6.2 English for Occupational Purposes.....	25
1.6.2.1 Abilities for Occupational Communication.....	25
1.6.2.2 Approaches to EOP Instruction.....	26
1.6.3 English for Science and Technology.....	28
1.6.4 English for Business and Economics.....	29
1.7 Characteristic Features of ESP Course.....	30
1.7.1 Organizing Course.....	30
1.7.2 Selecting Material.....	31
1.7.3 Types of Activities with Text.....	33
1.8. The ESP Practitioner.....	34
1.9. Benefits of ESP.....	36
<b>Conclusion.....</b>	<b>37</b>

## **CHAPTER TWO: LITERATURE OVERVIEW**

<b>Introduction.....</b>	<b>38</b>
2.1 Communication Process.....	38
2.2 Elements of Communication .....	39
2.3 Business Communication.....	42
2.3.1 Development of Organizational Communication.....	43
2.3.2 Importance of a Good Business Communication.....	45
2.4 Business English.....	45
2.4.1 Features of Business English.....	48
2.5 Business English as a Register.....	49
2.6 Business Letters.....	51
2.7 The Difference between a Business Letter and Other Letters.....	52
2.8 Planning a Letter.....	53
2.8.1 Five Steps to Planning.....	53
2.9 The Layout of a Business Letter.....	55

2.10 Principles of Effective Business Letter Writing.....	62
2.10.1 Present Your Best Self.....	62
2.10.2 Write a Clear, Conversational Style.....	63
2.10.3 Be Concise.....	63
2.10.4 Be Consistent.....	65
2.10.5 Use Jargon Sparingly.....	65
2.10.6 Avoid Big Words.....	66
2.10.7 Prefer the Specific to the General.....	66
2.10.8 Break up Your Writing into Short Sections.....	67
2.10.9 Use Visuals.....	67
2.10.10 Use the Active Voice.....	68
2.10.11 Organization.....	69
2.10.12 Length.....	71
<b>Conclusion.....</b>	<b>72</b>

### **CHAPTER THREE: DESCRIPTION AND ANALYSIS**

<b>Introduction.....</b>	<b>73</b>
3.1 Workplace Profile.....	73
3.2 Interpretation of Workers' Questionnaire.....	74
3.3 Sex and Age of the Respondents.....	75
3.4 Degree of the Respondents .....	76
3.5 Status of Workers inside the Company.....	77
3.6 Language Attitudes.....	79
3.7 Business Letters' Analysis of Intermat Company.....	86
3.7.1 Organization Plan.....	86
3.7.2 Subject Line.....	88
3.7.3 Salutation .....	88
3.7.4 The Use of Names in the Salutations.....	90
3.7.5 Closing.....	91

3.8 Conversational Features.....	93
3.8.1 Discourse Particles.....	94
3.8.2 Echo Questions.....	94
3.8.3 “How are you?” Question.....	94
3.8.4 Informal Words and Phrases.....	94
3.9 Syntax.....	95
3.9.1 Spelling.....	95
3.9.2 Abbreviations and Special Acronyms.....	96
3.9.3 Contracted Forms.....	96
3.9.4 Strange Phrasing.....	96
3.9.5 Typing Errors.....	97
3.10 Punctuation.....	99
3.10.1 Capitalization or Decapitalization.....	99
3.10.2 Carefree Use of Punctuation Marks.....	99

<b>Conclusion .....</b>	<b>100</b>
-------------------------	------------

## **CHAPTER FOUR: SUGGESTIONS AND RECOMMENDATIONS**

<b>Introduction.....</b>	<b>101</b>
4.1 English Language Training at Workplace.....	101
4.2 Language Training Needs for English.....	103
4.3 Syllabus and Material Design for BE.....	105
4.4 Performance Objectives of BE.....	106
4.5 The Prerequisites of an Efficient ESP Practitioner.....	107
4.6 Roles of ESP Teachers.....	107
4.6.1. The ESP Practitioner as a Teacher.....	108
4.6.2 The ESP Practitioner as Course Designer and Material Provider.....	109
4.6.3 The ESP Practitioner as a Collaborator.....	110
4.6.4 The ESP Practitioner as a Researcher .....	111
4.6.5 The ESP Practitioner as a Evaluator.....	111

4.7 The Significant Responsibilities of ESP Learner.....	112
4.7.1 Interest and Motivation for learning.....	112
4.7.2 Subject-Content Knowledge.....	112
4.7.3 Focus on Learning Strategies.....	113
4.8 New Perspectives to Enhance Teaching of ESP.....	113
4.8.1 An Eclectic Approach.....	113
4.8.1.1 Content Based Approach .....	113
4.8.1.2 Task Based Approach .....	114
4.8.1.3 Lexical Based Approach .....	115
4.9 Technology Use ESP Network.....	116
4.10 Recommendations.....	117
4.10.1 Business English Practitioners.....	117
4.10.2 Business English Courses.....	119
4.10.3 Business English Research.....	122
4.11 The Way Forward.....	123
<b>Conclusion .....</b>	<b>124</b>
<b>GENERAL CONCLUSION.....</b>	<b>125</b>
<b>BIBLIOGRAPHY.....</b>	<b>127</b>
<b>APPENDICES</b>	

## GENERAL INTRODUCTION

### 1. Background of the Study

The advent of the 21st century has accompanied globalization in scientific, technical, and economic activities on an international scale, which has magnified the role of English Language (EL) in international communication. Consequently, in order to achieve better and more effective results in international trade, the relevant authorities in non-native companies should be proficient in using Business English (BE).

Hence, all business companies exist for a purpose. In other words, they all do something and have a reason for doing it. In El-Eulma (Setif), Intermat company is a private company which produces or supplies goods, offers a service to its customers or do both, sells and buys machines for road building. The nature of this business forms a must to it to deal with foreign companies whose native language is not Arabic and who frequently use English as a Lingua Franca (ELF) with their Algerian clients regardless of their respective mother tongues.

Due to prosperous international communication, business and the wide opening of Intermat company to international markets, English has become a Lingua Franca (LF) used between companies and businessmen all over the world. Elmer Ordonez (1999, as cited in Mair, 2003: 6) stated that English continues to occupy the place of privilege; being the language of the ruling system, government, education, business and diplomacy.

Therefore, developing good business communication is as much about the ability to develop content as it is about good form of business documents. Those documents can be classified into two types: internal and external. Internal documents circulate within the company and may include memos, reports and proposals. External documents circulate outside of the company; examples include: letters, tenders, proposals and reports.

The most important one are Business Letters (BLs) which are a professional communication tool, written in formal language and used when writing from one business organization to another, or for correspondence between such organization and their customers, clients and other external parties. In Intermat company, they are used for different purposes; like placing orders, making credit request, requesting claims and adjustment, to apologize for wrong or simply to convey goodwill.

Besides, Intermat company should know the importance of effective letter writing. It cannot have a good business relationship with customers if it does not know what it is trying to tell them in a letter. The services or products cannot be marketed if a prospective customer is baffled by the service or product described. How can a salesperson expect to make a sale when, because of a muddled letter, the prospect cannot even understand what it is that is being sold? BL writing is crucial to the success of Intermat company, without letter writing skills, it's effectiveness is stymied. This realization should be enough to convince it about the need to be a good writer of letter. Letters may not seem like the crux of Intermat company's business, but if it considers that effectively written letters can increase the quality of working relationships and the quantity of business it can attract, decrease wasted hours and money.

Intermat company' letters use English for Specific Purposes (ESP). Within the field of ESP, English for Occupational Purposes (EOP) is our concern here. In other words, it is practising business as its profession and thus BL should fit within its purposes. By way of consequence, English for Business Purposes (EBP) has been classified as a category within EOP.

## 2. Statement of the Problem

Business letters are powerful ways to deliver formal or persuasive information, establish permanent records, or send significant, sensitive, or confidential messages in Intermat company. Although e-mail has become the most popular way to exchange written messages, BL is still a necessary communication tool. Intermat company usually writes letters to communicate with people outside of it, though it can also use letters to send formal messages to colleagues. Besides the words, it writes on the page its letter's design and format tell its reader about it, its attention to detail, and its level of professionalism.

No company can hope to succeed in business without being able to write good BL which means, clearly understandable and brief, above all, persuasive. By '*persuasive*', we mean that the letter should be so planned and designed that it achieves its '*objective*' or '*goal*': whether it is the securing of a job or promotion, or a sale of products, or money owed, or an apology, or improved work or output, or something else sought by its writer. Hence, those letters should have guidelines to follow when they compose and format in order to write BLs that respond to requests, convince readers to take action.

## 3. Research Assumptions and Hypotheses

The present study is based on the assumption that the basic reasons behind writing BLs by Intermat company are typically for written communication sake. In other words, every BL is written to meet a particular situation. The plan of a letter depends on the kind of situation that Intermat company is writing for. Many situations are relatively simple, e.g., placing orders, making credit request, requesting claims and adjustment, to apologize for a wrong or simply to convey something ...etc.

Therefore, the hypothesis be built on the previous assumption is that if BLs are used for business communication, we assume that we need to develop mechanisms to make them

appropriate and effective, with the correct wording, grammar, spelling, tone and layout needed to achieve their objectives. Thus, we need to give confidence to recipients of those letters by developing features in common which make them good BLs.

#### **4. Research Questions**

The purpose of this study leads us to ask the following questions:

1. What are the objectives and layouts of BLs?
2. Does BL have common features?
3. What are the components of effective BLs?
4. Does BE have an impact on the letters' writing?
5. Are the four language skills of equal importance for the BLs in communication?

#### **5. Aims and objectives of the study**

The primary focus of the present study is to go beyond written communication to examine the BL's features and the ideas on which they are based. Therefore, this study has two aims: First, it aims to offer an examination of BL influencing recent and present practice in written communication. Second, it aims to illustrate the range of features that exist in BL at present in order to know what makes BL effective.

#### **6. Research Methodology**

It is important to understand some essential theoretical issues to carry out the study. Therefore, this part concerns knowing the appropriate type of research to answer the research questions and it notifies how the participants of the sample should be selected, i.e., what are the criteria according to which the sample is to be drawn from the population of interest.

## 6.1 Research Type

There are certain conditions and procedures to be followed in any scientific research in order to accomplish a reliable work. These conditions are related to the research problem, the method used and the data collected. As far as the research problem is concerned, it should be feasible, testable and requires accessible data to carry out the investigation. Besides this, the selection of the method to be used should depend on the nature of the subject and on the purposes which have to be achieved by the research.

The approach to this study was qualitative. One form of qualitative study is the case study. Merriam (1988) describes a case study as an *'intense, holistic description and analysis of single instance, phenomenon, or social unit.'* As indicated by Duff (2008), it is regarded as the most widely used strategy for qualitative and quantitative researches in education. Case study is often used in educational researches for its evident profits.

Case studies are characterized by specific methodological components and procedures in conducting them. The first step to undertake such a research, after detecting the existence of the problem in the real context, is to identify the research questions to be answered. The next step is choosing the sample; the research needs the suitable nature of data and the appropriate method to analyze it.

Finally, the findings of the analysis are evaluated and interpreted according to the researcher's perspective. The purpose of the present case study is to find out problematic sources behind writing BLs in Business communication. Therefore, the descriptive method will be relied on in our research.

## **6.2 Data Identification, Types and Collection Procedure**

It becomes clear now that the methodology followed in our work is a descriptive one and that the research strategy used is the case study. What remains is a method to collect data. A survey data is collected over 15 days, with the survey available on the workplace. The data gathered in this study consists of 15 English BLs. In our research, data is collected through an analysis of Intermat company employees' questionnaire and their written BLs. The questionnaire consists of twenty three (23) questions which have been divided into three parts; each part holds a distinct label. we have divided the questionnaire into these parts in an attempt to follow: first the structure of this research work and second in an attempt to provide answers as well as useful insights into the ESP, BE and writing BLs with reference to the BE' workers.

The first part has dealt with both the background and profile of respondents in order to gather general information about the informants who are BE participants; their age, sex, degree and their status inside the company under investigation.

The second part has dealt with more specific questions in the analysis of the use of English as a medium of communication in which the research has sought to have a deep insight into the ESP and BE situation where a language participant is involved.

The last part is about the participants' perception about possible solutions and recommendations.

## **6.3 Population and Sampling**

The population we are concerned with includes workers of Intermat company. However, a number of factors may prevent us from gaining information from the whole population. These factors include time constraints, financial means, accessibility and energy. Therefore, we need to select a sample of the members who we are able to question.

The sampling strategy chosen, in our research, is random (also known as probability sampling). Probability sampling is further divided into a number of techniques. We will rely on a simple random sampling technique which contains one group. The number of participants in the study was eight (08). The group consisted of males. Their age range was between 25-50 years of age. We will work with employees of Intermat company in El-Eulma (Setif).

## **7. Research limitations**

As any research, the present one is not devoid of some limitations which may cause an obstacle to the research process. What may face the researcher at the first step is the lack of time in Intermat company' agenda. It is known that they have busy days and hours. Time which subjects may devote to the researcher's purpose is becoming precious and needs careful planned exploitation.

Hence, one of the limitations is the number of questions set in the questionnaires. The more the questions are, the more boring they will be for the participants in the study. Questions have to be as precise and concise as possible in order to obtain the target information and get back most of the questionnaires handed in.

Besides, generalization of the results obtained and recommendations suggested is not appropriate since our concern is the study of a case. Nevertheless, such generalization becomes worth all the trial if the results are confirmed and recommendations experimented by other researches. These researches have to be conducted in the Algerian business context.

## 8. Research Structure

It should be mentioned at this level, that on the basis of the research problematic, this research work comprises a general introduction, four chapters and a general conclusion.

The first one describes the EL as an international language and its importance as a means of communication over the world. In addition, this chapter includes the definition of ESP, its development through time and its characteristics in order to have an idea of what is ESP and how it is distinguished from English for General Purposes (EGP).

The second chapter looks at the basics of communication with reference to business and organizational communication. It further pinpoints the concept of BE. The chapter guide provides BLs' writer with guidelines for writing them that will transact business effectively.

Chapter three is divided into two parts: the first part is the data obtained from the questionnaire survey and the second part is the analysis of the BLs collected from the participants, background information on the respondents and their workplace environments.

Chapter four, however, deals with recommendations and suggestions in order to enable further research and form more efficient people in the workplaces issued from different fields, the respondents is asked about any English Language Training (ELT) in their actual workplace and they are asked also about their wants.

## CHAPTER ONE: THEORETICAL FRAMEWORK

### Introduction

When exploring the use of English worldwide and its relationship with other languages, linguists, language planners, and educational policy makers have conducted that English has now become the global language par excellence and in fact has been for the last few decades.

Hence, the rise of English as a global language was predicted by Sapir as early as 1931 (Sapir, 1931:66). Almost sixty years later, David Crystal acknowledged that its use as a LF was closely connected with its rise as a world language (Crystal, 1997). According to him, “a language achieves a genuinely global status when it develops a special role that is recognized in every country.” (quoted in McArthur, 2004: 10).

Therefore, the use of restricted forms of English, what is called ESP by professional communities is another testimony to the supremacy of English.

The first part of this chapter deals with the reason that led the emergence of EL as an international language. Then, special attention is given to theoretical definitions of ESP and its branches.

### 1.1 English as an International Language

About fifty years ago the notion of English as a true global language was merely a Theoretical prediction which is still diffuse and vague. However, realities have created it as a real world language at the present time.

In 1999, Graddol (1999: 57) predicted that in the future English will be a language used mainly in multilingual contexts as a second language and for communication between non-native speakers. This prediction seems to have come true no English is used most often as

a contact language by speakers of other languages in various contexts. Also, our society is becoming a 24 hour society that increasingly challenges its members on all levels. Information density grows and people need tools to be able to communicate and interact faster and faster, at the same time they need to learn to accommodate to other cultures. Global English enables us to communicate freely with each other and thus satisfies our needs.

"*Global English*" in sociolinguistic context refers almost literary to the use of English as a global language, a common language for the world. A language achieves a genuinely global status when it develops a special role that is recognized in every country. Having such a status, the global language has to be a great importance, influencing all the domains of the human activity in the world. For example, English dominates such fields as the media, foreign language teaching and business etc.

English is one of the most important languages in the world, it can even be said to be the single most important language, other languages are important too but not for the same reasons as English is, because it may be the only language that truly links the whole world together. The use of English is especially widespread in the international business world, so much so that English has become the standard language of world business and the more widely spoken and written than any other language, over 700 million people speak English as foreign language, three- quarters of the world' mail, telexes are in English.

According to Crystal, "*English is now the dominant or official language in over 60 countries and is represented in every continent.*" (Crystal, 1997)

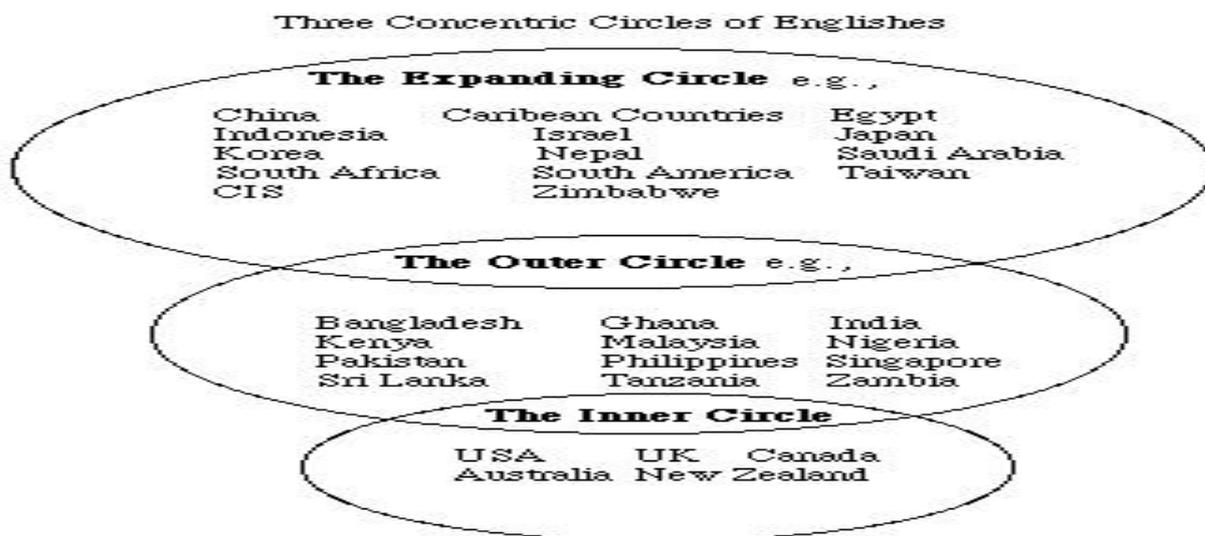
Research has established that 85% of international associations make official use of English, 70% of the linguistics journals in the world are published exclusively in English,

85% of the world film market is in English, 85% of the scientific articles in the world are written in English<sup>1</sup>.

Accordingly, it can be understood that the EL is a vital means of communication for millions of people around the world. During the twentieth century, numerous technological inventions and developments, such as the telephone, fax, electronic mail and internet which facilitate communication between people from all walks of life and the language that is used most is English as the following quote proves:

*“Most of the scientific, technological and academic information in the world is expressed in English and over 80% of all the information stored in electronic retrieval systems is in English.”* (Crystal)

In the 1980s, Kachru (1985) launched a useful description of the spread English by dividing the English –speaking community in three concentric circles: The inner circle, the outer circle, and the expanding circle (see Figure 1.1). It has been the most influential model of the spread of English.



**Figure 1.1 Kachru’s Three Concentric Circles of English.**

Source: Kachru (1992: 356)

<sup>1</sup> [www.englishlanguageguide.com](http://www.englishlanguageguide.com)

The inner circle includes those English- speaking countries where the language serves as a native language, for example, the United Kingdom and Australia. The outer circle refers to countries which have experienced periods of colonization by English- speaking communities and the language has thereby been institutionalized in these nonnative communities. Among these: India, Nigeria and Singapore where people use English as a Second Language (ESL). The expanding circle, for its part, includes countries where English is used as a Foreign Language (EFL), for instance in China, Israel and Finland.

However, there are some problems in Kachru's model (Figure 1). He points out that it is sometimes unclear whether a country has ESL or EFL, because the language policies of such countries change constantly (Kachru, 1985).

Today, approximately 20 countries; for example Denmark, are in transition from EFL to ESL status (Graddol, 1997: 11).

The future of English as a global language will depend on the political, economical, demographic and cultural trends in the world. The beginning of the 21<sup>st</sup> century is a time of global transition; globalization is going hand in hand with the growing use of English.

English is the second most widely spoken language in the world today. Of the 6912 living languages only Mandarin is spoken by more people. It is the EL however that seems to be having a bigger impact on the world as a whole. It is the official language in 52 countries as well as many small colonies and territories in addition, 1/4 to 1/3 of the people of the world understands and speaks English to some degree and it has become the global language used in business cultural and political exchange.

English on the other hand, is spoken around the world, it has been estimated that out of 06 billion people that are alive today about 350 million speak English. As Girard reports, *“The language has an international status and is widely used by people for whom it is not the mother tongue. Moreover, people who are studying English, senior and businessmen,*

*look for the opportunity to learn it because they realize that English is a LF in international relations.” (Girard, 1974)*

As a result, the growth of international trade to globalization and the internet, the use of EFL is worldwide and it has become a “*LF<sup>1</sup>*” (ELF) when people from different entities had to communicate with each other so they adopted a simplified language known as English. Crystal (1997) asserts that English is the most widely taught foreign language has no frontiers of usage but goes across borders and different cultures.

Other terms used or less interchangeably with English as an international language include:

- ELF.
- English as a global language.
- English as a world language.
- English as a medium of intercultural communication.

The causes for this universality are well known and understandable; English first began to spread during the 16<sup>th</sup> century with the British Empire and was strongly reinforced in the 20<sup>th</sup> century by the United States of America world domination in economic, political and military domains and by the huge influence of America movies and pop music.

The globalization of world business, technological and trade had brought a huge increase in the demand of all types of ESP teaching and the universal language on the internet. English is the language of the internet, even non-native speakers write their blogs in English to reach a wider international audience and it has been the language of

---

<sup>1</sup> - By extension, a semi- technical term for any additional ( often compromise) language adopted by speakers of different languages, as a common medium of communication for any purposes and any level in concise Company to the ENGLISH LANGUAGE,OUP,US,1998.

international trade for decades now. Actually, the electronic media and the internet particularly did the final job in promoting English to global language.

## 1.2 Lingua Franca English

The term “Lingua Franca” has been defined as a contact language used between persons who do not share each other’s mother tongue and who instead turn to a third language which is not the native language of either speakers ( Firth, 1996: 240). Hence, LF has nonnative speakers (Seidlhofer, 2001: 146). Any natural or artificial language may acquire a status as LF and become used either internationally, i.e., as a common language of a country, or internationally between speakers of different nationalities.

House states that: “*ELF interactions occur between conversationalists of different language backgrounds, for none of whom English is the mother tongue.*” (House, 1999: 74)

English serves as LF for both national and international purposes and has obtained a strong status as such all over the world. It is in fact the LF speakers who make up the largest group of English speakers in the world today (Meierkord, 2000: 1). For them, English is a useful tool to be used when native languages fall short, e.g. in politics or on the internet (Seidlhofer, 2001: 141).

The fact that speakers of ELF come from various cultural and linguistic backgrounds is bound to have its effects on the language as well. However, at the same time as the speaker’s mother tongue and his/her own communicative norms influence the language; the ELF speakers have also learned the norms of British or American English at least to a certain extent.

As result, the ELF communication can involve three or more cultures, i.e. the culture of the speaker, the recipient and for example, Britain requiring the speaker to handle unexpected communicative events. It has been claimed that this creates insecurity which,

in turn, encourages speakers to establish specific lingua rules. As a sign of this, ELF has its own linguistic characteristics influenced partly by the linguistic norms of the individual speakers as well as the competence of each speaker in foreign language (Meierkord, 2000:1-2).

### **1.3 Emergence of ESP**

From the early 1960's, ESP has grown to become one of the most prominent areas of EFL teaching today. Its development is reflected in the increasing number of universities offering specialties in ESP (e.g. the university of Birmingham, and Aston university in the United Kingdom) and in the number of ESP courses offered to overseas students in English speaking countries as well as in other parts of the world under the widespread effect of the globalization phenomenon.

Thus, learning English has become to be essential for academic studies of graduate as well as post-graduate students who need to pursue the world's scientific and technological development.

To contribute to national and international scientific and technological development, researchers need to acquire academic discourse community membership (Swales, 1990:25). Thus, graduate students are now urged to work with other students in other universities over the world with the shift in Algeria's directed economy toward a free market economy; however, all the gamut of scientific fields are required to attain the communication, training and education necessary for new initiatives to become successful and sustainable.

Therefore, ESP is an outcome of different historical, economic and political events. ESP was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends (Hutchinson and Waters, 1987: 6). Thus, ESP was rather an

outcome of combined events rather than a made up or a planned product. These trends have operated in a variety of ways around the world, but we can identify three main reasons common to the emergence of all ESP (Ibid).

The demands of a Brave New World came as an outcome after the end of the Second World War in 1945 with an unprecedented expansion in scientific, technical and economic activity on an international scale. As was cited in the Daily Newspaper *Le Quotidien d'Oran* on January the 6<sup>th</sup> of 2010 “L’Europe unie, une vieille idée longtemps caressée par des politiques et rêvée par des penseurs mais devenue impérieuse nécessité après les désastres de la seconde Guerre mondiale est entrain de devenir réalité”.

English, then, became the accepted international language of technology and commerce; it created a new generation of learners, who knew specifically why they were learning a language “situations where the student has some specific reasons for wanting to learn a language.” (Harmer, 1983: 1) Moreover, the oil crisis of the early 1970s resulted in Western money and knowledge flowing into the oil-rich countries. The language of this knowledge became English.

The second key reason cited as having a tremendous impact on the emergence of ESP was a revolution in linguistics. Whereas traditional linguists set out to describe the features of language revolutionary pioneers in linguistics began to focus on the ways language is used in real communication. Hutchinson and Waters (1987) point out that one significant discovery was in the ways that spoken and written English vary. In other words, given the particular context in which English is used, the variant of English will change. The idea is that if language differs in different situations, then tailoring language instruction to meet the demands of learner’s contexts is realizable.

The final reason Hutchinson and Waters cited as having influenced the emergence of ESP was rather psychological. More attention was given to the ways given to the ways in

which learners acquire language and the differences in the ways language is acquired. Learners were seen to employ different learning strategies, use different skills and be motivated by different needs and interests. Therefore, focus on the learner's needs became equally paramount as the methods employed to spread linguistic knowledge.

We can conclude and say that English became a challenge to keep up with the rapid expansion of technology and commerce rather than a sign of well- rounded education. "The effect was to create a whole new mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English was the key to the international currencies of technology and commerce." (Ibid)

#### **1.4 Definitions to ESP**

English for Specific purposes is a way of teaching/learning English for specialized subjects with some specific vocational and educational purpose in minds. There are different needs for different purposes of EL like English for Economics, English for business, English for Secretaries, English for Technicians and others. Thus, ESP is an approach to language learning based on learners' needs. Thus, ESP is goal-directed, it is an approach to language teaching based on learner's needs and reasons for learning a language as stated in Hutchinson *et al* (1987:19): "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning." Yet, ESP should be seen simply as an "approach" to teaching, not a product.

John Munby defined ESP as "ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner." (Munby, 1978) The notion of ESP courses and communication needs are emphasized in ESP context.

Mc Donough (1984) thinks that ESP is a focus of language teaching activity which certainly has its own range of emphases and priorities. It is stressed that ESP is a kind of language teaching activity.

For Mackay and Mountford (1978), ESP is:

*A restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well defined context, task or vocation.*

In this respect, ESP is a language tailored according to specific needs to match specific situations.

Respectively, Mackay and Mountford (1978) added that ESP:

*Is generally used to refer to the teaching of English for a clearly utilitarian purpose, this purpose is usually defined with reference to some occupational requirements, (e.g.: for international telephone operators)... or vocational training programmes, (e.g.: for hotel and catering staff)...or some academic or professional study, (e.g.: engineering)...*

Dudley-Evans and St. John (1998), in a more recent study, have modified Stevens' (1988) definition and exposit their revised view on ESP in terms of 'absolute' and 'variable' characteristics.

#### Absolute Characteristics:

1. ESP is defined to meet specific needs of the learners;
2. ESP makes use of underlying methodology and activities of the discipline it serves;
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genres appropriate to these activities.

### Variable Characteristics:

1. ESP may be related to or designed for specific disciplines;
2. ESP may use, in specific teaching situations, a different methodology from that of General English (GE);
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
4. ESP is generally designed for intermediate or advanced Students;
5. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (1998:4-5).

This definition shows clearly what are the absolute characteristics can be found in any field of ESP, then, within the variable ones; the investigator can notice what changes from one branch to another in the ESP realm.

### **1.5 ESP versus GE**

The so-called GE is mostly used to refer to the English taught at primary or secondary schools with an immediate objective for exams.

Mackay and Mountford (1978) stated that when EFL is taught to children at the primary and early secondary levels of education, it is generally taught with a general educational aim in mind. That is, besides the fact that ESP was associated to needs analysis that aims to determine exactly what learners need to learn English for? One cannot assume that GE has no teaching aims.

Nevertheless, according to Hutchinson and Waters (1987), what distinguishes ESP from GE is not the existence of a need as such but rather an awareness of the need. Here lies the distinction of age that is mostly assumed that GE is taught at primary and secondary

schools and ESP is mostly taught at the tertiary level because as stated by Mackay and Mountford (1978: 3): “Inevitably what is taught to primary and secondary level Children is not a communicative knowledge of how the syntactic and lexical rules of English operate.”

In fact, GE is taught for different social or cultural reasons without a directed communicative objective. Anyway, is GE really different from ESP? Hutchinson and Waters (1990:53) say that in theory nothing, in practice a great deal. Besides the fact that it not only ESP that has a specifiable need because all EFL enterprise has a special aims and needs; the investigator can argue and differentiate by saying that ESP is a learner-centered approach to need analysis.

Moreover, “the only practical way in which we can understand the notion of special language is a restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well-defined context, task or vocation.”(Ibid: 4).

Yet, in this sense, Mackay and Mountford (1978) claimed that:

*“However, such restricted repertoires are not languages, just as a tourist phrase book is not a grammar. Knowing a restricted ‘language’ would not allow the speaker to communicate effectively in novel situation.”*

The restricted repertoires are often analogous to ESP in the sense that the different branches to ESP covers different linguistic properties, lexical items and sentence structures but the syntax is similar to GE. Hence, the researcher may say that GE and ESP are the same language with different linguistic structures. What we have is the same language employed for similar and different uses employing similar and different usages. (Ibid)

All in all, it is usually agreed on that ESP learners have already acquired some linguistic competence in the target language. It is often assumed that ESP students will not be beginners but will have already studied EGP for some years. (Robinson, 1991: 3)

Furthermore, Widdowson quoted Basturkmen (2006: 145) made the following comparisons between general EL teaching and ESP:

“General EL teaching distinguishes between teaching aims (the eventual target behaviors of the students) and objectives (the pedagogical means hoped to enable the students to achieve the eventual target behaviours)”.

Whereas, ESP conflates aims and objectives, with the result that courses simply specify where the learner should end up rather than working out the pedagogical means to achieve those ends.

General EL teaching aims to provide students with a general language capacity. In doing so, it provides the students with the enabling strategies and means to solve independently communication difficulties (often unpredictable in nature) that they will face after completing the language course.

By contrast, ESP courses often aim to provide students with a restricted set of language competencies (just enough to function in the target environment). This fails to provide a general language capacity that would allow the students to solve unpredicted communication problems in the future.

Thus, the investigator can conclude and say that ESP courses are not sufficient to face all communicative situations.

## **1.6 Branches of ESP**

Due to the overall authority of English over the world' economy, business and within the scientific flow in all the fields namely technology, medicine, engineering, etc. EL has

become the internationally accepted language. According to Stevans (1987: 56), “English is used by more people than any other language on the earth, although its mother-tongue speakers make up only a quarter or a fifth of the total.”

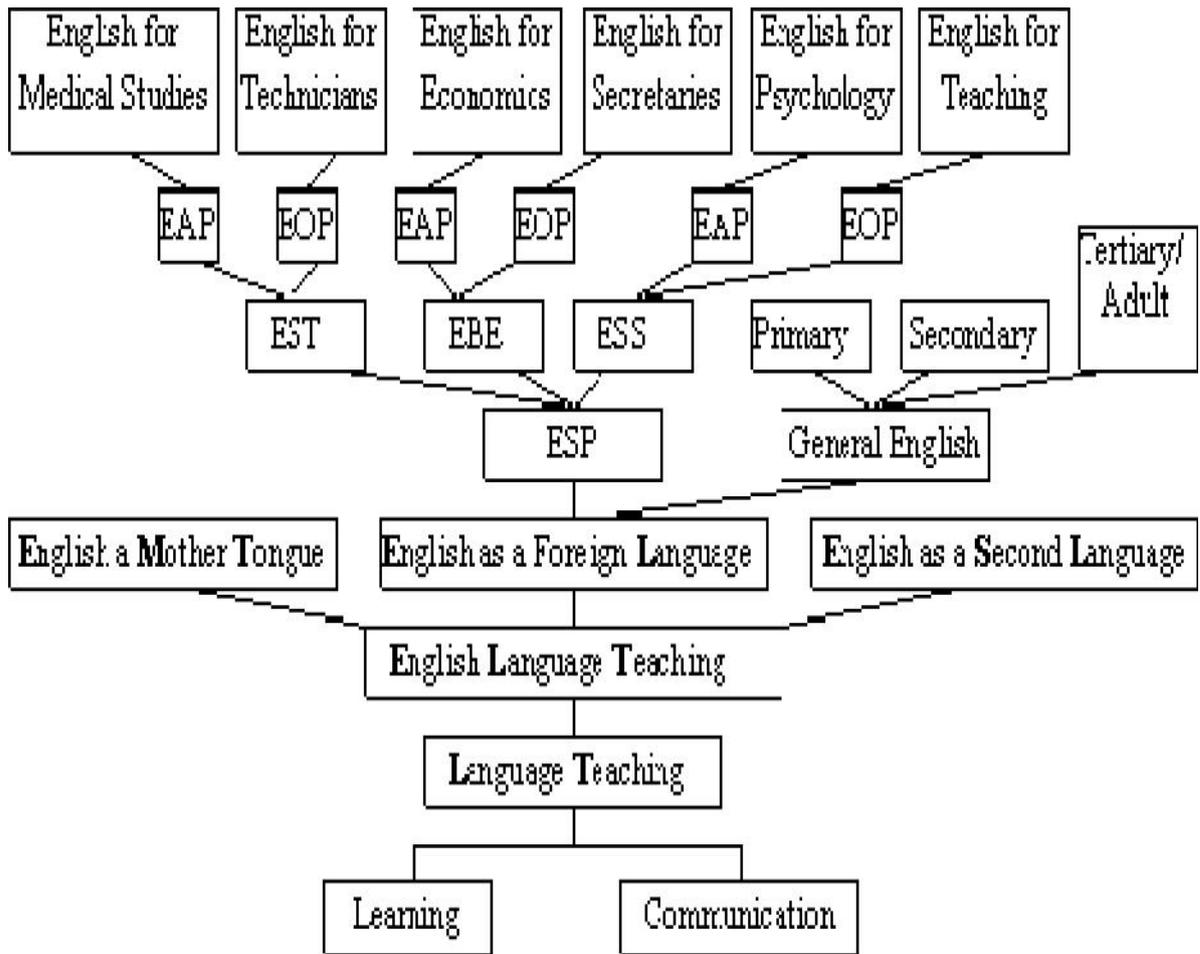
Hence, ESP today is taught in overall the scientific and technological fields and it is divided by many specialists into different acronyms. David Carter (1983) identifies three types of ESP:

- English as a restricted language.
- English for Academic Purposes (EAP) and EOP.
- English with specific topics.

According to Carter (1983), the language used by waiters is an example of English as a restricted language. Hence, Mackay and Mountford (1978) posit that: “Knowing a restricted ‘language’ would not allow the speaker to communicate effectively in novel situations, or in contexts outside the vocational environment. EAP and EOP are respective examples of English for biological studies and English for technicians.”

As far as English for specific topics is concerned, Carter (1983) notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions.

Hutchinson and Waters (1987) represented the tree of English language teaching as follows:



**Figure 2.1: Simplified Tree of English Language Teaching**

Source: Hutchinson & Waters (1987)

### 1.6.1 English for Academic Purposes

English for Academic Purposes is learnt because it is part of the curriculum. It entails training students, usually in a higher education setting, to use language appropriately for study. Yet, in order to understand EAP, one has to look at the different classifications made by different subject-specialists of the teaching/ learning language. Hence, according to the tree of Hutchinson & Waters (1987) simplified in figure (2.1) EAP is a sub branch of ESP that is divided into:

- English for Science and Technology (EST)
- English for Business and Economics (EBE)
- English for Social Science (ESS)

Every one of these branches is divided into two: for work and for academic study which have their own branches depending on the learners' needs and qualifications.

Moreover, according to Kennedy and Bolitho (1984:5) adapted from Strevens (1977)

ESP is divided into two parts:

- EOP
- EAP

All in all, EAP is placed under the heading of ESP, but in fact, what distinguishes EAP from other fields of ESP?

Defined broadly in Wikipedia (2008), the free encyclopedia as “a challenging and multi-faceted area within the wider field of EL learning and teaching, and is one of the most common forms of ESP.”

Furthermore, according to Coffey (quoted by Jordan, 1997), EAP has two divisions: Common Core or Subject Specific. This reminds us by the definition proposed by Dudley-Evans and St. John (1998) of Absolute and Variable characteristics. The two divisions have been described by Blue (quoted by Jordan, 1977) as:

- English for General Academic Purposes (EGAP)
- English for Specific Academic Purposes (ESAP)

Nonetheless, the point is crucial that more than often academic activities bear a research character and thus the use of EAP cannot be strictly separated from the use of English for research purposes (Kramina, 2000: 40). Thus, foreign language learning where EAP is an innovative activity (Ilyinska, 2004: 18) is an integral part of research.

## 1.6.2 English for Occupational Purposes

The acronym EOP also called English for Vocational Purposes (EVP) or Vocational English as a Second Language (VESL) is used generally to indicate the nature of the purpose involved. Thus, the investigator may not see a clear distinction between EAP and EOP. According to Hutchinson and Waters (1987: 16), there is not a clear-cut distinction “people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns, to a job.”

However, EOP deals specifically with workplace relevant language use. When EL learning is for exclusively Occupational Purposes, it has altogether different parameters keeping in view the specific objectives. Moreover, the relationship of organizational communication and EOP can also be established through the role of EL. EOP has very broad range and it deals with a variety of job contexts, from air ticketing to oceanography and engineering to business management. Organizational communication relates to occupational setting like those of the secretarial worker, typist, clerk, manager, senior executive and other such occupations. EOP will be a part of organizational communication. Furthermore, most of the organizational communication in Algeria as well as in multinational organizations utilizes EL and EOP is the development of English for the purpose of communication in a particular job context.

### 1.6.2.1 Abilities Required for Occupational Communication

Successful communication, especially in organizational settings, requires a set of abilities. Gatehouse (2001) enumerates three necessary abilities for successful occupational communication. These include the ability to use:

- The particular jargon of an occupational position as well as of the occupation.
- General academic skills like research and responding to a letter.
- Everyday language to communicate effectively, regardless of the occupational context, like informal and personal communication.

These three abilities are fundamental to successful communication in occupational settings. An EOP course should incorporate activities that contribute to the acquisition and development of those abilities. “The task for the ESP developer is to ensure that all three of those abilities are integrated into and integrated in the curriculum.” (Gatehouse, 2001)

It can also be said that an EOP course, although it does not have a predetermined syllabus, should address the universals of communication, in addition to particular needs of particular learners. At the needs analysis stage, the level of the learners' prior acquisition of the linguistic skills and abilities of communication should also be determined, accordingly addressed in the course design. Although, it is difficult to determine general linguistic abilities that all practitioners agree on, a few essentials, both abilities as well as skills can be listed. The essentials of a particular job context are comparatively easy to determine because the settings and objectives of a job can be demarcated.

#### **1.6.2.2 Approaches to EOP Instruction**

An EOP course always has functional objectives specific to an occupation. It will be a greater success if the teaching- learning process replicates some occupational communication activities in the classroom. It will actually train the learners in this occupational communication. McDonough (1984) suggests that the function of simulations is to rehearse for the target situation. There are two essential features of a simulation.

Firstly, the aim of simulation is to set up an environment as close as possible to the real world situations in which the learner is training to work. Within this framework, there can be approximations to the real situations in terms of roles, topics, language choice and types of activity, as well as procedures of communication.

Secondly, a simulation is, pedagogically, based on problem solving techniques. Simulations have a number of benefits in the development of EL proficiency in the context of the target occupation. It takes language learning much closer to the actual field needs of the learner. They go through the process of finding solutions to a problem, and rely on their own professional knowledge of EL.

Generally, simulations involve listening and speaking skills, but these can be equally effective for other skills. Simulations address the three abilities for occupational communication mentioned earlier. In the EOP context, simulations involve technical and general problem solving as well as decision- making whereas in an EAP context simulations are useful for in- class group activities, tutorials and presentations. Stoller (1997) has advocated content- based instruction for its success and popularity in various language learning programmes including ESP/EOP. She has mentioned: “Content- based instruction allows for the natural integration of sound language practices such as alternative means of assessment, apprenticeship learning, cooperative learning, integrated- skills instruction, project work, scaffolding, strategy training, and the use of graphic organizers.”

In this regard, she has suggested the use of project- based learning as an effective approach to the teaching methods in practice. In content- based classrooms, “project work is particularly effective because it represents a natural extension of what is already taking place in class.” Guceri and Akin (1998) advocate the case study method especially in EOP teaching. Case studies are widely used and have great popularity in many disciplines.

“Case studies provide students with the opportunity of reading, understanding and discussing a specific problem area. Students are expected to propose logical solutions to the problem presented.” Therefore, this method involves various skills like “critical thinking, creating, communication skills, as well as attitude, self- analysis, social skills and decision- making skills.” The case study method will have greater relevance to EOP instruction than other methods and techniques, which can be used in EOP. However, the utilization of an approach or method will be determined by their effectiveness and relevance to the objectives of an EOP course.

### **1.6.3 English for Science and Technology**

In the late 1960 s and the early 1970 s, there were many attempts to describe EST. Hutchinson and Waters (1987) identify Ewer and Latorre, Swales, Selinker and Trimble as a few of the prominent descriptive EST pioneers. Indeed, Hutchinson and Waters (1987: 9) maintain that: “It will be noticeable in the following overview that one area of activity has been particularly important in the development of ESP. This is the area usually known as EST”.

Furthermore, Swales (as cited in Hutchinson and Waters) described the development of EST as the development of ESP in general “... EST has always set and continues to set the trend in theoretical discussion, in ways of analyzing language, and in the variety of actual teaching materials.”

The investigator may say that the dominant position of English is strengthened with the development of world economy and technology as well as the widespread use of computers and the internet. In this regard, Robert Phillipson (1992) points out: “English has a dominant position in science, technology, medicine, and computers; in research, books, periodicals, and software, in transnational business, trade, shipping, and aviation; in

diplomacy and international organizations; in mass media entertainment, news agencies, and journalism; in youth culture and sport; in education system, as the most widely learnt foreign language.”

Hence, some writers such as Kennedy & Bolitho (1984) and Hutchinson & Waters (1987) consider EST an individual branch of ESP, others like Mackay and Mountford (1978) consider it as a major sub-division of the field of teaching ESP.

#### **1.6.4 English for Business and Economics**

If tracked further down in the tree of Hutchinson and Waters (1987), EBE is one branch of ESP that can be divided into EAP and EOP. However, what is the scope of BE teaching in particular? This is quite difficult to answer. Dudley-Evans and St. John maintain that: “BE is difficult to define and limit in linguistic terms”. (1998: 54).

The term encompasses a wide range of ESP courses, to such an extent that it is becoming common practice to speak of general BE (Boswood, 2002).

Furthermore, many English teaching methodologies are applicable both in teaching BE and ESP. Thus, BE teaching is still part of teaching EFL and within the scope of EL teaching in general. Then, BE courses taught in colleges and universities can generally be regarded as EAP, although it is hard to make a clear-cut distinction between EAP and EOP, for, the end purpose of both EAP and EOP are the same, since they both prepare for employment in the end.

However, the means and ways to achieve the end purpose may differ from each other due to the different scope and focus in teaching area.

Hence, with globalization widespread, many organizations and companies are now operating across national boundaries, and employees need to have cross-cultural understanding (Liu & Beamer, 1997).

Besides, the last but not least problem in BE teaching is the requirement to teachers or practitioners who are engaged in practical teaching and materials or curriculum design. Hence, as for the level of ESP teacher's subject knowledge, it is generally thought (Dudley-Evans and St. John, 1998); (Robinson, 1991) and (Hutchinson and Waters, 1987) that the teacher must have a working knowledge of the conceptual framework of the subject and actively engage the learner.

ESP in general and EBE in particular are an approach and a bridge between GE teaching and business teaching in English. Then, EBE practitioners should assume more roles and responsibilities than common language teachers.

## **1.7 Characteristic Features of ESP Course**

### **1.7.1 Organizing Course**

Organizing the ESP course is very important step to achieve a satisfying goal in the course. There exist many factors playing a crucial role in organizing ESP course without them the learning process would not lead to effectiveness.

The term '*specific*' in ESP refers to a specific purpose for which English is learnt and teacher should be familiar with. He or she should be able to find an answer to what Hutchinson and Waters (1992) describe as '*language description*'. The '*language description*' involve questions, e.g. 'What topic areas will need to be covered?' 'What does the student need to learn?' 'What aspects of language will be needed and how will they be described?' (Hutchinson and Waters, 1992: 19-22). Finding the right answers to these questions results from the setting and exact objectives of the course. Designing a syllabus analyses 'what' the course is going to be about. Setting goals and objectives of the course in advance is inevitable.

Another feature of organizing course underlines the way the learning is achieved. Hutchinson and Waters (1992) speak about “learning theory which provides the theoretical basis for the methodology, by helping us to understand how people learn.” (Hutchinson and Waters, 1992: 23) It is natural that learning strategies vary and corresponds with learners’ groups, their age, level or reason they study. The way adults acquire language is differ from children, the group of advanced expects different attitude from beginners and teachers determine which aspects of ESP learning will be focused on to meet learners’ needs and expectations successfully.

Hutchinson and Waters (1992) point out another aspect affecting the ESP course as well. It relates to learner’s surrounding and discusses the questions of ‘who’, ‘why’, ‘where’ and ‘when’ connected with the nature of particular target and learning situation. They describe them as ‘needs analysis’.

To organize the ESP course effectively and consequently achieve a satisfactory goal, having respect for all three factors is evident.

### **1.7.2. Selecting Material**

Choosing ESP materials determines the running of the course and underlines content of the lesson. Good material should help teacher in organizing the course or what is more it can function as an introduction into the new learning techniques, and support teachers and learners in the process of learning. Materials are also a kind of teacher reflection, “they should truly reflect what you think and feel about the learning process.” (Hutchinson and Waters, 1992: 107)

Good material should be based on various interesting texts and activities providing a wide range of skills. Teachers determines which aspects of ESP learning will be focused on but one piece of material can serve for developing more than one skill, e.g., reading,

listening, vocabulary etc. “Teaching materials are tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities, and interests of the students in the course.” (Graves, 1999: 27)

Teachers should be aware of the fact if the material is suitable not only for a particular discipline and answers given course goals but also for teachers and learners themselves. Materials should also function as a link between already learnt (‘existing knowledge’) and new information (Hutchinson and Waters, 1992).

Concerning the selection of ‘GE’ material and ‘ESP’ material some criteria must be matched as well. Language teacher is responsible for selecting an appropriate text that contributes to students’ effectiveness that means he or she should pay attention to suitable criteria for its choice. Wallace (1992) suggests those main criteria:

- Adequacy - should be at the appropriate language, age level.
- Motivation - should present content which is interesting and motivating for students work. It goes into students effectiveness, interest and pleasure of work.
- Sequence - it is important if there is some relation to previous texts, activities, topics not to miss the sense of a lesson.
- Diversity - should lead to a range of classroom activities, be a vehicle for teaching specific language structure and vocabulary and promote reading strategies.
- Acceptability - it should accept different cultural customs or taboos.

Selecting an appropriate material regarding the main criteria is an essential phase in organizing each course. It may happen that learners’ needs and expectations are not met due to wrong choice of material. “Materials provide a stimulus to learning. Good materials do not teach: they encourage learners to learn.” (Hutchinson and Waters, 1992: 107)

### 1.7.3 Types of Activities with Text

Text as a learning material can be used for learning and practising wide range of skills. In ESP course it can be source for new vocabulary, communicative or reading skills. To make working with a text as much effective as possible it is necessary to involve all students' skills. It is preferred to combine working with printed text with listening to audio-cassette or video-cassette that means receptive with productive activities. Concerning the ESP activities it is necessary to keep in mind the context that should be consistent with studying subject matter.

- Warming-up activities - pre-teaching and activation of new vocabulary or grammar structures, discussing questions concerning the topic. We can use various types of plays, puzzles, collocation grids, questionnaires etc. to increase students' interests in given topic and lead them into further problems. It is a kind of preparing step Wallace (1992), e.g., considers pre-reading activity very important for students' motivation; topic or genre of the text is introduced, e.g., with collective discussion or some pictures to be fully motivated. I see warming-up activities as a very important and necessary phase on which the next working process depends.
- Receptive activities - work with a text itself, reading, listening. We can realize various reading strategies e.g. aloud, quiet, skimming, scanning, with or without translation, informative. They should lead to encouragement of students. We can distinguish language-based approaches, e.g., jigsaw reading, gap-filling or approaches relating to content of the text. Both of them should aim students to be as much active and reflexive as possible.

- Productive activities - practising of acquired knowledge. Work in pairs, in groups or individual with help of teacher who takes notice of using target language. Summarization of lesson that should be done by students, it shows how students understand given topic.
- Follow-up activities - next improving, developing, appropriate using of learning. We can practise it in a form of creative homework, exercises. Harmer (1991) draws that large scale of skills and activities can be developed, e.g., drawing characters, making discussion, creating some pictures, dramatic activities, etc. (Harmer, 1991: 188).

### **1.8 The ESP Practitioner**

The ESP teacher has additional roles to those of the general purposes English teachers. Robinson (1991) stated that the ESP teacher does not only teach, very often, he is involved in designing, setting up and administering the ESP course. During and at the end of the course, the ESP teacher is likely to be involved in evaluation and testing. Dudley Evans describes the true ESP teacher or ESP Practitioner as needing to perform five different roles. These are:

- 1) Teacher,
- 2) Collaborator,
- 3) Course designer and materials provider,
- 4) Researcher,
- 5) Evaluator.

The first role as 'teacher' is synonymous with that of the GE' teacher. It is in the performing of the other four roles that differences between the two emerge. In order to meet the specific needs of the learners and adopt the methodology and activities of the

target discipline, the ESP Practitioner must first work closely with field specialists. One example of the important results that can emerge from such collaboration is reported by Orr (1995). This collaboration, however, does not have to end at the development stage and can extend as far as teach teaching, a possibility discussed by Johns *et al* (1988). When team teaching is not a possibility, the ESP Practitioner must collaborate more closely with the learners, who will generally be more familiar with the specialized content of materials than the teacher him or herself.

Both GE teachers and ESP practitioners are often required to design courses and provide materials. One of the main controversies in the field of ESP is how specific those materials should be. Hutchinson *et al* (1987: 165) support materials that cover a wide range of fields, arguing that the grammatical structures, functions, discourse structures, skills, and strategies of different disciplines are identical. More recent research, however, has shown this not to be the case. Hansen (1988), for example, describes clear differences between anthropology and sociology texts, and Anthony (1998) shows unique features of writing in the field of engineering. Unfortunately, with the exception of textbooks designed for major fields such as computer science and business studies, most tend to use topics from multiple disciplines, making much of the material redundant and perhaps even confusing the learner as to what is appropriate in the target field. Many ESP practitioners are therefore left with no alternative than to develop original materials. It is here that the ESP practitioner's role as 'researcher' is especially important, with results leading directly to appropriate materials for the classroom.

The final role as 'evaluator' is perhaps the role that ESP practitioners have neglected most to date. As Johns *et al* (1991) describe, there have been few empirical studies that test the effectiveness of ESP courses. For example, the only evaluation of the non compulsory course reported by Hall *et al* (1986: 158) is that despite carrying no credits, "students

continue to attend despite rival pressures of a heavy programme of credit courses". On the other hand, recent work such as that of Jenkins *et al* (1993) suggests an increasing interest in this area of research.

### **1.9 Benefits of ESP**

On the basis of what has been said before, one is now in a position to state the benefits of ESP. Basically; these are threefold in that they help achieve speed, efficiency, and effectiveness in learning. As far as learning speed is concerned, ESP results in faster acquisition of required linguistic items. This is because it follows the pattern of the native speakers' acquisition of language for specific purposes, in which speakers learn what they need, when they need it, in authentic, content-based contexts. ESP does not only follow this pattern, but also improves upon it by providing an opportunity to learn in an accelerated, intensive context (Wright, 1992: 5).

As for learning efficiency, on an ESP course, the trainees make the maximal use of their learning resources, all of which are brought to bear on acquiring specific, pre-identified linguistic items and skills. Obviously, the needs analysis is of vital importance here since it enables trainers to determine the specific requirements of trainees (Ibid).

Thirdly, there is learning effectiveness. On completion of an ESP course, the trainees are ready to use language appropriately and correctly in job related tasks, which have been identified prior to the course by means of a needs analysis.

Accordingly, English becomes usable immediately in the employment context. In addition, the trainees are prepared for further job-related training in English. Such preparation will result in greater academic performance since no time is wasted in acquiring the necessary language (Ibid).

The benefits of ESP can be brought out further by contrasting ESP courses with GE courses. Such courses deal with many different topics, necessarily at a superficial level. In addition, they deal with many different skills, usually attempting to give equal treatment to each.

Due to the general nature of these courses, they can be extremely useful, which is why they comprise the vast majority of English courses. However, for students with specific learning needs, they are seriously lacking because their scope is too wide. The trainees learn many irrelevant things. Relevant material, if it is included at all, is treated in insufficient depth. These deficiencies cause the acquisition of the required linguistic items to be slow and minimal, and upon the completion of the course, the trainees are not prepared to function effectively in the required employment contexts.

## **Conclusion**

Because the aim of this research is to investigate the use of English by non native people working in a business context so, in this section I tried to give a global idea about the status of the EL in the world and the causes that help its emergence. Then, an overview of ESP and its branches, the basic element that had been commonly agreed was based on satisfying the learners' needs and this attention is due to the dominance of English in the fields as well as others requires its unique way of teaching.

## CHAPTER TWO: LITERATURE OVERVIEW

### Introduction

Developing a good business communication is as much about the ability to develop content as it is about good form of business documents. The most important one is BLs which are a professional communication tools.

This chapter looks at the basics of communication with reference to business and organizational communication. It further pinpoints the concept of BE. This chapter guide will provide BLs' writer with guidelines for writing them that will transact business quickly, effectively and courteously.

### 2.1 Communication Process

Communication can be defined as the process of sharing messages between two or more people. The word communication comes from Latin word '*communis*', which means common (Harcourt, krizan and Merrier, 1996). Therefore, the objective of communication is to establish shared understanding. Murphy and Hildebrandt (1991) point out that communication is the process of transmitting and receiving a verbal or non verbal message that needs and leads to a response. Communication can be effective when it achieves the desired reaction or response from the receiver. Chandler (1995) defines communication as the process of interchanging thoughts, feelings and information.

In conclusion, communication is the process of interchanging verbal or nonverbal messages while we are conscious or it is a two- way process of exchanging ideas or information (Murphy, Hildebrandt and Thomas, 1997).

Communication takes a variety of forms which can be assigned to two major categories: verbal and nonverbal. Chandler (1995) and Locker (1995) explain that verbal

communication involves only words, that is, oral and written communication. On the other hand, nonverbal communication involves our body and other objects and actions, both of these forms of communication are important and essential in our life because we spend more time in communication than in doing anything else.

## **2.2 Elements of Communication**

As Murphy, Hildebrandt and Thomas (1997) conclude that communication is a dynamic process of transmitting and receiving verbal and nonverbal messages. In this process, various elements function in harmony and making the transmission of the content possible. All communication interactions are characterized by certain common elements. These dimensions of the communication process are useful entities for the comprehension of this process. A better understanding of these elements can result in the development of communication abilities (Gamble and Gamble, 1999). Almost all models of communication identify at least three elements as pertinent to the exchanging of information. But the number of elements varies from four to eight in the relevant literature. A comprehensive analysis of the communication process would involve the following nine elements:

### **2.2.1 Sender or Encoder**

Human communication will necessarily involve people; all forms of communication take place between sender and receiver. During this process, their roles are not thus exclusive. “The processes of sending and receiving are constantly being reversed.” (Gamble and Gamble, 1999: 8) However, the sender sends a message to the receiver, in case of intrapersonal communication which is a thinking process communication does not take place in this order. Effective communication depends upon the role performance of the sender and receiver. Being the activator or starter of the communication process, the

sender can greatly influence the effectiveness and objectives of the message. In other words, the sender determines, to a great extent, the scheme of communication.

### **2.2.2 Receiver or Decoder**

A message is destined to reach at an end in the process of communication. On the receiving end, it is the perception of the receiver to be influenced by the message.

The receiver is a listener or reader and decoder. However, a message may have than one decoder in the process of interpretation as well as comprehension (Murphy, Hildebrandt and Thomas. The decoding process can have a significant impact on the message, depending upon the decoding abilities of the receiver and the inherent complexity of the message to be decoded. Thus, for the sender, awareness of the elements influencing the receiver to decode is a determining factor for effective communication.

### **2.2.3 Context**

Context is the situation that motivates the sender to start the communication process. In other words, it is a stimulus creating a need for communication. For Gamble and Gamble, all forms of communication will always take place in some context or setting. Context is a condition of place, time and it can affect communication,

### **2.2.4 Encoding**

It is not possible to read minds and to be aware of unexpressed feelings. In response to stimuli, the sender has to encode thoughts and feelings into symbols. According to Smeltzer and Leonard (1994), meaning is not inherent but encoder and decoder associate meaning with symbols. In the process of encoding, choosing the correct symbol is the most challenging aspect of communication. Encoding is a sensitive job and requires that the encoder should have reasonable cognizance of the meaning- symbol relationship.

### **2.2.5 Channel**

The sender utilizes productive language skills, i.e., speaking and writing skills in the communication process. The sender will make a choice between the channels of speaking and writing. Sometimes, both channels are utilized collectively to attain the designed results. Sounds and symbols are two major channels, but there are also other channels like body language, page layout, graphics and designs.

According to Gamble and Gamble, effective communicators adopt multi- channel approach and communication is a multi- channel activity. With the advent of new technologies, more channels and combination of channels are available to communicate messages with greater accuracy and effectiveness.

### **2.2.6 Decoding**

Interpretation or decoding a message is a subjective activity. Decoding depends upon the listening, reading and analytical skills of the receiver. It also requires other subsidiary skills and abilities. Smeltzer and Leonard describe decoding as a two- step process. Firstly, perceiving the message and secondly, interpreting all that has been perceived. They further maintain that the communication process can be possible if the gap between the sender and receiver's perception is above the minimal limits. In usual practice people give selective attention to different messages. Therefore, sender's knowledge of the patterns of the receiver's attention is a significant factor.

### **2.2.7 Feedback**

The receiver's reaction to the message is communication to the sender in the form of feedback. Feedback is evaluation of the impact of the message. Positive feedback is an outcome of effective communication. Feedback can be verbal or non- verbal. The sender will need feedback to know the result of communication (Murphy, Hildebrant and Thomas)

### **2.2.8 Effect**

Effect is the influence created by the communication. Gamble and Gamble point out that communication has always some effect on the people who interact in this activity. An effect of the communication can be emotional, physical, cognitive or any combination of the three. Effect is not always immediately visible or “immediately observable”. Moreover, effect can be positive, negative or neutral. It is positive when the sender’s purpose of communication is fulfilled and negative when an act of communication brings out adverse influence on the receiver against the intended purpose of the sender. The effect remains neutral when the receiver is not influenced either in favour or against the objectives of communication.

### **2.2.9 Noise**

Noise can be any type of obstruction at any stage of the communication process. According to Smeltzer and Leonard, noise can be internal or external. External noise will take place within the communication environment, whereas internal noise can be within both the sender and receiver. Although it is almost impossible to eliminate the noise, it could be minimized. In the cycle of communication process, noise will influence the effectiveness and clarity of the message negatively.

## **2.3 Business Communication**

Business communication is a general field of research that studies all forms of communication used in conducting business (Ahvaand Yli- Panula, 1995; Hartley, 2002). According to Reinsh (1996) business communication can be defined as: “The study of the use, adaptation and creation of languages, symbols and signs to conduct activities that satisfy human needs and wants by providing goods and services for private profit.”

Thus, business communication is not just limited to the study of direct communication, but it also covers non- verbal communication and language attitudes in business context.

Business communication in intercultural situation has been studied by Clausen (2006), who studied business communication between Danish cultures and Japanese companies. Clausen discussed the differences in Japanese and Danish cultures and their effects on communication in business situations. According to him, cultural differences can be seen for example, in dedication to the company and in situation where social contacts outside the working place are concerned.

Communication is the lifeline of every organization. Communication among individuals and organizations for business objectives, either direct or indirect, is characterized as business communication. It employs all forms of communication at all levels. Communication has a direct relation with the growth or recession and strengthening or weakening of the organization, as well as its structure.

Organization will be paralyzed without open and effective communication; organizations have to spend an enormous portion of time, energy and capital on communication. Various studies indicate that workers in organizations spend 70% to 85% of their work time in communication activities as an essential part of their working (Locker, 1989).

### **2.3.1 Development of Organizational Communication**

It is useful to define an organization before discussing organizational communication. “An organization is a group of people associated for business, political, professional religious, social or other purposes.”(Murphy, Hildebrandt and Thomas)

Therefore, an organization is “any goal- oriented group of people” (Lesikar, 1993) and this goal could be any activity from wide ranging affairs of human life. Business sector

organizations are one group of all existing organizations. There are certain features common amongst the organizations and they differ as well.

In the second half of the 20<sup>th</sup> century, “*organizational communication*” was established as a field of study. It was in recognition of the fact that a number of organizations existed than other business organizations. Communication is essential for all organizations. A comprehensive study of communication in this backdrop was a distinct field of study as “*organizational communication*”.

Business communication is thus a part of organizational communication and hereafter in this work, the word “business” and “organization” will be interchangeably used with reference to communication. Although, the modifier “organizational” is general and “business” is specific, both share a great deal, business communication is a communication in various organizations. Business communication needs to be optimally effective, it is the effectiveness that determines the advantages and disadvantages component of the process to the parties involved in communication.

Although there is a universal criterion or effective communication, it differs among various cultures. After phenomenal growth of internal trade, Murphy, Hildebrandt and Thomas mention that it is also required to “understand intercultural communication, the ability to speak and write in ways that are sensitive to and cognizant of the factors in different cultural contexts.”

The principals of effective business communication vary in number, according to significance and emphasis however, there are there are three essential and fundamental traits: economy, clarity and authenticity.

### 2.3.2 Importance of a Good Business Communication

A good business communication can be effective when it achieves goals for the sender and the receiver. The basic goals of business communication include the following (Harcourt, Krizan and Merrier, 1996):

- The understanding of the message as the sender intended. The sender must transmit the message. So, clarity that the receiver perceives the same meaning that the sender intended.
- The receiver gives a necessary response to the sender. The sender can encourage the receiver to give a response by asking questions.
- A good relationship between the sender and the receiver; the receiver must be to relate to each other in three important ways: positively, personally and professionally.

### 2.4 Business English

The term Business English has various definitions. It is, although, difficult to define BE and limit it in linguistic terms (Dadley-Evans and St John, 1998). It is a form of English, lexically and stylistically different from everyday English. This difference is based on a variety of factors. BE also differs in linguistic context as well as usage. Hutchinson and Waters elaborate that BE is an established tradition of certain rhetorical principles. These principles are various, including “stylistic devices, language usage, vocal delivery and other principles.” It is the process of adapting discourse for a specific audience. Thus, BE discourse is not usual everyday discourse. It has a specific audience for specific purposes. In fact, this context is the determining feature of BE.

Requirement of the linguistic context creates a need for a particular choice of English, both in speaking and writing. BE, primarily, communicates impersonal or formal

messages, directly or indirectly related to organizational affairs. It provides the means of conveying these messages. It is a selection of a particular range of language to convey messages in business and organizational setting. BE differs from general or everyday English in a limited sense, i.e., lexis and stylistics, it shares major linguistic features with everyday English. Expressions suitable to particular communication contexts and objectives are employed in BE.

For Ellis and Johnson (1995), the term BE denotes the English taught to a wide range of professional people as well as people in the education process, leading to a business career. This range also includes occupations like commercial jobs, research jobs and technical jobs like working in a refinery or manufacturing plant, information technology and managerial job position.

Business English aims at maximizing clarity while utilizing living language expressions. In the linguistic selection process, it targets the comprehension of the receiver in the most effective manner. BE in speaking is used in close coordination with the paralinguistic features like body language: hands and eye movements, facial expressions and gestures. Moreover, in BE writing, paralinguistic features like page layout, colour scheme, graphics and other similar features have special relevance.

The linguistic context of BE is business and organizational communication. BE may not be relevant or appropriate to every socio- linguistic context. According to Sillars (1994), “anyone who works for a living is involved in business communication.” It is not just communication taking place in the offices and big city institutions. Thus, it is communication at a commercial place or place of work and it is usually meant for the development of business activity. The word ‘business’ is used in the wider sense and it is not trading alone.

For Ellis and Johnson, business communication in English will involve language, which is neither as rich in vocabulary and expression nor as culture-bound as that used by the native speakers of English. Rather, it is based on a core of the most useful and basic structures of vocabulary. Unlike social communication, business communication is carefully organized, comparatively formal, and more concerned with the accomplishment of objectives (Sillars).

A communication activity with these essential features will require a specialized variety of English. BE will enable the user to achieve such objectives of communication, which cannot be achieved only with general linguistic as well as paralinguistic expressions. Thus, the contextual requirement of business communication involves BE. However, BE is only the linguistic dimension of business communication.

Jones and Alexander (1989) point out that BE is extremely flexible. It is designed to be used with all kinds of person who needs to be able to use English effectively in their work.

It can be used with business people who:

- Work in the same field or in entirely different fields.
- Work within the same company or in different firms.
- Are managers or who hold lower positions.

Besides, it can be used with the following people:

- Business students who have little or no practical experience of business practice.
- People from different professions who need to improve their English and who will appreciate a highly practical and purposeful approach that a GE course may not offer.

## **2.4.1 Features of Business English**

Business English is a segment of the domain of English that can be characterized. It is part of EOP and broadly ESP. general understanding of BE is based on a number of facts.

The following are the fundamental features of BE:

### **2.4.1.1 Economy and Clarity**

It is the fundamental characteristic of business communication and requires language to be economical and clear. Therefore, there is the requirement of clear and well- organized thought expressed in words that indicate the logical processing of the message. There is often the need to keep the message economical; this may increase the cost of communication, especially by fax, phone or post. It is a fact that unnecessary long messages involve greater cost for more time, materials and communication mediums. Certain terms and expressions have been evolved to save time in referring to concepts which people in business are well acquainted. Moreover, the jargon of business communication like words, terms and acronyms, is even expressed in a particular stylistic and syntactical manner, in order to create economy and clarity. It minimizes both the risk of misunderstanding and cost.

### **2.4.1.2 Purposefulness**

Communication in business always has a definite purpose that is usually of great vitality for communications. Many problems in communication are generated by unclear or inappropriate purposes (Hartley and Clive, 2002). Thus, a sense of purpose is the context of all business communication. The language needed in business communication should be able, in the most appropriate way, to highlight the purpose and attain the objective. The success of a business episode will be dependent on the use of language, in addition to other factors. Thus, BE will be responsible for better prospects of the achievement of a business

enterprise in well demarcated business communication situations; BE will exhibit purposefulness in communication events.

### **2.4.1.3 Social Dimensions**

In the business world, a lot of social interaction takes place. International business communication will happen across cultural boundaries.

Communication is always influenced by social context in which it takes place. Social skills of business people are needed to develop contacts with people of a diversified socio-cultural background, locally as well as internationally. Since English is the language of business, especially international business. BE is used in these multicultural and multilingual interactions. It is used to meet the needs of a communication in an appropriate way and without creating disappointment for either of them. It uses a particular vocabulary and style to make social interaction that is usually brief and pleasant.

This choice of English will objectively meet the communicative requirement of a particular situation. This situational context is not of personal relationships and cannot have subjective language.

## **2.5 Business English as a Register**

Business English, in an effort to describe its features and to establish a linguistic definition, can be discussed as a register. Richards, Platt and Platt define a register as “a speech variety used by a particular group of people, usually sharing the same occupation.” A register can be differentiated by a particular set of lexis, usage styles and different grammatical structures. These three linguistic features are responsible for the development of a register as a speech variety both in oral as well as written communication. Registers or language styles are linked with communicative competence and usually every individual is capable of using several registers (Aitchison). It is especially true for native speakers of a

language but a proficient person in any other language can also possess this competence. Individuals use a different language style in a specific communication context. It thus varies from one situation to another. The corollary of this is that a uniform language style does not exist in human communication. A peculiar style perhaps can only make a situation specific communication event effective and appropriate. While in this backdrop, BE can be described as a register of GE language.

In a communication event, various factors will be responsible for the selection of register. These factors include, “the subject of discussion, the audience, the genre, the occasion and purpose, and the medium of communication.”(Algeo, 1997).The sender’s decisions about these factors according to the requirements of the situation will be responsible for register selection. A register then will be the most suitable linguistic choice for effective communication in that context. “Register depends on who we are communicating with, where, how, why and about what.”(Algeo) It is the communication context to determine the speech variety or register of a language. BE can be characterized by its lexical and stylistic choices. It is the functional linguistic option in business or organizational communication.

It is the fact that the language use, both in writing and speaking, varies in different situations and context (Hutchinson and Waters: 7; Hartley and Clive: 33; Aitchison: 110). Making a choice for a specialized language in a specific communication situation is therefore not flexible. There cannot be much variety in this regard. A register has a certain linguistic role that otherwise cannot be successfully fulfilled by another variety of language.

Hartley and Clive mention an important implication of the register as “certain register are accepted as the norm in certain situation even if they are not efficient”. The main features of any register can be recognized. While comparing the language of a hospital and

the language of an office, two different registers would be immediately recognized. For instance, use of the adjective ‘positive’ has the same primary meaning but quite different impressions in these two registers. When a laboratory test report of a person is positive, it is alarming. However, when in an office a person gets a positive report, it is an achievement and pleasant surprise. A register however differs from a dialect and an accent. A dialect is “characteristic of a region or socio- economic group” and an accent is linked with “distinctive pronunciation” (Hartley and Clive: 34).

In case of business communication, the need of register is based on the impersonal social contact between the communicators and mostly to accomplish official jobs. Here lexical and stylistic choices will reflect the needs and constraints of business or organizational communication. It has social- cultural dimensions too. BE is linguistic need to meet with the challenge of business communication. It is very practical in its functions and aims at the effectiveness of communication. Thus, it is a desired language variety in business or organizational communication for its utility and significance.

## **2.6 Business Letters**

Letters are the most important means of written communication, the most numerous and the most personal. They are powerful ways to deliver formal or persuasive information, establish permanent records, or send significant, sensitive, or confidential messages in any organization or individual. Although e-mail has become the most popular way to exchange written messages, letters are still a necessary communication tool.

What are called BLs are those letters written by people in connection with their work, even when the subjects of the letters have nothing to do with the trades or professions or vocations of the writers. For example, a business person, executive or manager might find it necessary to write to members of his or her staff, complimenting them on their good

work, or rebuking them for negligence of some kind or other. Also, he or she might have to discuss internal administrative matters with managerial colleagues, or make reports to seniors and/or directors. However, most business letters do deal with the main work or activities of the businesses or professions or vocations of their writers.

The term ‘BLs’ is also used to refer to letters written by people who do not consider themselves to be “in business” at all. Such people include accountants and auditors, lawyers, educationists, doctors, dentists, architects, engineers, and others - who refer to themselves as being in ‘the professions’. Nevertheless, in general the letters they write in connection with their professions or vocations need to conform to the same rules as those which are written by business people.

The variety of reasons why BLs have to be written is huge, as is the variety of circumstances which necessitate them, and, of course, much depends on the activities in which a particular enterprise is engaged and on the work performed by a particular executive or other employee.<sup>1</sup>

## **2.7 The Difference between a Business Letter and other Letters**

The main thing that differentiates a BL from other letters is that a BL is a legal document. The writer can be held liable for anything written in the letter. For example, if it is stated that a project will be completed by a certain date in a BL, the project legally must be completed by that date. However, if the project can't be completed by that date, another letter can be written stating that the project is behind schedule and why. For this reason, BLs must be written differently than letters used for personal use.

Business letter is used primarily to request or provide information, to relate a deal, to bring or continue conversation, and/or to discuss prior negotiations. BL can be classified as

---

<sup>1</sup> [www.combridgecollege.co.uk](http://www.combridgecollege.co.uk)

a private. However, it is typically not circulated to others, but rather meant for the eyes of the participants involved. Therefore, BL needs to be clear, focused, and to the point. When writing BL, the author should avoid interjecting personal stories.

A business letter needs to be concise and clear. Being too wordy is the biggest downfall in this form of writing. Keep sentences short and precise. Avoid over using adjectives and adverbs that distract from the focus of the message. Organize the letter from most important subjects to least. The content of the letter should be persuasive and usable. The tone of the letter should be formal and professional.

Also, in BL, it is preferable to use personal singular pronouns like "I" and "you". Avoid using plural pronouns like "we" since it can mislead the audience to assume that the company supports the message of the letter. In addition, personal pronouns are easier to understand, because it directly refers to the parties involved.<sup>1</sup>

## **2.8 Planning a Letter**

Planning is a key factor in the accomplishment of any goal. Letter writing is no exception. To successfully construct a clear, effective letter, the writer needs a good plan. The plan of a letter depends on the kind of situation the writer is writing for. Many situations are relatively simple, e.g., asking for a catalogue, quoting prices for one' products, placing an order, etc. These can be handled by more or less set pattern of letters with minor variations to meet specific requirements. But even such letters should be planned carefully.

### **2.8.1 Five Steps to Planning**

The following steps are essential in the planning of any letter:

---

<sup>1</sup> [http://en.wikibooks.org/wiki/Professional\\_and\\_Technical\\_Writing/Business\\_Communications/Letters](http://en.wikibooks.org/wiki/Professional_and_Technical_Writing/Business_Communications/Letters)

1. **Set aside specific time for handling the correspondence:** The very first thing most executives do in the morning is to look at the day's mail. They sort out letters which need immediate attention. If there are any which cannot be answered without collecting information from other sources, they are put aside till the relevant information is collected. Visitors and telephonic calls start coming in generally, later in the day. So, the first hour in the morning is perhaps most suitable for writing letters. Planning requires concentration and at that time you will be able to work uninterruptedly and with fresh mind.
2. **Ask yourself, "What is the main purpose of this letter?"** Put in your letter as easy as possible the material which will achieve it. For example, if your letter is in reply to an enquiry, write in the very beginning what your correspondent is most eager to know.
3. **Gather relevant information:** At times, all the relevant information may be available in one file and you may have to look through several files and documents. It may be necessary in some cases to refer to other sections or departments in the organizations. You may do so by telephone or by writing an internal office memorandum. Tap all the relevant sources and collect the necessary information.
4. **Arrange the material in logical order:** If necessary, draw an outline, if your letter is in reply to another, jot down the points in the margin in the order in which you are going to deal with them. If matter is complex, you may even prepare a quick rough draft.
5. **Select the right tone:** Ensure that the letter possesses the qualities discussed in previous units. Consider not only the reader's positive interest but also visualize possible objections and try to meet them before they are raised. For example, if you have made a mistake, accept it and be sincere in expressing regret. If the other party

has suffered a financial loss because of your mistake, offer to compensate them. Be tactful in saying no to request, and be, especially, courteous to any angry correspondent.<sup>1</sup>

## **2.9 The Layout of a Business Letter**

A business letter is supposed to have a lay-out that impresses. Its physical appearance, that includes the quality of the paper, the arrangement of the typed/printed, the way it is folded and kept in the envelope, the envelope itself with the addressee's name and address, stamping- everything communicates and passes through the receiver's mental filter. Before we discuss each of the points/ parts of BL, let us have a look at the two most commonly followed layout conventions:

The first- indented form follows the old, established British conventions of writing letters and paragraph construction. Each paragraph can be easily identified because there is some left in the beginning. This is also the way most of us are taught to write paragraphs in the earliest stages of our learning.

The second- block form- is of recent origin, primarily because of the American practice of paragraph writing. Now, of course, it is being followed all over the world. No doubt it looks more presentable, and is easier to handle (see appendix A).

### **2.9.1 Heading**

The heading, also called "letterhead", contains the name of the firm/ company and its address. It is usually given at the top centre or the top right side of the paper. It is also usual to give the telephone, fax and telegraphic address.

---

<sup>1</sup> [www.abahe.co.uk](http://www.abahe.co.uk)

### 2.9.2 Date

Place the date at least two spaces below the letterhead. The line may be flush left or right, or centred below the letterhead. Do not abbreviate the month or use *nd*, *st*, or *th* with the day numbers, like May 5<sup>th</sup>, 1998. Also, do not use a month's number, like 6/23/89. Both date orders listed below are appropriate;

- December 10, 1997.
- 10 December 1997.

### 2.9.3 Inside Address

It contains the name and the address of the organization or the individual to whom the organization is being sent. It should be complete. This is always on the left margin.

#### Addressing individuals;

- i. Mr. is used for addressing a man.
- ii. Miss. is used for addressing a woman.
- iii. Mrs. is for married woman.
- iv. Ms. is used for a woman whose marital status is not known. Most woman now prefer the use of Ms.
- v. Messrs. is a plural for Mr. and is used while addressing a partnership.

When addressing couples, give both appropriate titles:

- ❖ Dr. and Mrs. Jehad Hosni
- ❖ Mr. Jehad Hosin and Dr. Rania Osman
- ❖ Dr. Jehad and Rania Osman
- ❖ Dr. Margaret Wright and Mr. Steven Jones
- ❖ Mr. and Mrs Ali Al-Ajmi

### 2.9.4 Reference

“Reference lines” assist with filing or routing correspondence. A reference line can refer to sender’s files and/or reader’s files. Place the reference line first.

Our reference: Project 234

Your reference: Invoice 3444

RE Order 4558

### 2.9.5 Attention Line

Use an “attention line” whenever the writer wants to direct his/her letter to a specific person or department within a company. Place the attention line two lines below the inside address. Use a colon after *Attention*.

### 2.9.6 Salutation

Always try to greet the reader by name rather by title. If the writer does not have a name, he/she may use one of the following:

- Dear Committee Member:
- Dear Meeting Planner:
- Dear Colleagues:
- To All Sales Reps:
- To Whom It May Concern:
- Dear Madam or Sir:
- Dear Purchasing Agent:

If the letter is addressed to a company, the proper salutation is:

Gentlemen or Ladies:

Ladies or Gentlemen:

If the letter is addressed to an organization of only women or only men, use:

Dear Sirs:

Dear Mesdames:

Use a person's full name instead of the Mr. or Ms. or Mrs.

Dear Kim Krause:

Dear K. Krause:

Use colon after formal salutations and a comma after informal ones.

Dear Mr. Jones:

Dear Jim,

### **2.9.7 Subject**

In external correspondence, "subject lines" tell a clerk how to file and route a document. When a clerk reads, "Subject: Project #2469-993KLS", she knows where to file it or to whom to send it. In internal communications, "subject lines" not only should help clerks, but also inform the reader as to the content or subject of the letter. The more information the writer gives in the "subject lines", the better results will get.

Subject: Management Development

Subject: Management Development Classes

Subject: Request for Approval on Management Development classes

Subject: Request for Approval on the August 10th Management Development Seminar

Instead of *Subject*, you may use Re or RE.

Place a subject line two lines below the salutation because it is part of the body of the letter, either use all capitals or underline the complete subject line.

SUBJECT: EXHIBITOR BOOTH SPACE STILL AVAILABLE

Subject: Exhibitor Booth Space Still Available

### 2.9.8 Body

The body of the letter carries its messages or content. It is generally divided into three or four paragraphs, each having its own function. The first or opening paragraph links up the correspondence and establishes rapport with the reader. The second paragraph may be called the main paragraph that contains the subject proper. If need be, the point made in the second or main paragraph is elaborated or further developed upon in the third paragraph. The fourth or final paragraph brings the letter to a goodwill ending, leaving the door open for further business.

### 2.9.9 Formal Close

The closing should match the tone of the letter. Listed below are closings that range from the very formal to the informal.

A. Very Formal:

- Respectfully yours,
- Yours respectfully,

B. Formal:

- Very truly yours,
- Yours very truly,
- Yours truly,

C. Less Formal:

- Sincerely yours,
- Yours sincerely,
- Sincerely,
- Cordially yours,
- Yours cordially,
- Cordially.

D. Informal:

- Regards,
- With kindest regards,
- With my best regards,
- My best,
- Give my best to Ibtisam,
- Fondly,
- Thanks
- See you next week!

### 2.9.10 Signature

Always sign the letters in ink and by hand. Do not sign a title such as *Mr.*, *Mrs.*, *Dr.*, or *Rev.* the title or other designation is typed beneath the signature.

### 2.9.11 Enclosure

The “enclosure notation” goes flush left two lines below the signature block or the typist’s initials, if they are included. Identify each and every enclosure that is being sent. So that, the reader will know if something is missing from the packet.

Enc.

Enclosure: 3

Enclosure: Hite contact

Check for \$458

Enclosures:

Draft of absentee policy

Invoice #459990

### 2.9.12 Postscript

Postscripts serve two purposes:

1. To reemphasize a key point,
2. To be informal and personal.

The postscript may be handwritten or typed:

- **P.S** Just return the enclosed card to see if you are not pleased with the service you receive!
- **PS.** Give my regards to the others who had a part in making the programme such a success.

### 2.9.13 Carbon Copy Notation or “CC”

Use *cc*, meaning carbon copy. The writer may use photocopy or other reproductions.

This notation goes at the very end of the letter and flush left.

If the writer does not want the reader to know that he/she is sending a copy to another person, he/she omits *cc* and instead, types *bcc*, blind carbon copy, only on his/her copy of the letter.

Below are the ways to present this feature:

cc: Morad Marzouqi

Copy to: Morad Marzouqi

Copies to: Morad Marzouqi

Saed Shaar

Ali Hajjar

## **2.10 Principles of Effective Business Letter Writing**

Better writing can result in proposals that win contracts, advertisements that sell products, instruction manuals that users can follow, billboards that catch a driver's attention, stories that make us laugh or cry, and letters, memos, and reports that get a message across to the reader. Here are 12 principles on style and word choice that can make writing of BLs clear and persuasive (Robert, 2004).

### **2.10.1 Present Your Best Self**

Your moods vary. After all, you are only human. But while it is sometimes difficult to present your best self in conversation, which is spontaneous and instant, letters are written alone and on your own schedule. Therefore, you can and should take the time to let your most pleasant personality shine through in your writing. Be, especially, careful when replying to BL that you have received. The temptation is to treat letter as conversation, and if you are irritated or just outrageously pressured and busy, the tendency is to reply in a clipped and curt fashion — again, not showing you at your best.

The solution: Although you may be eager to reply immediately to letter. A better strategy for when your reply is important is to set it aside, compose your answer when you are not so time pressured, and read it carefully before sending.

Remember, once you send, it is too late to get the letter back. It is out there, and you cannot retrieve it.

### 2.10.2 Write in a Clear, Conversational Style

Naturally, a memo on sizing pumps should not have the same chatty tone as a personal letter. But most business and technical professionals lean too much in the other direction, and their sharp thinking is obscured by windy, overly formal prose.

The key to success in business or technical writing; Keep it simple. I have said this before, but it bears repeating: Write to express — not to impress. A relaxed, conversational style can add vigor and clarity to your letters.

#### Formal business style

- The data provided by direct examination of samples under the lens of the microscope are insufficient for the purpose of making a proper identification of the components of the substance.
- We have found during conversations with customers that even the most experienced of extruder specialists have a tendency to avoid the extrusion of silicone profiles or hoses.
- The corporation terminated the employment of Mr. Joseph Smith.

#### Informal conversational style

- We cannot tell what it is made of by looking at it under the microscope.
- Our customers tell us that experienced extruder specialists avoid extruding silicone profiles or hoses.
- Joe was fired.

### 2.10.3 Be Concise

Professionals, especially those in industry, are busy people. Make your writing less time-consuming for them to read by telling the whole story in the fewest possible words.

How can you make your writing more concise? One way is to avoid redundancies — a needless form of wordiness in which a modifier repeats an idea already contained within the word being modified. For example, a recent trade ad described a product as a “new innovation.” Could there be such a thing as an *old* innovation? The ad also said the product was “very unique.” Unique means “one of a kind,” so it is impossible for anything to be *very* unique.

By now, you probably get the picture. Some common redundancies are presented below, along with the correct way to rewrite them:

<b>Redundancy</b>	<b>Rewrite as</b>
Advance plan	Plan
Actual experience	Experience
Two cubic feet in volume	Two cubic feet
Cylindrical in shape	Cylindrical
Uniformly homogeneous	Homogeneous

Many writers are fond of overblown expressions such as “the fact that,” “it is well known that,” and “it is the purpose of this writer to show that.” These take up space but add little to meaning or clarity. The following list includes some common wordy phrases with suggested substitute words:

<b>Wordy phrase</b>	<b>Suggested substitute</b>
During the course of	During
In the form of	As
In many cases	Often
In the event of	If
Exhibits the ability to	Can

#### **2.10.4 Be Consistent**

“A foolish consistency,” wrote Ralph Waldo Emerson, “is the hobgoblin of little minds.” This may be so. But, on the other hand, inconsistencies in your writing will confuse your readers and convince them that your information and reasoning are as sloppy and unorganized as your prose.

Good writers strive for consistency in their use of numbers, hyphens, units of measure, punctuation, equations, grammar, symbols, capitalization, technical terms, and abbreviations. Keep in mind that if you are inconsistent in any of these matters of usage, you are automatically wrong at least part of the time. For example, many writers are inconsistent in the use of hyphens. The rule is: two words that form an adjective are hyphenated.

#### **2.10.5 Use Jargon Sparingly**

Many disciplines and specialties have a special language all their own. Technical terms are helpful shorthand when you are communicating within the profession, but they may confuse readers who do not have your special background. Take the word, “yield,” for example. To a chemical engineer, yield is a measure of how much product a reaction produces. But to car drivers, yield means slowing down (and stopping, if necessary) at an intersection. Other words that have special meaning to chemical engineers but have a different definition in everyday use include: vacuum, pressure, batch, bypass, recycle, concentration, mole, purge, saturation, catalyst.

A good working definition of jargon is, “Language more complex than the ideas it serves to communicate.” Use legitimate technical terms when they communicate your ideas precisely, but avoid using jargon just because the words sound impressive. In other words, do not write that material is “gravimetrically conveyed” when it is simply dumped. If you

are a dentist, do not tell patients you have a procedure to help “stabilize mobile dentition” when what it really does is keeps loose teeth in place.

### 2.10.6 Avoid Big Words

Some writers prefer to use big, important-sounding words instead of short, simple words. This is a mistake; fancy language just frustrates the reader. Write in plain, ordinary English and your readers will love you for it. Here are a few frequently occurring big words; the column on the right presents a shorter — and preferable — substitution.

<b>Big word</b>	<b>Substitution</b>
Beverage	Drink
Dentition	Teeth
Eliminate	Get rid of
Furnish	Give, provide
Incombustible	Fireproof
Prioritize	Put in order
Substantiate	Prove
Terminate	End
Utilize	Use

### 2.10.7 Prefer the Specific to the General

Your readers want information — facts, figures, conclusions, and recommendations. Do not be content to say something is good, bad, fast, or slow when you can say *how* good, *how* bad, *how* fast, or *how* slow. Be specific whenever possible.

### General

### Specific

A tall building

A 20-story building

Plant

Oil refinery

Heavy

Equipment weighing over 10 tons

Unit

Apartment

Unfavorable weather conditions

Rain (snow, etc.)

Structural degradation

A leaky roof

Disturbance

Riot

High performance

95% efficiency

Creature

Dog (cat, etc.)

Laboratory apparatus

Test tube

#### 2.10.8 Break up Your Writing into Short Sections

Long, unbroken blocks of text are stumbling blocks that intimidate and bore readers. Breaking up your writing into short sections and short paragraphs makes the text easier to read. If your paragraphs are too long, go through them. Wherever a new thought starts, type a return and start a new paragraph.

In the same way, short sentences are easier to grasp than long ones. A good guide for keeping sentence length under control is to write sentences that can be spoken aloud without losing your breath (do *not* take a deep breath before doing this test). (Robert, 2004)

#### 2.10.9 Use Visuals

Drawings, graphs, and other visuals can reinforce your text. In fact, pictures often communicate better than words; we remember 10 percent of what we read, but 30 percent of what we see. Visuals can make your technical communications more effective. The different types of visuals and what they can show are listed below (Robert:

<b>Type of visual</b>	<b>This shows . . .</b>
Photograph or illustration	. . . what something looks like
Map	. . . where it is located
Exploded view	. . . how it is put together
Schematic diagram	. . . how it works or is organized
Graph	. . . how much there is (quantity) . . . how one thing varies as a function of another
Pie chart	. . . proportions and percentages
Bar chart	. . . comparisons between quantities
Table	. . . a body of related data
Mass and energy balances	. . . what goes in and what comes out

In the days, when letters were written on typewriters, the idea of using visuals was out of the question. Today, software makes it relatively easy to add a chart, table, or graph to your letter. Why not do so, if it helps get your point across in a clearer and more persuasive fashion?

#### **2.10.10 Use the Active Voice**

Voice refers to the person speaking words or doing an action. An “active verb” stresses the person doing the thing. A “passive verb” stresses the thing being done. In the active voice, action is expressed directly: “John performed the experiment.” In the passive voice, the action is indirect: “The experiment was performed by John.” When possible, use the active voice. Your writing will be more direct and vigorous; your sentences more concise. As you can see in the samples below, the passive voice seems puny and stiff by comparison:

### Passive voice

- Control of the bearing-oil supply is provided by the shutoff valves.
- Grandma's apple pie was enjoyed by everyone in the family.
- A good time was had by all.
- Fuel-cost savings were realized through the installation of thermal insulation in the attic.

### Active voice

- Shutoff valves control the bearing-oil supply.
- Everyone in the family enjoyed Grandma's apple pie.
- We all had a good time.
- The installation of thermal insulation in the attic cut fuel costs.

### 2.10.11 Organization

Poor organization is the number one problem in letter writing. As editor Jerry Bacchetti points out: "If the reader believes the content has some importance to him, he can plow through a report even if it is dull or has lengthy sentences and big words. But if it is poorly organized — forget it. There is no way to make sense of what is written." Poor organization stems from poor planning. While a computer programmer would never think of writing a complex program without first drawing a flow chart, he could probably knock out a draft of a user's manual without making notes or an outline. In the same way, a builder who requires detailed blueprints before he lays the first brick will write a letter without really considering his message, audience, or purpose.

Before you write, plan. As mentioned in the prewriting planning discussion earlier in this part, you should create a rough outline that spells out the contents and organization of your letter, memo, report, or proposal.

By the time you finish writing, some things in the final document might be different from the outline. That's okay. The outline is a tool to aid in organization, not a

commandment etched in stone. If you want to change it as you go along — fine. The outline helps you divide letters and larger writing projects into many smaller, easy-to-handle pieces and parts. The organization of these parts depends on the type of document you are writing.

There are standard formats for writing meeting minutes, travel reports, and many other business memos and letters. You can just follow the models in this book (see appendix B). If the format is not strictly defined by the type of letter you are writing, select the organizational scheme that best fits the material. Some common formats include (Robert, 2004):

- **Order of location:** For example, a report recommending where to acquire new warehouses and parts depots based on the distance from the central manufacturing operation and the location relative to key accounts.
- **Order of increasing difficulty:** Instructions often start with the easiest material and, as the user masters basic principles; move on to more complex operations.
- **Alphabetical order:** A logical way to arrange a letter about vitamins (A, B, B1, and so on) or a directory of company employees.
- **Chronological order:** Presents the facts in the order in which they happened. Trip reports are sometimes written this way.
- **Problem/solution:** The problem/solution format begins with “Here is what the problem was” and ends with “Here is how we solved it.”
- **Inverted pyramid:** The newspaper style of news reporting where the lead paragraph summarizes the story and the following paragraphs present the facts in order of decreasing importance. You can use this format in journal articles, letters, memos, and reports.

- **Deductive order:** Start with a generalization and then support it with particulars. A lawyer might use this method in preparing to argue a case before a judge.
- **Inductive order:** Begin with specific instances and then lead the reader to the idea or general principles the instances suggest. A minister might talk about different problems in the church caused by flaws in the building before asking for contributions to build a new roof.
- **List:** This section is a list because it describes, in list form, the ways to organize written material. A recent mailing from an electric company to its business customers contained a sheet titled “Seven Ways to Reduce Your Plant’s Electric Bill.”

Once you have an outline with sections and subsections, you can organize your information by putting it on index cards. Each card gets a heading outline.

### 2.10.12 Length

Whenever possible, keep your letter to one page. Today’s busy readers really appreciate seeing that everything is on one side of a sheet of paper. Even Winston Churchill used to require of those serving under him that they express their concerns on no more than one side of a single sheet of paper. If you have more to say, you can go to a second page, and possibly a third. No more than that. Exceptions include sales letters marketing products by mail (those can run four to eight pages or more) and family Christmas/holiday letters.

For ordinary business correspondence, if your letter is taking up more than one side of two or three sheets, consider splitting the content between a shorter letter and an attachment or enclosure, such as a report.

The art of being concise in your letter writing can require considerable effort in the rewriting and editing stage. Philosopher Blaise Pascal once wrote to a friend and apologized for sending a long letter. He said, “I would have written a shorter letter, but I did not have the time.”

## **Conclusion**

This chapter has dealt with the importance that communication plays in a workplace environment where letter writing occupies at least one-third of all office work, and good writing is the most effective advertisement of the capability. Any skills that can be acquire or improve in this area do double duty: They help to work more quickly and effectively while advancing the career.

Successful and effective communication within an organization stems from the implementation of the communication process. All members within an organization will improve their communication skills if they follow the communication process, and stay away from the different barriers. It has been proved that individuals who understand the communication process will blossom into more effective communicators, and effective communicators have a greater opportunity for becoming a success.

## CHAPTER THREE: DESCRIPTION AND ANALYSIS

### Introduction

The present chapter is an attempt to analyze and interpret the collected data from the questionnaire in order together information that may provide a slight vision of the situation under study. Finally, the analyses of the authentic materials, i.e., 15 BLs which are collected from Interimat company- road building machines –.

### 3.1 Workplace Profile

Interimat company- road building machines – is one of the leading companies in the field of construction equipments which produces or supplies goods, offers a services and wide range of items and equipments at competitive prices to its customers or do both, sells and buys machines for road building. In 09/11/1999, it is founded by Djalab Bakir and Azeddine Haddad and based in El-Eulma (Setif) and has other offices “Sarl Integral” which is based in France. It has also many Algerian agencies such as Constantine, Oran and Bab Elzzouar.

Interimat company has the privilege to many multinational companies manufacture many kinds of construction equipments from all over the world. Also, its local production for export is the main goal and it successes to export local products to some foreign companies, and they are proud to deal with it.

Interimat company locates on the national territory, destines to become a significant player in the markets where it presents society by developing strong relationships with its customers and partners. It bases its Algerian markets for industrial machinery and the aggregate quarry. It has headquarters in El- Eulma in the Setif region with over 500m<sup>2</sup> of offices, including a showroom, indispensable marketing tool for its business and a park to

store machinery and develop them for future of new annexes complementary activities. The context of trade and industrial policy of the country has forced it to review its business model to adapt the legal and regulatory provisions in force.

This approach, accompanied by international consulting firm, has led it to organize itself around an enterprising sales force, and available on all mobile business areas of the country while focusing its management in EL– Eulma in order to be a closer to a powerful economic and industrial fabric and energizing. Today, it seeks to develop a sustainable and effective partnership with a financial partner.

Intermat company aims to become a significant player in the Algerian markets while continuing its development process and further diversification.

Strategy of Intermat company is based on the creation of permanent value. The main ambition is to become a key partner in the field of road building equipments.

Finally, the choice of its partners meets its golden rule is "to meet the requirement of its clients through the excellence of its products and services."

### **3.2 Interpretation of Workers' Questionnaire**

The questionnaire as one of the most useful tools is often perceived as a partly valid research instrument to elicit available information from the informants; the case, here, of the eight (08) respondents working at Intermat company in El- Eulma (Setif). This questionnaire consists of twenty three (23) questions which have divided into three rubrics; each rubric holds a distinct label. We have divided the questionnaire into these rubrics in an attempt to follow: first the structure of this research work and second in an attempt to provide answers as well as useful insight into the ESP, BE and writing BLs with reference to the BE' workers. This may later on provide answers to the research questions.

The first rubric which consists of four questions has dealt with both the background and profile of respondents in order to gather general information about the informants who are BE participants; their age, sex, degree and their status inside the company under investigation

The second rubric of the questionnaire has dealt with more specific questions in the analysis of the use of English as a medium of communication in which the research has sought to have a deep insight into the ESP and BE situation where a language participant is involved. This part of the questionnaire has consisted of eight questions: the kind of English -specific or general-they are using in, the dominant form of communication in their company and the kind of skills they need English.

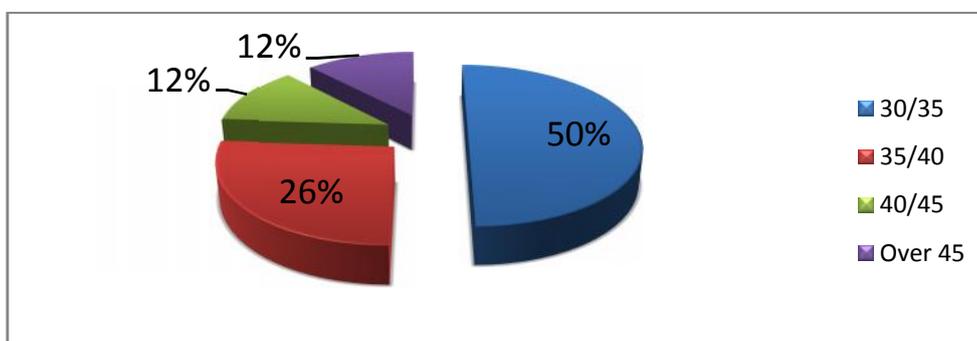
The last rubric consists of five questions emphasizing the participants' perception about possible solutions and recommendations.

### 3.3 Sex and Age of the Respondents

There are 08 men in the sample, the age of the respondents is divided into four age groups (see table 3.1).

Age	30/35	35/40	40/45	Over 45
Percentage	50%	26%	12%	12%

**Table 3.1 The Age of the Respondents**



**Graph 3.1 The Age of the Respondents**

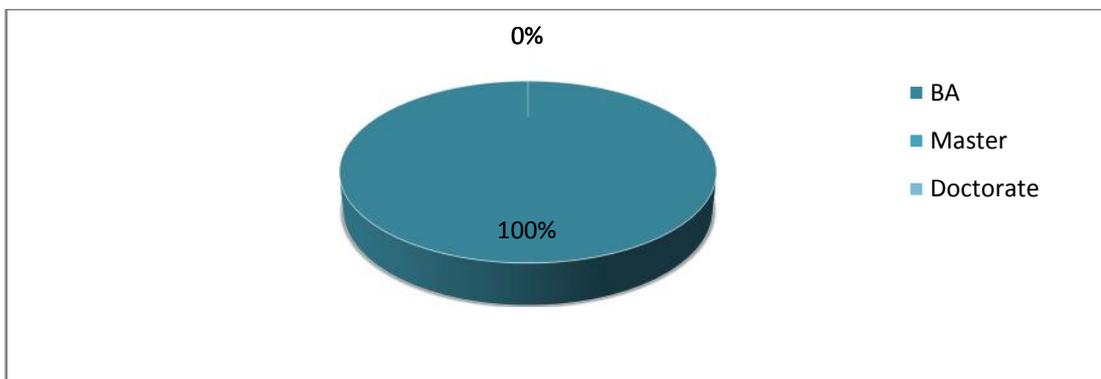
The results of the survey show that the biggest percentage was for the age 30/35 with half of the workers it means that half of Interimat’s staff are young people for the other groups 40/45 and over 45 they share the same percentage 12% whereas 35/40 we have 26 % of the respondents.

### 3.4 Degree of the Respondents

The survey also covers information about the degree of each of the respondents of Interimat company.

Degree	Number	Percentage
BA	08	100%
Master	00	00%
Doctorate	00	00%

**Table 3.2 Degree of the Respondents**



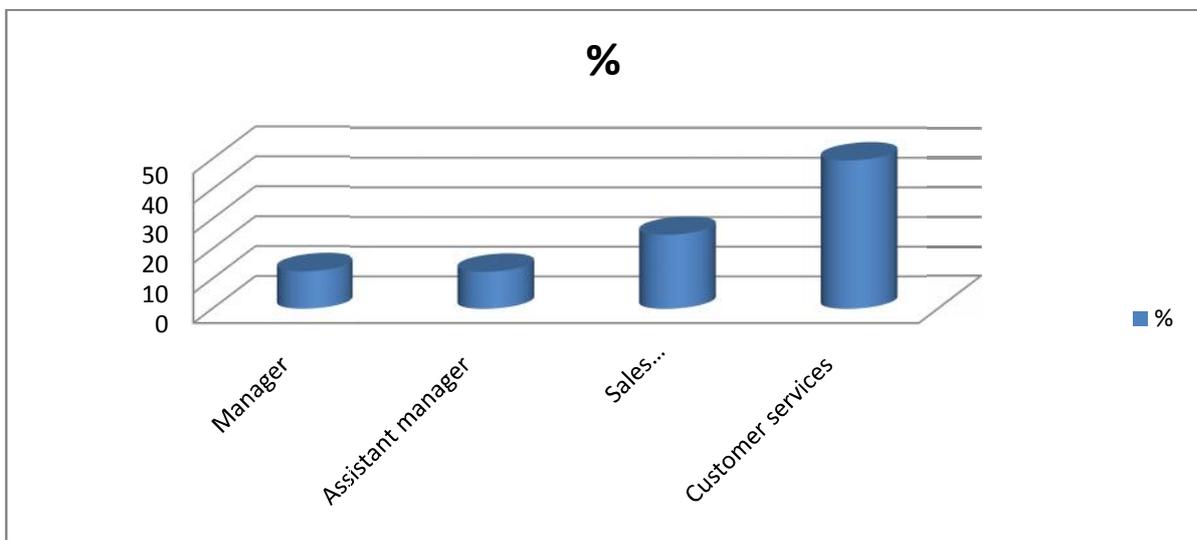
**Graph 3.2 Degree of the Respondents**

From table (3.2), we observe that all the respondents (100%) who are asked about their levels of education. They answer that they have a BA degree but this in different fields either in commercial sciences, marketing or in English but the majority of them have a BA in Commercial sciences.

### 3.5 Status of Workers inside the Company

Status	Number	Percentage
Manager	01	12.5%
Assistant manager	01	12.5%
Sales representatives	02	25%
Customer services	04	50%

**Table 3.3 Workers' position**



**Graph 3.3 Workers' position**

The result shows that Interimat company is run by one manager who is at the head of the company, one assistant manager, two sales representatives in order to get more customers and four customer services they aim to be the preferred container transport and logistics partner by paying careful attention to details, table (3.3) give us a brief idea about the status of each of the respondents in our research.

**Question Five:** What kind of contact do you have at your company?

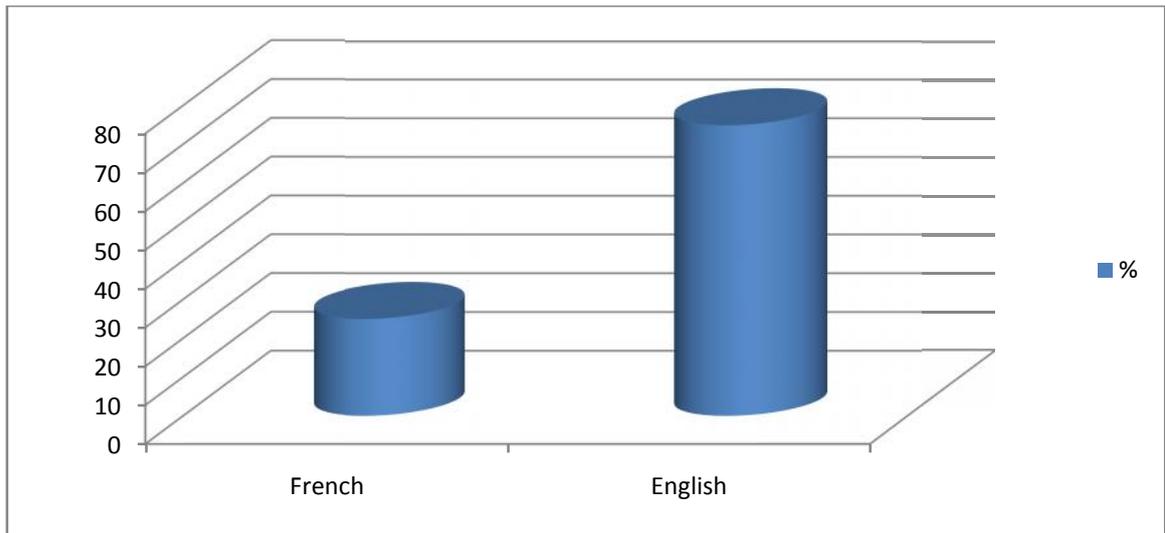
As Intermat company is a foreign company that have sister companies in over 125 countries in the world. Workers are asked if their company have foreign contact, the respondents answer that 80 % of their work is based on communication with contacts in all the parts of the world example in China, South America because they aspire to create opportunities in global commerce, by enabling their customers to source goods from anywhere in the world. However, the kind of foreign contacts that appeared the most often in the respondents' answers are briefly described without resending any percentage distribution, the very brief description of the type of foreign contacts gave some idea of the broad context in which English is needed by the respondent.

Enabling customers to source goods from anywhere in the world, this means that the majority of their contacts are foreigners and they have to correspond with sister companies as well as parent company based at Demark.

**Question Six:** What is the corporate language used in communication?

Language used	Number	Percentage
French	02	25%
English	06	75%

**Table 3.4 The Corporate Language Used in Intermat Company**



**Graph 3.4 The Corporate Language Used in Intermat Company**

The results of the study survey show that the English is the corporate language in Intermat company the majority of the respondents (75%) agree on this in table (3.4), because their correspondence is with overseas contact and the most common language that they can use in order that everyone from the 35.000 employees around the world can communicate easily without difficulty. For them, it is the most attractive and useful language in their workplace context. Concerning the French language only 25% of the respondents use it in order to communicate with their customers but the EL is always present in their conversations when they use some words like freight booking.

### 3.6 Language Attitudes

**Question seven:** What is your attitude towards the English language?

Language attitudes are the feeling people have about their own language or the language of others (Crystal, 1992). Language attitude studies explore people’s attitudes towards language use. These studies usually concentrate on studying a limited group of people and their attitudes towards a specific language, such as attitudes of particular groups towards different languages.

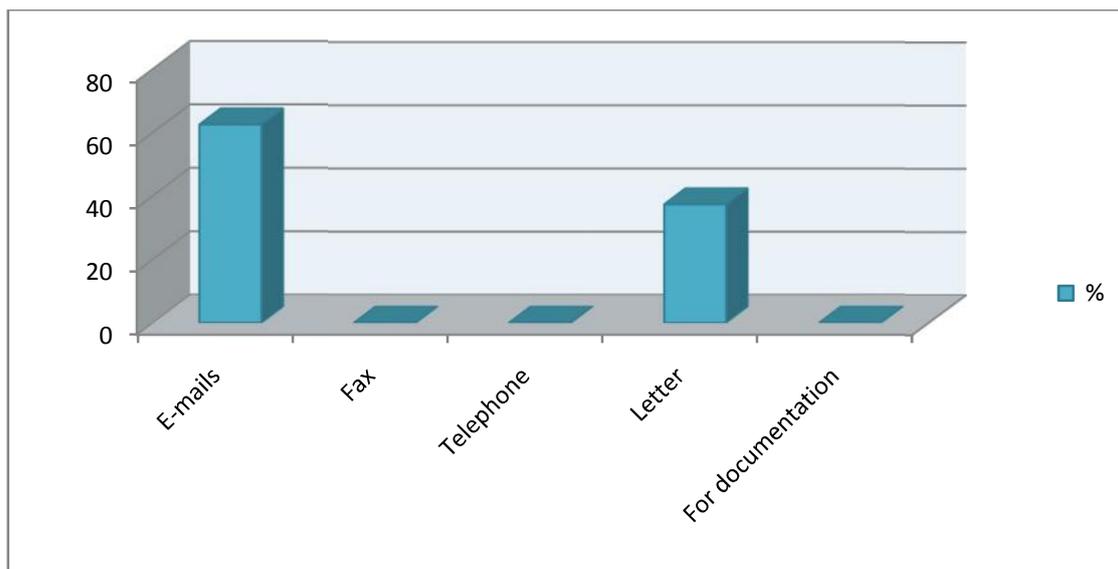
Language attitudes studies are important in mapping out people’s attitudes towards the languages they use. This is very important in work situations where people are forced to use a variety of languages and may feel differently about them. Some languages may be forced upon workers while some people regard their own languages as the only “right” language. Adopting a common corporate language might change information flows, communication and knowledge within companies by forcing a majority of employees to use non-native language in internal communication. The study also shows that a common corporate language is not an intercultural communication panacea in a company with a large number of different cultures.

The attitudes of Algerian employees at Intermat company towards the EL, even though English is a foreign language to all the employees, they generally have a very positive attitude towards the language. Mostly, due to their perception of the language’s importance in their work even though they find some difficulties in communicating. Their company is in a position where all its employees have access to a computer and the internet. This means that the employees are also in constant communication with each other in English.

**Question Eight:** In which of the following circumstances at work do you use English?

Item	Number	Percentage
To communicate with colleagues around the world by e-mails.	05	62.5%
To communicate with colleagues around the world by fax.	00	00%
To communicate with colleagues around the world by telephone.	00	00%
To communicate with colleagues around the world by letter.	03	37.5%
For documentation	00	00%

**Table 3.5 English Use at Intermat Company by Type of Items**



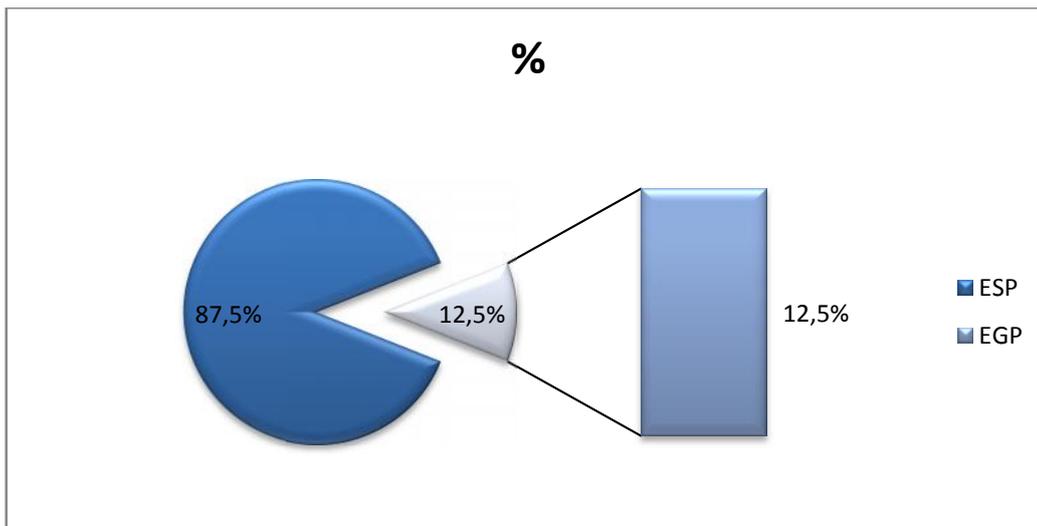
**Graph 3.5 English Use at Intermat Company by Type of Items**

From table (3.5), we observe that workers at Intermat company use the EL for written communication more than for oral one. The results show that 75.5% of the respondents use English in order to communicate with other colleagues either with sister companies or parent company by e-mails which is their daily means of communication. The respondents use to correspond with their colleagues by faxes but this occurred sometimes whereas using the telephone is rarely because the internet. Whereas, 37.5% of the respondents used a letter to communicate, because; it is simple and easy means.

**Question Nine:** What kind of English do you use at your company?

Types of English	Number	Percentage
ESP	07	87.5%
EGP	01	12.5%

**Table 3.6 Kind of English Used by Workers at Intermat Company**



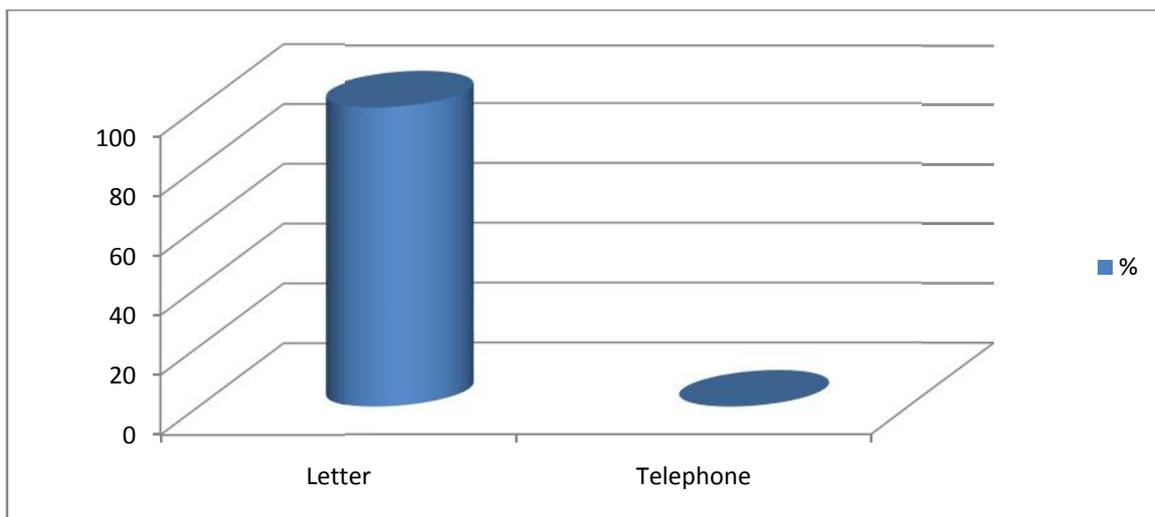
**Graph 3.6 Kind of English used by Workers at Intermat Company**

The reason behind this question is to know if they are aware about the kind of English that they use in their daily working context. The table (3.6) shows that 87.5% of the respondents are aware that the kind of English they use is special not general with specific words related with the road building context.

**Question Ten:** What is the dominant form of communication in your company?

Forms of communication	Number	Percentage
Letter	08	100%
Telephone	00	00%

**Table 3.7 The Dominant Form of Communication in Intermat Company**



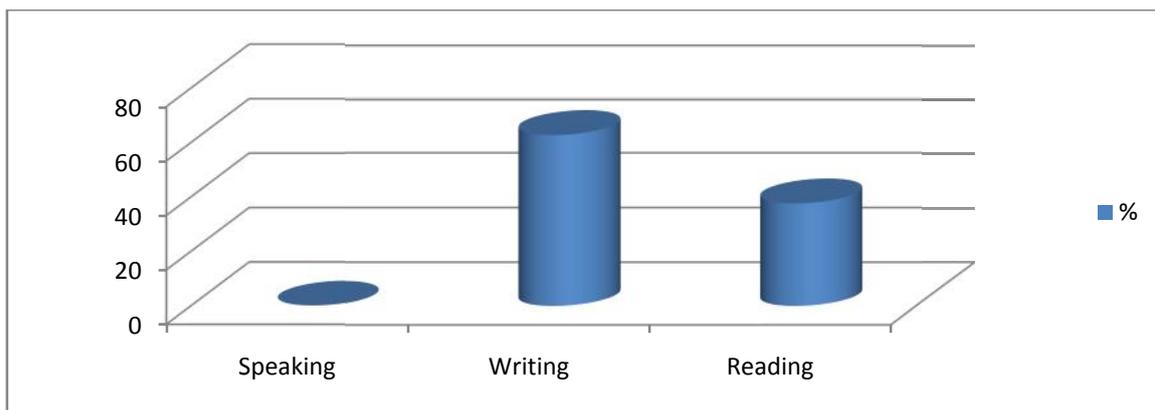
**Graph 3.7 The Dominant Form of Communication in Intermat Company**

From this table (3.7), we observe that the dominant form of communication at Intermat company is BLs. They can communicate with their colleagues and customers without spending any money like at the phone, for them a letter is the most important means of written communication.

**Question Eleven:** In which of the following skills do you need English?

Language skills	Number	Percentage
Speaking	00	00%
Writing	05	62.5%
Reading	03	37.5%
Total	08	100%

**Table 3.8 English Use in Language Skills**



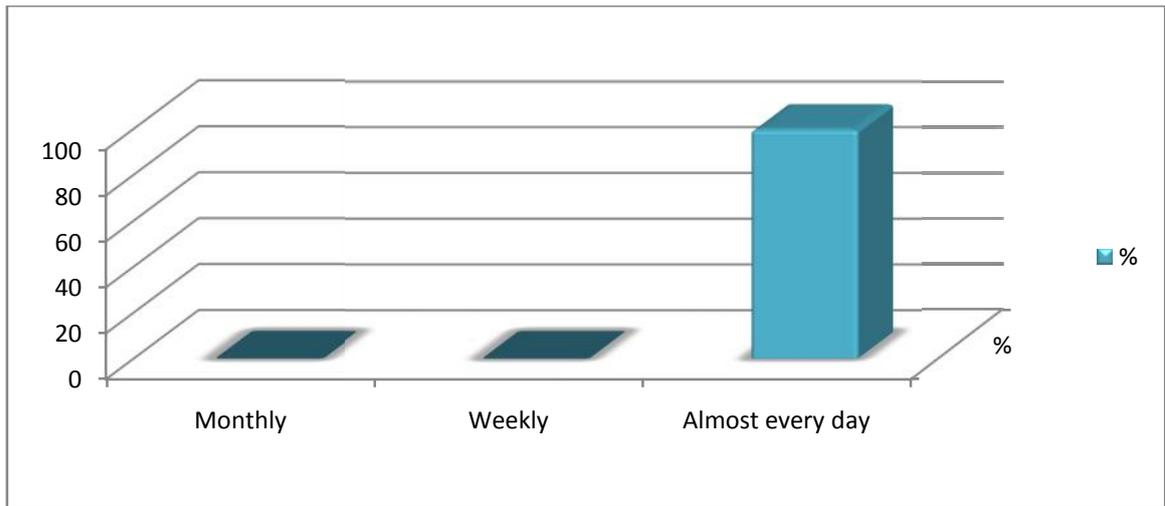
**Graph 3.8 English Use in Language Skills**

Table (3.8) shows that more than half of the whole correspondents 62.5 % need English in their work for writing in their working context because 80 % of their work is based on correspondence with their colleagues and customers all over the world. They think that they need English for reading BLs and writing them in order to respond to received BLs, whereas the act of speaking English is not part of their daily working because telephone use is rarely.

**Question Twelve:** How often do you need English for writing and reading?

	Number	Percentage
Monthly	00	00%
Weekly	00	00%
Almost every day	08	100%

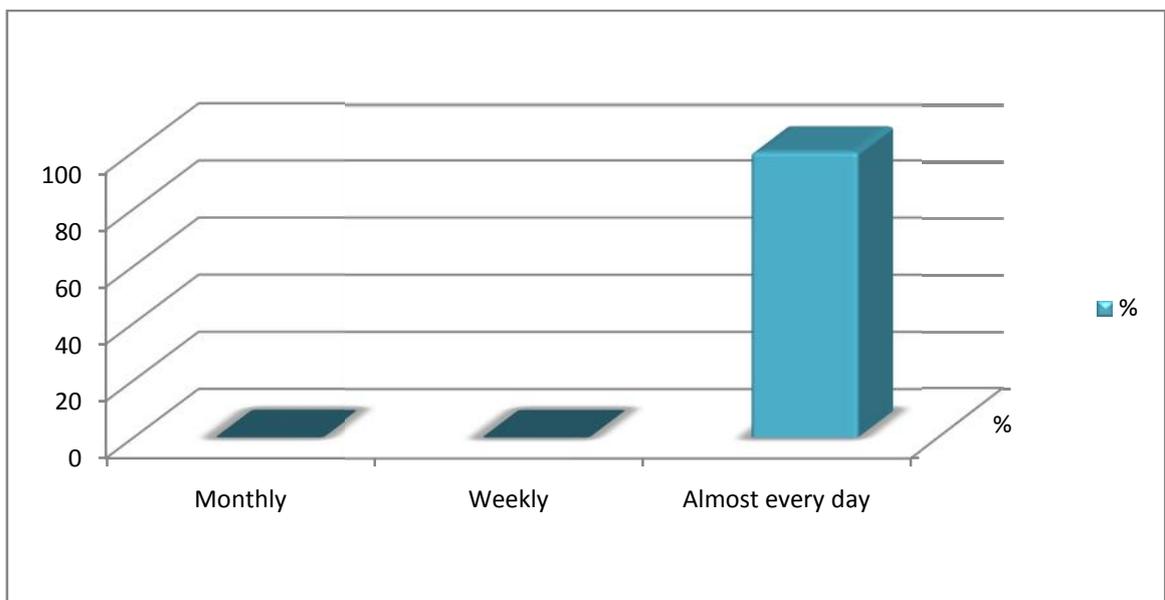
**Table 3.9 Frequency of English Needs for Writing**



**Graph 3.9 Frequency of English Needs for Writing**

	Number	Percentage
Monthly	00	00%
Weekly	00	00%
Almost every day	08	100%

**Table 3.10 Frequency of English Needs for Reading**



**Graph 3.10 Frequency of English Needs for Reading**

Table (3.9) and table (3.10) show that all the workers 100% need English in their work almost every day; this indicates that the respondents working in road building company need English in terms of frequency for writing and reading almost every day.

### 3.7 Business Letters' Analysis of Intermat Company

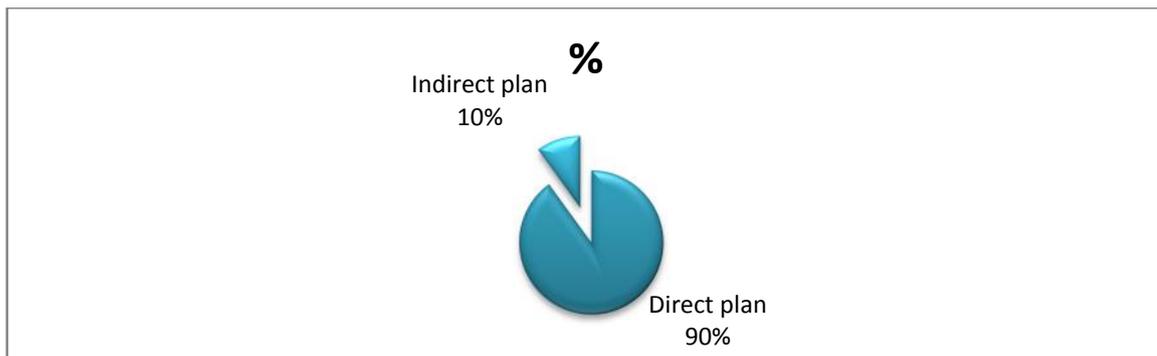
#### 3.7.1 Organization Plan

Organization plans depend on how the writers expect their readers to react to their letters. There are two basic organizational plans: direct and in direct plans (Murphy and Hilderbrandt, 1991). To move directly to the point without lengthy explanation or introduction, the direct plan is likely to be the choice for most business correspondences positive and neutral news can be best presented by the direct plan. On the other hand, the letter is considered unfavorable to receive. The sender has to prepare the receiver to receive the message by using an indirect plan. Negative news and persuasive news can be best presented by the indirect plan.

The direct plan begins with the main idea but the indirect plan states the main idea later (Harcourt, Krizan and Merrier, 1996: 70).

Organization plans	Percentage
Direct plan	90%
Indirect plan	10%
Total	100%

**Table 3.11 Percentage of Organization Plans**



**Graph 3.11 Percentage of Organization Plans**

From table (3.11), there are 90% of the BLs using the direct plan and the rest 10% use the indirect plan. The findings indicate that Algerian business people tended to use the direct plan when composing the BL.

It is not surprising that most of the BLs is written in the direct plan. It may be because BLs are business related and business people normally have limited time to write and read them. As a result, they tend to be short and direct.

The rest of the BLs are written in the indirect plan because the main ideas are in the middle of the letter. This supports Murphy and Hilderbrandt (1991) and Lesikar; Petit and Darsey (1993) and Harcourt; Krizan and Merrier (1996) in that the use of organization plan depend on how the writer expects the reader to react to the messages. The messages written in the direct plan have their main ideas in the first sentence or in the very beginning of the message which can be best for positive and neutral news because this plan gets directly to the main point and is then followed by details. On the other hand, negative and persuasive news can be best presented in the indirect plan which presents the main ideas in the middle of the message.

### 3.7.2 Subject Line

The subject line identifies the content of a letter and is an optional addition to all but the simplified-letter formats. The simplified letter always includes a subject line typed three lines below the last line of the inside address.

In the full-block, block, semi block, or hanging-indented formats, the subject line is typed either two lines above or below the salutation. It is typed either flush with the left margin or centered, and consists of the word “subject” followed by a colon and the subject to be covered in the letter.

The subject line can be typed in all capital letters or with each important word capitalized. Sometimes when just the important words are capitalized, the whole subject line is underlined. When the subject line is typed in all capital letters, it is never underlined.

Subject: Proposed Distribution Arrangement

Subject: Proposed Distribution Arrangement

SUBJECT: PROPOSED DISTRIBUTION ARRANGEMENT

The subject line is generally used when only one subject is covered in a letter (Jeffrey and Edward, 2002).

### 3.7.3 Salutation

The salutation appears in all letters but those using the simplified-letter format. It is usually typed two to four lines below the inside address or the attention note (if there is one). Two spaces are most typical. In the official-style format, the salutation is typed four to six lines below the dateline, since the inside address appears at the bottom of the letter in this format.

The present study examines whether additional opening, i.e. salutations, are used and what they are like. Such salutation as “dear Mary” was expected to appear in the data as well as letters containing no opening greeting at all. The word “Dear” before the person’s courtesy title and name is standard.

The phrase “My Dear” is no longer in style. The “D” in the word “Dear” should be capitalized. The word should be typed flush with the left margin. If the letter is informal, it addresses the person by his or her first name in the salutation.

Courtesy titles such as Ms. and Mr. should be used where appropriate. Professional or academic titles, e.g., “Dr.” take precedence over courtesy titles for both men and women. A comma before the abbreviations “Jr.” and “Sr.” depends upon the preference of the individual being addressed.

In addition, the most conventional ways of addressing a group consisting of males and females are used in the opening lines are examined with the expectation that at least the following would exist in the salutations if they are used at all:

Ladies and Gentlemen:

It can be also, simply use the title of the person it is addressing. For example:

Dear Editorial Director:

Dear Sales Manager:

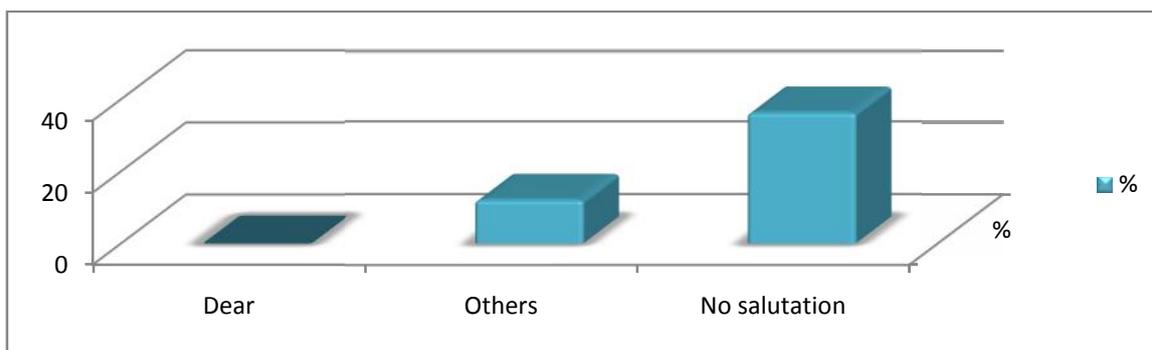
Dear Customer Service Representative:

The simplified-letter format contains no salutation. As a result, this format can be used if the letter writer wishes to avoid the problems of sexist language that sometimes exist in choosing the appropriate salutation for a letter.

The use of names was also considered from the LF point of view by examining if the language and culture of the participants had an effect on the use of names and salutations.

Greeting type	Number of letters	Percentage
Dear	26	52%
Others	06	12%
No Salutation	18	36%
Total	50	100%

**Table 3.12 Salutation in the BLs**



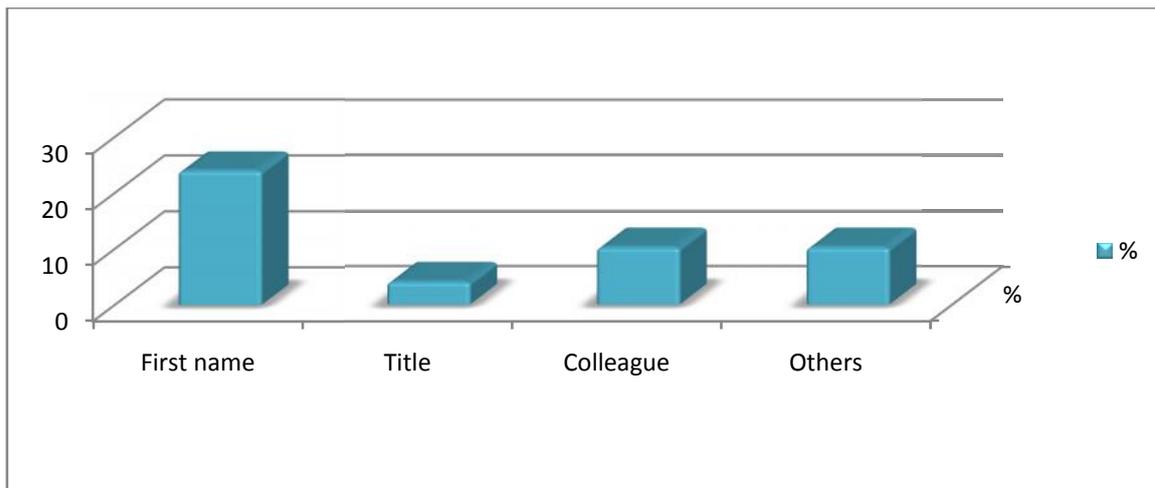
**Graph 3.12 Salutation in the BLs**

As seen in table (3.12), almost all letters in the data 64% start with a salutation. The most popular salutations found in 52% of the letters are those starting with “Dear”. Other salutations are much less frequent without name is used in 12% of the letters. Other kinds of openings are less frequent and appear only in 36 % of the letters.

### 3.7.4 The Use of Names in the Salutations

	Number of letters	Percentage
First name	12	24%
Title	02	04%
Colleague	05	10%
Others	05	10%
No Salutation	14	28%
Total	38	76%

**Table 3.13 Use of Names in the Salutations**



**Graph 3.13 Use of Names in the Salutations**

There is a variation in the use of names in the opening greeting. Table (3.13) shows that the writers use name of the recipient in 24% of the letters that contains a salutation.

An opening greeting with a name only is rare (04% of the letters). Table (3.13) further, shows that 28% of the letters contains no name in the salutation followed by “Dear”.

### 3.7.5 Closing

The letters are further analysed in terms of the methods of closing because the way to close BLs affects the readers’ understanding of the message, their willingness to act on the requests, and their impression.

Two aspect of the closing are examined:

- Complimentary closing, such as sincerely.
- Signature block.

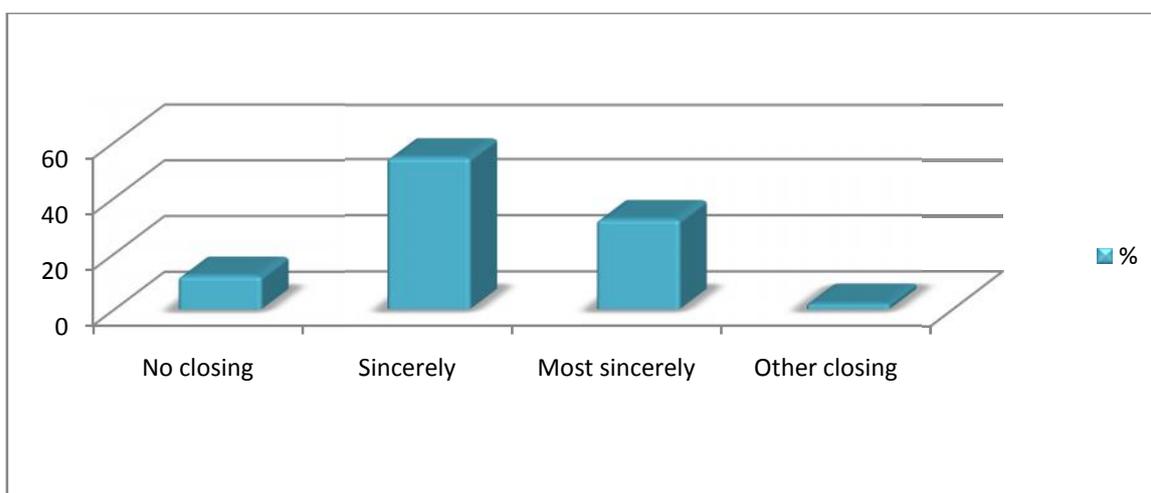
The complimentary closing refers to such phrases as “sincerely, most sincerely”.

Finally, attention is paid to the signature block which is appeared at the end of the business letter and consists of signature, typed name, and title.

The frequency of the signature block as well as their use with or without a complimentary closing and/ or a name is looked at from the data.

Type of closing	Number	Percentage
No closing	06	12%
Sincerely	27	54%
Most sincerely	16	32%
Other closing	01	02%
Total	50	100%

**Table 3.14 Complementary Closing in the BLs Writing**



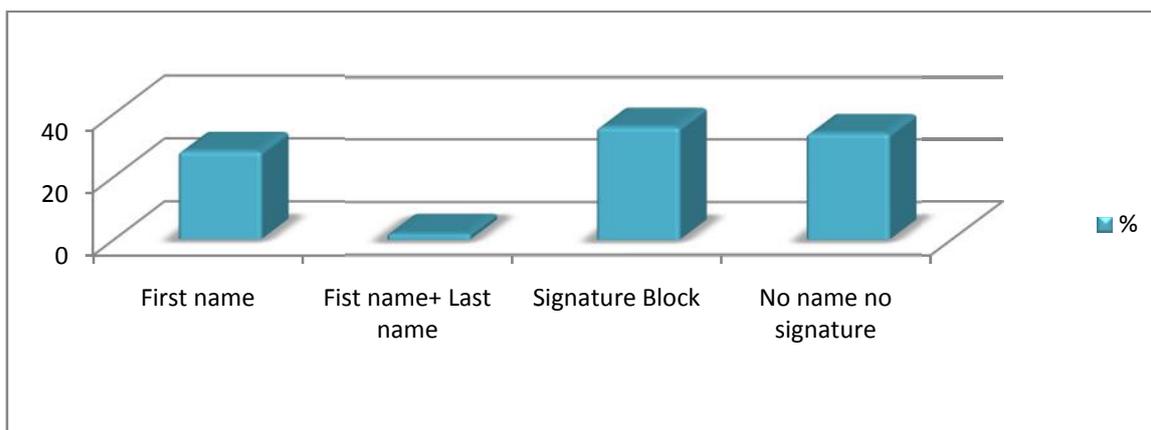
**Graph 3.14 Complementary Closing in the BLs Writing**

Table (3.14) shows that the present data contains a variety of complimentary closings. The most common of them is clearly “Sincerely”, which appears in 54% of the BLs more than half of the letters. “Most sincerely” is used in 32% of the written letters.

However, the participants do not only resort to these two methods of closing but they use others and in %12 of the letters, there are no complimentary closings. “Thanks” is used together with complimentary closing elements and appears in 12% of the BLs.

	Number of Letters	Percentage
First name	14	28%
First name+ Last name	01	02%
Signature block	18	36%
No name no signature	17	34%

**Table 3.15 Use of Names in the Closing**



**Graph 3.15 Use of Names in the Closing**

As an important part in the closing section of the letters is the name of the writer as 34% of the BLs in the present data contains no name in the end of their written messages. As seen from table (3.15), the signature block is by far the most typical way to sign off with 36% of the letters end with the first name of the sender and only 02 % of the letters end with the first name+ the last name of the sender.

### 3.8 Conversational Features

Four conversational features are presented below which are chosen to be included in the present analysis. In addition to analysis, the conversational features with regard to EFL. It is examined whether Lan's suggestion of the non- native speakers' cautious use of conversational style is evident in the present as well, or whether the writers use conversational features more freely.

### 3.8.1 Discourse Particles

Chafe (1982) discovers that discourse particles such as “So” “you know” are present in oral discourse but do not come up in the written data at all. With these particles, the speaker can for example demonstrate his or her involvement with the listener. Discourse particles such as these have been found to exist in letters as well.

### 3.8.2 Echo Questions

Echo question can be used for self- repair in spoken discourse (Levinson, 1983). For example, “did I give u my...? I think I did.”

### 3.8.3 “How Are You?” Questions

Telephone conventions have found often to include a “how are you?” question (Hatch, 1992).

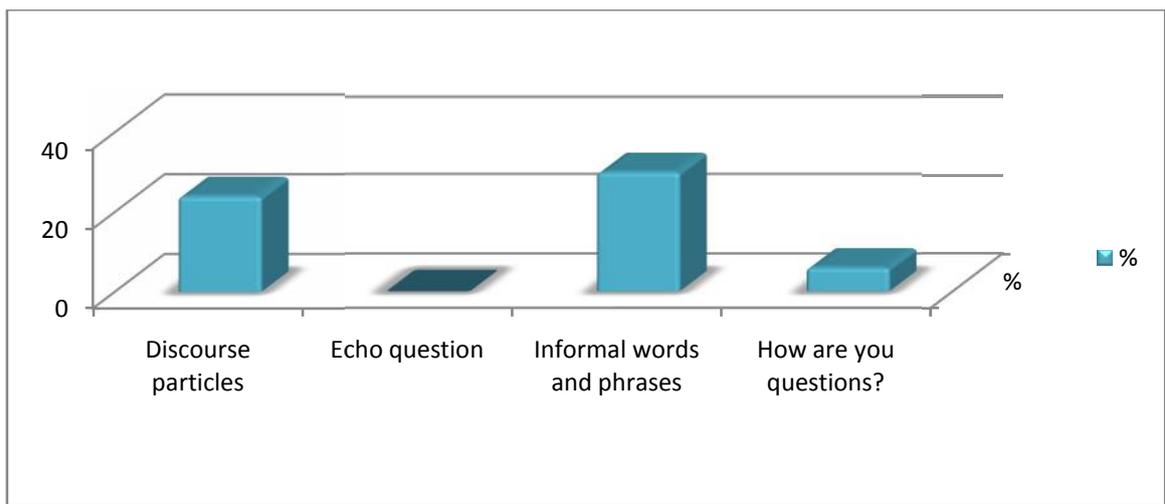
### 3.8.4 Informal Words and Phrases

Certain words and phrases have an oral quality to them and make a text sound more like spoken discourse (Hatch).

The present study aims at finding out if such colloquial language also occurs in the written messages (letters) written by LF speakers of English.

Conversational features	Number of Letters	Percentage
a) discourse particles	12	24%
b) Echo question	00	00%
c) Informal words and phrases	15	30%
d) How are you questions?	03	6%

**Table 3.16 Conversational Features in the Letters**



**Graph 3.16 Conversational Features in the Letters**

Although the number of conversational features is not great, some evidence of spoken like discourse is founded in the data. As seen in table (3.16), informal words and discourse particles appear in the data.

All together, there are 15 instances of words which can be regarded as informal or colloquial, the most common of them are clearly “Thanks” but also a few other ones are detected. For example, “ok” and “wanna”.

We have 12 instances out of the 15 letters discourse particles; the most common is “so”. In addition to this, “how are you?” questions appear only 3 instances out of the 15 letters and no echo questions are used at all.

**3.9 Syntax**

Six letters features of syntactic nature are included in the analysis: spelling, abbreviations and acronyms, contacted forms and typing errors.

**3.9.1 Spelling**

The common spelling mistakes from the data for example; open applicant said, he was well suited for "writting and editing chores... contac t me at the adrws below." Would you give him your editing work? Another writer said she would enjoy "hearing form us." Word

processing spell checkers make mistakes; so proof everything. Another example, like: "thankyou for your assistance."

### 3.9.2 Abbreviations and Special Acronyms

The following examples from the collected data:

- Tks (Thanks)
- Rgds (Regards)
- Bst.regds (Best regards)
- Pls (Please)

As for special acronyms, for example:

- LOE (Letter of Engagement)
- ASAP (As soon possible)
- B/L ( Bill of lading)
- TM (Technical Manager)
- TEM (Travel and expense management)

### 3.9.3 Contracted Forms

Contracted forms, e.g. "tt" for "that", "can't" for "cannot", are usually preferred in spoken unplanned discourse.

### 3.9.4 Strange Phrasing

Such as; "an opportunity to expand my strengths and delete my weaknesses..." or, "You may feel that I'm a tad overqualified." or, "Enclosed herewith please find my resume." Do you talk that way?

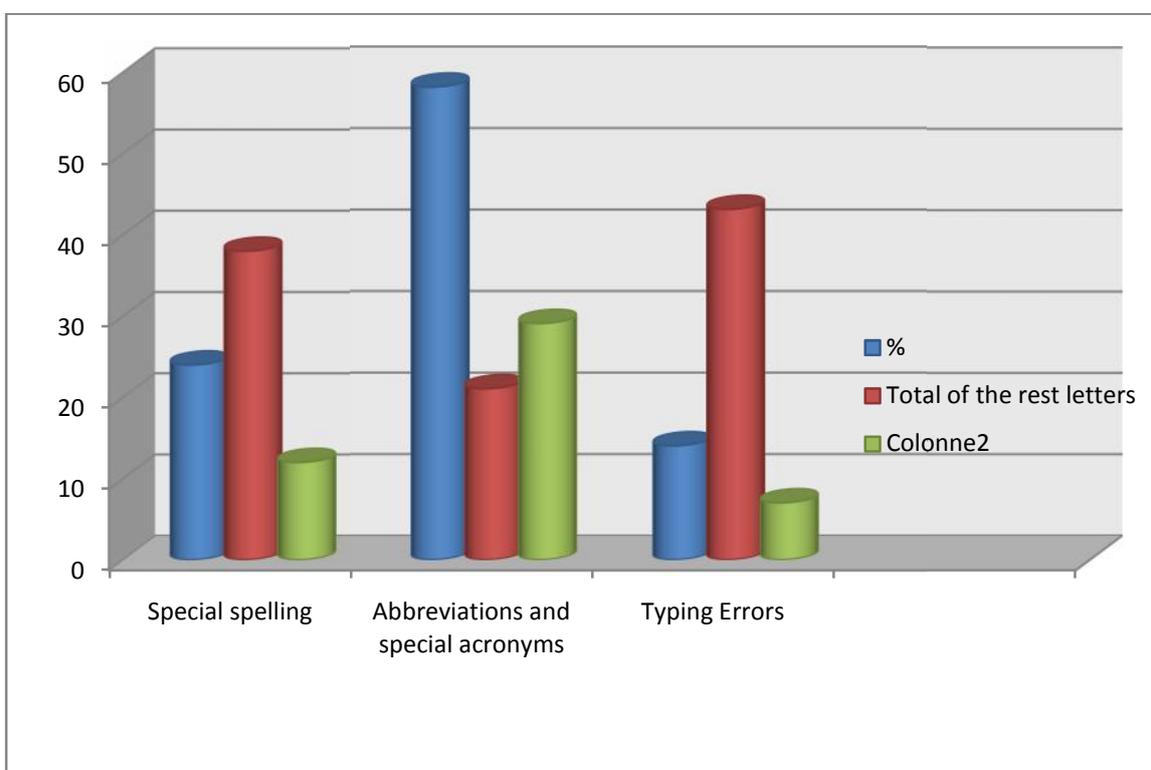
### 3.9.5 Typical Errors

As it is more important to send a letter quickly than to write it as accurately as possible, typing errors can occur (Lewin and Donner, 2002: 29). However, since this study concentrates on non-native speakers of English, labeling non-standard speaking as typing errors may be problematic.

What seems like a typing error may in fact be how the writer believes the word should be written.

Syntactic features	Number	Percentage	Total of the rest letters
Special spelling	12	24%	38
Abbreviations and special acronyms	29	58%	21
Typing errors	07	14%	43

**Table 3.17 Syntactic Features in the Letters**



**Graph 3.17 Syntactic Features in the Letters**

Table (3.17) presents the syntactic features found in the data (contracted forms are presented below separately).

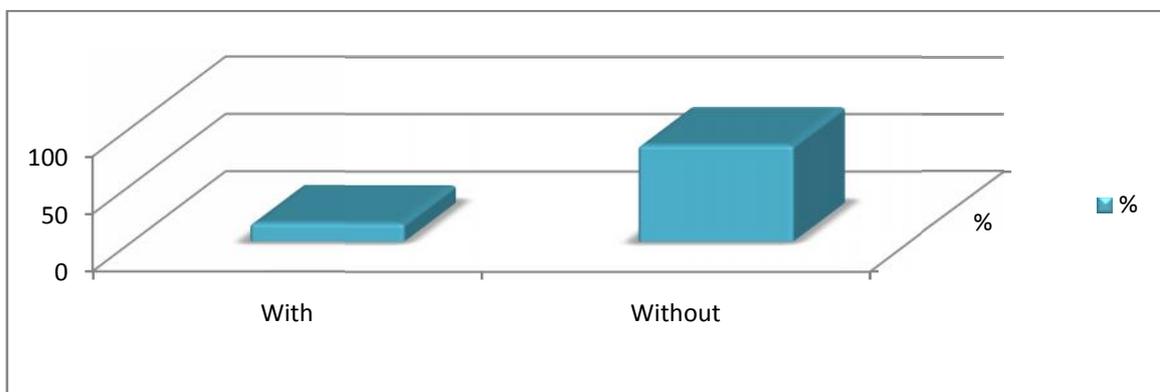
Abbreviation and special acronyms are the most common type of syntactic feature and occur 29 times in the letters (58% of the letters), using a special jargon which workers could safely understand without any problem.

There are also several errors (14%) of the letters which can be regarded as typing errors, i.e., those have been made accidentally as in the following examples:

- Agai (again)
- Pospone (postpone)
- Await (wait)
- Fro (for)

Contracted forms	Number	Percentage
With	08	16%
Without	42	84%
Total	50	100%

**Table 3.18 Number of letters With or Without Contracted Forms**



**Graph 3.18 Number of letters With or Without Contracted Forms**

As seen in table (3.18), 16% of all the letters include contracted forms such as “can’t”, “don’t” and “you’ll”. The majority of the written letters (84%) did not include contracted forms at all.

### 3.10 Punctuation

A further special characteristic given in the literature is out of the ordinary punctuation. As BLs cannot convey meaning with the use of non-verbal cues present in oral discourse and as in it the text itself acts as the only data from which to draw conclusions, additional tools are needed to convey meaning.

Capitalisation, decapitalization and innovative use of punctuation marks together with the features outlined above are used.

#### 3.10.1 Capitalization or Decapitalization

It is more important to write the letters quickly than to write it accurately, this can be achieved in part by writing a message entirely in lower or upper case letters. Usually, decapitalization, i.e. using the lower case letters, is used to save time. Whereas the capitalization is often taken as a sign of emphasis as in the following examples: URGENT, THANKS and Hi (for decapitalization).

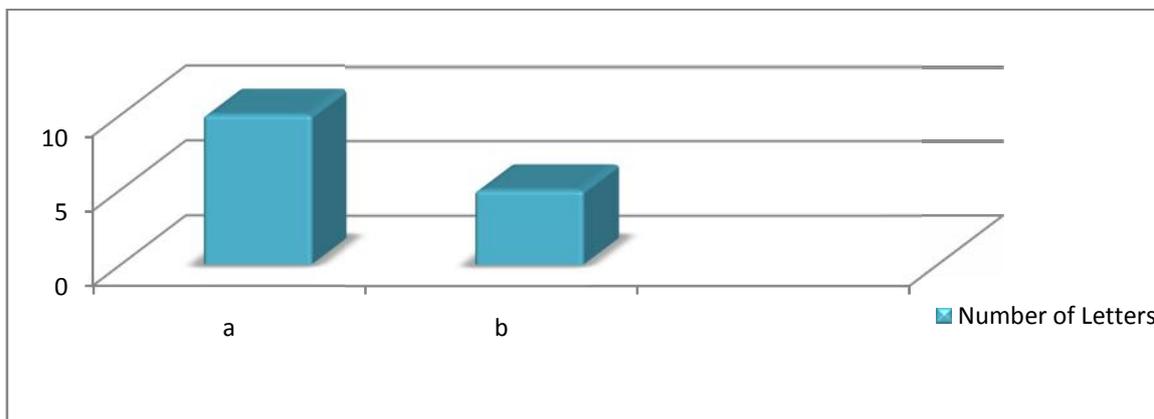
#### 3.10.2 Carefree Use of Punctuation Marks

Lan points out that punctuation marks can be used to express irony or intimacy as in the following examples from the data:

- /// URGENT/// 2<sup>nd</sup> REMINDER///
- Can't be discharged !!!!
- If LOE is OK???
-

Punctuation	Number of Letters
a) Capitalization or decapitalization	10
b) Carefree use of punctuation marks	05

**Table 3.19 The Number of Letters Including Punctuation**



**Graph 3.19 The Number of Letters Including Punctuation**

In the table (3.19), capitalization and decapitalization appear in 10 BLs. Carefree use of punctuation marks is detected in 05 BLs .

In a few letters, capitals are used in order to emphasize a point to show that it is urgent. Carefree use of punctuation marks was slightly less common than capitalization or decapitalization.

### **Conclusion**

In this current chapter, the research has attempted to analyze, present and discuss the findings which are about workers' lacks toward using EL in writing BLs in their current workplaces and the most challenging areas to use English. In addition to their expectations which are taken into account while making suggestions and recommendations of the next chapter.

## CHAPTER FOUR: SUGGESTIONS AND RECOMMENDATIONS

### Introduction

This chapter looks at the outcome of the study with reference to the earlier discussions as well as data analysis. The conclusion of the study highlights the fulfilments of the research objectives and testifies to the validity or otherwise of the hypothesis statement.

Lastly, findings from the data analysis in the chapter three led the research to provide some suggestions and recommendations in order to reconstitute BE teaching in Algeria in the light of the theoretical framework established in the first part of the research and data analysis.

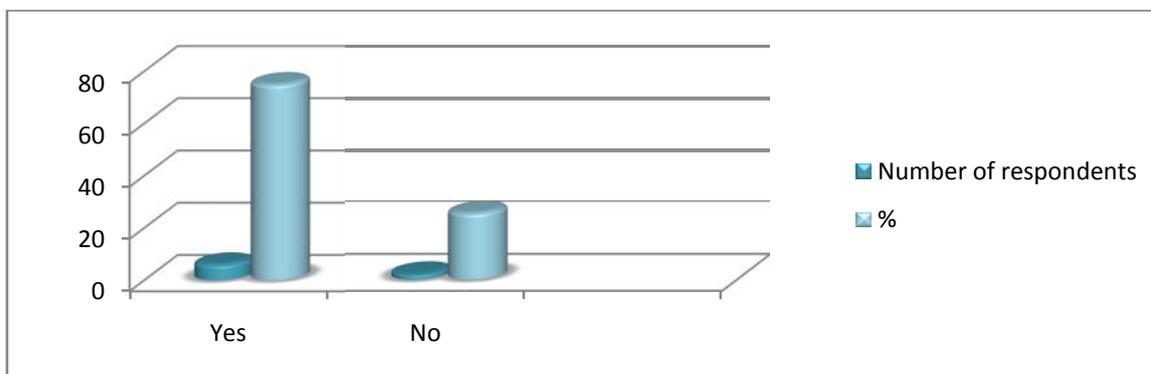
Workers of Intermat company are asked if they offer ELT, thus, to meet workers' need the research has proposed changes not only for the company but for teachers of ESP/BE as well.

### 4.1 English Language Training at Workplace

The respondents are asked if they offer ELT at their current workplace.

	Number of respondents	Percentage
Yes	06	75%
No	02	25%

**Table 4.1 ELT at Intermat company**



**Graph 4.1 ELT at Intermat company**

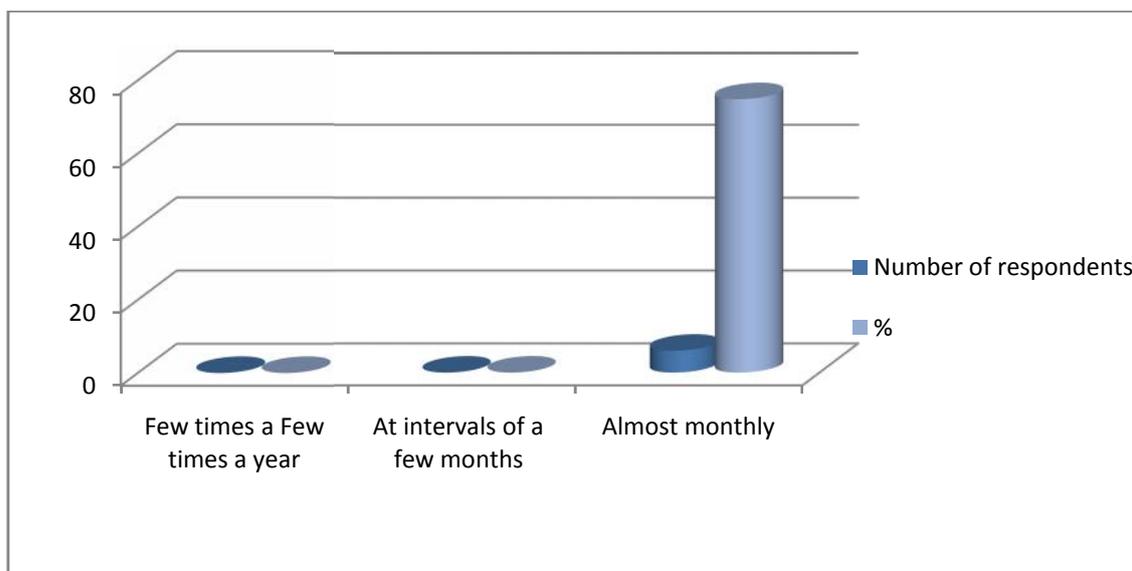
The table (4.1) shows that 75% more than half of the respondents, report that they offer ELT at their workplace. Whereas, 25% state that they do not offer because they do not interest.

The respondents working at Intermat company report that mastering English is an obligatory criterion at their workplace. According to them, they offer training courses at Algerian learning Center for few months.

Then, the respondents who offer ELT at their workplace are then asked how often it is arranged.

	Number	Percentage
Few times a year	00	00%
At intervals of a few months	00	00%
Almost monthly	06	75%

**Table 4.2 The Frequencies with which ELT is Offered**



**Graph 4.2 The Frequencies with which ELT is Offered**

This table shows that 75% of the respondents at Intermat company who offer ELT are almost monthly and one of the respondents adds that he has a listening training period of nearly 1 week per each new system.

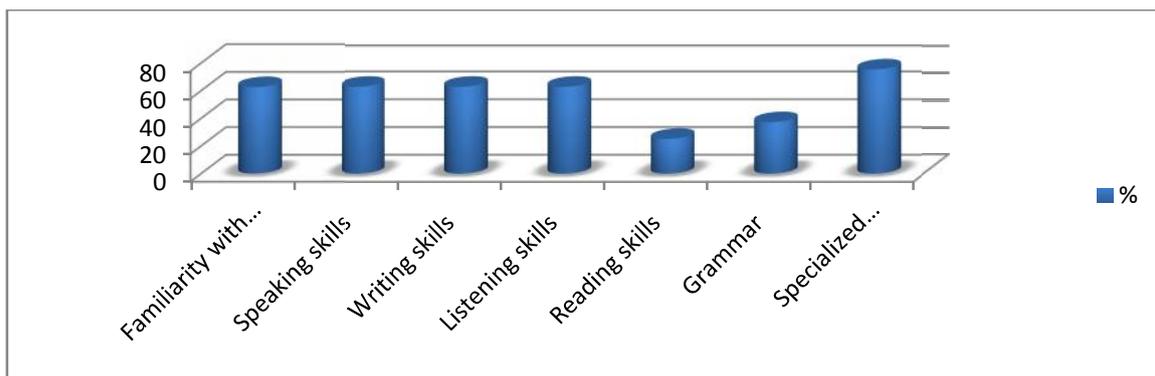
The respondents who have taken part in ELT at their current workplace are then asked whether the content of the training have been useful as for jobs, and if not what things and subject matters should be deal with and whether ELT is sufficiently. More than half of the respondents report that their ELT is simply a GE courses offer by their company in an outside English school. They are somehow unsatisfactory with their training courses there wish is to have more business teachers in Algeria.

#### 4.2 Language Training Needs for English

The respondents is asked which area of EL use such as: speaking skills, pronunciation, writing skills, listening skills and reading skills; familiarity with the communication cultures of different countries, grammar and specialized vocabulary concerning technical terms. They consider language training useful for improving their situations in their workplace.

Items	Percentage
Familiarity with the communication cultures of different countries	62.5%
Speaking skills	62.5%
Writing skills	62.5%
Listening skills	62.5%
Reading skills	25%
Grammar	37%
Specialized vocabulary and technical terms	75.0%

**Table 4.3 Percentage of the Respondents who Considered Language Training in the Given Areas Useful**



**Graph 4.3 Percentage of the Respondents who Considered Language Training in the Given Areas Useful**

Table (4.3) shows that language training to specialized vocabulary and technical terms is the most frequently report to be useful. As many as 75% of the respondents consider it useful as for their actual job. Language training related to familiarization with the communication cultures of different countries. Speaking and writing skills are the same each with a share of 62.5%. They are considered useful by the respondents as being a global company dealing with more than 125 countries where diversity of nationalities and cultures. People enjoy working and everyone is treated with respect.

Language training in improving reading skills and grammar are considered not very useful by the lowest percentage of the respondents 25% for the reading skills and 37% for grammar.

Mastering specialized vocabulary in technical terms uses in their shipping company seems to be important and perhaps causes some problems since a clear majority of the respondents consider language training related to mastering technical vocabulary is useful for them in order to avoid misunderstanding.

### 4.3 Syllabus and Material Design for BE

The business English needs to use English appropriately in order to handle communication acts in the target situation. Therefore, syllabus designers try to plan suitable teaching syllabuses and materials for BE teaching situation. Moreover, the selection of teaching materials is based on their viability.

For these reason, the research has proposed a sample, the main topics of the BE syllabus and the appropriate material for it by taking into consideration the specific register for BE teaching which meet the business students needs. The syllabus topic divides into four topics:

#### **Topic One:** Business Language

Business language focuses on common vocabulary and phrases which are used in the business world such as vocabulary about workplace, industry, market place procedures and processes. However, the types of materials in order to introduce business terminology such as: text and articles.

#### **Topic Two:** Business Interaction

Business interaction on business introductions meetings as the changes of the roles either as a leader or as participants, how to focus on the topic and how to include it, then how to make recommendation by agreeing on topic or not and telephoning includes the politeness using for an appropriate speech.

#### **Topic Three:** Business correspondence

Business correspondence focus on business and professional writing such as: letters, memos, proposal emails, faxes, reports by providing texts which provide examples and practice in various writing formats.

#### **Topic Four: Business presentation**

Business presentation focuses on preparing and delivering professional presentations which are based on the personal characters and how to deal with the other customers.

These proposals topics help to design syllabuses for future students in order to prepare more efficient future workers.

#### **4.4 Performance Objectives of BE**

One of the most important points of BE teaching is emphasizing performance, which is, training learners in order that they will be able to operate effectively. Robinett (1988) suggests that the objective for ESL student in an English speaking country is that they can use the language as native speakers use because they are surrounded by native speakers. However, the objectives in learning English in a non- native speaking country may not be the same as that in English speaking countries.

According to Ellis and Johnson (1994), what BE learners need to acquire could be broadly summarises as follows:

- Confidence and fluency in speaking.
- Skills for organizing and structuring information.
- Sufficient language accuracy to be able to communicate ideas without ambiguity and stress for the listener.
- An awareness of appropriate language and behaviour for the culture and situations in which they will operate.

These performances are expected to be seen in business situations which learners will be involved.

#### 4.5 The Prerequisites of an Efficient ESP Practitioner

Research cannot be valid unless some suggestions are proposed as tentative solutions. Therefore, the main preoccupation is oriented towards the English teacher who undoubtedly plays a determining role in the process. It seems appropriate to adopt a critical and positive attitude by considering a set of specified criteria imposed upon the language teachers by their own institution when they intend to implicate in an ESP enterprise. These criteria, in fact, should be considered as prerequisites, so that, the language teachers should be successful in their tasks.

#### 4.6 Roles of the ESP Teachers

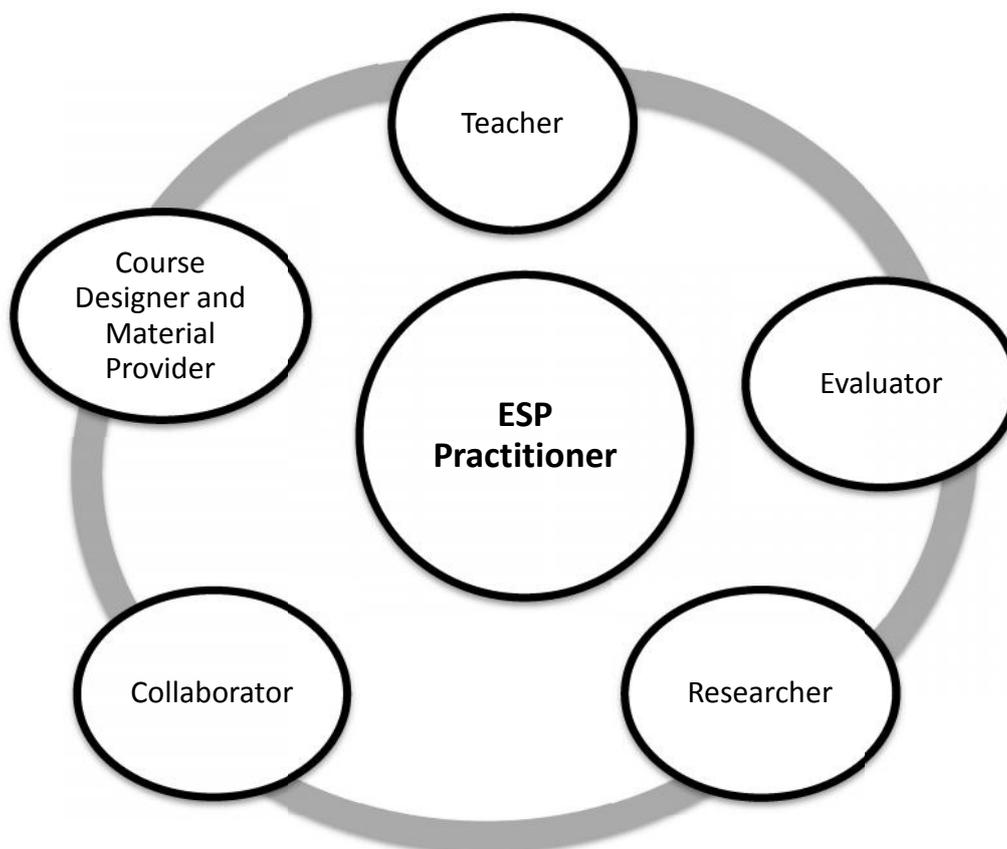
In ESP, courses vary depending on the learners' specific scientific field or profession they are concerned with. As a result, teachers who tend to teach these courses need to play different roles and acquire a specialized knowledge.

Since ESP teaching is extremely varied Swales (1980), Dudley-Evans *et al* (1998) and many others prefer to use the label 'practitioner' rather than 'teacher', "*to emphasis that ESP works involve much more than teaching.*"

According to Robinson (1991: 79), "*the role of the ESP teacher is a controversial issue*" since "*there is no single ideal role description.*" Hence, playing a different role in each stage of the ESP programme starting from data collection and needs analysis, moving to the design of materials, to structuring the classroom and preparing the learning environments, ending with evaluating the learners' achievements the teaching materials as well as; one may say that ESP practitioners have to play various roles. In this regard, Dudley-Evans *et al* claim that:

*The ESP practitioner has five key roles: Teacher, course designer and material provider, collaborator, researcher and evaluator.*

The following figure is an attempt to summarise the different roles ESP practitioners tend to play:



**Figure 4. 1: Roles of the ESP Practitioner**

Accordingly, it can be stated that the ESP practitioner needs to perform different tasks while involving in ESP teaching situation. Therefore, the first role which is devoted to him is that of the teacher.

#### **4.6.1 The ESP Practitioner as a Teacher**

The main point which most of the researchers (Kennedy *et al*, 1984; Hutchison *et al*, 1987; Robinson, 1991; Dudley-Evans *et al*, 1998; and so forth) agree on is that the ESP practitioner is a teacher and good qualities of teaching such as the ability to generate communication, flexibility, showing interest in the learners' specialty is also required for ESP.

While examining the role of the ESP practitioner as a teacher, one may notice that it implies a set of sub-roles he is required to play: the classroom organizer, the consulter, and the negotiator. In some cases, he is asked to work one-to one. Moreover, he needs to be flexible. Dudley-Evans *et al* state that: “*The willingness to be flexible and to take risks is one of the keys to success in ESP teaching.*”

Because of his works’ conditions and situations the ESP practitioner is required to play different roles together at the same time. In the next step, the investigator will try to shed light on another role he is asked to perform that of the course designer and material provider.

#### **4.6.2 The ESP Practitioner as a Course Designer and Material Provider**

As it has been mentioned before, the ESP practitioner does not only teach; there has been an agreement among researchers (Mackay *et al*, 1978; Swales, 1980; Robinson, 1991; Dudley-Evans *et al*, 1998) that he is required to have other duties such as designing, setting up and administering the ESP course.

While undertaking an ESP course, the ESP practitioner at a first step needs to plan his course and at a second step he needs to provide materials. The latter should be relevant to his learners’ needs.

At this level of analysis, Dudley-Evans *et al* explain the role of the ESP teachers in providing materials. According to them, this process constitutes of:

- First, choosing suitable material which has been published.
- Then, adopting this material if it is not suitable.
- At a last step, ESP practitioners are invited to write their own materials when it is not possible for them to find something suitable.

Most of employers favour the kind of materials written by the ESP practitioner himself and this may result in the ignorance of ready-made materials even though it suits the learners' needs. Swales (1980) states:

*“The role of the materials writer has become such a desirable characteristic of the ESP teacher in the eyes of employers that there is a danger that the advantages of published material are ignored even when that material is suitable for a given situation.”*

Quoted in (Dudley-Evans *et al* 1998:15)

Apart from designing suitable materials for his course, the ESP practitioner is applied to work in either collaboration or cooperation with other language teachers, subject specialists, learners and so forth.

#### **4.6.3 The ESP Practitioner as a Collaborator**

It is presumed in this sense, that teaching ESP is best practiced through either collaboration or cooperation with subject specialist or by cooperation with learners. Dudley-Evans *et al* (1998:16) refer to the term cooperation: *“When the ESP teacher finds out about the subject syllabus in an academic context or the tasks the students have to carry out in a work or business situation.”* And collaboration: *“When there is some integration between specialist studies or activities and the language”*.

According to them, *“the fullest collaboration is where subject expert and a language teacher team- teach classes.”*

In the same line of thought, Kennedy *et al* (1984) relate the success of team-teaching to cooperation from both sides; that of the subject teachers and ESP specialists along side with mutual trust. Cooperation and trust are considered to be the most essential ingredients for the success of such process.

To collaborate, cooperate or team-teach classes seem quite helpful for the ESP practitioner but he needs to be updated, and this can be achieved through keeping touch with research.

#### **4.6.4 The ESP Practitioner as a Researcher**

ESP practitioner needs, therefore, to be in touch with research in different areas of ESP like EBP, EST, ESS and to include and use the findings of research in his own situation to better cope with the learners' needs. According to Dudley-Evans *et al*: “*An ESP practitioner has to go beyond the first stage of Needs Analysis -Target Situation Analysis which identifies key target events, skills and texts- to observe as far as possible the situation in which students use the identified skills, and analyse samples of the identified texts.*”

ESP practitioners are also invited to conduct researches about genre analysis and discourse analysis to get a clear idea about those texts used by the learners.

#### **4.6.5. The ESP Practitioner as an Evaluator**

Various types of evaluation can be applied to ESP courses. Hence, ESP practitioners are required to evaluate and assess their courses; they need to evaluate their learners' achievements as well as their courses, and the teaching materials they use. They need to assess themselves, the teaching methods and approaches they follow, to check how much success it brought to their classes.

Evaluation and assessment hold a crucial significance in ESP. In this vein, Dudley Evans *et al* write:

*“It is important to follow up with students some time after the course in order to assess whether the learners have been able to make use of what they learned and to find out what they were not prepared for.”*

They, even, go further to state that “*Evaluation through discussion and on-going needs analysis can thus be used to adapt the syllabus.*”

To be updated in terms of research evaluation and assessment will help the ESP practitioner better cope with the requirements of his learners’ needs and that of the target situation.

#### **4.7 The Significant Responsibilities of ESP Learner**

The learner comes in the ESP classroom with a broad- spectrum of characteristics, among them; interest for learning, subject- content knowledge and well- built adult learning strategies are important.

##### **4.7.1 Interest and Motivation for learning**

People learn a language when they have opportunities to work with language in a context that they comprehend and find it interesting. Accordingly, ESP is a powerful means for providing such opportunities. The more interesting materials, the more attention; the more learners pay attention to the meaning of the language they read or hear, the more they learn and succeed.

##### **4.7.2 Subject- Content Knowledge**

ESP learners are generally cognizant of the purposes for which they need to use English. Having oriented their education toward a specific field, they see English training as complementing this orientation. Knowledge of the subject area enables the students to identify a real context for the vocabulary and structure of ESP classroom. As a result, they take advantage of what they already knew about the subject matter to learn English. The more meaningful and real context, the more interest and successful learning they get.

### **4.7.3 Focus on Learning Strategies**

Learning strategies are those skills learners have already developed in using their native language. These strategies definitely will make learning easier. They permit them to learn faster and more efficiently.

## **4.8 New Perspectives to Enhance Teaching of ESP**

This current section has reserved for the sake of enhancing ESP teaching through adapting new perspectives, techniques and ways.

### **4.8.1 An Eclectic Approach**

While traditionally speaking, the three following approaches, i.e., Content- Based Approach, Task- Based Approach and Lexical- Based approach were used separately. In this research work, we assume the need to combine the three approaches under one common approach which will hold the label of an 'Eclectic Approach'.

Before dealing with the eclectic Approach, the researcher feels the need to introduce each approach separately, provide definition for each, and discusses advantages as well as disadvantages for each approach may help the reader to get an insight about what a combination of the three elements may bring for both teachers and learners.

#### **4.8.1.1 Content Based Approach**

Most researchers (Brinton *et al*, 1989; Jordan, 1997; Richards, 2001; Brown, 2001) agree on the fact that, through the use of the Content-Based Approach, the learners benefit in two ways, i.e., the content, as well as the language. Hence, this may help them acquire the needed language in a meaningful context which is closely related to their fields of study or profession.

In this sense, Krahnke (quoted in Richards *et al*, 2001: 204) defines Content-Based Approach as: “The teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught.”

Within the Content- Based Approach, the language activities are associated with subject matter being taught. According to Brinton *et al* (1989: 2), in a content-based approach, the activities of the language class are specific to the subject matter being taught, and are geared to stimulate students to think and learn through the use of the target language. Such an approach leads itself quite naturally to the integrated teaching of the four traditional skills.

Since any approach has its own advantages, being acknowledged with the disadvantages may help teachers better adapt to the particular situation they are taking part in. The most important drawback of the Content-Based Approach is that the language teacher is almost teacher of language and not content teacher; being unfamiliar with the area he/she is teaching, and lacking the field knowledge may represent an obstacle for the ESP teacher.

#### **4.8.1.2 Task Based Approach**

It is commonly agreed among researchers that task based language teaching is regarded as one of the most prominent approaches to ESP and BE teaching, this implies the idea that specific tasks are designed to meet specific needs through the establishment and the practice of defined skills; to practice and develop either each skill separately or by combining the four skills together to meet specific needs of the learners being academic, scientific or occupational is of paramount importance. It has been defined by Nunan (2004:

216) as follows: “*an approach to language teaching organized around tasks rather than language structures.*”

Task based language teaching has its own advantages since it favoured tasks related to real life where authenticity is a key- term in such a process and the learner is its central interest; gaining autonomy for his learning will help him better learn. Its main drawback is that teachers who may lack innovation cannot implement correctly this approach in their classes.

#### **4.8.1.3 Lexical-Based Approach**

The main focus of this approach is to develop learners’ proficiency through lexis. According to Richards *et al* (2002), it is “*an approach to language teaching that is based on the view that the basic building blocks of teaching and learning are words and lexical phrases, rather than grammar, functions or other units of organization.*”

This confirms and stresses the view of Lewis (quoted in Moudraia, 2001) who considers the following “*language consists of grammaticalized lexis, not lexicalized grammar*” as the main element which this approach stands on. Providing rich lexis for learners may help them to better communication. This may ensure later on, the improvement of their language proficiency.

For its main drawbacks, it can be said that though providing rich lexis help learners achieve better communication; teachers often find difficulties while trying to focus on only this approach. Dealing with only one word may take a long time, besides, a lot of efforts and preparation from the part of the teachers as there is no single definition for one word.

To conclude, it can be said that; implementing one of the previous cited approaches separately in teachers’ classes, or through combining the three approaches under the label ‘eclecticism’ where matching learners’ content disciplines with the language being used,

choosing appropriate tasks while addressing not only lexis, but surpassing the latter to reach other aspects, is a matter of a teacher choice. Considering the fact that, he/she is supposed to be, well, aware of his/her learners' needs which may help him/her to choose and adapt his/her course to the appropriate situation he/she is taking part in, will be of great benefit for him/her and his/her learners, as well.

#### 4.9 Technology Use ESP Network

Internet which is considered as an essential parameter in day-to-day communication is of significant value to language teachers, learners and education as a whole. Hence, "*the integration of internet in the EL classroom opens new horizons into the ESP teaching field.*" (Posteguillo *et al*, 2001: 269). Internet helps those teachers who are familiar with its use to design and even deliver their courses through what is, fundamentally, called 'virtual platform'. The latter helps teachers to be in contact with their learners everywhere and anytime; being online or offline. While online teachers may have a direct contact with their learners via emails and so forth. Yet, when offline, students can have access to tasks, materials, courses and so on.

The proposed idea is not for language teachers alongside their learners but it can also join language teachers from different universities nation- wide which may help ESP teachers better exchanging their ideas, experiences and courses, too. Highly experienced teachers can provide assistance for prospective and novice teachers providing guidance for them besides feedback.

Accordingly, this step believes to be "*another natural step in the progressive evolution of EL teaching and of ESP teaching in particular.*" (Posteguillo *et al*). Besides Algerian ESP teachers, the proposed idea can join different ESP teachers from different parts of the

world. In other terms, it will not be limited to specific group of teachers belonging to one country, but it will go beyond this to reach larger group.

#### **4.10 Recommendations**

Based on the inferences, various recommendations can be made to improve prevailing BE teaching practices in Algeria. These recommendations are likely to take BE teaching practices from where they are to where they should be as discussed in the earlier chapters of this research. The recommendations are related to the following three broad areas:

##### **4.10.1 Business English Practitioners**

Training of the practitioners and the characteristics of the teaching- learning situation are two major factors responsible for the effective BE teaching practices. BE teaching practitioners have a vital role in entire BE teaching complex and they are a very significant entity to be reckoned with towards successful BE teaching.

According to the ESP approach, the leading role of the BE teaching practitioner is spread over all the three stages of an EOP programme, i.e., pre-course, on- course and post- course. Therefore, qualification in ESP is a fundamental requirement for the practitioners; they need to have sufficient professional exposure to the theory and practice of EOP. In the prevailing scenario, ESP/EOP specialization is rarely available at the educational institutions in Algeria. Therefore, BE practitioners need basic professional exposure to ESP/EOP. To fill this gap, institutions can organize short courses for the practitioners through faculty development programmes, training workshops and orientation courses.

Business English teaching could be undertaken as teamwork rather than as individual practice at least in pre- course and post- course stages. Practitioners who are qualified and trained in BE teaching can take the leading role at an institution where more than one

practitioner is working. Although professional collaboration is needed in every discipline, it is especially relevant to BE teaching in Algeria.

Usually, BE teaching is considered an individual's personal domain of practice at all stages where they just try out their strategies mostly originating from their general EL teaching practices. However, any kind of training opportunity planned for in-service practitioners will play dividends in the form of enhanced effectiveness of BE teaching. Institutions concerned about the effective BE teaching should not miss this factor in their policy and planning.

Donna (2000) pinpoints some other pertinent aspects of required expertise in BE teaching as the following:

*“In the BE classroom relevant expertise can mean familiarity with management theory, news on actual current practice, knowledge of formats used for faxes, reports, etc., preferences or practices within specific industries or corporate cultures, as well as familiarity with a wide range of specialties such as computing or advertising, banking or telecommunications.”*

Donna further comments that BE teaching practitioners are primarily language experts. However, knowledge about the management and organizational setup will be quite relevant. Therefore, BE teaching practitioners should not undertake their teaching in isolation. It is quite possible that their understanding of communication in business and organizations may not be adequate and consequently their practices will not make learner effective communicators in organizational communication. However, this can be achieved by the developing interest of the practitioners as well as through professional interaction with individuals concerned with the practice of business management, and other related fields.

#### 4.10.2 Business English Courses

Business English courses have very specific objectives. According to Brieger, three fundamental objectives of a BE course are to develop communication accuracy, fluency and effectiveness. It is recommended that BE course need clarity of objectives and should be planned to meet the objectives at the end of the course. Setting the objectives should not be outlining teaching units rather a package to develop required level of communicative and linguistic abilities of the learners that can be measured through assessment. Therefore, pre-course stage should be given adequate importance in BE teaching practice. It is also suggested that BE courses should be organized on ESP/EOP pattern. BE teaching is a part of the ESP family. Thus, proceeding through pre-course, on-course and post-course stages is fundamental to effective BE teaching.

Moreover, developing and using authentic materials, activities like simulations and case studies are especially recommended in teaching writing skills. Carrying out classroom activities in pairs, groups, or involving the whole class should be decided according to the skills to be developed and nature of the activity. For instance, to develop negotiation skills pair work will be appropriate, problem solving activities can be in small group and general discussion can involve whole class. Every activity has a different pattern and should be in line with the objectives of the course.

Although inculcating self-reliance amongst learners is relevant to all language teaching. It is, however, crucial to BE teaching. Donna considers that learners will be empowered if they can be “reliant on their own resources”. It could be done through sharing all decisions with learners about the course, using homework as a useful mean, discussing objective and review of the course, motivating them to find supplementary materials from different sources, asking them for feedback and through other similar steps in BE teaching. In this regard, Tamim (2004) recommends that “*a language and study skills resources center*” is

required for ready and quick help. A number of less expensive but very useful resources can be made available at the center.

Establishing a resource center can prove to be a valuable resource towards the effectiveness of BE teaching. It will assist the learners to make sustainable efforts to develop their communication skills independently and beyond the classroom. These are a few aspects of the output of a resource center and there can be other benefits as well.

Although there cannot be a specific number of hours for BE programme, it should be determined according to a needs analysis as well as significance of communication skills. A BE course cannot be intrinsically effective unless it sufficiently meets the needs of the learners. Therefore, it may not be possible to fluctuate the credit hours for BE in a programme but it can be supported by supplementary intensive EL/ BE course. If demand arises for a supplementary English proficiency course after the needs analysis, it should neither be ignored due to time constraints nor should it be transferred to the BE class to enhance language proficiency. BE course should not be planned or considered to address GE language proficiency alone, though the development of linguistic skills is a part of the BE course.

A very wide range of BE courses are offered at various institutions all over the world. BE course at the department of English, University of Colombo, Sri Lanka can be considered as an example of contemporary thinking in this field in ESL/ EFL background. It targets optimally the skills required in business and organizational communication. Although this course is meant for in-service professionals, it can be adapted for pre-service learners in professional institution.

The outlines of the course are given below:

## Course in Business English

### Objectives of the course:

The objective of the course is to enable the participant to gain confidence in English at the workplace, in writing business letters, attending meeting, giving presentations or handling customers.

### Course description:

The course will cover the four components of reading, writing, speech and listening in 10 comprehensive units over the duration of 60 hours. The units include:

a) Communication skills such as:

- Building confidence and fluency in spoken English.
- The language of meeting.
- Telephone skills.
- Negotiation skills.
- Presentation skills.
- Customer care.

b) Business English Grammar:

- The passive voice.
- Asking questions.
- Joining sentences.
- The tense system.
- Determiners prepositions.

c) Writing Skills:

- Using modern BE.
- Improving clarity and style.
- Business letters- getting the correct tone.
- Preparing the speeches and presentations.
- Analyzing charts and graphs.

Who is this Course for?

This course is designed for people who use English in their workplace, and who want to improve their English in order to be more successful in a business environment. This course will help executives in any field of business who aspire to further their career.

#### Final Examination:

A final examination will be held at the end of course consisting of both a written and a spoken component. Candidates who are successful at the examination will be awarded a certificate from the University of Colombo.

#### **4.10.3 Business English Research**

Practitioners should involve in various research projects to address indigenous problems in this area. Teaching and research go side by side in institutions of higher education. In addition to other benefits of research projects, it provides an opportunity for the practitioner to gain first hand profession awareness about specific areas of practice. Publishing and sharing research should be made a frequent practice and institutions should encourage practitioners in this regard. Institutional support to the researchers will probably is required in the present setup. Practitioner can plan collaborative research projects at different levels depending upon the feasibility of the projects at different levels depending upon the feasibility of the project. Qadir suggests “involving the teachers in action research to try out new innovations and find new solutions to the existing snags in their teaching”.

The business English research is the best of the researcher’s knowledge, a pioneering effort to investigate and analyze BE teaching in Algeria. The study is likely to provide the foundation for future research about various dimensions of BE teaching in the country. Moreover, the necessity of research in BE teaching is established. It will also lead towards

materials development and to the resolution of various problems to enable practitioners meet challenges in BE teaching in Algeria.

#### **4.11 The Way Forward**

The conclusions are restricted to a specific group of employees in a specific context. Therefore, it may not be accepted by other employees in other companies, too. As a result, another study will be required to reach this purpose.

Hence, to open the door for further researches to conduct similar studies, the investigator assumes that, it can be possible for others to use a broader sample population which may include other companies within the same field, i.e., Intermat company- road building equipments-, or go beyond this, together data from different companies nationwide. The latter might help the investigators to get an adequate degree of representativeness which may more or less ensure generalization of findings.

Exploring and identifying employees' difficulties, as well as their needs will lead to other studies which revolve around ELT for ESP/BE learning and teaching, implementation and assessment of ESP/BE courses, besides materials preparation, development and design.

Most importantly, and for the aim of improving the teaching/ learning process, to bring about change in any situation an ESP/BE employees is involved in, is a necessity. As a matter of fact, employees need first to accept change as an essential component in the progress of any process and most precisely that of the ESP/BE teaching/ learning; accepting this idea, besides their willing to know new ways of learning may constitute a great help for both teachers and learners. Hence, ESP/BE employees should be seen as affective learners who seek a daily development for a continuous improvement which should join knowledge, theory and practice.

Despite the fact that limitations are part of any research work and have a direct influence on the findings of any study, the investigator hopes that this work will shed some light on the actual situation of the ESP/BE employees across the Interimat company which may encourage later on larger projects. The latter can join other participants such as: ESP/BE teachers; subject-specialists; administrators; and learners.

## **Conclusion**

As far as this final chapter is concerned, the research has attempted to, hopefully, sort out a set of suggestions and some recommendations in order to improve the situation of ESP and BE because through our data collection (BL) and questionnaire the research have found that BE is used to cover a wide range of professional people this is why a crucial attention should be paid to this kind of specific English for improving the situation of English in business context.

The recommendations are aimed at shaping BE teaching design and practices to achieve its stated objectives in Algeria as a whole.

## GENERAL CONCLUSION

The rapid pace of technological innovation, especially the rapid growth of using English in which it has become the world language, has had a very large effect on the international business scene; this changing world has added a notable effect on the attitude of the business people's language towards English as a company language.

English has been seen as an important tool in a workplace situation, because of its facilitative function, where by the focus is on the goal to be achieved and on how the use of a particular set of language conventions influences an outcome.

The present study was conducted to investigate the use of ESP and BE by non-native business people working in a business context.

The main purpose of such an analysis was to sort out the kind of English used as being the common corporate language by the workers and the writing of BLs and its effectiveness in business communication.

The respondents need to use EOP; however, it is clearly perceived that they face some difficulties in writing BLs, in addition to the challenge in using English in professional context in order to communicate with non-native business people by using technical terms.

The result obtained from this present research is that English is the common corporate language used in Intermat company. In addition to the analysis of the corpus of this study the written BLs showed that there were mistakes and workers faced difficulties when they communicated and interacted with non- English speaking colleagues all over the world.

This was due to the lack of specialized teachers and materials. In addition to the workers' lack of interest in English in their occupational and professional uses.

Furthermore, 75% of the respondents reported that they were offered BE language training at their current workplace but the content of their training was done as GE. Intermat Company's workers wanted to have specialized lexical items and technical terms in order to increase their business vocabulary in their everyday written communication because being efficient is the key of success in this competitive business world.

Finally, thanks to globalization one world market the use of English is especially widespread in the international business world, so much so that English has become the standard language of the world; Business. The preference for the EL in international business means that enterprises in non-native English-speaking countries are enthusiastic about EL education.

## BIBLIOGRAPHY

### E- BOOKS

- **Ahva, J. and J.Yli-Panuala.** (1995). Business Communication: Teacher's Guide.
- **Aitchison, J.** (1999). Linguistics, an Introduction. London: Hodder. & Stoughton.
- **Algeo, J.** (1997). "The English Language: Variation, the dictionary and the user". Webster's New World College Dictionary. 3 rd ed.
- **Basturkmen, H.** (2006). Ideas and Options in ESP. London: Lawrence Erlbaum Associates, Publishers. Mahwah, New Jersey: London, 145.
- **Boswood, T.** (2002). "Teach Business English": English for Specific Purposes.
- **Brieger, Nick.** (1997). Teaching Business English Handbook. York: York Associates.
- **Brown, Sally.** (2001). Active Learning in Higher Education.
- **Carter, D.** (1983). "Some Propositions about ESP". in The ESP Journal.
- **Donna, Sylvie.** (2000). Teach Business English. Cambridge: Cambridge.
- **Dudley-Evans, T.& M. St John.**(1998). Development in English for Specific Purposes: A multi- disciplinary approach [M]. Cambridge: Cambridge University Press, 4-6, 15-16, 54.
- **Ellis, M. & Johnson , C.** (1994) Teaching Business English. Oxford : Oxford University Press.
- **Ellis, M. & Johnson , C.** (1995) Teaching Business English. Oxford : OUP.
- **Gamble, T. & Michael, G.** (1999). Communication Works. Boston, 8. McGraw- Hill College.
- **Gatehouse, K.** (2001). "Key issues in English for specific Purposes ( ESP) Curriculum Development". The Internet TESL Journale.
- **Graves, K.** (1999). Teachers as course developers. Cambridge, 27.
- **Guceri, M. & Anne, A.** (1998). Case Studies in Education.
- **Harmer, J.** (1999). The Practice of English Language Teaching. London: Longman.
- **Hatch, E & Anne, A.** (1992). The Research Manual: Design and Statics for Applied linguistics. Boston: Heinle and Heinle.

- **Hutchinson, K.** (1990). Readings in Organizational Communication.
- **Hutchinson, T., & Waters, A.** (1987). English for Specific Purposes: A learning-centered approach. Cambridge: Cambridge University Press, 6, 19.
- **Ilyinska, L.** (2004). English for Science and Technology: Course design, Text Analysis, Research Writing, 18. RTU Publishing House.
- **Jenkins, J.** (1993). English as a Lingua Franca: Attitude and Identity. Oxford.
- **Johns, A. M. & Dudley Evans, T.** (1991). English for Specific Purposes: International in Scope, Specific in Purposes. TESOL Quarterly, 25, 297-314.
- **Jordan, R. R.** (1997). English for Academic Purposes: A Guide and Resource Book for Teachers. Cambridge University Press.
- **Kachru, B.** (1985). The Indianization of English: the English Language in India. Delhi. OUP.
- **Kennedy, H. and Bolitho, R.** (1984). English for Specific Purposes; London: Mc Millan Press Ltd, 5.
- **Krami a.I. Lingo.**(2000). Didactic Theories Underlying Multi – Purpose Language Acquisition. University of Latvia, 40.
- **Lan, L.** (2000). Email: A challenge to Standard English.
- **Lesikar, R.** (1993). Business Communication Theory and Application.
- **Levinson, S.** (1983). Pragmatics. Cambridge: Cambridge University Press.
- **Lewin, B. A, and Donner. Y.** (2002). Communication in Internet Messages Boards.
- **Locker, K.** (1995). Business and Administrative Communication.
- **Mackay. R & Mountford. A.** (1978). English for Specific Purposes A Case Study Approach. London: Longman Group Ltd, 3.
- **Mc. Donough, J** (1984). ESP in Perspective?? A Practical Guide [M]. London and Glasgow: Collins EST.
- **Munby, J.** (1978). Communicative Syllabus Design [ M]: Cambridge University Press.
- **Murphy, H., and Hilderbrandt, H.** (1991).Effective Business Communication. NewYork.

- **Murphy, H., Herbert, H & Jane, T.** (1997). Effective Business Communication. New York.
- **Nunan, D.** Research Methods in Language Learning. Cambridge.
- **Orr, T.** (1995). Models of Professional Writing Practices Within the Field of Computer Science. Ball State University.
- **Richards. J. C.** (2001). Curriculum Development in Language teaching. Cambridge: Cambridge University Press.
- **Richards, J and Rodgers, T.** (2001) Approaches and Methods in Language Teaching, 204. New York, NY: Cambridge University Press.
- **Robinson.P** (1991). ESP Today: A Practitioner's Guide. Hertfordshire: Prentice Hall International Ltd, 3, 79.
- **Sapir, E.** (1931). The Function of an international Auxiliary Language. In H.N. Shenton, E. Sapir, and O. Jespersen (Eds.), International communication (pp.65-94). London: Kegan Paul.
- **Sillars, S.** (1994). Success in Communication. London: John Murry.
- **Smeltzer. L and Donald. L.** (1994). Managerial Communication. Boston.
- **Strevens, P.** (1987). "ESP after Twenty Years": dalam Tickoo, (ed.) ESP: State of Art. Anthology Series 21. Singapore: RELC
- **Swales, J.** (1980). 'The educational environment and its relevance to ESP program design'. ELT Documents Special. London: The British Council.
- **Swales, J.** (1990). Genre Analysis in Academic Research Settings; Cambridge: Cambridge University Press, 25.
- **Wallace, C.** (1980). Language Teaching: A Scheme for Teacher Education. Oxford: Oxford University Press.
- **Wright, C.** (1992) 'The Benefits of ESP.' Cambridge Language Consultants, 5. [www.camalang.com/art001.htm](http://www.camalang.com/art001.htm) Retrieved May 25th , 2004.

## ARTICLES and WEB SITES

- **Benmoussat, S.** The Globalisation Process, the LMD System and the ESP Centres: A Plea for a Rehabilitation of the ESP Centres.
- **Block, D.** (2004). “ Globalization and language Teaching. ELT journal. Volume.
- **Boswood, T.** (2002). Teach Business English [J]. English for Specific Purposes.
- **Carter, D.** (1983). “Some Propositions about ESP”. in The ESP Journal.
- **Chen, Y.** (2005). Designing an ESP Program for Multi-Disciplinary Technical learners. ESP World, Issue 2(10). Volume 4. November 10, 2005.
- **Harmer, J.** (1995). Taming the Big ‘I’: teacher performance and student satisfaction. ELT Journal 49/4.

## WEB SITES

[http:// www.cambridgecollege.co.uk](http://www.cambridgecollege.co.uk)

[http://en.wikibooks.org/wiki/Professional\\_and\\_Technical\\_Writing/Business\\_Communications/Letters](http://en.wikibooks.org/wiki/Professional_and_Technical_Writing/Business_Communications/Letters)

<http://www.abahe.co.uk>

[http://www.esp-world.info/Articles\\_1/aspects.html](http://www.esp-world.info/Articles_1/aspects.html).

## APPENDICES

### Questionnaire

Dear Intermat company' Workers in El Eulma,

This questionnaire is a part of research which is being carried out at the University of Setif 02. It aims at investigating the use of English language and business letters writing under the umbrella of English for specific purposes in general and Business English in particular. Your answers to these questions will be of great benefit in helping to make the writing of business letters good which means, clearly understandable words, brief and effective.

Please note that you do not have to write your name and as a result the information will be kept confidential and used only for research purposes. I would be so grateful if you could answer the following questions for the sake of gathering information about business letters writing.

#### Section One: General information

Please, tick the box that corresponds to your answer.

1. Gender: Female  Male

2- What is your age?

- 30 -35
- 35- 40
- 40-45
- Over 45

3-What is your educational level?

- BA
- Master
- Doctorate

4-What is your current business occupation?

Manager

Assistant

Other, please specify .....

## Section Two: English as a medium of communication and business letters

5- What kind of contract do you have at your company?

.....  
.....

6- What is the corporate language used in communication?

French  English

7- What is your attitude towards the English language?

.....  
.....  
.....

8- In which of the following circumstances at work do you use English?

- a) To communicate with colleagues around the world by e-mails.
- b) To communicate with colleagues around the world by telephone.
- c) To communicate with colleagues around the world by letters.
- d) For documentation .

9- What kind of English do you use at your company?

ESP  EGP

10- What is the dominant form of communication in your company?

Letter

Telephone

11- In which of the following skills do you need English?

Speaking  Writing  Reading

12- How often do you need English for writing and reading?

Monthly  Weekly  Almost every day

**Section Three: Participants' perception about solutions and recommendations**

13- Do you offer English language training at your current workplace?

Yes  No

14- How often do you like it arranged at your workplace?

Few times a year   
 At intervals of a few months   
 Almost monthly

15- Is the content of the training had been useful as for your job?

Yes  No

If the answer is no, what do you think a subject matter should be dealt with?

.....  
 .....  
 .....

16-Is it sufficiently?

Yes  No

17- Which area of English use do you think training is useful?

Items	
Familiarity with the communication cultures of different countries	
Speaking skills	
Writing skills	
Listening skills	
Reading skills	
Grammar	
Specialized vocabulary and technical terms	

**Thank you in advance for your cooperation.**





## **APPENDIX B**

### **FORMATS**

Which form of written correspondence should you choose? As a rule, letters, postcards, faxes, or e-mails are sent to people outside the company. Letters are appropriate for dealing in a slightly more formal manner with important items. Faxes can be less formal than letters, but are considered by most companies to be the equivalent of a signed letter with regards to confirming orders or agreeing to negotiated terms and/or conditions. Because of their lightning speed, e-mails tend to be informal, brief, and to the point.

Postcards are great for service reminders or change-of-address announcements. People can put them on the bulletin board or stick them in their daily planner. Handwritten notes, because of their personal feel and because they are so unusual in today's harried business world, work well for networking purposes.

Letters are effective for communicating information or making a persuasive argument. They are also best for sensitive/confidential information that is not intended for a mass audience. Traditional letter paragraphs, however, are not always the best way to transmit detailed information. Consider alternative ways to communicate data. If you have a lot of numbers or specifications, consider putting them in a table or numbered list rather than writing them as narrative text.

A fax is a good alternative to a letter when speed is more essential than formality. As previously noted, faxes are nearly universally accepted for correspondence related to ordering, shipping, and paying for merchandise since signatures are included in the document. A fax is best in circumstances where an immediate "hard copy" of information is necessary due to the work environment, such as warehouses, loading docks, factories, etc. And faxes will remain the fastest method for providing graphical information such as drawings, advertising layouts, pictures, directions, etc., until the majority of PC users have the ability to scan documents at their desks.

E-mail is typically used when responding to someone else's e-mail, with short and informal messages, or when speed of delivery is of the essence. Also use e-mail when your recipient is likely to share your message with other decision-makers in her organization; an e-mail is faster and easier than a printed letter or memo to distribute.

### **RULES AND OPTIONS**

Decades ago, letter-writing books agonized over the proper rules for presenting information in letters, second sheets, envelopes, and so on. In today's fast-paced world, however, people pay less attention to such niceties, and adherence to rigid format rules is not so important: Your reader really doesn't care whether the left margin is 1/2 inch or 3/4 inch.

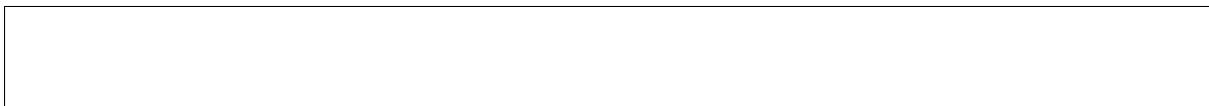
The rules of desktop design for letter writing are simple: Keep it neat, clean, and readable. Here are some tips:

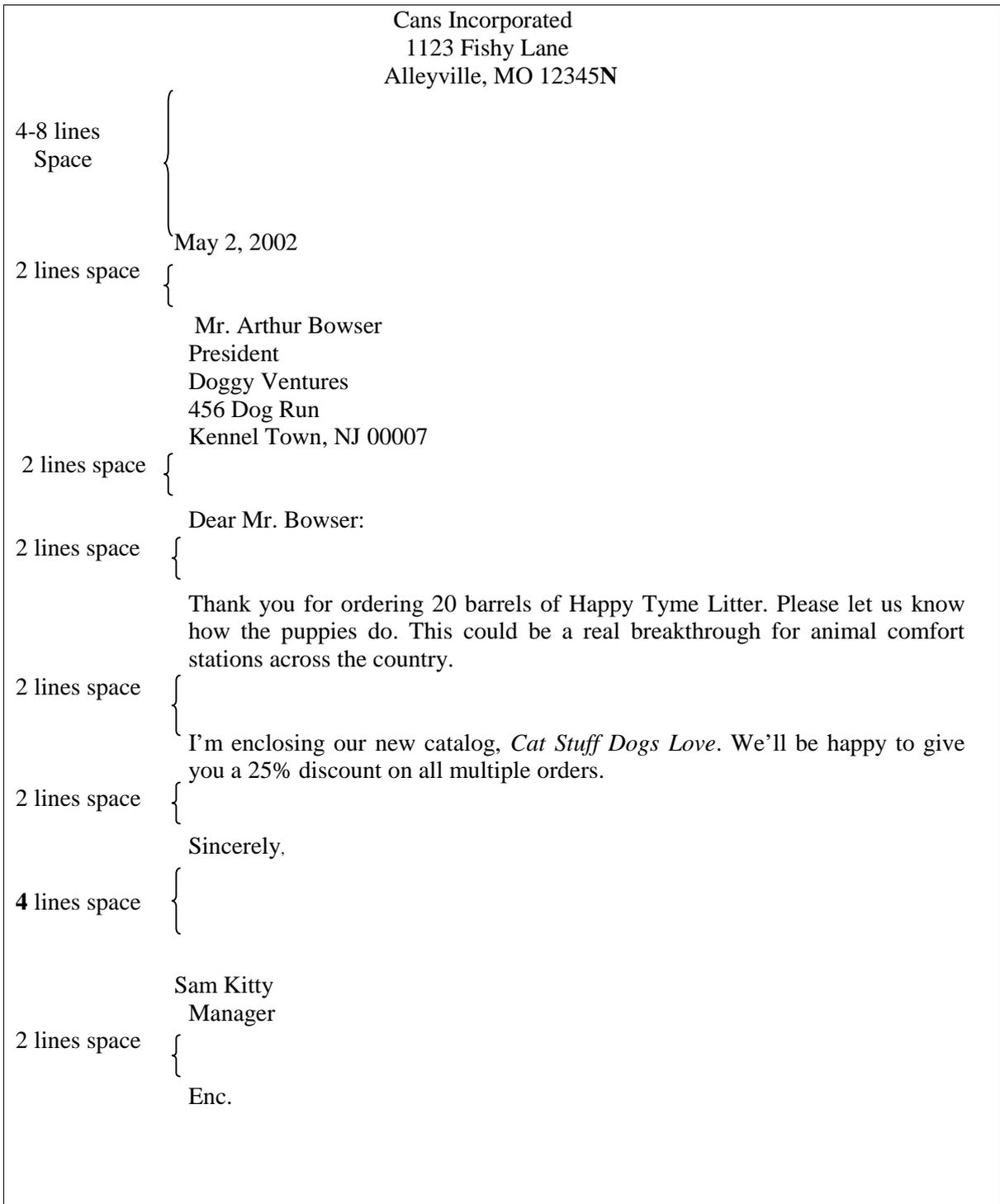
- Type size for letters ranges from 8 to 12 point, depending on the typeface used. Times Roman is a popular typeface for letter body copy, although both Prestige Elite and New Courier make the letter look typewritten, which for many has a warm, almost quaint look.
- Word processing gives you several fonts, including boldface and italic, which can be used to add emphasis or create headings and subheads. On typewriters, asterisks were used for bullet lists and to make boxes. Word processing software offers a selection of bullets and can place a variety of borders around text to make boxes.
- Letters are frequently typed single space, with double spacing between the paragraphs.



<b>XXX Plains St. Fort Pierre, SD 57067 April 4, 2004</b>	} <b>HEADING</b>
<b>Mary Beasley, Curator Moon Over Michigan Museum University of Northeastern Michigan Alpena, Michigan 49707</b>	} <b>INSIDE ADDRESS</b>
<b>Dear Ms. Beasley:</b>	} <b>SALUTATION</b>
<b>BODY</b> {	_____
	_____
	_____
	_____
	• _____
	• _____
	• _____
	• _____
	_____
	_____
<b>Sincerely,</b>	} <b>COMPLIMENTRY CLOSE</b>
	} <b>SIGNATURE</b>
<b>John Logansport</b>	} <b>TYPED SIGNATURE</b>

**FIGURE B-2** Block letter format.





**FIGURE B-2B** Spacing of elements in a business letter.