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Langues de Spécialité: Business English

BY: SLAIM SOUMIA

Investigating Move Structure of Business Emails for Negotiation.
The Case of the Purchasing Department- SAMHA-SAMSUNG

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DEDICATION

I am dedicating this work to four beloved people who have meant and continue to mean so much to me. First and foremost, to my mother whose love for me knows no bounds and, who taught me the value of hard work. My father who has always believed in me. My husband for his unconditional support and encouragements to pursue my interests. To my son Abdeldjalil.

To my sisters namely Mounia, Amina, Khaoula, Asma, and my Brothers Fakhri and Chouaib.

To Anfel, Djanna, Anasse, Rania, Oumeyma, Sara, and Ines.

To my uncle Sadek, and my primary school teacher Ahmed Benchikh.

To my family in law and the many friends, who have been so supportive and encouraged the fulfilment of this work.
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ABSTRACT

Business Emails genre has recently been of major concern. Hence, this study reports on results of investigating the rhetorical structure of 20 Business Negotiation Emails written by the engineers in the Purchasing Department SAMHA-SAMSUNG at the activity zone –of Sétif. In the dissertation, a description of purchasers’ problems in writing electronic letters is also provided. Two data collection instruments have been used, namely a questionnaire and emails analysis. The main concern of the former is to develop knowledge about the seven engineers’ English writing Level, their awareness of Business Negotiation Emails move structure, and problems they face when writing them. Emails analysis, on the other hand, aims at developing scrutiny of 20 electronic letters rhetorical structure. The analysis of the data has revealed that the purchasers believe that they have difficulties with language grammar, vocabulary, and ideas organization. The corpus analysis has shown that no one dominant move plan exists. The obtained results indicate a need for carrying needs analysis that would help in diagnosing problems and prior needs in terms of language. Designing a Genre-based course about business email with such purposes as negotiation, prospection, and problems solving, in addition to is also recommended.
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<table>
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<th>Description</th>
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<tr>
<td>ESP</td>
<td>English for Specific Purposes</td>
</tr>
<tr>
<td>BE</td>
<td>Business English</td>
</tr>
<tr>
<td>GE</td>
<td>General English</td>
</tr>
<tr>
<td>EGBP</td>
<td>English for General Business Purposes</td>
</tr>
<tr>
<td>ESBP</td>
<td>English for Specific Business Purposes</td>
</tr>
<tr>
<td>CARS</td>
<td>Creating a Research Space</td>
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<tr>
<td>CKD</td>
<td>Completely knocked down</td>
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Introduction

This study took place at a company that produces home appliances in Sétif (SAMSUNG Home Appliances (SAMHA)); on engineers that are responsible of the purchasing operation and suffer from problems when writing emails. The present section provides a preamble to the dissertation by considering several important areas: problem statement, aims of the study, research questions and instruments, and finally, the structure of the dissertation.

1. Background of the Study

The roots of this peace of research goes to my experience as a Purchasing manager Assistant . The members of the Purchasing Department always seek for directions about emails organization when writing them. Worldwide, ESP researchers are taking advantages of investigations on Genre Analysis to develop materials on Business English for specialists. In 2011, for example, Jalilifar and Beitsayyah analysed English and Persian business letters focusing on the purpose of enquiring information from local and international companies. They explored the generic structure, lexicogrammaticality, and politeness strategies. Abbasian and TAhrririran (2008) worked on discoursal and formal analysis of emails. Conor and Upton (2007) developed a study on the rhetorical moves in Direct Mail Letters. They illustrated how Move Analysis is done and provided a model to be used in analysing professional genres. Vuorela (2005) investigated how does a sales team reach goals in intercultural business negotiations. A company–internal strategy meeting of a sales team, and a client negotiation with the same sellers meeting a potential customer were under scrutiny. Kankaananta (2005)
focused on the nature of genre(s) in emails; He also sheds light on differences between Finnish and Swedish communication styles. The findings of the study show that the email messages in the corpus can be viewed as representative of three email genres, which are a response to the various situations arising in a corporate context.

2. Statement of the Problem

Supply chain, Finance, Accounting, and Purchasing are different departments in SAMHA that use English to perform their activities. The Purchasing Department members need the writing skill to contact different suppliers for buying raw materials, passing orders, negotiating prices, and solving problems. The seven purchasers who are engineers in different specialties write reports in English, send emails that are meant for different purposes among them negotiation, and meeting minutes after meetings with foreign suppliers. Having been the Purchasing Manager assistant one year. I noticed difficulties of grammar, vocabulary, and emails’ organization when the engineers write emails in English.

3. Aims of the study

The aim of this work is:

* To identify problems that purchasers face when writing emails for negotiation in English with different suppliers.
* Develop knowledge about the purchasers’ awareness about emails move structure
* Provide a concrete picture of the rhetorical structure of Business emails of negotiation that are written by the engineers in the purchasing department in SAMHA-SAMSUNG.
4. Research questions

1. What are the difficulties that purchasers face when writing emails for negotiation in English?

2. Are the purchasers aware about the emails move structure?

3. Do purchasers follow move structure when writing their emails?

4. What move structure dominates the emails for negotiation written by the purchasers?

4. Means of Research

Two data gathering instruments have been used for the purposes of this study:
1. A questionnaire for the purchasers in order to measure their awareness about emails move structure, and see the perception of their problems when writing emails.
2. Emails analysis to identify prominent characteristics of the engineers Business Emails for negotiation in the Purchasing department –SAMHA- by investigating the rhetorical moves structure of the selected sample of emails.


This work is divided into five chapters. Chapter one reports on the literature about ESP, Business English as branch of ESP, and ends with a focus on the notion of business negotiation. Chapter Two deals with genre analysis as an approach to ESP, then, tackles business emails as a genre. Chapter three deals with the research design and methodology used to investigate purchasers problems when writing emails for negotiation and analysis of those emails. Then chapter four includes data analysis and interpretation. Finally, chapter
five presents research implications, limitations, and suggestions for further research.
Chapter one: Business English

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Introduction

Due to Historical and geographical accounts, English has developed a special role on the international level. Subsequently, English is increasingly the language of international business communication; it is used in internal and external business transactions. Negotiation, as a good case in point, is a communication process in which people interact to create lasting business relationships. This chapter aims at presenting English as a global language, ESP a result of English expansion in different fields, Business English as a variety of ESP, and negotiation as a process of business interaction.

1.1. English as a Global language

A language achieves a genuinely global status when it develops a special role that is recognized in every country. This might seem like stating the obvious, but it is not, for the notion of special role has many facets. Such a role will be most evident in countries where large numbers of the people speak the language as a mother tongue. However, no language has ever been spoken by a mother tongue majority in more than a few countries. To achieve such a status, a language has to be taken up by other countries around the world. They must decide to give it a special place within their communities, even though they may have few or no mother-tongue speakers (Crystal, 2003, p4).

Hyland (2006) states that more than 90 per cent of the journal literature in some scientific domains is printed in English and the most prestigious and cited journals are in English. Countless students and academics around the world must now gain fluency in the conventions of English-language academic discourses to understand their disciplines, to
establish their careers, or to successfully navigate their learning. He adds that these developments are largely the result of historical circumstances, particularly the legacy of United States and British colonialism, and the expansion of a single market across the world, and the promotion of English by US and UK governments and private companies. English is not only the mother tongue of a part of the world but also the language of communication of the rest of it. It is not new that the term communication involves many levels and different specialities, as many as human activities (Hernández&Paredes,2002). The rise in the importance of global English will lead to a corresponding fall in the relevance of native speaker models both for the teaching of English and for how speakers (of global English) are evaluated, and that English is now considered by many as a basic component of a person’s general education, alongside other skills such as general literacy and computer literacy, and this attitude towards English will continue to gain ground in the future (Graddol in his 2006 report for the British Council as cited in Nickerson,2013). It is legitimate to speak of English as a global language, as this phrase underscores the fact that English has spread geographically so as to serve especially as an international lingua franca in various domains, in a way in which no other world language ever has.

Why is English the global language, and not some other? Crystal (2003) suggests that there are two answers to the question: one is geographical-historical; the other is socio-cultural. The historical account traces the movement of English around the world, beginning with the pioneering voyages to the Americas, Asia, and the Antipodes. It was an expansion which continued with the nineteenth-century colonial developments in Africa and the South Pacific, and which took a significant further step when it was adopted in the mid twentieth century as an official or semi-official language by many newly independent states. For the second answer; the
reliance on English is by no means restricted to science, however. Several international sporting organizations work only in English. English is used as the sole official language in relation to a wide range of topics, as is illustrated by the All-African People’s Organization, Architects Regional Council Asia and the Asian Buddhist Conference for Peace. In Europe, too, organizations which work only in English are surprisingly common, especially in science. The European Academy of Anaesthesiology and the European Academy of Facial Surgery use only English in their proceedings, as do the European Association of Cancer Research and the European Association of Fish Pathology.

1.2. English for Specific Purposes (ESP)

The expansion of the English language use urged different persons active in different disciplines to learn it, which resulted in the appearance of English for specific purposes. Hutchinson & Waters (1987) see ESP as an approach not as a product; it is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. However, it is an approach to language learning based on learners needs. In other words, the foundation of ESP is the simple question: why does this learner need to learn a foreign language? Following this question, many further questions will be asked about the learners, the nature of the language they need, and others about the learning context. Therefore, 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. Johns and Evans (1991) explain that ESP requires the careful research and design of pedagogical materials and activities for an identifiable group of adult learners within a specific learning context. Categories of ESP include various academic Englishes, e.g., English
for science and technology, English for graduate teaching assistants, and general English for academic purposes, in addition to a number of occupational Englishes, e.g., English for business, and vocational English (also called English for the workplace).

Evans (1998, p2) in his definition of ESP uses absolute and variable characteristics. In absolute characteristics, he explained that ESP is defined to meet specific needs of the learners, and use underlying methodology and activities of the discipline it serves. ESP is centred on the language appropriate to these activities in terms of (grammar, lexis, and register), study skills, discourse and genre. For variable Characteristics, Evans states that:

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

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 systems, but it can be used with beginners. There are a number of other characteristics of ESP that several authors have put forward. Stevens (1988) makes distinction between four absolute and two variable characteristics to define ESP. The absolute characteristics are that ESP consists of English language teaching which is:

*designed to meet specified needs of the learner
related in content (i.e., in its themes and topics) to particular disciplines, occupations and activities.

centred on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse

in contrast with "General English"

2) Variable characteristics are that ESP may be, but is not necessarily:

restricted as to the language skills to be learned (e.g., reading only)

not taught according to any pre-ordained methodology. (As cited in Evans, 1998)

Belcher (2006,134) states that “ESP assumes that the problems are unique to specific learners in specific contexts and thus must be carefully delineated and addressed with tailored to fit instruction” (as cited in Brunton, 2009).

1.3. Business English

1.3.1. Definition of Business English

Business English is an umbrella term for different uses of the English language in varying contexts, from business-to-business transactions to company-internal situations. It is not a special language with a special grammar, it is simply the English used in Business situations (Jones & Alexander, 2000).

Ellis & Johnson (1994) state that Business English must be seen in the overall context of ESP, as it shares all of the elements of needs analysis, syllabus design, and materials selection and development which are common to all fields of work in ESP. As with other varieties of ESP, Business English implies the definition of specific language corpus and emphasis on particular
kinds of communication in specific contexts. However, Business English differs from other varieties of ESP in that it is often a mix of specific content (relating to a particular job area or industry), and general content (relating to general ability to communicate more effectively, albeit in Business situations).

Ever since English became the primary language of international business, research in the nature and function of what has come to be known as Business English has flourished. Approaches to course design and materials development in ESP in general, and English for Business Purposes in particular, have been overwhelmingly driven by descriptions of restricted uses of language, initially identified as register (Halliday et al, 1964) with emphasis on textualization, and then as discourse (Widdowson, 1973) with emphasis on coherence and organization, and in more recent years on genre (Swales 1990, Bhatia 1993 as cited in Bhatia & Bhatia, 2011).

Business English seems to be a straightforward term that can be used to describe courses that range from an essentially English for general English Business course that includes the teaching of some business lexis, to very specific courses, either in particular skills such as participating in or chairing meetings, or report writing, or in particular disciplines such as finance and marketing (Abarca, 2010).

Business English began as a materials-led movement rather than a research-led movement that produced a number of successful textbooks and teaching resources inspired by writer’s intuition about or informed understanding of business communication (St John, 1996). While adequate in the early days, materials-led movement approach has serious limitations: discursive and ethnographic studies of business interactions conducted in the 1990s have demonstrated the complexity of the verbal strategies and contextual influences at play in real life dyadic and multiparty talk. Perhaps paradoxically, the gap between pedagogy and praxis seems to have widened,
especially in the field of intercultural business communication where English is very often deployed as a lingua franca (Chiappini & Zhang, 2013, 207).

1.3.2. Development of Business English

There have been many developments in the ways teachers and course designers look at Business English. In the late 1960’s and early 1970’s, specialist vocabulary was what distinguished general English from Business English and the preoccupation was with terminology. In the mid-1970’s and 1980’s, following the trends in general English (GE), Business English teaching began to focus more and more on functional areas, formulaic language for recommending, giving opinions, showing agreement, and so on. Since the late 1980’s, Business English teaching has drawn on aspects of all the previous approaches but with more emphasis on developing the use of the learnt language skills. The development of company training programmes during 1980’s began to provide employees with opportunities to attend courses in presentation techniques, negotiating and effective meeting skills, among other things, negotiating, and effective meetings skills.

1.3.3. Varieties of Business English

Today there are many varieties of Business English; it is divided into English for General Business Purposes (EGBP) and English for Specific Business Purposes (ESBP). The main distinction is made between pre-experienced learners and job experienced learners. The former have theoretical knowledge of the language from reading books, however, the latter have practical knowledge to communicate about the job (Ellis and Johnson, 1994). Courses for EGBP are for pre-experienced learners, they are designed to teach a broad range of English through Business setting. English for Specific Business Purposes (ESBP) courses are for job-experienced learners.
who bring Business knowledge and skills of the language-learning situation. The courses are designed to focus on one or more language skills in a specific business communicative event (Evans & St John, 1998).

1.4. Purchasing

A world-class purchasing staff must continuously work to improve the efficiency and effectiveness of what we call the purchasing process. This is the process used to identify user requirements, evaluate the need effectively and efficiently, identify suppliers, ensure payment occurs promptly, ascertain that the need was effectively met, and drive continuous improvement (Monczka, Handfield, Giunipero & Patterson, 2009). To achieve the lowest total cost, a buyer needs to work across all process technologies required to produce a product. Most important is the early involvement of suppliers in design. The role of the purchaser is to help the business make wise decisions by assisting such functions as design engineering, manufacturing engineering, and shop operations in assessing trade-offs, so that the lowest total cost is achieved (Haluch, 2000). In purchasing, buyers will often enter their own orders, chase delivery, be the focal point for queries, resolve disputes and help reconcile the paperwork. Purchasing is unique: the nature of its work means that it gets involved with both ends of the business process and quite a few bits in the middle too. It bridges the relationship between production and sales, the reason that purchasing has got itself into this itinerant state is largely due to its mixed heritage and its emerging status as a power in its own right (Barrat & Whitehead, 2004).
1.5. Negotiation

1.5.1. Business Negotiation

Negotiation can be defined as the process of communication whereby two parties seek to resolve their conflicting interests in a manner that both parties prefer to the alternative (Bulow, 2009). Negotiation is a basic human activity; it is a process we undertake in everyday activities to manage our relationships, such as between a husband and wife, children and parents, employers and employees, buyers and sellers and business associates. In some of these negotiations, the stakes are not that high and we do not have to pre-plan the process and the outcome, but in some cases, such as business relationships, the stakes are high and we have to prepare, plan and negotiate more carefully (Ghauri, 2003). In playing the negotiating game buyers and sellers accept that the rights and obligations that they have in the context of the business transaction and their business relationship vary depending on which side they represent. These rights and obligations are not static but change according to the age of the business relationship and the market situation (Charles, 1994 cited in Vuorela, 2005). Charles has identified four behavioural tactics that are typical to buyers in sales negotiations in a buyer’s market: a buyer is expected to restrict the interest s/he might feel towards the seller’s product; bring out snags and reasons why s/he should not buy from the seller. S/he is expected to bring out her/his own trustworthiness, and high standard requirements, and exert a degree of control over a seller and the situation.

On the other hand, sellers typical rights and obligations are identified as follows: A seller should show enthusiasm towards the buyer, and the deal in general, shows out positive features of the product, demonstrate her/his
trustworthiness and desirability as a trading partner, and accept a buyer’s control of the situation. In Business Negotiation, parties communicate with each other to exchange information within each stage. A particular stage ends where parties decide to proceed further on to the next stage or decide to abandon the communication if they see no point in further negotiations (Ghauri, 2003). Since negotiation is strategic in nature, it necessarily represents a set of overlapping goals, some of them substantive, like a good price, some relational, like trust. These goals may be complementary or in opposition. For professional business negotiators the job is to secure a settlement within their bargaining range, and to trade interests wisely (Bulow, 2009).

There is a growing interest in Business Negotiation which originates from different perspectives (Ehlich, 1995). Firstly, practitioners who practice negotiation in their professional life, moving to novice who do not have sufficient experience and seek support in their training to be effective negotiators. In addition to researchers in the field of discourse analysis who work on business negotiation as an interesting example of verbal interaction for both theoretical and practical analysis. Mitchell (1957) in one of the earliest attempts at genre analysis specified the following elements in the genre of shop transactions in Libya:

1. salutation
2. enquiry as to the object of sale
3. investigation of the object of sale
4. bargaining
5. conclusion

Ventola (1987) proposes the structural formula for service encounters

1. greeting
2. attendance allocation
3. service bid
4. service
5. resolution
6. goods handover
7. pay
8. closing
9. goodbye

Bhatia (1991) proposes the following seven moves for the genre of sales letter.

1. establishing credentials
2. introducing the offer
3. offering incentives
   a. offering the product/service
   b. essential detailing of the offer
   c. indicating value of the offer
4. referring to enclosed documents
5. inviting further communication
6. using pressure tactics
7. ending politely

1.5.2. Purchasing Negotiation

Perhaps the most important tool of the purchasing profession is the ability to successfully negotiate agreements of all types. Indeed, for some the ability to negotiate becomes the key factor in their performance as purchasers. A buyer who cannot negotiate effectively is therefore of little value to the
purchasing department or the firm. However, negotiation is a tool, nothing more, nothing less. Its purpose is to secure the best possible long- or short-term agreement for the purchaser’s firm or organization, consistent with the concept of lowest total cost (Long, 2000). An important area of control is that purchasing has the right to determine how to award purchase contracts. Purchasing should lead or coordinate negotiations with suppliers; this does not mean that purchasing should not use personnel from other functions to support the negotiation process. It means that purchasing retains the right to control the overall process, act as an agent to commit an organization to a legal agreement, and negotiate a purchase price (Monczka, Handfield, Giunipero & Patterson, 2009).

**Conclusion**

ESP is one of the major fields of research today; it is an enterprise that involves practitioners, trainers, and researchers. Business English, as a variety of ESP, sees an increasing interest from researchers. They express a need to understand generic features of different business events like negotiation. In the next chapter, Genre Analysis, an approach to ESP will be presented; describing rhetorical structure of texts or move analysis will be described, and studies on Business email genre will be cited.
Chapter two: Genre Analysis approach to writing in ESP

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Introduction

Swales (1990, p58) defined genre as “Where members of a specific discourse community share structure, style, content, and audience”. Thus, the notion of Genre reminds us that when we write we follow conventions for organising messages in order to enable our readers to recognize our purposes (Paltridge, 2013). Genre Analysis using rhetorical move analysis was originally developed by Swales to describe the rhetorical organizational patterns of research articles; it focuses on patterns of organization of texts and not where they are used. Recently, Electronic mail as a means of fast and effective communication has attracted genre analysts. Many Studies on the rhetorical structure of this genre are done. This chapter introduces Genre, Genre Analysis, and Move analysis. The last section deals with studies done on electronic text genre, and Business email genre.

1. Definition of Genre

The term genre was first used in an ESP context by Tarone et al. (1981) in an article that investigated the use of the active and passive forms in Astrophysics journal articles. The article established the principle that within the conventions of the genre studied it was the writer’s communicative purpose that governs choice at the grammatical and lexical levels (Evans, 1994).

Genres are seen as abstract, socially recognized ways of using language (Hyland, 2000). A genre is defined by Malmkjar (2002) as text or discourse type whose features of style and form impose on its users to
recognise it as a genre. Swales (1990) defines it as “comprising a class of communicative events and its members of a given community serve communicative purposes”. Based on Swales’ definition, there are particular rules for communication, and these rules are settled based on those communicative purposes. For example, the rules for writing social letters are different from rules which are essential for writing novels or theses (cited in Salmani, 2011). Martin (1985) “Genres are how things get done, when language is used to accomplish them”. Dudley-Evans & St. John (1998) stated that genre analysis is when the focus of text analysis is on the regularities of structures that distinguish one type of text from another. Genre approach recognizes that people do not just write, they write to accomplish different purposes in different contexts (Halliday 1994; Bhatia 1999; Hyland 2003 cited in Gomez, 2008).

Researchers as (Miller, 1984) and (Martin, 1989) assume that the genre is a means to achieve a given communicative goal in response to rhetorical needs and any change in those needs will automatically mean a change in that genre (cited in Evans, 1994). ESP analysts identify genres with discourse communities such as academic disciplines and different professions and use the nomenclature of these communities such as research article, lab report to identify valued genres (Kroll, 2003). Paltridge (2013) states that the term reminds us that when we write we follow conventions for organising messages in order to enable our readers to recognize our purposes and we all have a repertoire of linguistic responses to call on to communicate in familiar situations. Writers, therefore, anticipate what readers expect from a text and how they are likely to respond to it. Then, they use the rhetorical conventions, interpersonal tone, grammatical features, argument structure that readers are most likely to recognize and expect.
2.2. Features of Genres

Genre theory covers a lot of common ground (Bhatia, 2004, p23). First, Genres are communicative events, characterized by a set of communicative purposes identified and shared by members of the professional or academic community in which they occur. Second, Genres are highly structured and conventionalized constructs, with constraints on allowable contributions not only in terms of the intentions one would like to give expression to and the shape they often take, but also in terms of the lexicogrammatical resources one can employ to give discoursal values to such formal features. Third, members of a professional community will have a much greater knowledge and understanding of the use and exploitation of genres than apprentices, new members or outsiders. Although genres are viewed as conventionalized constructs, expert members of the disciplinary and professional communities often exploit generic resources to express not only private but also organizational intentions within the constructs of 'socially recognized communicative purposes. In addition to that, genres are reflections of disciplinary and organizational cultures, and in that sense, they focus on social actions embedded within disciplinary, professional and other institutional practices. Finally, all disciplinary and professional genres have integrity of their own, which is often identified with reference to a combination of textual, discursive and contextual factors.

2.3. Development of Genre Approach

According to Hyon (1996 as cited in Salmani, 2011) the development of genre owed much to three research schools:
1. North American New Rhetoric (NANR) studies: Researchers interest was in the social and ideological significance of genres. Participants in these research studies were Native English Students at university.

2. Australian Systemic Functional Linguistics (ASFL): investigation was on the broad genres of teaching and learning. Social context and function were in equal importance with text and form. Participants were adult immigrants.

3. English for Specific Purposes (ESP): Researchers were interested in theoretical and pedagogical aspects of language which made genres. Both written and spoken discourses were important for ESP researchers. Subjects of research were non-native students of English

ESP genre studies have considered contextual aspects of genres as well, taking up Swales (1993) argument for the need to go beyond structural and linguistic examinations of texts in order to better understand social and contextual features of genres. Genre studies in ESP, then, have increasingly moved from linguistic descriptions, of their own, to studies which aim to understand why genres are shaped as they are, and how they achieve their particular goals. Hyland (2013) adds that most research has followed a genre perspective as this most easily provides teachers with descriptions of texts that can be translated into syllabuses and materials. The table below shows some of the written academic and professional genres that have been studied in ESP.
<table>
<thead>
<tr>
<th>Academic Written Genres</th>
<th>Professional Written Genres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research articles /Book reviews</td>
<td>Business letters arbitration</td>
</tr>
<tr>
<td>Conference abstracts/ Textbooks</td>
<td>judgments</td>
</tr>
<tr>
<td>Phd dissertations/ Grant proposals</td>
<td>Environmental reports mission</td>
</tr>
<tr>
<td>Submission letters/ Peer review reports</td>
<td>statements</td>
</tr>
<tr>
<td>Undergraduate essays /article bios</td>
<td>Business emails committee papers</td>
</tr>
<tr>
<td>Teacher feedback/ acknowledgments</td>
<td>Direct mail sales letters legal contracts</td>
</tr>
<tr>
<td>Editors ’ letters/ lab reports</td>
<td>Company annual reports legal cases</td>
</tr>
<tr>
<td></td>
<td>Medical case notes Engineering reports</td>
</tr>
</tbody>
</table>

Table 2.1. Some written genres studied in ESP research (Hyland, 2013, p103)

2.3. Move Analysis

Genre Analysis using rhetorical move analysis was originally developed by Swales in 1981 to describe the rhetorical organizational patterns of research articles. Its goal is to describe the communicative purpose of a text by categorizing the various discourse units within the text according to their communicative purpose or rhetorical moves. A move, thus, refers to a text section that performs a specific communicative function. Each move not only has its communicative purpose but contributes to the overall communicative purpose of the genre (Biber, 2007). Genre analysis began with the pioneering work of Swales on the introduction to an academic article. Swales (1981) noticed that there is a regular pattern of moves and steps in a definite order in most of the introductions he investigated. Consequently, he proposed a model called Creating a Research Space Model (the CARS model) that had a great
influence in research and teaching of writing in EAP (Evans, 1998). The model is composed of three obligatory moves namely: establishing a territory in which previous research is revised, establishing a niche to indicate the gap the article is intended to bridge, and occupying the niche to announce the principle findings of the article. Under each move, we have optional steps. Evans (2002) presented a move analysis of part of the Discussion section of a dissertation written by a native speaker as part of a course in Conservation and Utilization of Plant Genetic Resources run by the School of Biological Sciences at the University of Birmingham. He decided to concentrate on the Discussion as this section of the article or thesis had less attention than the introduction, and also because it is the section that students claim to have the greatest difficulty with. The main moves he suggested are:

Move 01 Information move
Move 02 statement of result
Move 03 Finding
Move 04 (Un) expected outcome
Move 05 Reference to previous research
Move 06 Explanation
Move 07 Claim
Move 08 Limitation
Move 09 recommendation

Hyland and Tse (2004) analysed Phd dissertation acknowledgements and established the three-tier generic structure of expressing gratitude in dissertation acknowledgements. They presented three moves model, namely, the reflective move (Move 1) in which writers introspectively comment on their research experience, one obligatory move, the thanking move (Move 2) where writers map credit to individuals and institutions, and the announcing move which is optional in addition to the first move where they make a public
statement of responsibility and inspiration. Hyland (2013) states that Genre approaches in ESP attempt to explicate the lexico – grammatical and discursive patterns of particular genres to identify their recognisable structural identity. Moves are the typical rhetorical steps that writers or speakers use to develop their social purposes, and analysts often make several passes through the texts in a corpus to identify what each move is doing, its boundaries, its typical realisations, and how it contributes to the text as a whole. Hyland’s work follows the move analysis work pioneered by Swales ’(1990) which seeks to identify the recognisable stages of particular institutional genres and the constraints on regular move sequences

Flowerdew and Wan (2010) applied move analysis to 25 company audit reports. The auditors’ report is a text of about two pages produced for public and private company annual reports and intended to inform and assure readers of the accuracy of the financial statements prepared by the company. They found that all the company reports have both move one and two, however, twenty reports include the optional move three, and five reports include move four. For the optional moves five and six only one report has the last move, and four reports include move five.

<table>
<thead>
<tr>
<th>Move</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of credible actions taken – tells readers that statements were audited according to recognized standards</td>
<td>25</td>
</tr>
<tr>
<td>Address responsibilities – details responsibilities of main players to show the auditors acted independently</td>
<td>25</td>
</tr>
<tr>
<td>Opinion – positive judgment of accounts Or</td>
<td>20</td>
</tr>
<tr>
<td>Emphasis of matters – draws attention to some issue in the financial statements or</td>
<td>5</td>
</tr>
<tr>
<td>Basis for qualified opinion + qualified opinion – states exceptions, as when something is misreported or when auditor was unable to corroborate something</td>
<td>4</td>
</tr>
</tbody>
</table>
Table 2.2. Move Structure of Auditors’ Reports (Flowerdew & Wan, 2010)

| Basis for disclaimer + disclaimer of opinion – auditor is unable to complete the audit and is not willing to give an opinion | 1 |

2.4. Genre Analysis approach to writing

The genre approach recognizes that people do not just write, they write to accomplish different purposes in different contexts (Halliday 1994; Bhatia 1999; Hyland 2003 cited in Gomez, 2008). The emphasis in genre analysis was, and still continues to be, on the use of text-internal linguistic resources, in particular, on the use of formal and functional properties of language, especially analysis of rhetorical moves with relatively limited focus on context or text-external resources, which play an important role in the sociopragmatics of academic and professional genres (Bhatia, 2012). In addition to providing teachers with insights into target texts, approaches to teaching and ways of organizing their courses, genre analyses also allow the identification of different kinds of argument and writing/speaking tasks valued by different disciplines (Hyland, 2006).

The main goal of GA is not the classification of genres but investigating rules governing a communicative purpose and language forms specific to a given genre that inform ESP materials for teaching or writing (Malmkjær, 2002). Dudley-Evans (2000) explains that GA approaches texts from the idea that whether they are used in Academic writing, Business, or other professional activities, they have particular characteristics that distinguish them from other texts as they have different patterns of organization. For genre analysts, the central aspect of the situation is purpose.
Different kinds of writing, or genres, such as letters of apology, recipes, or law reports, are used to carry out different purposes. Evans (1994) states that much GA has been concerned with the analysis of the various moves that writers use to write a given section of a text or to develop their argument. However, genre analysis is not always concerned with the analysis of moves; it also embraces, for example, studies of tense usage, lexical frequency, and classification of reporting verbs; these analyses, when placed within the context of the study of writers’ communicative purpose and rhetorical strategies, play an important role in the higher-level analysis of the conventions of genres.

2.5. Communicative Purpose in Genre Analysis

“A genre comprises a class of communicative events, the members of which serve some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style” (Swales, 1990) This definition seems to create a more technical sense of genre, limiting its field of reference to those communicative events for which it is possible to perceive a fairly specific function for the event. This would be difficult to do with communicative events such as a lyric poem or a casual conversation. Swales (1990) argues that GA should be concerned with the differences between, for example, medical journal editorials and medical journal articles, which are part of the same register, but constitute different genres, and he also mentions in this context the differences between legislative prose, legal textbooks and legal case reports. GA is not, however, principally concerned with the classification of genres, but with the investigation of regularities of communicative purpose and language form in genres that can inform ESP
materials for writing and teaching (Malmkjaer, 2002). Swales’ own work has focused on the academic article, and in particular on the article introduction, he sets out his **CARS model**.

### 2.6. Discourse Community

According to Swales (1990, p25) six defining characteristics are necessary to identify a group of individuals as a discourse community:

1. **The community common public goals**: they can be inscribed in documents like the case with clubs and associations or they may be more tacit.

2. **Mechanisms of intercommunication among the community members**: The mechanisms vary according to the community: meetings, correspondences, and newsletters.

3. **The discourse community uses its participatory mechanisms primarily to provide information and feedback**: being member of a society does not guarantee the membership in the discourse community, there should be an information exchange.

4. **A discourse community utilizes and hence possesses one or more genres in the communicative furtherance of its aims**: one of the purposes of this criterion is to question discourse community status for new emerging groupings.

5. **In addition to owning genre, a discourse community has acquired some specific lexis**: this may involve using lexis known for the wider speech communities in technical ways as in information technology discourse communities.
6. High general level of expertise: for an efficient communication exchange, there should be well established members of the discourse community communicating on topics relevant to the community goals, using lexical items that puzzle outsiders.

2.7. Studies on electronic text genre

Recently, researchers have analysed the structure of email messages. Some of the studies in this field have been descriptive in nature, but others have taken a contrastive approach. In their study, Yates and Orlikowski's (1992) trace the evolution of the business memo genre around the turn of the century in response to institutional and technological changes and social pressures. They examined changes in the memo brought about by the shift from type-written paper memos to email ones. Their overall claim that genres evolve over time through reciprocal interaction between institutionalized practices and individual human actions is of particular interest here because on-line interaction has the potential to greatly speed up the evolution of genres. Yates and Orlikowski (1993) further investigated the linguistic and textual patterns of electronic communication in a group of participants collaborating on a specific task. The results show that the syntax and word choice often evoke conversational informality, emphasis, rhythm, and even vocalization. On the other hand, the messages evince characteristics of written discourse such as formal wording, careful composing and editing, and textual formatting. They found that the messages display graphic and typographical features or subject line humour which is unlikely in written and oral discourse. (As cited in Shokouhi & hayati, 2011).

Weasenforth and Lucas (2001) designed a study to contrast students' academic writing assignments, produced via email and word processor. The
assumption was that students' texts would be different with respect to selected cohesive features as well as length and inclusion of contextual material. However, no obvious differences between e-mail and word-processed writing were observed.

Amirian and Tahririan (2003) attempted to analyse the electronic messages used in Academic setting from the perspective of genres, it contrasted the electronic messages with parallel corpus of conventional letters in order to find in which level of organization, move schemata, strategies, or lexico-grammatical features the differentiating factor between the two corpora lies. This study has implications for teaching writing to ESP/EAP students. They found out that some elements that are vital to traditional letters are optional for electronic letters like salutation and closing which means that there is less conventionality for closing and opening letters. Concerning moves schemata, no clear difference exists in terms of the presence or absence of moves but it is about the optionality of the moves. Moves that are obligatory in traditional messages are optional in electronic messages. The comparison at the level of strategies revealed that electronic messages include a wide range of strategies in comparison with traditional messages.

Lai and Zhao (2006) examined the capacity of text-based online chat to promote learners’ noticing of their problematic language productions and of the interactional feedback from their interlocutors. In this study, 11 ESL learners formed six mixed-proficiency dyads. The same dyads worked on two spot-the difference tasks, one via online chat and the other through face-to-face conversation. Stimulated recall sessions were held subsequently to identify instances of noticing. It was found that text-based online chat promotes noticing more than face-to-face conversations, especially in terms of learners’ noticing of their own linguistic mistakes.
Email genre evolved in reaction to the different social and technological changes, some genre analysts started focusing on the technological changes effect on memos that are type-written emails, and its implications on different users in academic and professional settings. Teaching ESP writing has its part in the analysis as they tackled move structure of email and derived models that can be followed when writing emails.

2.8. Professional Emails

Electronic mail as a means of fast and effective communication which has removed the barriers of distance and time has become very common place and important in institutional environments. Speakers of English as a foreign language across different disciplines need to enhance their awareness of the generic and formal features of the e-mail genre in order to maximize the efficiency and effectiveness of their correspondence (Abbasian & Tahririan, 2008). Considering the general format of electronic letters, at the first glance, the most conspicuous feature is the seeming absence of sender's address, receiver's address, and sign off which are the obligatory elements observed in all formal pen and paper letters. However, enough observation reveals that these elements are not really absent; rather, they have been moved to the "heading" section of electronic messages. Heading, which automatically appears at the top of all electronic letters, consists of four titles: "from", "to", "date", and "subject" which include sender's address, receiver address, date of sending, and the topic of the letter, respectively. Another characteristic is the heterogeneous realizations of salutation in electronic corpus where letters in conventional corpus initiate with the complimentary phrase "Dear + Name". Moreover, in the composition of electronic letters, spelling or grammatical
mistakes and the absence or uneven use of punctuation marks do not seem distracting. Finally, sign off seems to be absent in electronic letters. Although the hand-written sign off is absent in electronic messages, the sender’s first and last names, his/her job, place of work, and sometimes his/her e-mail address appears at the end of the message (Shokouhi & Hayati, 2011). E-mail as a mode of communication can be said to have derived from telephone communication and as such it resembles the features of spoken rather than written language Gimenez (2000).

2.9. Studies on Business Email Genre

Gimenez (2000) attempted to investigate whether the spoken nature of email messages has already started to affect business written communication. He looked at the register and context of the language and at the style used in commercial electronic mail. Sixty three business email messages were analysed and later compared with forty business letters from the same company. From the analysis there emerges some evidence to suggest that electronically mediated communication is already affecting business written communication showing a tendency towards a more flexible register.

Gimenez (2005) identified relevant features of business emails like simple syntax, co-ordinate ideas, and abbreviations which have started to emerge from main studies in the language of business email as a vital component in business communication. He, then, explored different possible pedagogical applications of these findings in the BE class. He discussed the (Selecting, Applying and Evaluating) SAE model which can be used to design and evaluate classroom activities.

Jalilifar (2011) analysed 200 English and Persian business letters that he found in the net focusing on the purpose of enquiring information from
local and international companies. These emails were investigated, following Dos Santos’ (2002) model of negotiation to explore the generic structure, lexico-grammaticality, and politeness strategies. The framework suggested for letters of enquiry should contain specific characteristics that would influence demand, status, power, and interconnected cooperation—factors that have a bearing in globalization in business world. Globalization in enquiry letters can obviously be seen in categorizing letters into different generic structures, and since a simple example of globalization can be seen in even making use of a company’s product name in different countries as a symbol of international interconnection, the generic structure of business enquiry letters could be globalized into establishing negotiation chain, providing information, requesting information, and closing as the general steps which are obligatory. Globalized concepts of power and status could be clearly seen in placing the company’s arm on top of the business letters.

Pastor (2012) analysed 60 business e-mails written by agents from China and Hong Kong who work in an exporting company in Spain, and speak English a second or a foreign language. The main aim behind this study is to analyse the possible variations due to the mother tongue and the socio-cultural context, its influence on communication, and classify the lexical variation found in business English used by those agents. The results obtained in this study evidenced that variation exists in the English language used by writers from China and Hong Kong even in a standardised genre as BE. It was observed that Chinese writers varied English more than Hong Kong writers as in Korea English is considered an official language and is used as a second language. Although variation was detected in the analysis of the corpus, communication was fluent among the workers of the company; the e-mails that answered the ones from Chinese workers were checked and communication was effective.
Pastor and Calderon (2013) aimed in their study at detecting whether there is language variation in international business communication. To do this they; firstly, detected whether there is variation in the internal organization of e-mails. Second, they analysed the moves and steps in the e-mails. Third, they checked whether the variation in the internal organization and the moves of the e-mails interfered with the exchange of ideas. The corpus used in this study was made up of one hundred e-mails written by business managers from India and China. The managers communicate in English with their counterparts in order to report business issues at their offices, which are subsidiaries of an international company specialising in the manufacture of machinery. It was found that the writers in both groups employed moves that represent the basic compulsory parts of e-mails: referencing, greeting and ending politely. On the other hand, variation was found between the non-native speakers of English in the use of other moves. Chinese managers introduced the offers received and solicited a response; in contrast, Indian managers only solicited a response. It was found that Indian and Chinese managers included standard information in their e-mails, such as the participants, the name of the company, the local agent, the representative; however, the moves that involved descriptions or concluding remarks were not so frequently included in the Chinese emails. The Chinese managers preferred not to give personal opinions or describe future strategies.

Dos Santos (2002) analysed the genre of business electronic letters of negotiation. He proposed a model that is composed of four moves. The first and the last moves are for framing the letter, and the other two moves represent the content or the main message of the letter. In his model the first move is about establishing the negotiation chain in which information about the addresser and the addressee are mentioned in addition to the object of the letter and the addressee greeting. The second move main aim is providing information and answers. It consists of two steps that are composed of sub-
steps. The first step is about providing information and the second step is about advising about the message. The third move main aim is requesting information, actions and favours. It is put in the third place as Dos Santos explains because we start by providing information about the subject in order to share the same context, then we move to requests. It is divided into three steps. First, it is about requesting clarification, explanation, giving opinion, guidelines and suggestions. Second, it is about ideas exchange. Third, is about requesting actions like materials and document mailing, in addition to services, actions and attitudes. Then, Dos Santos talks about shared steps between the second and the third moves. He explains that those steps are the heart of an email for business Negotiation. Five steps are present in this part. He starts by apologizing, then, offering something in return, Evaluating under which three sub-steps are mentioned: giving opinion, making comments, and availability. Then he ended with the last two steps of drawing attention to something and applying pressure tactics. The last move or move 4 is named ending in which the addresser signs off, mention his job status and his company credentials.
Move 1
Establishing the negotiation chain

**STEPS**

i. Defining participants  
ii. Attention to-line  
iii. Attention to the message- line  
iv. Reference-line  
v. Addressing and greeting the addressee

AND

**Move2**
Providing
(information/answers)

**STEPS**

i. **Information**
   
a) Introducing and providing information  
b) Continuing/adding  
c) Up-dating  
d) Agreeing  
e) Showing opposition(unexpected results)

ii. **Advising about message**
   
a) By mail  
b) Along with the fax  
c) Within the fax

**Move 3**
Requesting
(information/actions/favours)

**STEPS**

i. **Information**
   
a) Explaining/clarifying  
b) Giving opinion/ comments/ guidance/ suggestions  
c) Confirming information  
d) Acknowledging receipt of a message

ii. **Exchange of ideas/discussion**

iii. **Actions/favours**
   
a) Material/document/mailing  
b) Service/action/attitude/help

**STEPS COMMON TO BOTH MOVE 2&3**

**Negotiationg**

iv. Apologizing  
v. Offering something in return/incentives  
vi. Evaluating
   
a) Giving personal opinion  
b) Making comments  
c) Indicating
i. availability
ii. wishes/plans/intentions/engagement
vii. Drawing the attention to something
viii. Applying pressure tactics (in different degrees)

AND
Move4
Ending

STEPS
i. Signing off
ii. Signature-line
iii. job status in the company
iv. company credentials
v. Note and PS-line
vi. Copy to-line
vii. File data

Figure 2.2. Dos SANTOS model of business letters

Conclusion

GA has implications on the professional as well as academic life of individuals. Genre studies on electronic texts proved that genre evolved in reaction to the different social and technological changes, and studies on business emails showed that cultural differences can be the cause behind variation in language. It provides a framework for different kinds or genres of writing (models) persons need in their life.
Chapter Three: Research Methodology

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Introduction

To investigate the rhetorical structures of business emails and identify writing problems of the purchasers. This study attempted to make use of quantitative case study method using a variety of data and tools in meeting its aims. The chapter deals with research methodology; it describes research tools, provides also the data selection criteria, data descriptions, and explains the procedure of data analysis.

3.1. Research design

In the current research, a case study research design is adopted. It is envisioned to lead to detailed insights, discoveries, and interpretations of: SAMHA purchaser’s awareness of the move structure of business emails for negotiation, problems when writing this genre, and the rhetorical structure of the emails they write. In this work, document analysis a type of case study method is used. Emails will be analysed for the purpose of investigating their move structure. The Case Study is conducted allowing three phases (as suggested by Singh, 2006, p149):

1. Retrospective phase refers to the past records of the case completely which is used in diagnosing the case. In other words, the collection of the emails that will be object of the study and data after the questionnaire administration.

2. Prospective phase refers to the present status of the case, which is helpful in understanding the case. The suggestions and remediation can be offered to the case. For our case, it is our analysis of the rhetorical structure of the emails, and the statistical analysis of the questionnaire results.
3. Conspective phase refers to the future development and improvement of the case which is also employed to examine the effects of the remediation given to the case. In this phase we present the implications of the study.

3.2. Research Approach

3.2.1. Quantitative analysis

A Quantitative Approach is adopted in this dissertation. Quantitative analysis uses the syntax of mathematical operations to investigate the properties of data. Data which can be analysed in this fashion must be quantitative in nature. The levels of measurement used in the collection of the data, i.e. nominal, ordinal, interval and ratio, are an important factor in choosing the type of analysis which is applicable, as is the numbers of cases involved (Walliman, 2001). In the present work, we manipulate data that resulted from the questionnaire and emails analysis statistically. It is an objective study through which we can see the purchasers’ perception of their problem when they write emails for business negotiation; and measure their awareness about move structure of emails. In addition to finding the dominant move structure used in the emails.

3.2.2. Research Tools

3.2.2.1. Questionnaire

In the present study, the purchasers will be asked about their main problems when they write emails. The questionnaire must be especially clear in its working. The variety of possible answers to each question must be anticipated more fully than for an interview. The questionnaire is probably the most used and most abused of the data gathering devices. It is a form which is prepared
and distributed for the purpose of securing responses. In the present analysis, the questionnaire is used as an exploratory stage. It paves the way for the coming step of analysis through problem diagnosis. The questions are factual and designed for securing information about certain conditions or practices, of which recipient is presumed to have knowledge (Singh, 2006).

**Description of Questionnaire**

The questionnaire used in this study consists six sections: general information, current needs in English, English at the work place, Awareness about the move structure of emails ,and Difficulties in writing 'emails' in English and Further Suggestions.

**Section One: Information Q01-Q07**

This section seeks to provide us with background information about the respondents like their educational level, their English level in particular their writing.

**Section Two: Purchasers’ Current Needs in English Q08-Q11**

This section is about general and specific language skills (speaking, listening, writing, and reading) purchasers need most at their work.

**Section three: English at the WorkplaceQ12-Q16**

The aim of this section is to gather information about the purchasers’ use of English in emails, the time they spend to write emails and the purpose behind writing them.

**Section four: Awareness about the Move Structure of Emails Q17-Q20**

In section four, questions are asked in order to identify the purchasers’ awareness about the move structure of emails for negotiation.
Section Five: Difficulties in Writing Emails in English Q21-Q24

This section’s purpose is to diagnose language problems purchasers may suffer from.

Section six: Suggestions

The last question (Q25) is an opportunity for the purchasers to add any comments or suggestions they would like.

3.2.2.2. Pilot Study of the Questionnaire

In order to check that all the questions and instructions are clear, the questionnaire was sent via email to two engineers who are members of the population. More precisely one is the purchasing manager, and the other one is responsible of buying equipments. An evaluation sheet of the questionnaire items was attached with the questionnaire. It contains four questions:

1. How long did it take you to complete the questionnaire?

Table 3.1. Time for Answering Questionnaire

<table>
<thead>
<tr>
<th>Time</th>
<th>Number</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>No answer</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

The questionnaire contains 25 questions; it took one of the respondents 15 minutes which means an average of 36 seconds for each question. However, the other respondent took 12 minutes, an average of 27 seconds for each question. Consequently, the duration of the questionnaire is deemed to be a reasonable one.
2. Were the instructions clear?

Yes

No

The answers to this question are reported in the following table.

Table 3.2: Clarity of Instructions

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>No answer</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

3. Were any of the questions ambiguous?

Yes

No

The answers are summarized in the following table.

Table 3.3: Clarity of Questions

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>No answer</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

4. Please, add any comment and suggestion?

No suggestions concerning the content, however, one of the respondents suggested the use of advanced options of Microsoft office for improving the questionnaire form.
3.3. Data Selection Procedure

3.3.1. Sampling

The purchasing department members are seven engineers, they all answered the questionnaire. The analysis of one engineer emails has reasons among them:

*The chosen engineer uses emails frequently, he wrote 60 emails in a period of three months (from May to August 2013) i.e.an average of two emails per day. The reason behind that is the quality of the products he is in charge of of buying (metals) as they can be found just in foreign countries.

*The engineer cooperation; He was more willing to provide me with emails whenever I need to, even during his annual leave.

*All the members of the team write for the same communicative purposes, but they differ in the product they purchase. They write to order products, to solve problems, and to negotiate.

*The purchaser provided me with 60 emails, but the choice of twenty emails was based on the communicative purpose of the emails. Twenty emails were written for the purpose of negotiation.

3.3.2. Communicative Purpose of the emails

The communicative purpose emails is the interest on the part of the purchaser to find new suppliers to the company with competitive prices and sales conditions. For this end, the purchase is negotiating, asking questions, exposing doubts and points of view In the 20 emails(33%) that are selected on the basis of their communicative purpose (negotiation) the rest of the emails(66%) are meant for other purposes as reminding the other part of the
previous email to have a quick answer. Confirming reception of documents, sending documents, most issues dealt with in the 20 emails are:

Table 3.4. Issues in the corpus

<table>
<thead>
<tr>
<th>Issue</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the company, products, and performance</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>Specifications of the needed products.</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>Sales planning (prices, means of transportation, selling documents)</td>
<td>7</td>
<td>35%</td>
</tr>
<tr>
<td>Exchange of information (follow-up of activities)</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

It is worth mentioning that, the exchange of emails is from both sides Algerian and foreign partners, but for our analysis we have taken just the Algerian part since the respondents are accessible and ready to cooperate. Moreover, the persons that are part of the negotiation process can access each other by other channels as the telephone.

3.4. Analysis Procedure

Primarily, a database of 119 e-mails that are exchanged between a purchaser in SAMHA and other foreign suppliers over a period of three months were collected. Then, 60 electronic letters written by the Algerian engineer were picked up for analysis. To achieve a homogeneous data in terms of the communicative purposes, a preliminary analysis was carried out on the initial corpora of 60 e-mails. Subsequently, 20 of them written for the purposes of negotiation were chosen for the main analysis. Finally, detailed analysis of each email was done separately in order to develop an overall
image of a negotiation, and the communicative events expressed in such emails. The analysis involved reading the sample and trying to divide them into moves, steps, and sub steps in reference to the main purpose of negotiation following Kanoksilapatham (2006) method, Swales move model, and Dos Santos model.

Kanoksilapatham (2006, p.32) suggested a method to do move analysis. He states that it is important to note that there are no strict “rules” for doing a move analysis, nor does every researcher necessarily do each of the steps described below. The intent here is to simply describe common procedures in doing a move analysis. First, in order to identify the move categories for a genre, it is important to get a ‘big-picture’ understanding of the overall rhetorical purpose of the texts in the genre, Business emails for negotiation are different from other genres, reading about this genre gives a clear vision before moving to analyse emails in reality.

The second step is to look at each part of the email and figure the function of each segment and evaluate what its local purpose is. This is the most difficult step. Move categories need to be distinctive. Multiple readings and reflections of the texts were needed before clear categories emerge; sometimes it is not easy to make the difference between the main purpose of the email as describing the company profile or presenting the needed product to be bought.

The third step is to look for any common functional and/or semantic themes represented by the various text segments that have been identified, especially those that are in relative proximity to each other or often occur in approximately the same location in various texts representing the genre. These functional-semantic themes can then be grouped together, reflecting the various steps (or strategies) of a broader move type. For example, the first
move is establishing the negotiation chain; the same steps of the addresser name, the addressee name, object of the email exist in all the emails to form the same move, the same thing for the last move of ending. In some emails all the steps are present; however, in other emails just the purchaser name is present. Swales proposed the first CARS move, Establishing a Territory, as it was clear that research article introductions almost always began with a section that functioned to provide a context for the study being introduced, whether this was done by claiming the centrality of the study (Step 1), and/or by making generalizations about the topic being studied (Step 2), and/or by reviewing items of previous research on the topic (Step 3). Not all research articles introductions have all the steps, but most have at least one of them, serving the function of establishing the ‘territory’ for the study to follow.

When a researcher is ready to segment a particular text into moves, it is best to begin first with a pilot coding, ideally with at least two coders. Because coders are seeking to understand the functional-semantic purposes of text segments, coding must be done by hand. Initial analyses are then discussed and fine-tuned until there is agreement on the functional and semantic purposes that are being realized by the text segments, resulting in a protocol of move and step features for the genre, with clearly defined purposes and examples. In practice, we divided the emails into parts or moves on the basis of the communicative purpose they carry which in turn helps in shaping the general communicative purpose of the email and try to give each move a name, then dividing it into steps, the operation was done by hand after many readings of the emails in order to have the same rhythm and vision for the analysis.
Conclusion

According to Mouton & Marais (1996), the research methodology focuses on the manner in which the research was planned, structured and executed in order to comply with scientific criteria. Methodology, therefore, explains the nature of the data, and highlights the methods employed that will lead to the generation of appropriate conclusions. In this chapter, the research process that worked as a motto for this study was discussed. Chapter four will present the analysis and interpretation of the data.
Chapter Four: Data Analysis and Findings

Introduction..................................................................................51

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4.3. Questionnaire and Emails Results Discussion......................91

Conclusion.....................................................................................91
Introduction

First, analysis of the questionnaires results (descriptive statistics) for the seven purchasers are presented separately in tables and figures with comments and discussion. Second, Emails move structure is analysed, presented in form of tables with discussion and interpretation is provided. Finally, a comparison between the results of the two research instruments is drawn.

4.1. Questionnaire Analysis

Section one: General Information

1. Educational level

Table 4.1. Purchaser’s educational Level

<table>
<thead>
<tr>
<th>Educational level</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

All the 07 Purchasers that participated in the study are university graduates.
1. Speciality

Table 4.2 Purchasers Specialities

<table>
<thead>
<tr>
<th>Speciality</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1</td>
<td>14%</td>
</tr>
<tr>
<td>Engineers</td>
<td>5</td>
<td>71%</td>
</tr>
<tr>
<td>Economics</td>
<td>1</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7</td>
<td>100%</td>
</tr>
</tbody>
</table>

After the questionnaire results analysis, it was found that our population is composed of 5 engineers, an MA degree in finance (one purchaser, 14%), and BA degree in English (one purchaser, 14%). The speciality of each engineer plays an important role in the kind of products he is in charge of.

Table 4.3. Position in the Company

<table>
<thead>
<tr>
<th>Position in the company</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project purchaser</td>
<td>2</td>
<td>30%</td>
</tr>
<tr>
<td>Purchasing manager</td>
<td>1</td>
<td>14%</td>
</tr>
<tr>
<td>Ckd purchaser</td>
<td>1</td>
<td>14%</td>
</tr>
<tr>
<td>Spare parts purchaser</td>
<td>1</td>
<td>14%</td>
</tr>
<tr>
<td>Equipment purchaser</td>
<td>1</td>
<td>14%</td>
</tr>
<tr>
<td>Purchasing department manager</td>
<td>1</td>
<td>14%</td>
</tr>
</tbody>
</table>
Two of the purchasers occupy the position of project purchasers. However, one respondent (14%) occupies the position of purchasing manager, 14% is the percentage of all of CKD purchasers, Spare parts purchasers, and equipment purchasers. The department members are responsible of buying different products that can be found locally or in foreign countries, like CKD which can be bought just from Korean suppliers because it is the original country of the product. Therefore, the quality of the product determines the frequency of English emails writing.

4. Do you think that your English level is:

a. Beginner  

b. Intermediate  

c. Advanced  

Table 4.4. English Level

<table>
<thead>
<tr>
<th>level</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>beginner</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>intermediate</td>
<td>6</td>
<td>86%</td>
</tr>
<tr>
<td>advanced</td>
<td>1</td>
<td>14%</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>100%</td>
</tr>
</tbody>
</table>
Eighty six percent of the purchaser (6) reported that they have an intermediate level of English. One of them has an advanced level.

5. Do you think that your English writing level is?

a. Poor ☐   b. Average ☐   c. Good ☐

Table 4.5. English Writing Level

<table>
<thead>
<tr>
<th>Level</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Average</td>
<td>2</td>
<td>29%</td>
</tr>
<tr>
<td>Good</td>
<td>5</td>
<td>71%</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>100%</td>
</tr>
</tbody>
</table>

Fig 4.5. Evaluation of English Writing Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0%</td>
</tr>
<tr>
<td>Average</td>
<td>29%</td>
</tr>
<tr>
<td>Good</td>
<td>71%</td>
</tr>
</tbody>
</table>
Five respondents evaluated their English writing level as good one. Different from them, 29% of the purchasers evaluated their level as average. Having a good writing level means that the team members do not suffer from difficulties in writing emails in English.

6. Have you received English for specific purposes course?
   a. Yes ☐ b. No ☐

Table 4.6.ESP Course

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>100%</td>
</tr>
</tbody>
</table>

All the purchasers in SAMHA took an ESP course which proves the importance of the English language in their work.

7. If the answer is yes, did it meet your specific needs?
   a. Yes ☐ b. No ☐
After answering the question about the ESP course, it seems 71% of the purchasers are pleased with the course; however, 29% of them are not. The engineers’ needs are different.

Section Two: Current Needs in English

8. What are the 'general' language skills you need most in your work?

a. Reading  

b. Writing

c. Speaking 

d. Listening

Table 4.8. General Language Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>%</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>71%</td>
<td>5</td>
</tr>
<tr>
<td>Listening</td>
<td>42%</td>
<td>3</td>
</tr>
<tr>
<td>Reading</td>
<td>57%</td>
<td>4</td>
</tr>
<tr>
<td>Writing</td>
<td>86%</td>
<td>6</td>
</tr>
</tbody>
</table>
After answering the general language skills question, 81% of the respondents consider the writing skill as the most needed one. 71% reported that Speaking is important besides writing. In other words, to perform different activities, the engineers need to write emails, and to talk in the phone or in face to face meetings. 57% consider reading as important in addition to the previous skills. Finally, 42% states that listening is an important skill.

9. Please number the answers from least important 4 to most important 1

a. Reading  

b. Writing  

c. Speaking  

d. Listening  

<table>
<thead>
<tr>
<th>Position</th>
<th>speaking</th>
<th>listening</th>
<th>writing</th>
<th>reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Position 1</td>
<td>42%</td>
<td>3</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Position 2</td>
<td>0%</td>
<td>0</td>
<td>14%</td>
<td>1</td>
</tr>
<tr>
<td>Position 3</td>
<td>29%</td>
<td>2</td>
<td>57%</td>
<td>4</td>
</tr>
</tbody>
</table>
The purchasers differ in their position of the general language skills importance. Concerning speaking, 42% of them consider it as the most important Skill; however, 29% of them put it in number three and four in comparison with all of listening, writing, and reading. Secondly, listening is ranked in the third position by 57% of the respondents, 29% of them, on the other hand, put it in the last position and only 14% put it in the third position. Writing is in the second position in reference to the other skills agreed on by 57% of the purchasers, however, 29% consider it as the most important skill, 14% reports that it is the third skill in terms of importance. Finally, reading is put in the last position by 42% of the respondents, and 29% of them agreed to put it in the first and second place. Thus, when organized from most important to least important, speaking comes first followed by writing, listening, and reading. The results of this question are different from the one we got in the previous question. The respondents in question 8 stated that writing is more needed than speaking; however, when they were asked to rank them, more percentage was given to speaking.
10. What are the 'specific' language skills you need most in your work?

a. Understanding emails  

b. Writing emails  

c. Oral communication with suppliers  

d. Writing reports  

e. Meeting minutes  

f. All the above  

Other, please specify. .....................

Table 4.10. Specific Language Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding emails</td>
<td>2</td>
<td>29%</td>
</tr>
<tr>
<td>Writing emails</td>
<td>2</td>
<td>29%</td>
</tr>
<tr>
<td>Oral communication with suppliers</td>
<td>2</td>
<td>29%</td>
</tr>
<tr>
<td>Writing reports</td>
<td>1</td>
<td>14%</td>
</tr>
<tr>
<td>Meeting Minutes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>All the above</td>
<td>4</td>
<td>57%</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Fig 4.10. Important Specific Language Skills

Understanding emails 29%
Writing emails 29%
Oral communication with suppliers 29%
Writing reports 14%
Meeting Minutes 0%
All the above 57%
Others 0%
Fifty seven percent (4) purchasers consider all the specific language skills necessary in accomplishing their daily work. However, they differ in evaluating each skill. All of understanding emails, writing emails, and oral communication with suppliers got the same percentage (29%). Writing reports got less grades 14%. act, Emails writing does not seem to be the most important activity, but it is among many skills that the purchasers are in need of to perform their daily work.

11. Please number the answers from least important 6 to most important 1

A. Understanding emails
b. Writing emails
c. Oral communication with suppliers
d. Writing reports
e. Meeting minutes
f. All the above

Table 4.11. Order of Specific Language Skills

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th></th>
<th>2</th>
<th></th>
<th>3</th>
<th></th>
<th>4</th>
<th></th>
<th>5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Understanding emails</td>
<td>57%</td>
<td>4</td>
<td>0%</td>
<td>0</td>
<td>14%</td>
<td>1</td>
<td>0%</td>
<td>0</td>
<td>29%</td>
<td>2</td>
</tr>
<tr>
<td>Writing emails</td>
<td>14%</td>
<td>1</td>
<td>43%</td>
<td>3</td>
<td>14%</td>
<td>1</td>
<td>29%</td>
<td>2</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Oral communication with suppliers</td>
<td>43%</td>
<td>3</td>
<td>0%</td>
<td>0</td>
<td>43%</td>
<td>3</td>
<td>14%</td>
<td>1</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Writing reports</td>
<td>0%</td>
<td>0</td>
<td>29%</td>
<td>2</td>
<td>14%</td>
<td>1</td>
<td>29%</td>
<td>2</td>
<td>43%</td>
<td>3</td>
</tr>
<tr>
<td>Meeting Minutes</td>
<td>0%</td>
<td>0</td>
<td>29%</td>
<td>2</td>
<td>14%</td>
<td>1</td>
<td>29%</td>
<td>2</td>
<td>29%</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>7</td>
<td>100%</td>
<td>7</td>
<td>100%</td>
<td>7</td>
<td>100%</td>
<td>7</td>
<td>100%</td>
<td>7</td>
</tr>
</tbody>
</table>
For the specific language skills, Four purchasers (57%) agreed on understanding emails as the most important skill, but 29% agreed to put it in the last place, and 14% place it in the third position. For the second skill, writing emails, 43% of the respondents put it in the second place, 29% for place 4, and 14% for the third and the first place. Oral communication got 43% for the first and third class, and 14% for class 4. For writing reports, 43% put it in the last place in terms of importance in comparison with the other skills, 29% voted for the second and the fourth place, and 14% agreed on the third place. Finally, the last skill of writing meeting minutes, 29% voted for position 2, 4, 5 and 14% for the third place. Thereupon, when we order the skills, understanding emails comes in the first place, followed by writing emails. In the third position comes oral communication. The fourth position is for meeting minutes, and the last position is for writing reports. The purchasers when asked about the different language skills they need in their daily work, they voted equally for all the skills, however, they put emails understanding and writing in the first places when they were asked to order language specific skills.

Section Three: English at the workplace
12. How do you generally communicate with suppliers?

a. Via emails  

b. Phone calls  

c. Letters  

d. All the above  

e. Other, please specify .......................................................... 

Table 4.12. Means of Communication with Suppliers

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emails</td>
<td>5</td>
<td>71%</td>
</tr>
<tr>
<td>Phone calls</td>
<td>5</td>
<td>71%</td>
</tr>
<tr>
<td>Letters</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>All the above</td>
<td>2</td>
<td>29%</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Means of communication that are used in order to communicate with suppliers are emails and phone calls in the first place (71%). The purchasers stated that they need the skills of understanding and writing emails mostly, in addition to the oral communication, and 29% are given to the use of all of the emails, phone calls, and letters.

13. How frequently do you write emails?
The purchasers were asked about the different general language skills they need, writing was in the second position, specifically writing emails. Then, after answering this question; it seems that emails are important in their performance as they write them daily.

14. How much time do you spend in writing an email?

Table 4.14. Time Spent In Writing

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td>Hours</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Days</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>More</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
All the respondents reported that they spend minutes in writing one email, which means that they do not have problems with writing emails.

15. How many drafts you may write to send one email?
   a. one  
   b. two  
   c. Three  
   d. More

Table 4.15. Number of Drafts written to send one email

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>6</td>
<td>86</td>
</tr>
<tr>
<td>Two</td>
<td>1</td>
<td>14%</td>
</tr>
<tr>
<td>Three</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>More</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

For the number of drafts that may be written in order to send one email, 86% put one draft, 14% put two which confirms the previous interpretation of not having problem when writing emails.

16. What is the main purpose of writing emails?
   a. Ordering products  
   b. Negotiation  
   c. problem regulation  
   d. All the above

Table 4.16. Emails Purpose

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ordering products</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Negotiation</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
All of the purposes of ordering products, negotiation, and problem regulation are important purposes to write emails for it (86%). However, 14% agreed on each of products ordering and problem regulation. It seems that emails are written daily for different purposes that are of equal importance.

Section Four: Awareness about the Move Structure of Emails.

17. Do you think that the e-mails for negotiation are the same in terms of:
   a. grammar
   b. vocabulary
   c. organization
   d. plan of moves

Table4.17.Common Features of Negotiation Emails

<table>
<thead>
<tr>
<th>Feature</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>4</td>
<td>87%</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>5</td>
<td>71%</td>
</tr>
<tr>
<td>Organization</td>
<td>5</td>
<td>71%</td>
</tr>
<tr>
<td>Plan of moves</td>
<td>2</td>
<td>29%</td>
</tr>
</tbody>
</table>
Seventy one percent of the respondents think that negotiation emails share the same vocabulary and organization, 57% think that they share grammar, and 29% believe that they share the same plan of moves. When we refer to researches we find that for a given text kind to be called a genre, it should share some characteristics as grammar, vocabulary, organization, and plan of moves. Thus, the purchasers have theoretical knowledge about emails.

17. Do you believe that each context has a specific email organization?
   a. Yes   b. No

Table 4.18. Emails’ Context Effect on their Organization

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>86%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>14%</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>100%</td>
</tr>
</tbody>
</table>

For different context there is a specific email organization, 86% of the purchasers believe in this idea, on the other hand, 14% believe in the opposite.
19. When opening, writing, and closing an email to negotiate, do you follow a regular plan of moves from one idea to another?

a. Yes □

b. No □

Table 4.19.a. Regularity of the Emails Plan

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>71%</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>29%</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>100%</td>
</tr>
</tbody>
</table>

When the purchasers negotiate via emails, they differ in their vision of the plan of moves; five purchasers state that they follow a regular plan when opening, writing and closing their emails, but two of them do not. However, they stated before that emails do not share the same plan of moves (5 respondents).

**Explain your answer:**

Table 4.20.b. Explanation

<table>
<thead>
<tr>
<th>Explanation</th>
<th>Answer</th>
<th>N°</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan of moves depends on the situation and the subject.</td>
<td>No</td>
<td>1</td>
</tr>
<tr>
<td>The plan responds to a business situation.</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>Logical plan.</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No answer</td>
<td>/</td>
<td>4</td>
</tr>
</tbody>
</table>

Some purchasers explained their answer by saying that the plan of moves depends on the situation and the subject. Another explanation is that emails should be very direct and brief, basically respond to a business situation and the mastery of writing can be managed through time and exchange of emails. The last explanation is that when negotiating, they start with the main idea as
introduction, then, they move to the presentation of arguments to attract the other party to accept their point of view. The transition between arguments should be logical. In the end a summary of the main idea is highly recommended. The respondents differ in their points of view between those who believe in the logical order of ideas (He answered yes), those who believe that what matters in business is the goal and emails mastery comes with time (Answered Yes), and another party who believe that the plan of the email is determined by the situation (He answered No).

20. Do you need to write emails to clarify previous emails?
   a. Yes  
   b. No  

   Table 4.21. Emails for Clarification

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
</tr>
</tbody>
</table>

Fifty seven percent of the purchasers write emails to clarify previous emails. 43% of them said that they do not write it.

This due to:

The 57% that responded by Yes, refer to misunderstanding as a reason, which means that there is problems in emails that causes the misunderstanding.

Section Five: Difficulties in Writing ”Emails” in English

21. Do you find difficulties with the English grammar?
Fifty seven percent of the respondents have difficulties in English grammar, and 43% do not have those difficulties, though, the majority stated at the beginning that they have a good level in English writing (57%) and an intermediate level of English (86%). Thus, language problems can be the reason behind the misunderstanding.

22. Do you have problems with the English vocabulary?

a. Yes ☐

b. No ☐

Fifty seven percent of the purchasers suffer from problem with English vocabulary, 43% do not suffer from such problems. Vocabulary is an important factor to claim having a good English writing level but the
contradiction is that the same percentage 57% given to good writing level of the purchasers is the same for grammar and vocabulary problems.

23. Do you find difficulties in generating ideas in English?
   a. Yes □    b. No □

Table 4.24. Troubles with Generating Ideas in English

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>29%</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>71%</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>100%</td>
</tr>
</tbody>
</table>

Five purchasers in SAMHA do not suffer from problems in generating ideas in English; nevertheless, 29% of them do suffer from those problems. Though 57% of the respondents suffer from problems in English grammar and vocabulary but at the same time 71% generate ideas in English without problems.

24. Do you find it difficult to organize ideas in an understandable text form to the native speakers of English and readers from different socio-cultural backgrounds?
   a. Yes □    b. No □

Table 4.25. Ideas Organization Problems

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td></td>
</tr>
</tbody>
</table>

70
Fifty seven percent of the purchasers have problems in organizing ideas in English in an understandable text form to the native speakers of English and readers from different socio-cultural backgrounds in addition to grammar, and vocabulary problems. 43% do not have such problems.

25. Further Suggestions

One purchaser suggests that sometimes it’s not correct to answer Yes/No for some questions because it depends on the situation that we’re encountering during our daily tasks.

4.1.2. Discussion of the Results of the Purchasers’ Questionnaire

The first conclusion that can be drawn from the purchasers’ answers concerns their general information; all the respondents have a university educational level, however, they say that their English level is intermediate (86%), and they evaluate their writing level as good (71%). In the purchasing department, all the members received a course of English for specific purposes with which they are satisfied with (71%).

As far as the second section is concerned with the respondents needs in English, the first conclusions relate to the language general skills. The majority of the purchases see that writing is the most needed skill (86%), then comes speaking (71%) followed by reading and listening. The respondents were, then, asked to number the skills from the most to the least important.
they agreed that speaking comes in the first place followed by writing in the as
the most important skills needed in fulfilling their daily work, listening comes
in the third position and reading in the last position. The purchasers were
asked about the specific language skills that are most used in their work. They
reported that all the skills of understanding and writing emails, writing reports
and meeting minutes, and oral communication are important in their work
(57%), the percentage to each skill differs. Results of the skills ordering, on
the other hand, gives great importance to emails as it puts understanding
emails in the first place followed by writing them. Oral communication comes
in the third place and finally writing reports and meeting minutes. In other
words, speaking and writing are the most important skills in the purchasers’
performance, they need to understand and write emails more than reports and
meeting minutes.

The third section is about the English use at the work place, the
purchasers communicate with suppliers via emails and phone calls, and they
spend just minutes to write emails daily (100%), the majority (86%) stated
that they need to write one draft to send an email for different purposes, to
order products, negotiate, and regulate problems (86%).

Section four is about the awareness of the purchasers about the move
structure of emails. The majority of the purchasers believe that emails for
negotiation share the same vocabulary and organization (71%), the same
grammar(, 57%), but a minority of them (29%) think that emails for
negotiation share the same plan of moves which reflects a kind of theoretical
knowledge about the genre of business negotiation emails. They said that
when writing emails to negotiate, they follow a regular plan of moves to move
from one idea to another (71%) in each context because each context has a
specific email organization (86%). In most cases, the purchasers need to write
emails to clarify previous emails (57%) because of misunderstanding.
Section four about writing Emails difficulties facing our subjects, a contradiction is found between the answers in section one about the respondents English and writing level and what was also said about the regularity in following plan of moves. They seem to have problems at more than one level, with a particular emphasis on grammar, after analysing 40 emails collected from 3 suppliers 70 mistakes were found, vocabulary knowledge, and to organize ideas in an understandable text form to the native speakers of English and readers from different socio-cultural backgrounds (57%).

On the whole, the purchasers in the purchasing department in SAMHA are all university graduates in different specialities that need the writing skill most in fulfilling their daily work. In fact, the main means of communication they use is emails as they write them daily in which they follow a regular plan of moves. The purchasers stated that they have difficulties in terms of language like grammar problems, and vocabulary choice. On the other hand, they have problems with organizing ideas when moving from one idea to another and as a result they find themselves obliged to write emails to clarify previous emails.

4. 2. Results of Emails Analysis

After the analysis of the emails, four moves are identified.

Move 1. Establishing the negotiation chain

Move2. Providing information/answers

Move3. Requesting information, favours, and actions.

Move 4. Ending
These four moves describe the structure of a business email for negotiation in English. Move one and four are responsible of framing the second and the third moves that represent the content of the email.

**Move 1. Establishing the Negotiation Chain**

It sets the scene and it links a previous email to the next one. It gives information about the addresser and addressee, the date, the object of the email explaining a sequence of actions; through it we understand the development of any operation and its evolvement from the very beginning, and addressing and greeting the addressee. It includes the following Steps:

i. Defining the Addresser  
ii. Defining the addressee  
iii. Object of the email  
iv. Greeting the addressee

The following examples show the steps order used in the analysed emails and the evolvement of a given operation:

**Move 1: Establishing the Negotiation Chain**

(i) **De**: XXXX  
(ii) **Envoyé**: jeudi 6 juin 2013 09:02  
(ii) **À**: YYYY  
(iii) **Objet**: RE: Re: RE: RE: WM 50 Sheet procurement  
(vi) Dear BBBB;  

Thank you so much for your email.
(i) De : XXXX
(ii) Envoyé : mardi 9 juillet 2013 09:48
(iii) À : YYYY
(iv) Cc : john
(v) Objet : WM 50 Sheet Shipment

Dear BBBB ;

After the analysis of twenty emails, we found that the first move with its four steps: defining the addressee, Object of the email, greeting the addressee exits in all the emails.

**Move4: Ending**

This move comes at the end of each email; its role is to give professional information about the addresser; however, not all the steps are necessary to appear together in all the emails that we have analysed. The main steps of this move are:

(i) Signing off 35%

(ii) Signature –line 15%

(iii) Job status in the company 15%

(v) Addresser information (email/mobile) 15%
Table 4.26. Move 4: Ending

<table>
<thead>
<tr>
<th>Step</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>the Signing off</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>Signature –line</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Job status in the company</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Addresser information</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>the Signing off &amp; Signature –line</td>
<td>13</td>
<td>65%</td>
</tr>
<tr>
<td>All the steps</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

After the analysis, all the emails have move four but emails that have only step (i) are 4 (20%). Emails that have step (i) and step (ii) are 13 (65%). However, for the number of the emails that have all the Signing off, signature –line, Job status in the company and Addresser information (email/mobile) are 3 (15%). In practice, the purchaser does not follow regularly the steps of move 4, in some emails all the steps are present (15%) but in others they are not (85%). Examples of both cases are presented below:
Move4: Ending

Example 3: step (i)& (ii) are present

Please feel free to call me back for any further information

Thanks in advance and best regards

XXXXXXXXXX

Example 4. All steps are present

(i) Looking to hear from you very soon.

Please advise and feel free to call me back for any further clarification.

Best regards

XXXXXXXX

XXXXXXXX

SAMHA HOME APPLIANCE

(iii) Chef de département Achats séries

(v) MOB : +00000000000000

E-mail : XXXXXXXX@cevital.com
Move2. Providing Information/Answers

This move is designed for answers to questions and information that can be either new or already shared between the addresser and the addressee. It is composed of steps and sub steps as it is shown below:

Step (i) Information

a) Introducing and providing information
b) Continuing/adding
c) Up-dating
d) Agreeing
e) Showing opposition

Step (ii) Advising about message

a) By mail
b) Along with a fax
c) Within the fax
d)

Table 4.27. Move2. Step1. Information

<table>
<thead>
<tr>
<th>i. Information</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Introducing and providing information</td>
<td>9</td>
<td>45%</td>
</tr>
<tr>
<td>b. Continuing/adding</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>c. Up-dating</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>d. Agreeing</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>e. Showing opposition</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>A&amp;b. Introducing &amp; Continuing</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>All the sub steps</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-----</td>
<td>-------</td>
</tr>
<tr>
<td>Others</td>
<td>7</td>
<td>35%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Others in the table stands for emails that do not contain move 2.

![Fig 4.26:Providing Information](image)

After the analysis of the twenty emails, we found that the most frequent sub steps in the first step of information are step of introducing and providing information (a) in which the purchaser presents description of the company or products (45%). However, one email constitutes sub step (d) to confirm for the other part a given point. In 3 emails both sub steps (a) & (b) are present, this gives us 50% for emails that contain a single step, and 15% for emails that combines two steps. On the other hand, the purchaser is not including move two in 7 emails. As a conclusion, the purchaser is not regularly following the same plan of sub steps of the second move and not including it at all in some emails (7).

**Move2. Step2.**

The emails’ analysis shows that the second step of the second move with its sub steps is not present in the twenty emails. Below examples of the second move in emails.
Example 5.

**step 1a:**

Let me introduce myself, I’m Mister XXXX Steel commodity purchaser to SAMHA Home Appliance.

**Step 1b**

SAMHA Home Appliance is a subsidiary of WWWW first private group in Algeria, and we are also partner with Samsung electronics.

I have got your contact through Mrs VVVVV

Example 6.

**Step 1a**

The final destination will be Algiers port.

**Move 3. Requesting Information/Action/Favours**

This move is divided into 3 steps and sub-steps. The sub steps are related to the nature of the step.

Step i. Information

a) Explaining/clarifying

b) Giving opinion/suggestion/comments/guidance

c) Confirming information

d) Acknowledging receipt of a message

Step ii. Exchange of ideas/discussion
Stepiii. Action/favours

a) Material/document

**Move 3. Step1. Requesting Information**

**Table 4. 28. Move3.Step1. Requesting Information**

<table>
<thead>
<tr>
<th>i. Information</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Explaining/clarifying</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>b. Giving opinion/suggestion/comments/guidance</td>
<td>6</td>
<td>30%</td>
</tr>
<tr>
<td>c. Confirming information</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>d. Acknowledging receipt of a message</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>a&amp;b. Explaining &amp; Giving opinion</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Others</td>
<td>7</td>
<td>35%</td>
</tr>
<tr>
<td>All the sub steps</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Others in the table stands for emails not including step one.

**Figure 4.27: Requesting Information**

Requesting an opinion, suggestion, comments, and/or guidance step is present in six emails (30%). After comes step (b) of asking for information and explanation in 3 emails (15%). Both steps (a) and (b) are present in 2 emails,
and other two emails contain step (c) in which the writer asks about confirmation. The purchaser uses just one step in 55% of the emails, and a combination of steps in 10% of the emails.

**Move 3. Step 2. Requesting Action/favours**

This step is not present in any of the purchaser’s emails.

**Move3. Step3. Requesting Action/Favours**

**Table 4.29. Move3. Step3.**

<table>
<thead>
<tr>
<th>(iii)Action/favours</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Material</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>b) document</td>
<td>9</td>
<td>45%</td>
</tr>
<tr>
<td>Others</td>
<td>6</td>
<td>30%</td>
</tr>
<tr>
<td>All the steps</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Others in the table stands for emails that do not contain step 3.

**Fig 4.28:Requesting Favours/Actions**

Nine emails contain move three in a form of request of documents and five emails are for asking about materials.
Table 4.30. Move3. Step1, 2 & 3. Requesting Information, Favours, Actions.

<table>
<thead>
<tr>
<th>Move3</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step i</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Step ii</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Step iii</td>
<td>9</td>
<td>45%</td>
</tr>
<tr>
<td>Step i &amp; iii</td>
<td>6</td>
<td>30%</td>
</tr>
<tr>
<td>All the steps</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>All</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Others stand for emails without move 3.

After the analysis of the sub steps of the third move, we moved to analysing the steps occurrence in the twenty emails, we found that move three of requesting information, actions, and favours do not exist in two emails. Concerning the other 18 emails; 15% of them include only step one (requesting information) of the third move. However, step 2 (Exchange of ideas/discussion) not present in any of the 18 emails; 45% of the emails include step three (requesting actions and favours), and 30% contains both step (i) & step (ii) together. Thus, 60% of the emails are for single use of a step in the third move (either (i) or (ii)), and 30% are of combination of steps. Below, are examples of the third move in emails?
Step 3.a.

Regarding technical data, thank you so much for the mill’s, and could you please send me again the data of painting and colors.
Example 8.

STEP 1.a.

and in this case you will send us a proforma invoice to our address which

Step1.b.

must contain the information below:

- Your company information (Name address)
- Your bank information (name, Address, account number, swift code)
- Payment term (LC in case of normal order and CAD in case of Sampling
- The origin of good
- The port of loading and discharge (Bejaia port)
- Delivery time (ETD)

Our address

SAMHA HOME APPLIANCE SPA ;

AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA

AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA
Step 3.a.
The requested document to be sent to our bank and by DHL usually are:

- Proforma invoice
- Commercial invoice
- B/L of loading
- Certificate of origin
- Certificate of conformity

Step 1.a

NB: The documentary issue will be locked by the SWIFT of opening of letter credit of credit

Example 9.

Step 3.b.

The proforma invoice should be sent to our company address and information below

SAMHA HOME APPLIANCE SPA

AAAAAAAAAAAAAAAAAAAAAAAAAAA

AAAAAAAAAAAAAAAAAAAAAAAAAAAA

In this proforma you have mention the information’s below:

- Your company information (seller)
- Your bank information (name, address, account number, code swift)
- Designation of good
Steps Shared between Moves 2&3

Some steps are shared between the second and the third moves, it can occur in either of the two moves according to DosSantos model. They are:

(iv) Apologizing

(v) Offering something in return /incentives

(vi) Evaluating

a) Giving personal opinion

b) Making comments

c) Indicating

i) Availability

ii) Wishes/plans/intentions/engagement

(vii) Drawing the attention to something

(viii) Applying pressure tactics
Table 4.31. Moves 2 & 3 shared Steps

<table>
<thead>
<tr>
<th>Step</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>(iv) Apologizing</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>(v) Offering something in return</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>(vi) Evaluating</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>(vii) Drawing the attention</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>(viii) Applying pressure tactics</td>
<td>0</td>
<td>5%</td>
</tr>
<tr>
<td>All the steps</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Others</td>
<td>16</td>
<td>75%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Four emails include have steps that are shared between move 2 & 3. Each email includes one of step (iv), (v), (vi), (vii). On the other hand, no one email includes all the steps together; and 16 emails do not include any of those steps.

Moves 1, 2, 3, & 4.
Table 4.32. Moves 1, 2, 3, & 4

<table>
<thead>
<tr>
<th>Moves</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 4.</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>1, 3, 4.</td>
<td>7</td>
<td>35%</td>
</tr>
<tr>
<td>1, 2 &amp; 3, 4</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>1, 2, 3, &amp; 4</td>
<td>6</td>
<td>30%</td>
</tr>
<tr>
<td>1, 2 &amp; 3, 3, 4</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Moving from specific to general, we analysed the moves’ occurrence in the twenty emails. We found a variety of move structures in the twenty emails, two emails, for example, contain move 1, 2, and 4, seven emails contain all of move 1, 3, and 4, and six emails contain all the four moves. On the other hand, two emails contain move 1, 4, and shared steps between move two and three; and three emails contain move 1, 3, 4, and shared steps between move 2 and 3.
4. 2.1. Discussion of Results of Emails Analysis

In our analysis of the twenty emails, we moved from detailed analysis of steps to moves occurrence in each email since the steps decide the presence of the move. First, concerning sub steps, the purchaser is not regular in producing the sub steps of each move. In some cases, he used just a single sub step like using sub step (a); Step one; Move2 in nine emails, and produced it along with sub step (b) in three email. In some cases all the sub-steps are absent which means the absence of the step as whole. Thus, the structure or the plan of the steps is not regular in all the emails.

Moving to a higher level, moves steps are present in different ways in each email and some of them are not present at all in all the emails. In practice, the purchasers produced all the steps of the first move in all the emails. However, he produced all the steps of the last move in 3 emails and the step of the Signing off & Signature – line alone to represent move three in 13 emails. For the third move, he produced step (i) alone in 3 emails, step (iii) alone in 9 emails and both together in 6 emails but no one email contains step (ii). As a matter of fact, the structure of moves is not the same in all the emails.

The last level that was investigated is moves’ level. Again the purchaser is not regular in producing moves as he claimed in the questionnaire. He followed the same plan of all the moves (1,2,3,4) in 6 emails (30%) and the rest varies between producing (move1,3,4) in 7 emails (35%), and (move1,2,4) in 2 emails (10%). In addition to some other structures like producing shared steps between move 2 and 3 along with other steps in 25% of the emails. To conclude, the emails’ moves structure is not the same.
4.3. Questionnaire and Emails Results Discussion

The comparison between the results obtained from the questionnaire and emails analysis shows that different from the results of the questionnaire in terms of awareness about emails structure, corpus analysis revealed that there is no one dominant move structure followed in the emails.

Conclusion

The findings of this chapter answers the four research questions raised at the beginning of our work. This chapter has explored an area in the textual world of SAMHA Purchasing department through its electronically transmitted messages. It presents analysis of the data collected from the research instruments namely a questionnaire and 20 Emails analysis. All questions were analysed one by one, and the responses were displayed in tables and graphs to finish with a discussion of the results obtained from both research instruments.
Chapter Five: Implications & Conclusion

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  5.1.2. Design a Course ...............................................93
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Introduction

This study presents a contribution to business practitioners on the one hand, and to business students on the other. The present chapter seeks to suggest some operational guidelines in the form of recommendations which will contribute to enhance the purchasers’ writing performance, and implications of the study on teaching methodology. The chapter also deals with the research limitations and offers some suggestions for further research.

5.1. Recommendations

5.1.1. Carrying Needs Analysis

Needs analysis that would help in diagnosing problems and prior needs in terms of language is an indispensable step before deciding to go through designing a course. The company should think of carrying needs analysis before deciding to propose a course to the purchasers. In addition to questionnaire and interviews as tools for needs analysis, tests are a good way to analyse the strengths and weaknesses of the purchasers.

5.1.2. Design a Course

Since emails are important in the daily tasks of the purchasers, a genre-based course about business email genre with such purposes as negotiation, prospection, and problems solving should be designed
5.1.3. The Importance of Language Skills

The answers in the questionnaire revealed the importance of language skills in the work of the purchasers. Thus, the purchasers should be trained in:

**Speaking**

To be able to communicate with suppliers and negotiate business deals.

**Writing**

To be able to write emails, meeting minutes, and reports.

5.2. Implications of the Study

5.2.1. Genre Awareness

Viewing writing emails practice through an appropriate theoretical lens can simultaneously contribute to a deeper understanding of business communication. This study raises the awareness of the members of the purchasing department in SAMHA about the importance of applying their theoretical knowledge about the notion of genre. Texts differ in structure as they differ in their purposes. In other words, to write a given text successfully they should be aware of the structure or the different moves and steps that should exist in that text to gain time and money.

5.2.2. Teaching Methodology

This study, though it is specific in terms of the number of emails treated and the single purpose of business emails, it deals with authentic emails that have the communicative purpose of business negotiation and may inspire ESP
teachers about what to be taught to business students and which approach to choose.

5.3. Limitations of the Study

The first limitation that can be considered is the number of emails that were subject to this study (20), in addition to the number of purchasers in the department (7). We cannot generalize the results of the study to other companies that are active in the field of Home appliances. The second limitations is the emails purpose, in our analysis we dealt with the genre of business emails for the single purpose of negotiation, but many other purposes like problem regulation can be analysed.

5.4. Suggestions for Further Research

In diagnosing the purchaser’s problems and investigating the mails structure, the researcher acknowledges the value of multiple sources and methodologies. Therefore, future research can be conducted by taking larger samples from larger populations to capture more detailed and precise pictures of Business negotiation.
* Genre analysis of face to face negotiation or the genre of oral business negotiation and holding a comparative study between its results and the results obtained in our study.
* Genre analysis of emails that were sent and then the purchasers needed other emails for clarification and compare the results of moves structure of emails before clarification and after clarification.
Conclusion

The analysis of twenty English business emails that have the communicative purpose of negotiation, and the questionnaire addressed to the purchasers suggest problems in terms of

*Lack of knowledge about the genre of Business emails for negotiation (questionnaire)

*Difference in emails plans in terms of moves and steps (emails analysis).

*Absence of a dominant move structure of business emails of negotiation.
General conclusion

It is said that time is money. For a better performance of the purchasers in terms of time and efforts when writing emails. Four research questions were raised, and answers were provided:

1. What are the difficulties the purchasers face when writing emails for negotiation in English?

After analysing the questionnaire, the results revealed that the purchasers in SAMHA believe that they have problems with the English language (grammar, vocabulary) in addition to emails organization, ideas generation and because of misunderstanding, they urge to write emails for clarification.

2. Are the purchasers aware about the emails move structure?

Questionnaire analysis showed that the purchasers are aware of emails move structure as they stated that they follow a regular plan of moves when writing emails.

3. Do purchasers follow move structure when writing their emails?

Emails Analysis showed that the purchaser is following move structure as was stated in the questionnaire; however, the purchaser’s emails structure differs from an email to another in terms of moves, steps, and sub steps.

4. What move structure dominates the emails for negotiation written by the purchasers?

To arrive at a dominant moves structure, we compared the emails division into moves and steps with reference to Santos model. In fact, no one dominant move structure exists in the emails, the structure of emails differs from an
email to another, and inside each move the order of steps is not the same in all the emails.

On the light of the results obtained, some proposed guidelines that aim at enhancing the purchasers’ performance were proposed. The guidelines were presented in a number of points involving the carrying needs analysis, designing a course, the importance of language skills, and genre awareness. Finally, the research limitations and some suggestions for further research are offered.
Bibliography


http://onlinelibrary.wiley.com


http://scholar.google.com


APPENDICES

Appendix A : Purchaser’s Questionnaire

Appendix B : Emails
Appendix A: Purchaser’s Questionnaire
University Sétif 2

FACULTY OF ARTS AND LANGUAGES
DEPARTMENT OF LANGUAGE AND LITERATURE

Questionnaire

Investigating movements structure in Business emails for negotiation

The following questionnaire aims at investigating movement’s structure in writing business emails for negotiation. Please give your answers sincerely as only this will guarantee the success of the investigation. Your answers will be kept confidential and used only for research purposes.

Your kind assistance in obtaining required information will be greatly estimated.

*Put an 'X' in the box that indicates your choice.

Section One: information

1. Educational level
2. Speciality:
3. Position in the company:
4. Do you think that your English level is
   a. Beginner
   b. Intermediate
   c. Advanced
5. Do you think that your English writing level is?
   a. Poor
   b. Average
   c. Good
6. Have you received an English for specific purposes course?
   a. Yes
   b. No
7. If the answer is yes, did it meet your specific needs?
   Yes
   b. No
Section Two: Current needs in English

8. What are the 'general' language skills you need most in your work?
   a. Reading  □  b. Writing □
   c. Speaking □  d. Listening □

9. Please number the answers from least important 4 to most important 1
   a. Reading □  b. Writing □
   c. Speaking □  d. Listening □

10. What are the 'specific' language skills you need most in your work?
    A. Understanding emails □
    b. Writing emails □
    c. Oral communication with suppliers □
    d. Writing reports □
    E. Meeting minutes □
    F. All the above □

   . Other, please specify. ..........................

11. Please number the answers from least important 6 to most important 1
    a. Understanding emails
    b. Writing emails
    c. Oral communication with suppliers
    d. Writing reports
    e. Meeting minutes
    f. All the above
Section Three: English at the workplace

12. How do you generally communicate with suppliers?
   a. Via emails  
   b. Phone calls  
   C. Letters  
   d. All the above  
   e. Other, please specify

13. How frequently do you write emails?
   a. Daily  
   b. Weekly  
   c. Monthly  
   d. Rarely

14. How much time do you spend in writing an email?
   a. Minutes  
   b. Hours  
   c. Days  
   d. More

15. How many drafts you may write to send one email?
   a. One  
   b. Two  
   C. Three  
   d. More

16. What is the main purpose of writing emails?
   a. Ordering products  
   b. Negotiation  
   c. Problem regulation  
   d. All the above  
   e. Other, please specify

Section Four: Awareness about the move structure of emails

17. Do you think that the e-mails for negotiation are the same in terms of:
   a. Grammar  
   b. Vocabulary  
   c. Organization  
   d. Plan of moves
18. Do you believe that each context has a specific email organization?
   a. Yes ☐  b. No ☐

19. When opening, writing, and closing an email to negotiate, do you follow a regular plan of moves from one idea to another?
   a. Yes ☐  b. No ☐
   Explain ………………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………………

20. Do you need to write emails to clarify previous emails?
   a. Yes ☐  b. No ☐
   e. This due to:
      ………………………………………………………………………………………………………………………………
      ………………………………………………………………………………………………………………………………
      ………………………………………………………………………………………………………………………………

Section Five: Difficulties in writing 'emails' in English

21. Do you find difficulties with the English grammar?
   a. Yes ☐  b. No ☐

22. Do you have problems with the English vocabulary?
   a. Yes ☐  b. No ☐

23. Do you find difficulties in generating ideas in English?
   a. Yes ☐  b. No ☐

24. Do you find it difficult to organize ideas in an understandable text form to the native speakers of English and readers from different socio-cultural backgrounds?
   a. Yes ☐  b. No ☐
We have tried to make this questionnaire as comprehensive as possible but you may feel that there are things we have missed out. Please write what you think below.
**Email01**

1. 件人：XXXXXXXXXXXXXXXXX participant
   发送日期：2013年05月09日 23:29
2. 收件人：BBBBBBBBBBBBBBBBB attention to
3. 抄送人：mohamed nasriCCCCCCCCCCCCCCCCCCC主题：RFQ---> Steel for W/M

Dear Mr. DDDDDDDDDDDDD

.Hope you are fine and all is going well with you

.Let me introduce myself, I'm Mister XXXXXXXXXXXSteel commodity purchaser to SAMHA Home Appliance.

SAMHA Home Appliance is a subsidiary of VVVVVVVVVVVfirst private group in Algeria, and we are also partner with Samsung electronics.

I have got your contact through Mrs. BBBBBBBBBB & GGGGGGGG

Within the framework of an international consultation, we are looking for our next partners for steel of Drum W/M Samsung Brand,

if this proposition interests you, kindly send us your best offer

products and quotation for below items,

<table>
<thead>
<tr>
<th>Size</th>
<th>Samsung Code &amp; color</th>
<th>Samsung Code &amp; color</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.8<em>828</em>1636</td>
<td>DC01-00045A (DA white)</td>
<td>DC01-00045B (Imperial silver)</td>
</tr>
</tbody>
</table>
Waiting from your kind reply

Thanks and best regards

XXXXXXXXXXXXXXXXXXXXX
SAMHA HOME APPLIANCE
Chef de département Achats séries
MOB : + 00000000000000000000
E-mail : sXXXXXXXXXXXXXXXXXX@cevital.com

Email 02

Dear Mister VVVVVVVVVVVVVV

Hope you are fine and all is going well with you.

I really appreciate your company profile and your quick reply.

In fact we use same requirement with Suzhou Samsung with follow size 0,8*828*1636, and even we got Samsung approval our internal policy need to make Samha approval which based on trial test.

To proceed we will require you 50 sheets for each colors (code) before starting business and normal orders.

Waiting to receive your best quote, I kindly ask you to inform as if you have any idea regarding Algerian import regulation!?
Usually our payment terms it’s LC at sight with whole supplier for normal orders, in case of sampling we use CAD (cash against documents).

Looking to hear from you very soon.

Please advise and feel free to call me back for any further clarification.

Best regards

Sidali Mouchache

XXXXXXXXXXXXXXXXXXX

SAMHA HOME APPLIANCE

Chef de départment Achats séries

MOB : + 00000000000000000000

E-mail : sXXXXXXXXXXXXXXXXXXXXXX @cevital.com

Email03

发件人：XXXXXXXXXXXXXXXXXXX
发送日期：2013年05月15日 00:56
收件人：BBBBBBBBBBBBBBBBBBBBB

抄送人：VVVVVVVVVVVVVVVVVVVV
主题：RE: 回复：RE: 回复：转发：转发：转发：转发：RFQ--&gt; Steel for W/M

Dear Mister BBBBFBFBFBFBFBFB

Hope you are fine

Farther to our conversation today please confirm us the our size 0.8*828*1636

Regarding payment term for normal order’s it will be LC at sight

and in this case you will send us a proforma invoice to our address which must contain the information below:
✓ Your company information (Name address)
✓ Your bank information (name, Address, account number, swift code)
✓ Payment term (LC in case of normal order and CAD in case of Sampling
✓ The origin of good
✓ The port of loading and discharge (Bejaia port)
✓ Delivery time (ETD)

Our address

SAMHA HOME APPLIANCE SPA ; ILOT D N° 06 GARIDI II KOUBA ALGIERS ALGERIA

.The requested document to be sent to our bank and by DHL usually are:

✓ Proforma invoice
✓ Commercial invoice
✓ B/L of loading
✓ Certificate of origin
✓ Certificate of conformity

.NB: The documentary issue will be locked by the SWIFT of opening of letter credit of credit

Waiting from your feedback and to receive the air freight to decide how to arrange the samples.

Please feel free to call me back for any further information

Thanks in advance and best regards

XXXXXXXXXXXXXXXXXXXXXXXX

Email 04
Dear Mister BBBBBBBBBBBB

Thank you so much for your quick reply

I’ll send you a draft of document model very soon.

Hope you will have a good business trip, and I’m waiting from your feedback at your come back.

Thanks & best regards

Email 05

Dear Mister CCCCCCCCCCCC

Regarding airlines contract we don’t have anyone for the moment, so I’m waiting from your quote from your forwarder.

Enclosed another model of proforma invoice for your reference.

Regarding technical data, thank you so much for the mill’s, and could you please send me again the data of painting and colors.

Looking to hear from you very soon.

Please feel free to call me back for any further information.

Thanks in advance and best regards

XXXXXXXXXXXXXXXXXXXXX
Email 06

发件人：XXXXXXXXXXXXXXXXXX

发送日期：2013年05月29日 18:22
收件人：DDDDDDDDDDDD

RE: 回复：RE: 回复：RFQ---> Steel for W/M

Dear Mister FFFFFFFFF

Hope you are doing well;

Kindly ask you to send me the attached file color and painting on PDF extension (I can’t open them)

Thanks in advance and best regards

XXXXXXXXXXXXXXXXXX

Email 07

发件人：XXXXXXXXXXXXXXXXXX

发送日期：2013年06月03日 23:38
收件人：BBBBBBBBBBBBB

RE: 回复：RE: 回复：RE: 回复：RE: 回复：RFQ---> Steel for W/M

Dear Mister GGGGGGGGGGGGGGGGGG

Hope you are doing well

Kindly proceed to send us the sample by LCL.

Waiting to receive your PI to be checked and for confirmation

.

Thanks in advance and best regards

XXXXXXXXXXXXXXXXXX

Email 08
Dear Mister BBBBBBBBBBBBBBBBBB

Hope you are doing well, and sorry for my late reply

the proforma invoice should be sent to our company address and information below

SAMHA HOME APPLIANCE SPA

ILOT D N° 06 GARIDI II KOUBA ALGER ALGERIE.

In this proforma you have mention the information’s below:

• Your company information (seller)
• Your bank information (name, address, account number, code swift)
• Designation of good
• Payment term (CAD at sight)
• Origin of good
• Port of loading
• Delivery term (CFR Algiers port)
• ETD (estimated time of delivery)

Please refer to the attached file, you can follow also the PDF file changing the main information mentioned above highlighted on yellow color

And please feel free to call me back for any further information

Thanks and best regards

XXXXXXXXXXXXXXXXXXXXX
Email 09

发件人：XXXXXXXXXXXXXXXXXXX
发送日期：2013年06月10日 05:11
收件人：BBBBBBBBBBBBBBBBBBBB
主题：RE: 回复：RE:
转发：回复：RE: 回复：RE: 回复：RE: 回复：RE: 回复：RFQ--> Steel for W/M

Dear Mister BBBBBBBBBBBBBB

The final destination will be Algiers port.

Thanks and best regards

XXXXXXXXXXXXXXXXXXX

Email 10

发件人：XXXXXXXXXXXXXXXXXXX
发送日期：2013年06月24日 07:48
收件人：BBBBBBBBBBBBBBBBBB

主题：RE: 回复：RE: 回复：RE: 回复：RE: 回复：RFQ--> Steel for W/M

Dear Mister BBBBBBBBBBBBBBB

Hope you are fine and all is going well.

This is **my confirmation to the documents.**

The requested documents number:

- Proforma invoice: (01) original
- Commercial invoice: (04) originals
- BL: 03 original
- Certificate of origin: (01) original + (02) copies
- Packing list / weight note: (03) originals
- Certificate of conformity issued by your company: (03) originals
And as the payment term was CAD (cash against documents, all documents should be sent through Bank cable (Supplier’s Bank to Buyer’s Bank),

Before sending the originals, and once all document are ready it’s better to check by email to prevent mistakes.

Our bank information’s:

ARAB BANKING CORPORATION-ALGERIA

ADRESS: 54, Avenue Trois Frères BOUADOU, Bir Mourad RAIS ALGER

Account N°: 0000000000000000000000

Swift code: ABCODZAL

Looking forward from your reply

Best regards

Thanks in advance

Best regards

Email 11

发件人：XXXXXXXXXXXXXXXXXX

发送日期：2013年07月01日 17:49

收件人：BBBBBBBBBBBBBBB

主题：RE: 回复：RE: 回复：回复：RE: 回复：RE: 回复：RFQ--> Steel for W/M

Dear mister BBBB BB BBBBBBBBBB

Hope you are fine

Below my request to be revise then you can send the document

In the commercial invoice you have to change the right number of proforma invoice in the mention as per proforma invoice N°:
You have made: As per proforma invoice N° PI_SMH 001 DD 20120401 to be changed to: As per proforma invoice N° LIBA 20130604

The set of documents to be sent directly to our bank indicated below.

Thanks in advance and best regards

XXXXXXXXXXXXXXXX

Email 12

De : XXXXXXXXXXXXXXX
Envoyé : jeudi 1 août 2013 16:24
À : BBBBBBBBBBB

Objet : RE: 回复： 回复： 回复： RE: 回复：RFQ--> Steel for W/M

Dear ;

Hope you are fine and all is going well.

Please follow my recommendation:

- Check if the mistake already done or figured on your Dispatch note (transmission slip), if the case you have to change both to corrected account (Transmission slip & commercial invoice), then to be send again through your bank to our bank

Otherwise if your transmission slip take the right account number, you have to change only the commercial invoice and you send them through your bank to our bank.

Looking forward to hear from soon

Please feel free to call me back for any further information

Best regards

XXXXXXXXXXXXXXXX
Email 13

Dear Mr. VVVVVVVVVVV

Let me introduce myself, I’m Mister XXXXXXXXXX Steel commodity purchaser to SAMHA Home Appliance instead of Mr. HHHHHHHHHHHHwho is on vacation.

SAMHA Home Appliance is a subsidiary of JJJJJJJJJJJfirst private group in Algeria, and we are also partner with Samsung electronics.

Within the framework of an international consultation, and as we prepare the season of year 2013 we are looking for our next partners,

if this proposition interests you, kindly send us your best offer products and quotation for below items, and please note all products should be approved by Samsung.

<table>
<thead>
<tr>
<th>Product</th>
<th>Spec</th>
<th>Forecast for 2013 per Ton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steel pipe</td>
<td>NSG OD4.2*T0.5</td>
<td>70</td>
</tr>
<tr>
<td>Steel pipe</td>
<td>HD OD4.2*T0.5</td>
<td>220</td>
</tr>
<tr>
<td>Copper tube</td>
<td>IGT IGT 7* 0.28</td>
<td>320</td>
</tr>
<tr>
<td>Al Foil</td>
<td>Hydrophilic &amp; antibiosis</td>
<td>304</td>
</tr>
<tr>
<td></td>
<td>(0.092*622mm)</td>
<td></td>
</tr>
</tbody>
</table>

We wish to establish relations with our suppliers based, on confident and effective technical and commercial collaboration, while taking into account realities of the market.
Please find as an attachment a data sheets explaining you all details about our product.

We ask you to believe Sirs, in the insurance of our distinguished feelings

XXXXXXXXXXXXXXXXXX

SAMHA HOME APPLIANCE

Chef de département Achats séries

MOB : + 00000000000000000000

E-mail : sXXXXXXXXXXXXXXXXXX@cevital.com

Email 14

De : XXXXXXXXXX
Envoyé : samedi 10 novembre 2012 19:54
À : BBBBBB
Cc FFFFFFFFFFFFFF

Objet : RE: Quotation------ (steel pipe, copper tube, AL Foil)

Dear MrBBBBBBBBBB

Thank you so much for your Al foil offer, and I’m sorry for my late reply.

Frankly speaking, currently I purchase better! then I see no value to change my current Supplier, however thank you for doing more efforts in order to provide me a more competitive offer.

Since these suppliers are already validated by Samsung, and as your evidence go back away , I would like to know if they still supply Samsung? Please confirm.

Also I request you kindly to send me the technical data sheets of these products.

A waiting from your feedback and comments

Best regards

XXXXXXXXXXXXXXX
Email 15

De : XXXXXXXXXX
Envoyé : mardi 2 avril 2013 12:39
À : BBBBBBBBBBB
Cc : GGGGGGGGGGGG
Objet : RE: Quotation----- (steel pipe, copper tube, AL Foil)

Dear BBBBBB Hope you are doing well

Regarding Al foil and copper tube suppliers below I’m in touch with Samsung for their approval and in order to do this

I kindly request you to send me the data sheet of product for each company.

<table>
<thead>
<tr>
<th>Item</th>
<th>Supplier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hydrophilic (0.092*622mm)</td>
<td>Jiangsu Alcha Aluminum Co., LTD.</td>
</tr>
<tr>
<td>Antibioisis (0.092*622mm)</td>
<td>Jiangsu Alcha Aluminum Co., LTD</td>
</tr>
<tr>
<td>hydrophilic (0.092*622mm)</td>
<td>Ningbo Ruiyin Electric&amp;Technology Co., Ltd</td>
</tr>
<tr>
<td>antibioisis (0.092*622mm)</td>
<td>Ningbo Ruiyin Electric&amp;Technology Co., Ltd</td>
</tr>
<tr>
<td>CU pipe 7*0,28</td>
<td>Golden Dragon</td>
</tr>
</tbody>
</table>

Awaiting from your feedback.

Best regards

Email 16

De : XXXXXXXXXX
Envoyé : dimanche 5 mai 2013 16:56
À : BBBBBBBBBBBBBBB
Cc : FFFFFFFFFFFFFFFFFFFFF

Dear Mister BBBBBBBBBBBB
Hope you are doing well.

Regarding PCM W/M steel sheet we will make the test and SAMHA approval soon, and to do we need 50 sheet for both colors DA White and Aegis silver.

<table>
<thead>
<tr>
<th>Supplier</th>
<th>DC01-00045A (DA white)</th>
<th>DC01-00045B (Imperial Silver)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAIER (Qingdao)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

And before realizing the test we need the technical data and mill certificate.

Thanks in advance & best regards

Email 17

Dear BBBB BBB BBB BBB BBB BBB

Thank you so much for your mail.

For your reference may current price for W/M steel sheet is 9,82 USD/Sheet.

A waiting from your comments and advice

Best regards
Email 18

发件人：XXXXXXXXXXX
发送时间：2013-05-09 22:47:38
收件人：BBBBBBBBBBBBBB
抄送：FFFFFFFFFFFFFFFFFFFFF
主题：RE: RE: RE: RE: Remind 1:(copper tube, AL Foil) Data sheet

DearBBBBBBBBBBBBBB;

Thank you so much for your email.

Please, Haier should understand that we will starting the business with them and we will give them a part of our procurement against a competitive prices.

The both companies will benefit on doing test,

so ask Haier to arrange us this sheet free of charge.

Waiting from your feedback

Best regards

XXXXXXXXXXXXXXXX

Email 19

发件人：XXXXXXXXXXX
发送时间：2013-06-03 23:12:42
收件人：BBBBBBBBBBBBBB
抄送：CCCCCCCCCCCCCCCCC
主题：RE: WM 50 Sheet procurement

Dear MisterBBBBBBBBBB;

As the delivery will be CFR LCL Algiers port, it’s helpful to dispach the price (product and fret).
Looking to hear from you soon

Best regards

XXXXXXXXXXXXXXXXXXXXX

De : XXXXXXXXXXX
Envoyé : jeudi 6 juin 2013 09:02
À : BBBBBBBBBBBBBBBBBBBBB
Objet : RE: Re: RE: RE: WM 50 Sheet procurement

DearBBBBBBBBBB;

Enclosed my confirmation ;

please arrange the sample ASAP.

Thanks in advance

Best regards

XXXXXXXXXXXXXXXXXXXXX
Summary

This study works on diagnosing problems the purchasers in SAMHA-SAMSUNG at the activity zone –of Sétif suffer from when they write Business Negotiation Emails. It also, reports on results of investigating the rhetorical structure of those emails. We have used two research instruments; a questionnaire to diagnose the problems, and develop knowledge about the seven engineers’ awareness of Business Negotiation Emails move structure. Emails analysis, on the other hand, aims at developing scrutiny of 20 electronic letters rhetorical structure. After Analysis, it was found that the purchasers suffer from problems in terms of grammar, vocabulary, and ideas organization. They also, do not follow a consistent plan of moves and steps when they write emails.