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Business Emails Communication in a Multilingual Company: A Discourse Analysis Study

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Dedication

I lovingly dedicate this work to my family , and especially to my loving and encouraging Mother who always supported me , whatever path I took .

I am particularly grateful to my mentors and friends Pr. Kaid , Dr.Yahiaoui , Mrs Sedda Nesrine , Mrs Belalia Zahira for being here to inspire me , help me and share with me .

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Abstract

Effective communication has always been one of the biggest challenges in business . This has become even more crucial in today's electronic world , where electronic mail has become a powerful and dominant communication tool over the past two decades .

The goal in undertaking our research was to scrutinize the use of the English language by non-native speakers of English in a business context . This simple work is divided into four chapters as follow :

First , chapter one is concerned with the importance of the English language as a means of communication over the world . Chapter two provides an overview of Computer Mediated Communication and Computer Mediated Discourse and their importance in business emails . Chapter three is devoted to email communication in Business English and research methodology . Chapter four it represents the analysis and the interpretation of the data discussed in chapter three , this chapter also deals with recommendations and suggestions in order to achieve an effective business email communication .

Key words: Computer Mediated Communication , ESP, BE, Emails , Computer Mediated Discourse

Résumé

Une communication efficace a toujours été l'un des plus grands défis en affaires. Cela est devenu encore plus crucial dans le monde électronique d'aujourd'hui, où le courrier électronique est devenu un outil de communication puissant et dominant au cours des deux dernières décennies.

L'objectif de notre recherche était d'examiner l'utilisation de l'anglais dans un contexte commercial en tant que moyen de communication . Ce travail simple est divisé en quatre chapitres comme suit:

Premièrement, le premier chapitre s'intéresse à l'importance de la langue anglaise comme moyen de communication dans le monde. Le chapitre deux donne un aperçu de la communication assistée par ordinateur et du discours médiatisé par ordinateur et de leur importance dans les e-mails professionnels. Le troisième chapitre est consacré à la communication par courrier électronique en anglais des affaires et à la méthodologie de recherche. Le chapitre quatre, il représente l'analyse et l'interprétation des données discutées dans le chapitre trois, ce chapitre traite également des recommandations et des suggestions afin de parvenir à une communication efficace par courrier électronique d'entreprise.

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List of Abbreviation

AI : Artificial Intelligence

AI-MC : Artificial Intelligence Mediated Communicated

BBC : British Broadcasting Corporation

BBS : Bulletin Boards

CMC : Computer Mediated Communication

CMD : Computer Mediated Discourse

DA : Discourse Analysis

EAOP : English for Academic and Occupational Purposes

EAP : English for Academic Purposes

EFL : English as a Foreign Language

EGAP : English for General Academic Purposes

EGP : English for General Purposes

E-Mail : Electronic Mail

EIl : English as an International Language

ELF : English as a Lingua Franca

ELP : English for Legal Purposes

ELT : English Language Teaching

EMP : English for Medical Purposes

EOP : English for Occupational Purposes

ESAP : English for Specific and Academic Purposes

ESCP : English for Socio Cultural Purposes

ESL : English as a Second Language

ESP : English for Specific Purposes

EST : English for Science and Technology

EVP : English for Vocational Purposes

List of Abbreviation

IM : Instant Messaging

IRC : Internet Relay Chat

IT : Information Technology

LANs : Local Area Networks

LF : Lingua Franca

NBC : National Broadcasting Company

NNTP : Network News Transfer Protocol

OPEC : The Organization of the Petroleum Exporting Countries

RA : Record Analysis

SMS : Short Message Service

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General Introduction

Many scholars have expressed concern about the use of English language as a global language and its use in the business emails communication in a multilingual company .This present study shares much of this interest and aim to examine creative use of the language. The extraordinary spread of the English language across the world in recent times has ushered the language into a new era of linguistic use, popularity, and dominance. It can be said that due to the advancement of communication technologies on a global scale, professional work increasingly requires people to lead a "connected life" or "a life on the move" through different forms of Communication.

Communications related to technology, such as face -to-face conversation, telecommunications, internet chat, asynchronous email communication, document and contact sharing. Among these, asynchronous email has gradually become a powerful and dominant communication tool over the past two decades. It is the attention of this present study to show In global email communications, among many other languages, English as a Lingua Franca (ELF) is the dominant common language for email between speakers of different linguistic and cultural backgrounds, regardless of their Native background and (non-English speakers {NSE}).Now, English is established as the largest and most used language in the world, and it is a Lingua Franca for corporate communication between employees of companies who speak different indigenous languages. When ELF is used in business by the business community, it is considered as " English as a common working language" or " Business English as a Lingua. In everyday life, people spend more time communicating than doing anything else, and most people spend talking and listening as their primary means of communication, however, people also communicate in different ways, through, reading, writing, gestures and drawing. All of these activities are forms of communication. Today, English is a specific language, meaning functionally and structurally is very different from other languages of the world. Functionally speaking, English has clearly spread among the recognized non-native speakers, as a significant number of countries in Asia, Africa, the Pacific and others designate it as their official business communication language. Due to this situation, millions of students are learning English for wider communication. Structurally, as the spread of the English language progresses, the English language is called upon to reflect a variety of disparate cultures. It is important to note that non-native speakers take advantage of

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this additional language and explore new dimensions of the use of the English language. The priority of the English language on the world stage is attributed to the fact that it is the language in which international trade and diplomacy takes place. This study shows the multifaceted role which enables the English language to transcend cultural, social and economic barriers as a vehicle through which achievements and innovations in commerce and technology are highlighted as a binding dominant language, a common language, for the international trade in the world. In this context, Business English has been called Lingua Franca (BELF). The ability to communicate effectively in BELF has become an important asset and resource for competitive advantage in a constantly changing and growing international business environment.

Today, sending business emails is a widespread practice since it is impossible to imagine a worldwide business process; business email lets you contact all company's partners who live in every time zone.

People all over the world are different, in cultural and languages background, but still, there are some rules to follow if you want to be professional. So emails are sent and received almost instantaneously, whether the recipient is few door down or thousand miles away. Because of this, using email streamlines both internal and external communication, making it faster and easier to relay or scatter the important information. ?

The main aim of this study is to examine the use of English language by non-native speakers in a business context more specifically workers of Maersk line as a tool of communication the study provides information about whether the use of English is part of the respondents' daily activity . The study belongs to the field of business communication research which is also a source of motivation because I joined between two main criteria which are business communication as in emails and the use of ESP as a huge source of indefinite knowledge. Moreover, the employees of this company have different degrees and different backgrounds vis-à-vis the English language These led to the following hypothesis :

What is business English E-mail communication in a multinational company?

Email is broadly used as a form of business communication; were quire the English language for some other purposes such as contacting people in other countries using the internet, either

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through spoken or written language. We cannot deny that the English language is essential for most types of business, and overall is it effective even if the users are not native speakers?

Are the respondents aware that they are using a specific type of English in their workplace?

In which type of communication (written or oral) do they use the specific type of English?

Should email be restricted to academic English without the use of acronyms , contractions, and abbreviations ?

This dissertation comprises a general introduction, a general conclusion and four chapters; each chapter contains an introduction and a conclusion .Chapter one describes the English language as an international language and its importance as a means of communication over the world, status of English as a lingua franca.

In addition, this chapter includes the definition of English for Specific Purposes, its development through time and its characteristics in order to have an idea of what is English for specific Purposes and how it is distinguished from English for General Purposes.

In chapter two, the essence of communication is the exchange of information. In the contemporary era, means of communication have different forms and situations, especially the network medium. Introduction to the computer mediated communication (CMC) and Computer Mediated Discourse (CMD) also their importance in the email business communication in many ways passing by some important definitions ;also Asynchronous CM and Synchronous CMC and their role in CMC ,and what are the benefits in the CMC English learning . The wide range of speech activity that occurs in the CMD and the range of human experiences it elicits invites multiple analytical approaches, including methods drawn from different academic disciplines as well as different subfields as a discourse analysis.

Chapter Three is devoted to an overview of email communication in Business English and research methodology ,talking about the relationship between language and Business English communication by defining the communication process and its different types in addition to

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its components , also ,the required points for an effective communication in a business environment .Firstly, talk about the methodology of the data obtained from the questionnaire survey. Secondly, we look at the use of the copy field in email messages between members of a distributed workgroup. We question the situations in which transcription takes place with external actors, how the transcribed recipients are integrated into the message and what types of communication functions the practice of transcription serves also of the impact of business email on a multilingual company.

Chapter four is an attempt to analyze and interpret the data collected that I discussed in chapter three. In other words the data gathered from my observations, then from the survey from the questionnaire and from the analysis of the e-mails collected from the participants, through their information background as well as their workplace environment. The respondents were asked about if they had any English language training in their actual workplace and they were asked also about their wants and needs; if needs in English language learning is and this may help them to be more efficient in their workplace .This chapter also deals with recommendations and suggestions showing that email is an effective tool ,therefore, it is widely used. Besides , because it is efficient and easy to use ,because of its availability and low cost . Generally, it is not difficult to learn the process of using an e-mail process.

In the last few years, most e-mail messages were written in English, despite most of the Algerian employees are French language users. Besides, there are a number of foreigners working in our country and doing business with us. Thus , the English language is the medium language to communicate with them .We can say that the English status is shown in the work field.

The practice of English is important for people in countries like Algeria , where people usually use either Arabic or French language in their daily life, especially in education and business, this can be a linguistic barrier to the Algerian's weak use of English language which is the problematic of our future research.

As mentioned above , one of the most widely used internet activities is the electronic mail , which is now dominating day–to-day communication in business organizations. Moreover, most electronic mail users use it to send and receive point-to-point messages , or to distribute

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electronic newsletters or notices .That is why we can say that the electronic mail is a basic way of communication through the internet ,people are more accustomed to and use to communicate with others both within and outside of organizations.

1.1 Introduction :

The extraordinary spread of the English language across the world in recent times has ushered the language into a new era of linguistic use, popularity, and dominance. This unique phenomenon of global scope has led to the development of the English as an International Language (EIL) paradigm that aims to capture the emerging sociolinguistic realities of English language communication and learning. However, the process of theorizing EIL in the wake of new positioning of English globally has posed many challenges to this line of reasoning as each host region, culture, and business context for the English language has its own sociopolitical peculiarities. For instance, English as a lingua franca, as a medium of international trade has power, linguistic, and ideological manifestations.

1.2 English and Globalisation

EIL paradigm is indeed very much related to globalization. In itself, the term globalization has been variously interpreted by different scholars. One of these scholars is Guillen[1], who suggested that *globalization* leads to

"Greater interdependence and mutual awareness (reflexivity) among economic, political, and social units in the world, and among actors in general" (2001, p. 236).

A year after Guillen's idea above was released, Arnett[2] provided a definition of globalisation as

"a process by which cultures influence one another and become more alike" (2002, p. 774). Regardless of the different definitions given by different scholars, mutual awarenessseems to always appear in almost all definitions of terms related to globalisation. Guillén, for instance, defines globality as

"a network of relationships that creates mutual awareness" (Guillén, 2001, p. 244).

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[1]*Guillén,Perception of English2002 (236-244)*
https://books.google.dz/books?id=tfWmBgAAQBAJ&pg=PA25&lpg=PA25&dq=(Guill%C3%A9n,+2001,+p.+244).&source=bl&ots=bZ1LX7aJUM&sig=ACfU3U3ftBUd4kYMB9p277k_Z5VcayZqzQ&hl=fr&sa=X&ved=2ahUKEwjv4pra7_bnAhUZ4OAKHSg7Cr4Q6AEwC3oECAYQAQ#v=onepage&q=(Guill%C3%A9n%2C%202001%2C%20p.%20244).&f=false
[2]Arnett 2002-774 First Language Use in Second and Foreign Language Learning
otshttps://books.google.dz/books?id=r07inskmZU8C&pg=PA5&lpg=PA5&dq=turnbull+%26+arnett+2002&source=bl&=_aI5dK1l8i&sig=ACfU3U3cLdUEx5_0jf4dE18kz7CrRcpVvA&hl=fr&sa=X&ved=2ahUKEwiiyJGqoffnAhXZDWMBHU7oCDwQ6AEwA3oECAUQAQ#v=onepage&q=turnbull%20%26%20arnett%202002&f=false

The different definitions of globalisation are results of three different ways in viewing the global situation the *"hyperglobalist hypothesis"*, *"sceptical hypothesis"*, and *"transformationalist perspective"* (Dewey & Jenkins[3], 2010, p. 79).

> ➢ The "hyperglobalist hypothesis" view suggests that the concept of nation state no longer exists as nations have become borderless.
> ➢ The second view, that is the "sceptical hypothesis", holds the belief that globalisation is simply one of many common phenomena in historical movements.
> ➢ Meanwhile, the "transformationalist perspective" views globalisation as the driving force of the current social, political and economic changes.

A sharp contrast is found between the "hyperglobalist hypothesis" and the "transformationalist perspective. The "hyperglobalist hypothesis believes that globalisation leads to a more homogeneous world, whereas the "transformationalist perspective" believes that globalisation results in greater diversities.

Clearly, there has been a continuum of different interpretations ofglobalisation. The undeniable fact is, however, that globalization has a strong impact on English. The impact is closely related to the role of English in the delivery of information across countries (Guillén, 2001, p. 252). In other words, it relies on the fact that "English functions as a global lingua franca" (Seidlhofer[4], 2005, p. 339)

1.3 The Status of English As Global Language

1.3.1 The world Distribution of Native and Spoken Language

We could start with approximate figures for native and English speakers and other major world languages. Table 1.1 provides these figures for the 12 most important languages out of the total speakers. Turkish / Azerbaijani / Turkmen, Italian, and Dutch / Afrikaans have been added to these twelve languages. The table 1.1 is based on Wiley World Economy Journal[5]

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[3]**Dewey & Jenkins[3], 2010, p. 79).** World Englishes : a cognitive sociolinguistic approachhttps://www.researchgate.net/publication/316181237_World_Englishes_a_cognitive_sociolinguistic_approach

[4]Seidlhofer[4], 2005, p. 339) Awareness in Action: The Role of Consciousness in Language Acquisition**https://books.google.dz/books?id=79W4BAAAQBAJ&pg=PA255&lpg=PA255&dq=Seidlhofer+,+2005,+p.+339)&source=bl&ots=p_QBTYqpoR&sig=ACfU3U2nPOvxZIVWkrSPk4dPrbOCQK3H2w&hl=fr&sa=X&ved=2ahUKEwj1xZHupPfnAhXaAGMBHdQtD3AQ6AEwAXoECAgQAQ#v=onepage&q=Seidlhofer%20%2C%202005%2C%20p.%20339)&f=false**

[5]https://onlinelibrary.wiley.com/page/journal/14679701/homepage/forauthors.html

Language	Ethnologue Native speaker	Ethnologue Total Speaker	MT Native speaker	MT Total speakers
Chinese	1.197	>1.97	1.161	1.161
English	355	>765	357	1.123
Spanish	406	466	401	479
Hindi /Urdu	324	<387	……	…….
Arabic	206	246	244	272
Russian	162	246	184	267
French	68	188	69	260
Bengali	193	250	……	…….
Portuguese	202	217	209	222
German	84	112	89	168
Malay	23	>163	22	158
Japanese	122	123	126	126
Turkish /Azarbijani/ Turkmen	83	83	91	102
Italian	61	61	64	77
Dutch / Afrikaas	28	28	22	37

Table 1.1 Worldwide Speakers (million) [6]

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[6]Notes:aChinese and Arabic are "macrolanguages"inEthnologue"s terms, ones that group together native speakers of distinct andoften mutually unintelligible dialects. These are single languages only on the basis of custom and the tendency of native speakers toidentify themselves with the general label (Mandarin serving as the main reference point for Chinese, standard Arabic for Arabic).The 1,197 figure for Chinese combines Mandarin (population 847.8), Gan Chinese, Hakko, Huizhou,

The number of Chinese speakers is much more than any other language. However, according to Table 1.1 English is neck and neck with the Chinese as the global leader in the total number of speakers. All other languages are lagging behind. In fact, it would be easy to come up with numbers for English speakers that far exceed those for Chinese by extrapolating on the basis of class attendance and / or comprehension ability. For these reasons, 300 million English speakers could easily be added to India and China alone (see, for example, Kachru, 2010; and for India, see also Crystal, 2003).[7]

Importantly, English surpasses all other languages as a language learned by non-native speakers, and it is the only language well represented on all five continents. In terms of geographical dispersion, only French is close to English everywhere but still far from it.

1.3.2 Waves of Globalization

Although, historically, various languages have served as lingua francas too, the current role of English in the world is unprecedented, both terms of its geographic distribution and the range of its users.

"English has dramatically changed the socio-political landscape in many parts of the world, with English predominating in important societal domains, particularly those bearing supra-regional and transnational relevance". (Gnutzmann 2011: 517)[8].

English language developments is beyond linguistics,its also provide a suitable background for this broad and functional group of the English language. Since the beginning of the modern era, the history of the English language has been closely linked with globalization, provided it is visualized.

"the spatio-temporal processes of change which underpin a transformation in the organisation of human affairs by linking together and expanding human activities across regions and continents" (Poppi and Cheng 2014a: ix[9]).

Jinyu, Min Bei, Min Dong,Min Nan, Min Zhong, Pu-Xian, Wu (Shanghainese, 77.2), Xiang and Yue (Cantonese, 62.2). While Ethnologue cites a figure of178 million L2 speakers for Mandarin, the vast majority of these are native speakers of a separate Chinese dialect and I have noway of knowing how many are so rather than native speakers of a foreign language (although I believe the number is small). Thisexplains the inscription >1,197 in column (2). As regards Arabic, Ethnologue draws upon Wiesenfeld (1999), a world almanac.bThe ">"inscriptions in column (2) call for explanation. As regards the >387 for Hindi/Urdu, Ethnologue cites a precise figure of120 million for L2 speakers of Hindi, but this figure includes an uncertain number of the 57 million Urdu speakers. That is why Ihave added a total of 63 million (120 minus 57) to 324 million in this column, and the 387 figure therefore yields a minimum. Asconcerns the other five ">"signs, Ethnologue explicitly says "over 430 million"for L2 for English, "over 140 million"forMalay(cited under languages of Indonesia rather than Malaysia), and does not provide any L2 figures for Turkish/Azerbaijani/Turkmen,Italian and Dutch/Afrikaans.

[7]Kachru, B. (2010). Asian Englishes: Beyond the canon. Hong Kong: Hong Kong University Press.
Crystal, D. (2003). English as a global language, 2nd ed. Cambridge, UK: Cambridge University Press
[8]Gnutzmann, Claus. 2011. Language for specific purposes vs. general language. In Karlfried Knapp, Barbara Seidlhofer& Henry G. Widdowson (eds.), Handbook of foreign language communication and learning, 517–544. Berlin & New York: de Gruyter Mouton.

The first runs from 1492 to 1800, the second cover that from 1800 to 2000, and the current wave is a continuous process (but see Held, McGrew, and Goldblatt 1999 for a different triple classification)[10].

It was during the second wave of globalization, fueled by the onset of the Industrial Revolution, that the English language became increasingly associated with the facilitation of communications regarding the exchange of goods.

To this day, economic globalisation has been the major driver of the internationalisation of English, implying that as stated by " (Brinkman and Brinkman 2002: 732)[11].

in this context, international trade as an agency of this dynamic serves as an „umbilical cord of culture diffusion"" (Brinkman and Brinkman 2002: 732).

Assuredly, the concept of "*culture diffusion*" is reminiscent of a hyperglobalist point of view on globalisation, ascribing homogenising forces to the spread of *"Western capitalistmarket-type business practices*"stated by (Alexander 1999b: 1470)[12]

…" The concept of multi-national corporations as powerful as governance institutions..".

In addition ,the impact of e-technologies, increasedthe volume of international trade or the global integration of markets based on (Du-Babcock 2014: 68)[13].

Another important aspect for the international use of English is its endorsement of as a working language and language of publication by globally operating enterprises and by international organisations, such as aid agencies, the World Bank or the OECD[14].

As Alexander (1999b: 1470) notes

"acentral feature of the overall internationalisation process sees business people becoming „facilitators of exchange" of goods, services, capital and more obviously today „information"".

Consequently,

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[9]Poppi, Franca & Winnie Cheng.2014a. Introduction. In Franca Poppi& Winnie Cheng (eds.), The three waves of globalization: Winds of change in professional, institutional and academic genres, ix–xix. Newcastle: Cambridge Scholars Publisher.

[10]Held, David, Anthony McGrew & David Goldblatt. 1999. Global transformations: Politics, economics and culture. Oxford: Polity Press.

[11]Brinkman, Richard L. & June E. Brinkman. 2002. Corporate power and the globalization process. International Journal of Social Economics 29(9).730–752.

[12] Alexander, Richard J. 1999b. The recent English-language register of economics and its present importance for world commerce and trade in the late 20th century. In Lothar Hoffmann, HartwigKalverkämper& Herbert E. Wiegand (eds.), Fachsprachen / Languages for Special Purposes (Handbooks of Linguistics and Communication Science 14/2), 1466–1472. Berlin: de Gruyter.

[13]Du-Babcock, Bertha. 2014. Business communication: A revisiting of theory, research and teaching. In Vijay K. Bhatia & Stephen Bremner (eds.), The Routledge handbook of language and professional communication (Routledge handbooks), 68–84.

[14]OECD_Organisation for Economic Cooperation and Development .

"English is an intrinsic part of communication in multinational settings and a fact of life for many business people" (Nickerson 2005: 367–368[15]).

It is also the individual who started working as a global actor in collaboration through a multimedia communication network. The current wave has spawned global societies more interconnected than ever before, with information sharing and knowledge transfer becoming major activities helping to create new social and business practices and reshape those that already exist.

1.4 English as an International Language

The British colonization is one of the various reasons that helped the spread of the English language around the world ,and was imposed on the non-native English speakers of these colonies through several fact .

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

In 1999, Graddol[16] (1999:57) predicted that in the future English will be a language used mainly in multilingual contexts as a second language and for communication between non-native speakers. This prediction seems to have come true now, as English is used most often as a contact language by speakers of other languages in various contexts. Also, our society is becoming a 24-hour society that increasingly challenges its members on all levels.

Information density grows and people need tools to be able to communicate and interact faster and faster, at the same time they need to learn to accommodate to other cultures. Global English enables us to communicate freely with each other and thus satisfy our needs.

In the 1980"s ,Kachru[17] (1985) launched a useful description of the spread of English by dividing the English speaking community in three concentric circles : the inner circle, the

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[15] Nickerson, Catherine. 2005. English as a lingua franca in international business contexts. English for Specific Purposes 24(4).367–380.
[16] Graddol (1999:57)htttps://books.google.dz/books?id=q2cmt7kBnQkC&pg=PA83&lpg=PA83&dq=Graddol+(1999:57&source=bl&ots=3gwx-BSHS&sig=ACfU3U1hljYKWh5OnpTElkvJ0loZCZ_a2A&hl=fr&sa=X&ved=2ahUKEwi33ZKy6vjuAhXhz4UKHV_AAL0Q6AEwAXoECAIQAw#v=onepage&q=Graddol%20(1999%3A57&f=false
[17] Braj B. Kachru, Yamuna Kachru, and Cecil L. Nelson (eds): The Handbook of World Englishes**Blackwell Publishing Ltd, Oxford, 2006, xix + 811 pp, Hb £99.99, ISBN 978-1-4051-1185-0**

outer circle and the expanding circle (see figure 1.1 below) it has been the most influential model of the spread of English.
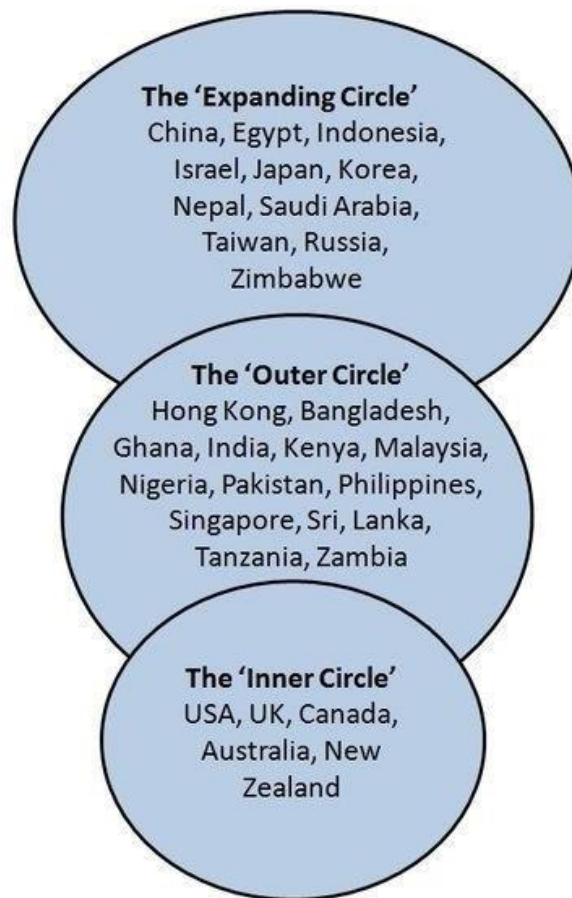
Figure 1.1 Kachru"s Three Concentric Circle of English

The inner circle includes those English-speaking countries where the language serves as a native language, for example, the United Kingdom and Australia. The outer circle refers to countries which have experienced periods of colonization by English –speaking communities and the language has thereby been institutionalized in these non-native communities. Among these: India, Nigeria and Singapore where people use English as a second language (ESL).

The expanding circle, for its part, includes countries where English is used as a foreign language (EFL) for instance in China , Israel and Finland .

However, there are some problems in Kachru"s model (figure1.1) . He points out that it is sometimes unclear whether a country has English as a second language (ESL) or English as a foreign language (EFL) , because the language policies of such countries change constantly (Kachru 1985).Today, approximately 20 countries , for example Denmark are in transition

from EFL to ESL status (Graddol[18] , 1997:11). In the second half of the twentieth century the powerful position of the U.SA in nearly all fields (political- military and economic)-and is also one of the reasons that helped the spread of the English language- out the English language as the language of communication in many organizations as : IMF(International Monetary Fund) and NATO (North Atlantic Treaty Organization) .

As Crystal reports:(crystal 1997:2)

> *"A language has traditionally become an international language for one chief reason: the power of its people especially their political and military power…."*

However, Clark[19](2001) quotes :

> *"………not only is political dominance important but economic…." (Clark 2001:2005)*

That is to say , not only the military and the political power is important but also the economic power that plays a significant role to expand this language.

The beginning of the 21st century is a time of global transition, globalization is going hand in hand with the growing use of English, it is the most widely used language all over the world , more than half of the world"s books and three quarters of international mails are in English .

Kachru and Nelson 2001 predicted that:(Kachru and Nelson 2001: 9)

> "English *will be most respectable language in the world and the most universally read and spoken in the next century, if not before the close of this one"*

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

According to Crystal[20] (1997) :

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[18]Graddol[18] , 1997:11 ENGLISH AS A GLOBAL LANGUAGE: ITS HISTORICAL PAST AND ITS FUTURE
[19] Clark (2001) nternational Conference on Cognitive Technology, **2001** - SpringerCognitive technologies, ancient and modern, are best understood (I suggest) as deep and integral parts of the problem-solving systems we identify as human intelligence.

[20]Crystal, D. (1997). English as a Global Language.Cambridge Cambridge University Press.

"English is now the dominant or official language in over 60 countries and is represented in every continent "

A recent study shows that most people agreed with the following statement :

"Children need to learn English to succeed in the world today"

Country	Agree %
• China	92
• Egypt	88
• France	90
• Germany	95
• Italy	86
• Japan	91

Table 1.2 Percentage of Residents who Mostly Agree with the Statement

(Source : Internet World Status)

Research has established that 70% of the linguistics journals in the world are published exclusively in English, 85% of the world film market is in English, 85% of the scientific articles in the world are written in English.

It has been estimated that out of 60 billion people that are alive today about 350 million speak English,as Girard[21]reports:

"The language has an international status and is widely used by people for whom it is not the mother tongue. Moreover, people who are studying English, senior and businessmen, look for the opportunity to learn it because they realize that English is a lingua franca in international relation."   (Girard, 1974)

As a result, thanks to globalization the use of English as a foreign language is worldwide and it has become a lingua franca (LF) when people from different entities had to communicate with each other so they adopted a simplified language known as English.

The latter as a matter of fact serves as:

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[21](Girard, 1974) Les langues vivantes / par Denis **Girard**-book..... vivantes / par Denis **Girard**. **1974** · Clefs pour les langues vivantes [Texte imprimé] / Jean Guénot,... **1974**.

- The working language of international organizations and conferences

- The language of scientific publication

- The language of international banking , economic affairs and trade

- The language of advertising for global brands

- The language of audio-visual cultural products

- The language of international tourism

- The language of tertiary education

- The language of international safety (eg."airspeak" , "seaspeak".)

- The language of international law

- A relay language in interpretation and translation

- The language of technology transfer

- The language of internet communication

1.5 English as a Global Lingua Franca

The term "Lingua Franca" is the language of communication among speakers of other tongues. So, English Lingua Franca has been described as " a contact language" used between persons who do not share each other"s mother tongues and who instead turn to a third language which is not the native language of either speakers (Firth[22]1996:240).

As stated by House[23] „s definition (1999) :

*" BEFL interactions occur between conversationalist of different language backgrounds, for none of whom English is the mother tongue."*House (1999: 74)

We can find evidence of the special place, which the English language has acquired among the world's languages in many other ways. It is in any case the most widespread language on the planet. Its journey around the world began in earnest in the 16th century, during the reign of Elizabeth I, but it had already taken root in Africa in the 14th century. The ensuing expansion is well described by many scholars, and there is no doubt that the economic and political power exercised by the British Empire and, subsequently, the United States were the main agents of the establishment of this power.However, we have reached a stage where other

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[22] Firth**[22]1996:240** Dealing with Communicative Problems in English as a Lingua Franca corrections of misunderstandings (Firth 1996, 240).

[23] House (1999: 74) Social science , 2012 - ElsevierAbstract Knowledge translation is underpinned by a dynamic and social knowledgeexchange process but there are few descriptions of how this unfolds in practice settings

political powers and emerging economies are gaining ground over English-speaking nations. Nevertheless, the English language shows no signs of reduction. The number of speakers is increasing, as are the fields and regions where it is used. Today it spreads under its own steam: everyone speaks English because everyone does. Twenty years ago, an important moment marked the beginning of the Internet: it connected the world in a single communication network, mainly based on English. The result has been an explosive globalization and an expansion of the use of English.All this makes English unique among languages.Kirkpatrick (2007) , on the other hand defines BEFL as :

*"A medium of communication used by people who do not speak the same first language."*Kirkpatrick[24](2007: 155)

English serves as a lingua Franca for both national and international purposes and has acquired a strong status as such all over the world.

*"It is in fact the lingua franca speakers who make upp the largest group of English speakers in the world today"*as stated by (Meierkord[25] 2000:1).

This unprecedented expansion of English poses intriguing questions to linguists: what happens to a language when it spreads around the world and comes into contact with virtually every other language in the world? We know, for example, that in times of high population mobility, languages tend to change at an accelerated speed; what happens to English in our extremely mobile world

According to (Seidhofer[26]2001:141) , English is a useful tool to be used when native languages fall short , e.g. in politics or on the internet .

The fact that speakers of English lingua franca come from various cultural and linguistic backgrounds is bound to have its effects on the language as well, in other words the non native speakers may have a strong add to the English language However, at the same time as the speaker‟s mother tongue and his / her own communicative norms of British or American English at least to a certain extent.

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[24]Kirkpatrick (2007: 155) Kirkpatrick - Journal of Educational …, 2012 Professional development programs tailored to address co-teaching performance in Arkansas provided data for 3 cohorts of middle school co-taught teams.

[25] Meierkord2000:1 https://pmb.cereq.fr/index.php?lvl=author_see&id=71866
[26]Seidhofer 2001:141 English as a Lingua Franca: Teachers' Discourses on Accent and Identityhttps://www.helsinki.fi/sites/default/files/atoms/files/progradu_silke_majanen.pdf

"English lingua franca has its own linguistic characteristics influenced partly by the linguistic norms of the individual speakers as well as the competence of each speaker in the foreign language"(Meirkord2000: 1-2)[27]

As a result, the English lingua franca communication can involve three or more cultures, i.e. the culture of the speaker, the recipient and for example, Britain requiring the speaker to handle unexpected communicative events. It has been claimed that this creates insecurity which in turn, encourages speakers to establish specific lingua rules.

English is increasingly used in predominantly transnational communication contexts as stated by (Wright 2015: 118-119)[28].Citing the concept of "*laziness* or *languaging* " Wright goes on to explain that in these instances of transnational linguistic interaction, participants rely on creative processes such as adaptation and negotiation rather than on the standards of native speakers.

She carried on by concluding that in a rapidly globalizing world, the standard linguistic ideology linking linguistic norms to the standard diversity of monolingual nation-states has far exceeded its usefulness.

This perspective is consistent with the controversy surrounding "the normative ideology of NS English [mother tongue /native speaker]" (Jenkins 2007: 32-37)[29], and with ownership and agency issues in standard setting. The debate over the ownership of the English language is certainly not new.Nor is there any discussion of agency and authority in standard setting contexts (see Haberland1989)[30]

It can be said that, such concepts of the English language are far from the division inherent in old paradigms. Moving away from the monolithic concept of the English language, as already suggested by the term Global English, its plurality is now frequently

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[27] Meirkord2000: 1-2 English as an International

Languagehttps://www.academia.edu/15793612/English_as_an_International_Language

[28] Wright, Sue. 2015. What is language? A response to Philippe van Parijs.Critical Review of International Social and Political Philosophy 18(2).113–130.
[29] Jenkins, Jennifer. 2007. English as a lingua franca: Attitude and identity (Oxford applied linguistics). Oxford: Oxford University Press.
[30]Haberland, Hartmut. 1989. Whose English, nobody's business. Journal of Pragmatics 13(6).927–938.

recognized by typographical marks, according to which "English" (Kankaanranta, Louhiala-Salminen and Karhunen 2015)[31] as a concept multiform of a virtual language.

In order to account for communication practices for these uses, the English as a Common Language (ELF) search model has been proposed as an integrative approach to complement the Kashruvian model.

The term 'lingua franca' does not refer to the symbol of‚impoverished", perfectly appropriate and improvised for lack of anything better, but rather to a dynamic, robust and versatile shared resource that enables communication across linguistic and geographic boundaries as stated by "(Seidlhofer 2009: 242)[32].

Basically, this means that the uses of ELF are not limited to reactivity in the expansion circuit; Alternatively, ELF is used for communication in all circuits. It remains to be seen how this will be reflected in the uses of the English language in business contexts.

1.5.1 Areas Where English Contribute as a Lingua Franca

There are instances when the use of interpreters and translations can pose a security risk. Control towers must be able to communicate instantly with air pilots. Modern commanders of ships at sea must be able to communicate with each other quickly. As a result, over the past decades, active steps have been taken towards a single universal language in the field of international security.

The English vocabulary called "airspeak" has been gradually endorsed by more than 180 countries on the basis of recommendations from the International Civil Aviation Organization. There is also a limited vocabulary, "speech of the sea,/seaspeak" based on the English language adopted by the International Maritime Organization.

In some other cases, many languages are not fatal but are very expensive. The organizations' meetings could be held with many international members with simultaneous interpretation or perhaps in the future via machine translation based on speech recognition. But for now, that would be too much. In many cases, the simple publication of all information

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[31]Kankaanranta, Anne, Leena Louhiala-Salminen&PäiviKarhunen. 2015. English in multinational companies: Implications for teaching "English" at an international business
[32]Seidlhofer, Barbara. 2009. Common ground and different realities: World Englishes and English as a lingua franca. World Englishes 28(2). 236–245.

produced by international organizations in the languages of the members is almost unimaginable.

Hence, roughly out of necessity, international political organizations tend to choose a limited number of official languages. According to the UN Charter, there are five: Chinese, English, French, Russian and Spanish; Arabic was added as a sixth language in 1973. The official language of the International Monetary Fund and the World Bank, both of which are in Washington, is English. French is the second official language of the Organization for Economic Cooperation and Development (located in Paris) in addition to English, but it is possible to coexist in the organization without French but not without English. Not surprisingly, the only official language of Francophonie is French. Likewise, the official languages of Mercosur[33] are Spanish and Portuguese, not English. However, these are exceptions.

In general, English tends to be at least one of the official languages of international political organizations. Interestingly, English is even the only official language of two of the major regional political societies outside Europe or North America: OPEC and the South Asian Association for Regional Cooperation. There is only one international political organization that recognizes many official languages but at a known high cost, the European Union Even there, the organization adopts English, French and German as the "only working languages", as suggested by (Fidrmuc and Ginsburgh, 2007)[34].

There are other areas in which English operates largely as a lingua franca around the world. Presenting world news and international sports are of two types (see Graddol, 1997, 2006)[35]. People in the international news publishing industry, or companies active in the publishing process itself, should get their information quickly. As a result, they turned strongly towards the English language by transferring data between them. In close contact, there is a large concentration of international news providers in English-speaking countries, including Reuters, The Associated Press, BBC, NBC, and The New York Times. Equally

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[33]**Mercosur** (in Spanish), **Mercosul** (in Portuguese), or **ÑembyÑemuha** (in Guarani), officially **Southern Common Market**,[6] is a South American trade bloc established by the Treaty of Asunción in 1991 and Protocol of OuroPreto in 1994. Its full members are Argentina, Brazil, Paraguay and Uruguay. Venezuela is a full member but has been suspended since 1 December 2016. Associate countries are Bolivia, Chile, Colombia, Ecuador, Guyana, Peru and Suriname

[34]Fidrmuc, J., &Ginsburgh, V. (2007). Languages in the EU: The quest for equality and its cost. European EconomicReview,51, 1351–1369.

[35]Graddol, D. (1997). The future of English. London, UK: British Council.Graddol, D. (2006). English next. London, UK: British Council

important, Crystal (2003)[36] traces the early developments of the information industry, largely in the English-speaking world. International sports also require a common language for the minimum necessary communication between competing athletes and the referee meeting in the field.

1.5.2 Areas Where English Dominance is Ambiguous

However, there are puzzling areas of the superiority of the English language; for instance songs, movies and best –seller.

➡ The song, Native speakers of foreign languages who consume English songs do not necessarily understand the words. The facts are astounding. The list of best-selling songs since 1942[37] includes only four singles that are not sung in English out of 126 copies that have sold over five million copies (one Portuguese, one Japanese, one French and one Italian) and only five songs that are not sung in English; out of 98 singles did the same (one Portuguese, two Japanese and two Spanish). For Europe, among the current 100 best sellers (end of 2013), the top 20 songs are sung in English and only six of the top 40 are sung in different languages. For the rest of the top 100 alone, the number begins to balance English and all other languages together. This is not true for Latin American countries where Spanish and Portuguese hold up well against English, even above the top 20. There are also a few countries in the rest of the world, especially in Asia like Japan, where the language spoken at home dominates in the top ten.

➡ The film and the bestseller, the content needs to be dubbed or translated (subtitled) from the English language when sold to foreign language speakers, so there's no point in trying to explain.

In the case of the highest paying foreign films of all time, no English-language film is among the top 500 films (Box Office Mojo.com). The highest-grossing non-English film (Crouching Tiger, Hidden Dragon) had 62% of the 500th on the all-time list. In each of the past five years (2008-2012), no non-English film has reached the top 20 films at the box office.

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[36] Crystal, D. (2003). English as a global language, 2nd ed. Cambridge, UK: Cambridge University Press

[37]**The Palgrave Handbook of Economics and Language**V.Ginsburgh, S. WeberPalgrave Macmillan UK, 8 avr. 2016 - 748 pages

In the case of books, the bestseller includes two of the top 100 books originally in a language other than English (web search). One of them is Stig Larson's Swedish trilogy, published posthumously in English, The Girl with the Dragon Tattoo, The Girl Who Played With Fire and The Girl Who Kicked the Nest of the Horns. The other is Paulo Coelho's Alchemist, and it was originally written in Portuguese. We return to the surprising dominance of the English language.

The exceptional excellence of the English language in these three areas based on the merits of the lingua franca.

- (personal statistics based on web research).

1.5.3 AreasWhere English Language Faces Advanced Limitation

It is important, then, to discuss areas where English, although in the lead, faces stiff competition. The fields concerned are broad and cover daily or weekly press, television, the Web, publishing and commerce. In terms of trade, the spread of English encounters limitations not only for consumption but also for investment goods and therefore in strict communication between companies. These business areas help to highlight the exceptional situation of song, film and bestseller, where the products must also meet the market test of individual consumer satisfaction and the pressure to meet this market test is not even necessarily lower.

1.5.3.1 The Press

The English press has a higher international presence than others;nevertheless, daily presses all over the world clearly reflect the indigenous languages well. Japan has five or six out of ten newspapers, which have the largest circulation in the world, and they are all in Japanese. The huge Chinese press is mostly in Chinese; German press in German. Italian in Italian, Czech in Czech, etc. The largest newspaper in the world is published in India, The Times of India, in the English language. However, Hindi is also well represented in the Indian press. It is true, there are many English-language newspapers that are published outside of English-speaking countries, such as the China Daily (published in Hong Kong), the only major global newspaper devoted primarily to international distribution in English: The New York Times International (only recently the International Herald Tribune). However, we

cannot claim English dominance outside of the original English countries in terms of journalism.

1.5.3.2 The Television

The TV story is more interesting. There was a shortage of broadcast space to carry television signals over the air in the 1960s when technological innovations revolutionized the industry. First, cable TV, then the launch of satellite channels, after connecting the satellite cables, and the last of digital compression, led to a multitude of TV channels. The United States developed television earlier than the rest of the world, in part because of its huge domestic market.Gradol (1997)[38] has broadened the narrative since the development of satellite television. Once again, the early developments were largely American and fueled fears of a massive spread of English and American culture to the detriment of other major languages and cultures. However, the 1980s and 1990s saw the arrival of large numbers of non-US satellite TV participants, such as Arte and Euronews (which now broadcast in 15 languages). More importantly, English language providers began to broadcast in other languages and adapt the language to local preferences. So after starting to broadcast from Hong Kong in English and Chinese exclusively, Star TV started to promote local Asian languages. Likewise, CNN International has launched a Spanish program in Latin America. In 1996, Graddoll predicted (p. 60):

> *"National networks in English-speaking countries will continue to establish operations in other parts of the world, but their programming policies will focus on local languages."*

On the other hand, he says (2006, p. 46)[39]:

> *"Nonetheless, English remains the preferred language for global reach."*

The many efforts currently underway to broadcast internationally on non-English channels have adopted the German model of Deutsche Welle, which has decided directly to start broadcasting in German and English.

1.5.3.3 The Internet

Much of the history of the Internet follows the same history as that of television. The internet started primarily in the United States, and there was a strong feeling when it first

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[38]Graddol, D. (1997). The future of English. London, UK: British Council.
[39]Graddol, D. (2006). English next. London, UK: British Council

launched in the 1980s that it would boost English language learning. There is probably some truth to this, but what we have mostly seen since is a gradual trend towards making the internet available in other languages. World Stats collects global data on internet usage and demographic statistics, based on these summarizing the serious failure of the English language to crowd out other languages on the internet.Crystal (2006)[40]clearly indicatesthe internet add to the death of languages, the Internet contributes to their preservation by allowing more of them to be stored permanently.

1.5.3.4 The Publishing

Stroll through any bookstore almost anywhere on the face of the Earth and you will often see the headlines in the main local language. However, no matter where you are, there may be an English section, and it may appear prominently. (Note: the topic is now the number of titles, not the number of bestsellers, which depends on the sales of individual titles.) Since people like to read in their native language for fun, just as they like to read newspapers in their native language and like to hear their native language on television, this will accumulate The library mainly has addresses in the local language. It should be noted that the customers for books are also less numerous than those for newspapers, television and the Internet; He is more educated. It is likely that you are reading a foreign language originally for profit and pleasure. With English being the most widely used language in the world, it can therefore be expected that English will be disproportionately represented in the version.

1.5.4 Impact of English as a Lingua Franca :

The frequent use of the English language as a broad language, while omitting its short comings. However, nowadays the corporate world has had countless debates about the fate of the English language in the business world. There are discussions going on as to whether English should be the international language or whether it should be phased out in consideration for other languages.

The situation of English as a lingua franca is ambivalent, it is a freely chosen international language and this has endowed it with some very positive features. Yet, it is also the language of an empire and this has had some negative consequences:

1.5.4.1 Positive Aspects :

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[40] Crystal, D. (2006). Language and the Internet, 2nd ed. Cambridge, UK: Cambridge University Press

English really began enjoying a role as a lingua franca after the Second World War when the military, economic, scientific and technological supremacy of America became obvious. At that time too, American popular culture was beginning to gain worldwide recognition and administration and a few decades later the American media business managed to achieve a global hegemony on world popular culture. On top of that, after the fall of communism, the United State remained the only superpower and American supremacy has remained unchallenged.

English has in effect become the international language of science and technology, commerce and diplomacy, tourism and travel. English is now the first source of neology in most languages. All of this is very positive, and since the world actually needs a lingua franca, English is certainly a good choice. Standard words are short and relatively easy to pronounce, there is very little morphology and since syntax is not too constraining, non-natives get by easily even with a low level of proficiency.

One of the most positive aspects of learning the English language is that it gives an easy and direct access to the various fields of a very rich culture.

Many multinational companies around the world are developing strategies for their employees to communicate in English. For example, companies such as Samsung, Airbus, and Microsoft widely support English as the primary language of business. Other overseas companies, such as Renault , are also encouraging their employees to learn English as a medium of business. Therefore, some of the advantages of English as a global business language include:

➡ **Efficacy**

Although English is the third most spoken language in the world, most people prefer to speak English while working. In many countries, English is used as a second language after the native languages. A large number of English speakers in the world today have joined this linguistic standardization. This standardization means minimizing the problems that can arise due to lack of communication due to the English language.

➡ **Research Language**

In many career search programs in business and other professions, English remains the primary language. It is clear that most of the international companies use the English language

in various activities such as publishing, science and technological advancement. Many see English language as an important tool to easily convey a written message in a particular research paper. In fact, we see more and more emails in the world are generally written in English.

➡ **Performance**

There are plenty of companies that have organized themselves successfully by adopting English language practices in their business. Apparently, English is effective in usage, and managers communicate with their employees using this language. Hence, by making communication clear and effective, it ultimately leads to better employee and company performance. For example, research on performance based on the theory of language skills has been conducted in the western part of Africa. Research has found that English-speaking countries are reliable and likely to operate with a great deal of integrity. This includes all types of processes such as business ethics, organizational management, and order in non-English speaking countries

1.5.4.2 Negative Aspects :

As remarked above, empires do not usually take much interest in foreign cultures, and the United States is no exception. Most Americans only watch their own films, read their own books. This natural feature of Empires has been reinforced in the case of America by cultural characteristics inherited from a British tradition of insularity and wariness of anything foreign dating back to the Middle-ages.

English speaking cultures are essentially self-centered even though a minority is certainly open to the rest of the world. As a result, Anglophones tend to think that they are the norm that the way they do things is natural ,universal, implicitly better, and this gives the hegemony of English a colonial flavour.

The world seems to have accepted the cultural ,economic and political domination of the US rather than by any other country, domination is intrinsically unpleasant and dangerous. America is certainly not a benign country , and the capital-friendly neo-conservative views circulated worldwide by some English –speaking media , e.g. so called "independent" news , networks such as : CNN and Fox News and self-styled "quality «magazines such as the UK"s

the Economist are certainly ethically questionable , not to say downright evil then again , other countries are no better.

Although English is the ideal language for global business transactions, it also has many drawbacks. Here are some of the downsides of making English the international language for doing business:

➡ Disappearance of native languages

The use of English as a primary language in global business relationships is often associated with the practice of maintaining a positive language. For example, in provinces where English is not the main language, English is associated with the disappearance of the native languages.

The English language is used everywhere, from advertisements, from movies to music. As a result, it puts an end to certain aspects of the world's cultural diversity.

➡ Loss of cultural diversity

The loss of cultural diversity is one of the biggest drawbacks of adopting English as the main language of international business relations. It is a threat to all organizational cultures and values, and therefore a threat to the country as a whole. Indeed, when organizations use English as their main language, they forget certain factors related to cultural diversity. In such a situation, organizations will likely lose general cultural ideas of their employees. Using English as the language of business is a pleasure in the short term, but can later lead to a significant loss of authenticity in any business.

➡ Supersession of social and ethnic identities

The use of English as a universal language in business acts as a suppression of certain social and identity values. Some people claim that people who speak English as their mother tongue will always have an edge in the rise of power.

This Tendency will spawn language hierarchies in any organization and is not suitable for all businesses. This organizational governance system is often problematic because some non-native English speakers will feel neglected most of the time.

Pros	Cons
• World language have always existed (e.g Latin /French).	• English is killing other languages and cultures.
• A world language is necessary for mutual intelligibly in globalized world.	• People are becoming lazy in learning other languages.
• A post – national language may be useful to the world	• English expresses a particular world view and favours its native speakers (cultural imperialism)
• English is the vehicle of different cultures.	• Will interpreters and translators become useless?
• Non – native writers reach a world audience	• Non – native writers sacrifice their own identities .

Table 1.3 Pros and Cons of English as a Lingua Franca

1.6 General Overview of English for Specific Purposes

There are almost many definitions of ESP as the number of scholars who have attempted to define it . Many others have tried to define ESP in terms of what it is not rather than in terms of what it really is , but we will disregard their definitions to concentrate on finding out what ESP really means . English for specific purposes is a way of teaching / learning English for specialized subjects with some specific vocational and educational purpose in minds.

There are different needs for different purposes of English language like English for business, English for economics, English for technicians and others.

The English language plays an important role in higher education around the world. There has been a global growth in the demand for English in undergraduate courses. (Ghanbari,2010) [41]noted

"English, the lingua franca of all sciences, has come out in non-English speaking countries as English for Specific Purposes (ESP)"

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[41]Ghanbari, B. (2010). ESP Practitioner Professionalization through Apprenticeship of Practice:The Case of Two Iranian ESP practitioners. English Language Teaching, 5(2), 112-122

Various universities offering ESP courses are growing to meet the increasingly specific needs of students from various fields. The evolution and definitions of ESP will always be developed to meet the needs of learners.

Paltridge and Starfield (2013)[42] stated that English for specific purposes (ESP) refers to

"The teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain".

(Belcher 2009)[43] noted also

"The teaching of English for specific purposes, in its early days, was largely motivated by the need to communicate across languages in areas such as commerce and technology. This has now expanded to include other areas such as English for academic purposes (EAP), English for occupational purposes (EOP), English for vocational purposes (EVP), English for medical purposes (EMP), English for business purposes (EBP), English for legal purposes (ELP), and English for socio cultural purposes (ESCP)"

As for a definition of ESP, Hutchinson and Waters (1987)[44] theorize that ―

"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".

It is important to remember that between the core disciplines and professions, based on them, there are diverse and multiple links. Besides, the specificity of any given professional language is largely relative. Since none of the professional languages is complete without lingua Franca. Hence, before studying the ESP program, students must have a good command of General English.

If ESP has sometimes moved away from tendencies in general ELT, it has always retainedits emphasis on practical outcomes. We will see that as stated by (Dudley & St John, 1998)[45]

"The main concerns of ESP have always been, and remain, with needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study or work situation".

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[42]Paltridge, B., &Starfield S. (Ed.) (2013)The Handbook of English for Specific Purposes.West Sussex, PO19 8SQ,UK
[43]Belcher, D. (2009). What ESP is and can be: An introduction. In D. Belcher (Ed.), English forSpecific Purposes in Theory and Practice, (pp. 1-20). Ann Arbor: University of MichiganPress
[44] Hutchinson T., Waters A. English for Specific Purposes: A learner-centered approach,Cambridge: Cambridge University Press, 2006, 184 p.
[45]Dudley-Evans, T. and St John, M. J. (1998). Developments in English for Specific Purposes(Cambridge: Cambridge University Press)

The beginnings of Specific English in the 1960s focused on the grammatical analysis of technical texts. By the end of the decade, discourse analysis was gaining in importance and in the 1970s, the focus was on the skills students would need development of needs analysis. During the 1980s the learner-centered approach gained in strength and hardware development products attempted to respond to this new trend. The last twenty years have seen the momentum of the ESP program as vast theoretical and research ground.

Reviewing the history of ESP research, Ann M. Johns in Badea (2016)[46] identifies three main problems:

- the first problem is raised by hesitations concerning the moment when the review should begin;
- the second problem is created by the existence of a considerable number of localized, on-site ESP/LSP research which is unpublished, or if so, it is published in other languages or in local journals;
- The third problem regards the distinction between research and practice.

While trying to solve these problems, the author distinguishes several stages in the history of ESP research: The Early Years 1962-1981 (From Text-based Counts to―Rhetorical Devices‖), The More Recent Past 1981-1990 (Broadening the Scope/ Introducing Central Concepts), The Modern Age: 1990-2011 (New International Journals, Genre, and Corpus Studies, Take Center Stage), The Future.The definitions of ESP have also evolved; each of them has evidenced the changes in "*theoreticians‚‟ researchers‚‟* and *practitioners ‚views*. However, all the definitions given have had common elements, sometimes referred to as ―absolute features‖, that embrace ESP‚s aim at meeting the very specific needs of a very specific group of learners. With this in mind and taking into account that change is a constant in our globalized world, ESP will continue to build on its history by tracing its path in the years to come.

1.6.1 Variable and Absolute Characteristics of ESP

As the one of new approach and method of English teaching, ESP has different characteristic and features. Some of experts give characteristic and prominent features in English teaching for ESP teacher. And they give the varieties and kind of the English method

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[46]Badea, S. (2016). ESP Developments : Stages and Core Concepts. MulticulturalRepresentations. Literature and Discourse as Forms of Dialogue.124-129.

and give more explanation about the English. Scholars accord some KeyIssues in English for Specific Purposes (ESP) Curriculum Development; they said that there are variable and absolute characteristics of ESP. I have skimmed over some of the most relevant character definitions and this is an over view ;

Streven   (1988)[47]

Absolute Characteristics

ESP consists of English language teaching which is:

- Designed to meet specified needs of the learner;
- Related in content (e.g. in it themes and topics) to particular discipline, occupation and activities;
- Centered on the language appropriate to those activities in syntax, lexis, discourse, semantics etc...And analysis of this discourse;
- In contrast with general English;

Variable Characteristics

ESP maybe, 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

Anthony   (1997)[48]

Absolute Characteristics

- ESP is defined to meet specific needs of the learner
- ESP makes use of the underlying methodology and activities of the discipline it serves
- ESP is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities;

Variable Characteristics

- ESP may be related to or designed for specific disciplines;

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[47][47]Strevens, P. (1988). ESP after twenty years: A re-appraisal. In M. Tickoo (Ed.), ESP: State of the art (1-13). SEAMEO Regional Language Centre

[48] Anthony, L. (1998). Preaching to Cannibals: A Look at Academic Writing in Engineering. Proceedings of the Japan Conference on English for Specific Purposes (forthcoming)

- ESP may use, in specific teaching situation, a different methodology from that of general English
- ESP is likely to be designed for adult learners, either at a tertiary level in institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ESP is generally designed for intermediate or advanced student;
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

    Dudley Evans (1997)[49]

Absolute Characteristics

- ESP is defined to meet specific needs of the learners
- ESP makes useof underlying methodology and activities of the discipline it serves
- ESP is centered on the language appropriate to these activities in terms of grammar,lexis,register, studyskills, discourse and genre.

Variable Characteristics

- ESP may be related or designed for specific discipline
- ESPmay use , in specific teaching situation, a different methodology from that of general English
- ESP is likely to be designed for adult learners ,either at a tertiary levelinstitution or in aprofessionalworks situation .it could however , be for learners atsecondary school level
- ESP is generally designed for intermediate or advanced student.
- Most ESP courses assume some basic knowledge of the language system.

Carter (1983)[50] states that there are three features common toESPcourses:

a. Authentic material,

b. Purpose –related orientation ,

c. Self-direction.

> *"ESPis concerned with turning learners into users "Carter (1983, p134)*

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[49]Dudley-Evans, T. (1998). Developments in English for Specific Purposes: A multi-disciplinary approach. Cambridge University Press
[50]The Internet TESL Journal, Vol. VII, No. 10, October 2001http://iteslj.org/

In order for self-direction to occure, the learners must have a certain degree of freedom to decide when, what, and howthey will study.

Definition of Dudley –Evans offers is clearly influenced by that of Stervens (1988),Although he greatly improved it by removing the absolute characteristics that ESP is "in contrast withgeneralEnglish", and has included more variables characteristics .Dividing ESP into absolute and variable characteristics, in particular, is very helpful for resolving arguments about what is and what is not ESP. From the definition we can see that the ESP can, but not necessarily be concerned with a specific discipline, and should not target a specific age group or group of abilities.ESP should be seen simple as an "approach " to teaching, or what Dudley –Evans describe as an "attitude of mind "

> This is a similar conclusion to that made by Hutchinson et Al .(1987:19)[51]who state ,
> *"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 ".*

1.6.2 Types of ESP

Dudley Evans and St. John (1998)[52] divided EAP into two parts: English for General Academic Purposes (EGAP) and ESAP. EGAP relates to the teaching of language skills common to various disciplines, but ESAP refers to teaching the linguistic characteristics of various disciplines. The research led to a better understanding of the relationship between EGAP and ESAP. The language skills and jobs acquired in the EGAP program can be transferred to specific ESAP specializations. Several researchers have discussed the types of ESP and most have grouped ESP into two main categories: English for Work (EOP) and EAP (Hutchinson & Waters, 1987; Robinson, 1991)[53] while Carter (1983) identified the following three types of ESP.

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

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[51]Hutchinson, T. & Waters, A. (1987). English for Specific Purposes: A learner-centered approach. Cambridge University Press

[52]Dudley-Evans, A. and A.M. St. John, 1998." Developments in English for Specific Purposes: Amulti-disciplinary approach" , Cambridge University Press. Cambridge.

[53] Robinson, P., 1991."ESP today: A practitioners" guide", Prentice Hall International.NewYork.

Mackey and Mountford (1978)[54] clearly defined the concept of "restricted language"in their following statement:

"... the language of international air-traffic control could be regarded as 'special", in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation or in contexts outside the vocational environment"

(Gatehouse[55], 2001 cf. Mackey and Mountford, 1978, pp. 4-5).

The scope and canvas of this first type of ESP is very limited, allowing learners to learn English for very limited purposes, and it also trains learners to deal with specific situations within very limited language settings. . This type of ESP teaching is limited to a limited number of sentences and phrases and these learners remain unable to use the English language anywhere other than where they were trained.

EAOP was recognized as the second type by Carter (1983) while the majority of other researchers have defined their classification of ESP to EAP and EOP. Robinson (1991) also included these two types in the ESP classification. Kennedy and Bolitho (1985)[56] added English for Science and Technology (EST) to the list of ESP types. ESP appears to have been separated from EOP and EAP due to the fact that it was mainly from scientific and technological knowledge that this new approach to ELT was supposed to carry over to non-native English speakers (Hutchinson and Waters, 1987; Gatehouse, 2001; Dudley-Evans and St John, 1998; Strevens, 1977). Tree of ELT (Hutchinson and Waters, 1987, p. 6) describes in detail the ESP classification, which provides insight into the broad scope of ESP in the figure below:

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[54] Mackay, R.; Mountford, A. J. (1978).The teaching of English for Specific Purposes: theory andpractice. in: English for Specific Purposes: A case study approach. (Mackey, R.; Mountford A.J.), eds; Longman. London.
[55]Gatehouse, K., 2001. "Key Issues in English for Specific Purposes (ESP) CurriculumDevelopment",
The Internet TESL Journal,
[56]Kennedy, c., & Bolitho, R. (1984).English for specific purpose~.London: Macmillan
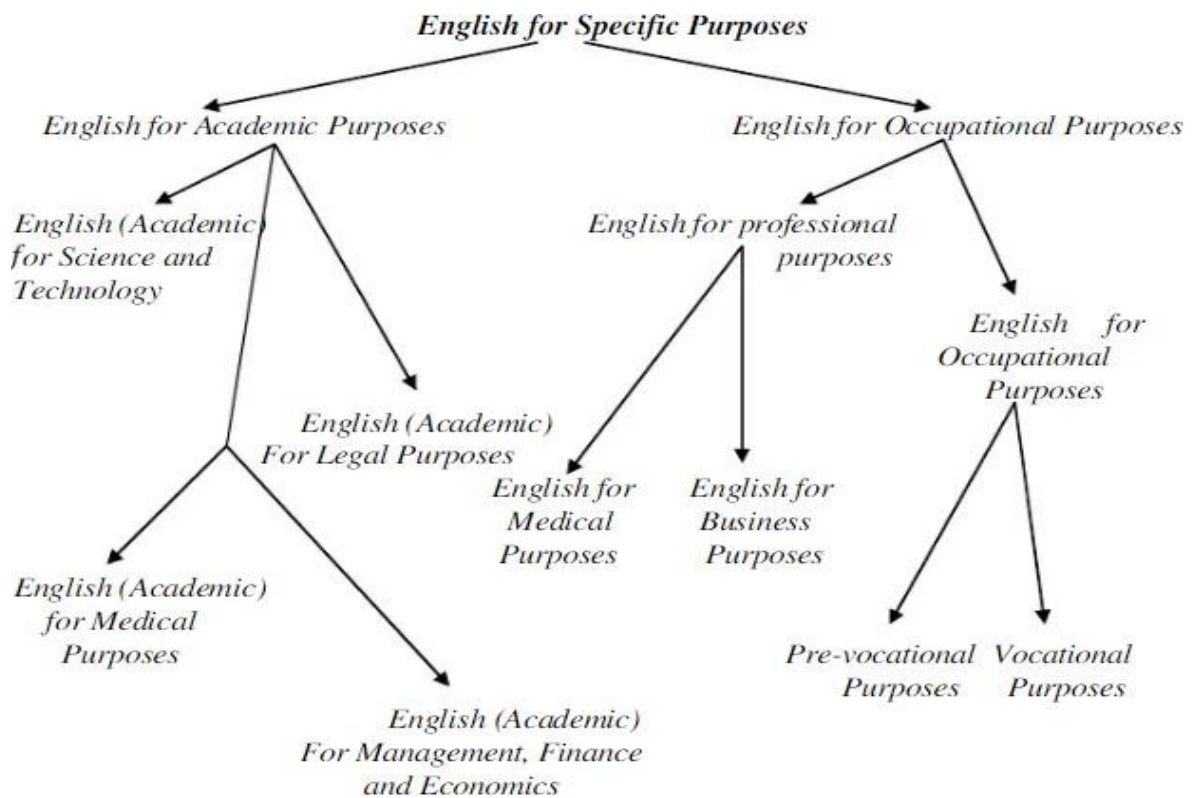
Figure 1.2 Hutchinson and WatersTree of ELT

Hutchinson and Waters (1987) seem to agree with Carter (1983) in his belief that EOP and EAP are not completely separate phenomena. They argued that

> *"People can work and study simultaneously. It is also possible that in many cases the language learned will be used for immediate use in the study environment at a later time when a student takes up or resumes a job"*

What emerges clearly from the above discussion is that the EOP and the EAP have roughly common goals, but their dynamics and means to achieve the end goals are indeed different. Dudley Evans and St. John (1998, p. 5) have also included the EAP and the EOP in their ESP section. Their suggested classification is as follows:
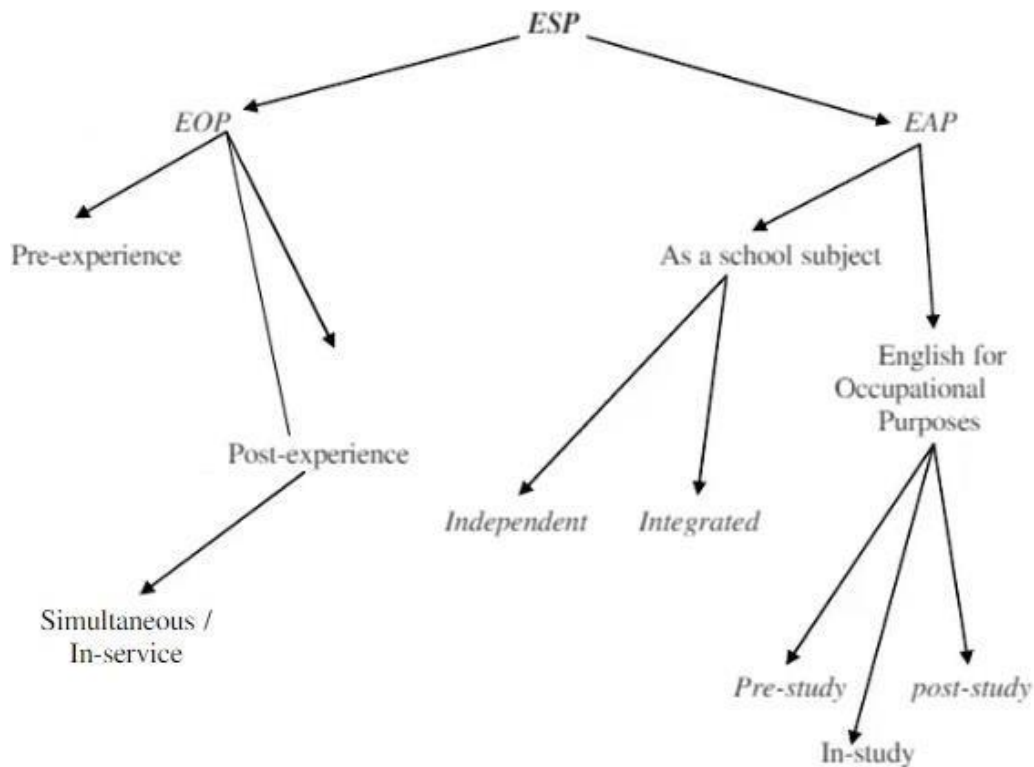
Figure 1.3 Dudley Evans and St. John ESP Tree

English with specific subjects is the third type of ESP according to Carter (1983). He cited activities such as graduate studies in reading, working in foreign institutions, and attending conferences as future needs of scholars. This third category of ESP requires that learners' language needs be properly identified before designing any ESP subject. It is limited to the future objective (linguistic) needs (TFN) of the learners to prepare them for their future needs. This category of ESP appears to be indistinguishable too much because all ESP courses have a suitable NA procedure as an integral part of developing ESP teaching materials that target situational language, including the topics mentioned by Carter (1983) and others, in current and targeted work. .as suggested by (Gatehouse, 2001).

1.6.3 Historical Growth of ESP

There does not appear to be complete agreement about the historical growth of ESP, although several research studies have been conducted by different researchers in this regard.

Most studies conclude that the 1960s were the dawn of this ELT approach, but several studies indicated the effects of ESP well before the aforementioned period (Romo, 2006)[57].

Hutchinson and Waters (1987) traced the ESP book back to the 16th century. This book was written for tourists and published in 1576. German Students of Science was another example of ancient ESP material (Tickoo,[58] 1976 cf. Romo, 2006)

This first phase of ESP lasted roughly until the beginning of 1960 and whatever ESP material was produced during this time was mostly genuine material related to different areas of specialization. Most linguists have said that the real beginning of ESP took place around the sixties of the twentieth century.(Dudley-Evans and St. John, 1998; Hutchinson andWaters, 1987; Anthony[59], 1997; Gatehouse, 2001; Mackay and Mountford, 1978). Dudley-Evans and St.John (1998: 19) mentioned that

"it was undoubtedly in the mid- to late 1960's, however, that variousinfluences came together to generate the need and enthusiasm for developing ESP as a discipline"

Certain factors contributed to the rise and rapid growth of ESP. The arrival of Huguenot and Protestant refugees to England in the sixteenth century heralded the beginning of the *"Business English in ELT*" era of the nineteenth century (Dudley-Evans and St. John, 1998 cf. Howett[60], 1984). Hutchinson and Waters (1987) listed three main reasons for this rapid growth

They were the *"demands of a Brave New World", a "revolution in linguistics"*and *"focus on the learner"*.Hymes[61](1972) identified that

> *"The rapid expansion in scientific, technical and economic activities in English speaking countries and the linguistic trends as the main contributing factors in this regard".*

Dudley Evans and St. John (1998, p. 19) also reported that the growth of science, technology and business played an important role in the development of the English language education program, and a "*massive number"* of students came to the United Kingdom, the United States of America, and Australia. This factor initiated a *"new era of language*

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[57]Romo, A. J., 2006. " An English for specific purposes curriculum to prepare English learners to become nursing assistants" . Brigham Young University. Utah, USA.

[58]Tickoo, M. L., 1976. "Theories and materials in EST: a view from Hyderabad", In:Teaching English for Science and Technology (Richards, J C), ed; Singapore University Press, Singapore:pp. 97-120

[59] Anthony, L., 1997."ESP: What does it mean?"ON CUE. Retrievedhttp://www.interserver.miyazakimed. ac.jp/~cue/pc/anthony.htm

[60]Howatt, A., 1984. " A history of English language teaching", Oxford University Press. Oxford

[61]Hymes, D. M., 1972."On communicative competence".In:Sociolinguistics (Pride, J. B.;Holmes, J.), eds; Penguin Books. London. Pp. 269- 285

teaching". English for various scientific and business disciplines, and the English language was granted the status of *"the international language of science, technology and business."* Hutchinson and Waters (1987) identified two important historical factors that were largely instrumental in the rapid Expansion of the rangeof ESP. According to Hutchinson and Waters (1987, p.6), the end of World War II (SWW) has originated

"*age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale for various reasons, most notably the economic power of the United States in the post-war world, the role fell to English*".

In the post-World War II era, the United States became a center of scientific, technical and economic activity, and then the English language was given the role of the international language to facilitate all these activities. They believe that the oil crisis of the 1970s was the second factor in this regard. The oil-rich countries opened their doors to Western knowledge and wealth and, of course, ushered in a new era of English language teaching in the Gulf region. Since scientific and technical knowledge was fundamentally necessary to be imparted, ESP emerged as the most appropriate discipline to take on the challenge. The new ELT approach must meet the specific needs of learnersand they also stated that (ibid p-7)

"*Whereas English had previously decided its own destiny, it now became subject to the wishes, needs and demands of people other than language teachers*".

Dudley Evans and St. John (1998) indicate that the late 1970s and early 1980s were the period that standardized the ESP system.

The other major factor that paved the way for the emergence and growth of ESP in the 1960s and early 1970s was the *"linguistics revolution"*: the second stage in the growth of ESP. This period saw a shift in traditional linguistics to simply describe characteristics of language in the Study of Record Analysis (RA) that focused on the ways in which language is used in actual communication. Hutchinson and Waters (1987) highlighted the difference between written and spoken language as an example of RA. Scientific and technical English was more concentrated mainly in this second stage of the ESP. RA was conducted on the assumption that some grammatical and lexical forms were used more in scientific and technical language than in general English (Hutchinson & Waters, 1987; Dudley-Evans& St. John, 1998). Set up an RA process to identify these specific shapes and develop learning materials based on these models. The main aim of the ESP books has been to introduce learners to the forms of language relevant to their different fields of specialization.

These analysis-based ESP textbooks relieve learners of the unnecessary burden of irrelevant grammatical and lexical elements. Consequently, the material produced under the RA banner focused on a limited range of grammar and vocabulary rather than the use of language and communication .This phase was the first phase of NA in which the general needs of particular subjects were taken into account to develop the content of ESP courses.

Widdowson[62] (1979) stated that recognition of this deficiency laid the foundation for the correction efforts that led to discourse analysis (DA) and Hutchinson and Waters (1987) called it the third stage in the growth of the ESP marked by the passage of the RA to the study of "*Discourse and rhetorical Analysis*". This step deals with the difficulties encountered by learners, which result from a lack of familiarity with the use of the English language.

Hutchinson and Waters (1987, p. 20)suggested that the main aim of discourse and rhetorical analysis was to identify organizational patternsin texts that formed the basis of ESP syllabus that included "*rhetorical functions for communicative purposes*".Mackey and Mountford (1978) recognized defining, identifying, comparing, classifying etc. asimportant rhetorical functions.

"The assumption of this stage was that underlying all language use there were common reasoning and interpreting processes, which, regardless of the surface form, enabled usto extract meaning from discourse"

(Mo, 2005 cf. Hutchinson and Waters, 1987, p. 4).

Mo (2005)[63]reported that

"This stage did not confine itself to the teaching of language but rather addressed to the thought processes as well."

The fourth stage of ESP growth announced more precisely its focus on *"targeted situation"*. Hutchinson and Waters (1987) defines *"target situation"* as a condition in which learners use the specific language they are learning. *"learning Centered"* (Hutchinson and Waters, 1987) and "*learner centered*" (West, 1984)[64] were key terms during this growth phase for ESP and a lot of emphasis was placed on unavailable so the main objective of the ESP course content was to empower learners . Continuous acquisition of language competencies with the ability to utilize language in abstracts and competence in diverse situations.

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[62]Widdowson, H. G., 1983."Learning Purpose and Language Use" , Oxford University Press.Oxford
[63] Mo, H., 2005. "A brief review of English for academic purposes (EAP)",US-China Foreign Language,
[64]West.R., 1994. "Needs analysis in language teaching", Language Teaching,27(1), pp. 1–19

Language competence is defined to include grammatical, cultural, pragmatic, strategic and communicative sub-skills.

The linguistic needs of a hospital laboratory assistant will be different from those of a nurse, receptionist, room attendant and X-ray technician. These subtle language needs were the main factors in determining the type of program required for ESP courses.

According to Hutchinson and Waters (1987), the fifth stage of ESP growth was characterized by mental processes that included language use and ESP programs focused on developing the skills and strategies possessed by the learners. Need to acquire a second language instead of relying on superficial form. The focus shifted to the basic strategies that would assist the learner in extracting meaning from external forms. Hutchinson and Waters (1987) cited

"The ability to guess the meaning of a word from context as an example of applying basic strategies to the outward form of lexical elements."

They suggested that all ESP programs should include learners from the start to define their own learning needs and LS so that they can effectively apply basic strategies to achieve their learning goals.

It was stated that the early stages of ESP were closely related to "Register Analysis,Discourse and Rhetorical analysis, Skills-Based Approaches and the Learning-Centered Approach", but after reaching maturity, there was no dominant movement in ESP and many different methods for wanting to mix Different types of materials and methodologies in the field of this flexible approach. They most of the researchers that I have mentioned claim that ESP has moved from grammatical, functional, and theoretical programs to a more eclectic and task-oriented approach - today ESP is a much larger activity in which Business English (EBP) takes on more and more importance.

1.6.4 Difference Between ESP and EGP

ESP is a broad and varied term for English Language Teaching (ELT). Hutchinson and Waters (see 1987.19) define ESP as an approach and not a product 'in the sense that ESP does not include a particular type of teaching material or methodology. While Peter Stevens (see 1988.1.2) defines English for Specific Purposes (ESP) by distinguishing its absolute

characteristics. He considered the following absolute characteristics.English ESP is designed to meet the specific needs of the learner, related to the content (ie the subjects and subjects) of the specific disciplines "Professions and Activities, and which focuses on the appropriate language for those activities in the discourse of"lexis"and its implications. Unlike General English according to Peter Stephens (cf. 1988), the changing characteristics of ESP may restrict language skills that must be learned (reading only) or not use teaching.

Robinson (see 1991) defines ESP on the basis of two criteria

1) ESP is generally "goal oriented".

2) ESP courses evolve from a needs analysis that aims to identify exactly what students need to do through the English language and a number of features that clearly demonstrate that ESP courses are generally limited to a limited period during which their goals must be achieved and are taught to adults in homogeneous classes. In terms of work or specialized studies. Dudley Evans "T. And St. John, MJ (cf. 1998) have changed one definition and expressed their revised view of ESP in two respects: absolute characteristics and variable characteristics. According to them, the absolute properties are:

- ESP meets the learner"s specific needs,
- ESP makes use of the underlying methodology and activities of the disciplines it serves,
- ESP is centered on the language (grammar" lexis" and register), skills, discourse, and genres appropriate for these activities.

They consider as variable characteristics the following :

- ESP may be related or designed for specific disciplines,
- ESP may use" in specific teaching situations" a different methodology,
- ESP is likely to be designed for adult learners,
- ESP is generally designed for intermediate and advanced learners

"Whereas, English for general Purposes (EGP) refers to contexts such as the school where needs cannot be readily specified. it is more useful to consider EGP providing a broad foundation rather than a detailed and selective specification of goals like ESP".

(Hutchinson, T.and Waters 1987" 53-54).

Apart from the approximate separation at the definition level, there is an overlapping connection and proportion between them. In order to clarify the relationship between them, Widdowson (1938) established the hallmarks of ESP and EGP.

The most important characteristic of the EGP is that it is often focused on education. Since it is impossible to predict the future needs of learners and "it is difficult to define course content and for this reason, it is important that content has a high value.

The most important feature of ESP is that the emphasis is on training. As English is intended for use in specific vocational contexts, it is easier to choose the right content. In addition, it is important that the content of the syllabus has a high redemption value, which is more relevant in the professional context. The goal may be to establish limited proficiency in the English language.

Surrender value stands for the overall utility (value) of the English taught by specific course, the higher the surrender value, the greater the utility of the English taught. These distinctive features reveal the true nature of EGP and ESP.

Diluents value represents the total benefit (value) of the English language taught in a given course and the higher the dilution value, the greater the benefit of teaching English. These distinctive features reveal the true nature of the ESP and EGP.

The main difference between ESP and EGP is the learners and goals of English language learning. ESP learners are usually adults who know English. ESP learners are highly motivated because their needs are met. They learn the language in order to communicate professional information and to perform certain job functions.

In ESP courses, it is the needs analysis that identifies the language skills useful for learners to perform certain professional tasks (for example, for a tour guide, the courses should focus on oral skills)

(Chris Wright 1992)[65] stated

"ESP courses are centered on the context. The English language is taught as a subject related to the learners' real needs and wishes in a particular field of human activity. The English language is usable immediately in the employment context. The learners are highly motivated as they are aware of their specific purposes for learning English."

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[65] Chris Wright 1992. The benefits of ESP

The age of EGP learners varies from child to adult and learning English is the subject of the courses. EGP focus mainly on grammar, language structure and general vocabulary. EGP courses are responsible for language acquisition in general and for the vast majority of learners they are very beneficial. EGP helps students deal with any subject. This gives them the ability to generate more language. EGP learners, if well trained, can use English for language management for any unspecified tasks. EGP courses cover many different topics and each of the four skills is approached in the same way. Due to the general nature of these courses, a needs analysis is not undertaken.

1.7 ESP and Specialized Discourse

English for specific purposes is related to specialized forms of speech that the majority of native speakers will not be familiar with: only a small percentage of native speakers will feel comfortable reading a text or listening to a lecture about, for example, mechanical engineering, tax law, quantum physics, or restructuring. Hence the proliferation of popular and professional email (will be discussed later on this paper) attempting to make highly complex technical subjects understandable to ordinary people, increased greatly with the development of information technologies. This means a kind of reformulation that does not change the disciplinary content - the subject of the transaction - as much as its language, which must be reconfigured to fit a new target audience. In this process, information is transmitted linguistically in a manner similar to linguistic regeneration or language translation. This phenomenon is also favored by the widespread use of metaphor and comparison in promotions. Both technologies are directly related to the knowledge of the general public, making content easily recognizable.

Specialized discourse can be understood as stated by (Widdowson, 1979: 43)

"The verbal and non-verbal realization of the communicative system of a given field of interest"

(Bachman, 1990; Bachman &Palmer, 1996)[66].stated that:

"Tests measuring specialized discourse refer to the instruments that are administered for eliciting information about candidates' capacity of using language in contexts relevant to their own fields of interest, whether academic or occupational"

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[66] Bachman, L. F., & Palmer, A. S. (1996). Language testing in practice. Oxford: Oxford University Press

Specialized discourse can be defined as a tool administered to collect information about the specific language proficiency levels of learners and the use of this skill in real world interaction. The construction of these metrics results from a complete analysis of the situations that these learners may encounter in their career, or during their subsequent studies.

According to language testers[67], this process requires three types of authenticity. First, the characteristics of test takers must be determined from those of real language users in the target contexts. Second, the content of the test must be informed from a comprehensive analysis of professional speeches of the candidates regarding the assessment in question. Third, the test task (purpose) characteristics must be defined according to the tasks in the target language use areas. Providing these types of credibility allows us to create tests, which can correctly reflect the capabilities to be measured.

1.7.1 Characteristics of ESP Courses

Researchers who have discussed the characteristics of ESP do not seem to disagree on this particular question and most of them have supported the main characteristics proposed by Carter (1983), He identified three characteristics common to ESP courses:

a. Authentic material,

The term *"Authentic material"* means the use of undeveloped or written material for teaching purposes, from the primary field of study of learners or their profession. This material may include books, forms, and drawings; Charts etc. These forms can be used from the original texts in modified or unmodified forms according to the needs of the teaching conditions.

Authentic material will be an appropriate choice if ESP courses are offered to advanced or intermediate level

As proposed by Dudley-Evans, (1997).

Gatehouse, 2001, p. 4 noted that

"Use of authentic content materials, modified or unmodified in form, are indeed a feature of ESP, particularly in self-directed study and research tasks".

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[67] Bachman, 1990; Douglas, 2000, 2001; Purpura, 2004; Basturkmen, 2006, 2010; Basturkmen& Elder, 2004; Hyland, 2006; Widdowson, 1984, Bachman, 1991; Bachman & Palmer, 1996.

He further noted that learners who learned the language of employment in health services were primarily assessed through a large number of independent study assignments given to them in their chosen area of interest. . Students are encouraged to use a variety of resources to complete their research

b. *Purpose –related orientation* was defined as a simulation of different communication tasks to prepare learners for different target situations. Learners are put into practice through simulations to enable them to manage different language roles in the target situation. Carter (1983) reports of students simulating various tasks that was necessary to give a lecture. These tasks included preparing articles, reading articles, taking notes, etc.

Algonquin College's EBP courses trained students to design and prepare unique business ventures such as "market research, brochures, and logo design" and students showcased all of their end products in the form of poster presentationsessions.(Gatehouse, 2001). He recounted the actions of his institute's health sciences program. The students practiced listening skills and

"…then employed their newly acquired skills during a fieldtrip to a local community centre where they were partnered up with English-speaking residents"(ibid., p. 4).

Faculty of Agronomy in Cacak[68] was another example in thisregard where English for Agribusiness Management (EAM) course involved as reported by (Bojovic, 2006, p. 3)[69].*"Students in the tasks of presenting a particular agricultural product, logo creation, negotiating with the clients (suppliers and buyers), telephone conversation".*

c. *"Self-direction"* is the third characteristic of ESP courses which means, That ESP is concerned with turning learners into users, It means that the students should

"Have certain degree of freedom to decide when, what and how they will study"

As stated by (Gatehouse, 2001, p. 5)

1.7.2 ESP Content Courses

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[68]**Čačak** is a city and the administrative center of the Moravica District in central Serbia. It is located in the West Morava Valley

[69]Bojovic, M., 2006."Teaching foreign language for specific purposes: Teacher Development".31st Annual ATEE conference.Association of Teaching Education in Europe.Portoroz,Slovenia. October 26, 2006. Retrieved http://www.pef.uni-lj.si/atee/978-961-6637-06-0/487-493.pdf

A very important area of discussion among ESP researchers has been the inclusion of specialized content in ESP courses. The first phase of ESP, which lasted until the early 1960s, was restricted to teaching materials consisting of original texts in various areas of specialization (see historical growth above). In addition, the *"S"* meaning *"specific"* indicates that ESP

> *"Can be distinguished from general ELF / ESL by its interest in specialized language and practice"* as stated by (Hadley, 2006, p. 3[70]).

Wals[71] (1993, p. 4) presented the following "*determinants of educational anxiety"* while discussing the reasons for including General English in the Workplace (ESP): They are:

- There are linguistic relationships between general and specific English.
- Learners" perceived needs may include general as well as specific English.
- Learners" L2 proficiency level may require general skill development.

St. Johns and Dudley-Evans (1991, p. 307) contended that ESP includes *"all courses in specialized language and practice"*. It has been stated that "if a subject such as medicine or computingis taught in English, this is not in itself ESP teaching; it is content teaching. ESP has to involveteaching of the language as well as the skills associated with --- EGAP ---- ESAP"(Dudley-Evans,1997, p. 9). Inclusion of contents of target subjects seems an integral part of any ESP program. (Chantrupanth, 1993, p. 9)[72] suggested that:

> *"The contents of teaching materials should be relevant to their needs and also convey new information for students"*.

Adamson (1997, p. 65)[73] explained his experience of developingand teaching ESP course for nurses at Miyagi University and concluded that

> *"ESP through content is a viable and even preferable way to approach language teaching"*.

Special subject contents serve severalpurposes that are

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[70] Hadley, J., 2006. "Needs analysis in ESP". In: English for specific Purposes in the Arab World(Lahlou, M S; Richardson, A), eds; TESOL Arabia. Dubai. Pp. 3-6.

[71] Wales, M. L., 1993. "Issues in the Relationship of General and Specific Language inWorkplace ESL: Some Australian Perspectives", Annual Meeting of the Southeast Asian Ministers of Education Organization, Regional Language Center Seminar .Singapore. April 28.

[72]Chantrupanth, D. 1993. "In designing a short course in English". Annual SEAMEO Regional Language Center Seminar . April, pp. 19-21. Retrieved http://ericfacility.org (ERIC:Educational Resources Information Center, US department of education: Indiana University,Bloomington.): ED 366205.

[73] Adamson, C., 1997. " Nursingmatters.The Japan Conference on English for Specific PurposesProceedings", Aizuwakamatsu, pp. 59-67. Retrieved http://ericfacility.org (ERIC:EducationalResources Information Center, US department of education: Indiana University, Bloomington.):ED 424774.

"sometimes to motivate learners, sometimes to ensure learners are able to understand the underlying conceptual features the language is describing"(Cozens, 2006, p. 7[74]).

He provided useful information on the position of many teachers who did not want to include subject content and believed that the *"Teaching Skills Program"* or *"General Language Program"* could meet the specific needs of all learners. Gunawardena and Knight (1989)[75] discuss the negative attitude of learners towards general English courses in engineering and medical schools at Sri Lankan universities. He presented his findings that

"students feel that studying 'general English' is a waste of time and that they have little or no tolerance for material outside their field of study" (ibid. , P. 112).

The same position is defined more explicitly as:

"Languages at tertiary level are often treated as second-rate subjects. This situation is reflected in students" attitude towards language as a faculty subject which they consider a necessary evil, but not linked to what they believe to be their genuine study program".

(Cozens,2006 cf. Gvardjancic[76], 2001, p. 8).

A lot of research has been done and their results have shown that English lessons without objective content affected learner motivation .Although the role of an ESP practitioner should not be limited to just teaching content, research has suggested that it is not limited to student perception, but also affects members of other colleges and administrative staff, who often see the role of an English as a foreign language teacher simply as Inculcating relevant lexical elements in their students' .

1.7.3 Purposes of ESP Courses

There has been a lot of research on the issue of the rationale and purpose that an ideal ESP course should serve. Hutchinson and Waters (1987, p. 12) stated that

"The purpose of an ESP course is to enable learners to function adequately in a target situation".

Hadley, 2006 cf. Robinson, 1991 noted that

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[74]Cozens, P., 2006. "ESP: Content, or No Content?", In: English for specific Purposes in the Arab World (Lahlou, M S; Richardson, A), eds; TESOL Arabia. Dubai. Pp. 7-16.

[75]Gunawardena, L. and S. Knight, 1989. "ESP Course in the Faculty of Engineering andMedicine at the University of Peradeniya, Sri Lanka". In: ESP in Practice (Peterson, P. W.), ed;English Language Programs Division, United States Information Agency. Washington, D. C.pp. 110-114.

[76]Gvardjancic, A., 2001. "Introduction.in: Issues and Ideas: Problem-Based Learning,Slovenian Association of LSP Teachers"(Gvardjancic, A.; Boothe, D.; Vukadinovic, N.), eds; Ljubljana.Pp. vii-xi.

"ESP course contents should be "goal-directed" and "centered on the language (grammar, lexis, register etc.), skills, discourse and genres appropriate to (the activities of the discipline it serves)"

Much research(Robinson, 1991; Dudley-Evans, 1997; Hutchinson and Waters, 1987; Gatehouse, 2001). has suggested that

" ESP program should be aim-directed, learner-directed and situation-directed. Therefore, the principle of "one size fits all" does not apply to ESP courses and ready-made ESP textbooks are not suitable for specific teaching settings"

Goonetilleke(1989, p. 43)[77] presented his findings that appreciated the value of *"standard ESP text books"* produced inBritain and the USA but reiterated that

"...though no foreign textbook will be wholly adequate in the local situation".

It has been strongly suggested that the universities should evolve

"Common ESP courses through cooperating endeavors ....at least until such time as the core ESP courses are produced"(ibid., p. 46).

ESP practitioners have been advised to adjust ready-made textbooks, as appropriate materials are more suitable for ESP learners than textbooks, as no textbook can fully meet the special needs of ESP learners. Chen (2000: 395)[78] also suggested that ESP practitioners develop their ESP courses taking into account their specific teaching environment and learners specific needs because

"There is no espoused ESP curriculum that corresponds to the particular teaching setting that many a prospective ESP teacher may encounter". He further elaborated his point of view and rejected"

Conventional theory-into-practice ESP training model and suggested a more flexible model of*"context-specific principles of ESP curriculum development"*(ibid., p. 398).

Johns (1989)[79] ESP practitioners have to carry out actionresearch alongside teaching practice because the English teaching units have

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[77]Goonetilleke, D. C., 1989. "Language Planning and ESP with Special Reference to Sri Lanka".In: ESP in Practice (Peterson, P W), ed; English Language Programs Division, United StatesInformation Agency. Washington, D. C. pp. 41-46.
[78]Chen, T., 2000. "Self-training for ESP through action research", English for Specific Purposes,(19, 4), pp. 389-402.Chen, Y., 2005. "Designing an ESP program for multi-disciplinary technical learners", ESPWorld, 2(4), pp. 24-50. Retrieved http://www.esp- world.info/articles_10/issue_10.htmlChen, Y., 2006. "From common core to specific", In:The Asian ESP Journal (Robertson, P;Jang, J), eds; (1, 1), British Virgin Islands. pp. 24-50.
[79] Johns, A. M., 1989. "Some comments on the nature of Chinese ESP Course books". In: ESP inPractice (Peterson, P. W.), eds; English Language Programs Division, United StatesInformation Agency. Washington, D. C. pp. 85-90.

"...To develop and to administer courses in keeping with the requirements of the institutions. These requirements vary from university to university, and very often they vary from faculty to faculty within individual universities"(Gunawardena and Knight, 1989, p. 111)

1.8 Defining Discourse Analysis

The term "discourse analysis" was coined by Zellig Harris[80], a linguist who initiated a search for language rules that would explain how sentences were connected within a text. Discourse analysis is defined also by (Celce-Murcia &Olshtain, 2000: 4)[81] as

"The study of language in use that extends beyond sentence boundaries"

Seek out what gives coherence to discourse (Cook, 1989: ix)[82] noted

"The examination of how stretches of language, considered in their full textual, social, and psychological context, become meaningful and unified for their users"

This latest definition from Cook highlights the critical importance of discourse analysis for language teachers, as it provides insight into various issues in language use and learning. Language teaching and learning is still primarily sentence-oriented. Know what makes the sentence correct, where it ends, etc.[Useful but not sufficient for communication]. Cook (1989) indicates that the use of language and communication is more successful than the production of correct sentences. Additionally, people can communicate successfully without speaking or writing by completing sentences.

Celce-Murcia &Olshtain (2000) stated that there is no simple, straightforward definition of discourse analysis that encompasses at least six different approaches - *speech act theory; Interactive sociolinguistics; ethnography of communication; pragmatics; Conversation analysis and variance analysis.* They also point out that while discourse analysis is a well-defined discipline; its close relationship with a number of disciplines makes it a generic term for the various issues addressed in the linguistic study of text and discourse.

Similarly, McCarthy (1991)[83] claims that

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[80]**Zellig** Sabbettai **Harris** (October 23, 1909 – May 22, 1992) was an influential American linguist, mathematical syntactician, and methodologist of science.
[81]Celce-Murcia, M. and Olshtain, E. (2000). Discourse and Content in Language Teaching, A Guide for Language Teachers. Cambridge: Cambridge University Press.
[82] Cook, G. (1989). Discourse. Oxford: Oxford University Press.
[83]McCarthy, M. (1991). Discourse Analysis for Language Teachers. Cambridge: Cambridge University Press.

"Discourse analysis has grown into a wide-ranging and heterogeneous discipline which finds its unity in the description of language above the sentence and an interest in the contexts and cultural influences which affect language in use"(1991: 7).

Discourse analysis has practical importance for language learning and teaching. One of the many areas of study of discourse analysis, the following can be considered the most relevant for language teaching:

➡ Cohesion - the use of coherent conjunction to explicitly links   all paragraphs of text;

➡ Coherence - unity of discourse based on individual sentences or phrases related to each other that lead to an easier and more effective interpretation of the text or the quality of it being meaningful and unified;

➡ Information Structure - Presenting old or known information, any topic / topic against new or unknown information, any topic / comment;

➡ Conversation Analysis - Taking turns and conventions regarding opening and closing conversations, length of speech, interruption, change of topic, pauses, etc.

Yalden[84] minds that

"analysis of cohesion and coherence in scientific and technical texts has contributed considerably to course design for specific-purpose groups" (1987: 45).

Celce-Murcia &Olshtainargue emphasized that discourse analysis had a very important influence on curriculum design. This approach places the social context for learning and language use at the center. As they point out

"The field of discourse analysis plays a key role in the definition of goals by placing emphasis on the learners" communicative needs, which entails social and cultural perspectives in addition to the linguistic elements of the curriculum" (2000: 186).

1.9 ESP with a Discourse Perspective

Hutchinson and Waters (1987) do not view ESP as a product, a particular type of methodology, or a particular type of educational material; but as an approach to language learning and teaching oriented by specific learning needs and reasons. According to them, what distinguishes ESP from general English is not the need itself but the awareness of the need. Each ESP course should be based on the following question: Why should this particular

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[84]Yalden, J. (1987). Principles of Course Design for Language Teaching. Cambridge: Cambridge University Press.

learner learn a foreign language? In most cases, ESP teachers need to design a course that meets the specific needs of a particular group of learners.

ESP course design begins by asking and answering a set of questions that create the basis for designing a syllabus, writing or adapting instructional material, defining classroom instruction, and defining the form of assessment. In order to design an ESP course, the teacher needs to know the reason - the purposes for learning the language; Who - the stakeholders involved in the process; Where - possibilities and limits of the place where the learning will take place; When - the time when the learning will take place and the time availability; What - linguistic aspects, skill level, thematic areas; And how - the methodology used. Preparing a new course and creating a syllabus for it involves blending what is already known with the new elements that each new learner brings to the classroom in terms of needs, desires, beliefs, attitudes, etc.

Dudley-Evans and St John[85] consider needs analysis

"The corner stone of ESP which leads to a much focused course"(1998: 122)

Whereas Nunan[86] considers needs analysis as

"A family of procedures for gathering information about learners and about communication tasks for use in syllabus design" (1999: 75).

A needs analysis should assist the teacher in getting a clear idea of what the learners want to learn and how they want to learn it. In my personal experience, since groups always tend to have mixed capabilities, it appears that learners prefer an eclectic or "mixed" approach to teaching. Besides the fact that discourse as an integral part of communicative competence can no longer be ignored in ESP courses, which should prepare students for effective professional communication in the future, there are a number of additional reasons for the need for a discursive perspective in every ESP course.

ESP courses must prepare students to be able to handle language that is not perfect, but is actually used. From the discourse perspective, the focus shifts from grammatical and linguistic analysis to speech and language for communication. Additionally, on the ESP course with a speech perspective, students have the opportunity to explore language as an

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[85]Dudley-Evans, T. and St John, M, J. (1998).Developments in English for Specific Purposes.Cambridge: Cambridge University Press.
[86]Nunan, D. (1999). Syllabus Design, Language Teaching: A Scheme for Teacher Education. Editors: C N Candlin and H G Widdowson. Oxford: Oxford University Press.

interaction rather than as a set of grammatical units. The speaking perspective then draws attention to the skills needed to practice grammar, vocabulary, pronunciation knowledge, and successful communication. Additionally, when a discourse perspective is given to the ESP course, and more attention is paid to the structure and process of discourse, learners improve their productive and receptive skills. Through the discourse perspective, learners are accustomed to examining features of public discourse, from top to bottom, before specific features of text, from bottom to top. In other words, they learn that general features provide context and explanation for using specific models. Another reason why discourse perspective should be applied to ESP course design is that learners develop a meta-linguistic awareness that is very useful in the analysis it is connected to their speech and writing as well as the speech of other. Perhaps most important in the long term is that the discourse-based ESP course helps students become independent, lifelong language learners, while at the same time helping teachers become engaged researchers. Since all other components of communicative competence - linguistic, sociolinguistic, and strategic - can be observed and evaluated through discourse, it becomes the central competence where everything else comes together. English teachers at the University are not consumers of ready-made curricula. They are given the freedom and responsibility to design, implement, evaluate, modify and adapt their curriculum. Therefore, they must be equipped with the necessary knowledge and skills to develop the curriculum.

1.10 Discourse Oriented Syllabus

A discourse based syllabus should collect the content - what to include in the course, the process - how the learning and teaching are implemented, the product - what should be achieved and the context in which the learning takes place - where the program will be implemented. In the context of the content domain, Celce-Murcia &Olshtain (2000) emphasizes context, that is, *"the need to present linguistic content in objective and situational contexts that reflect the use of natural language*"; Originality, meaning *"… the type of language used in the classroom or during the learning process, and the tasks used during language learning"*; Integration, meaning *"improving basic knowledge and use of language skills".*With regard to authenticity, teachers should be careful not to insist on the use of original materials intended for native speakers of the target language without taking into account the real needs of the learners and their level of proficiency. Otherwise, they risk the learners not being able to continue. To be original, every task used must be relevant and adapted to the learning situation. In order to create an authentic learning situation, educators

and learners must bear in mind that in the authentic or natural use of language, there is no single correct answer. Learners should be encouraged to give real answers.The product area clearly defines the expected outcomes of a successful training session, while the contextual dimension provides recommendations for the specific learning situation.

(Celce-Murcia &Olshtain, 2000: 190)noted :

"A syllabus design with a discourse perspective, regardless whether it is content, process or product oriented, needs to possess the following two features: focus on authentic texts and interactional communicative events in language use, and focus on the social and cultural environment within which language processing and interaction take place. Its goals would need to combine ....language knowledge, sociocultural knowledge, and pragmatic knowledge together with processing skills leading to an interactionist perspective of language use. Learners, in other words, would be expected to be able to use language in specified interactional contexts. "

When developing the ESP syllabus from a discourse perspective, a pre-course needs analysis must be accompanied by a careful analysis of the specific language context in which the syllabus will be implemented. Assessment and appraisal should also be undertaken at the end of the course in order to find out what the learners learned and did not learn against what was planned. In addition, the researcher can see if the students have learned anything that was not expected.

Yalden observes that

"There always will remain a variety of puzzling questions about why things turn out the way they do, and what can be done to improve, modify, or rectify the situation"(1987: 3).

The materials and texts, both spoken and written, are selected for the ESP course with a discourse perspective based on discourse characteristics and levels of complexity while teaching methodology and learning activities are guided by the communication objectives.As defined in the quote above, the goals of the discourse-oriented syllabus are a combination of knowledge and processing skills. Another distinctive feature of discourse-oriented ESP is that vocal performance is assessed alongside performance in grammar and vocabulary. This is very important because the students' ability to produce and interpret the language cannot be tested using only multiple choice grammar and vocabulary questions. In order to assess discourse, teachers must use a variety of solicitation techniques and assessment procedures such as self-assessment and peer review; Remarks. Portfolio, Interviews, notes, Checklists,

Discussions.Role play, etc. The advantage of these assessment tools is that they allow you to elicit discourse in a more natural way without the stress of testing and anxiety.

The evaluation tools used must be fully compatible with the specifications included in the syllabus to be developed. A syllabus designed with a discourse perspective, learners are not only exposed to a variety of types of discourse, but are also encouraged to produce a variety of it . When assessing students' skill level, it is essential to include as many different types of discourse as possible.

In the ESP course with discourse perspective, discourse analysis is applied to analyze the characteristics of the discourse of the teacher and the students. With the consent of the students, the teacher records the classroom teaching sessions or individual lecture sessions and analyzes them in several different ways. For example, a teacher can analyze his discourse by emphasizing the relationship between when teachers spoke and when the student spoke; Types of questions asked - reference or real questions the teacher does not know the answer to and display questions the teacher already knows the answers to; Speech rate - fast or slow; Response time granted to students; Methods for verifying students "understanding. When students do not understand. Rate of display of positive reinforcement; and the means of correction, in particular by encouraging self-correction.This helps the teacher become a thoughtful observer of his teaching and ensures that his classroom speech supports and reinforces learning. Likewise, students' speech can be analyzed. Because there is a lot of group and two-way work in ESP lessons, with the consent of the student, the teacher records the student's performance when working in a group or pair. The recording is then copied and delivered to the same or a different group for analysis and possibly to correct any inaccuracies. This trains students to witness the discourse and critically analyze the speech they produce as well as the speech produced by others.

1.11 Conclusion

The conclusion of this chapter (General Perspective) is an attempt to understand English as a common language, its globalization, what its role is, and how it drives languages. As explained earlier in this chapter, the concept of a common language in professional situations is nothing but a criterion linked to content along with others such as the institutional or discursive roles of learners. This chapter has attempted to give a clear idea of the ESP approach, its various definitions, origins and branches.

It also highlights the syllabus, its design methodology and process. In addition, it demonstrated the different approaches to course design and the importance of discourse analysis in the design of the ESP program. Discourse analysis is a useful analytical tool for making informed changes in educational practice. Teachers and students in the Intensive English Program should be familiar with discourse analysis in order to benefit from the discourse approach to language teaching and learning.

This chapter accepts the premise that a discourse approach to designing ESP courses and programs is a prerequisite for an effective ESP course where the roles of students, teachers and course materials are redefined and learning is autonomous. Languages are encouraged. Due to their skill level and the nature of the courses themselves, ESP students benefit from language learning through discourse much more than less proficient students who take basic English courses. One of the primary goals of learning language through discourse is to help students become independent learners for life while helping teachers become thoughtful researchers who care closely about their performance through a class.

Chapter Two   **Computer Mediated Communication and**
Computer Mediated Discourse

2.1 Introduction :

The essence of communication is the exchange of information. In the contemporary era, means of communication have different forms and situations, especially the network medium. But whatever its peculiarities, the nature of the network mediated by computers remains the transmission and sharing of information. Computer communication is just a new form of human communication with all kinds of old communication features included. It also absorbs the advantages of ancient formats, and embraces the real-time interaction of word-of-mouth communication, and the abstract logic of print and live image publishing for film and television. In addition to that, it creates a series of new communication formats, such as Hyper Text, Multimedia, etc. They are the methods of organizing information and the models for sending messages between space. Taking advantage of the continuous development of technology and mechanisms, computer assisted communication realizes the dream of transmitting information across space and time, which will definitely have a great impact on our social life.

2.2 Introduction to Computer Mediated Communication(CMC) :

The rapid development of information and communication technologies in recent years is associated with a similar growth in interest in computer communication (CMC). Since the late 1980s, this trend has led teachers and learners to become interested in the possibilities and complexities of CMC for language teaching and learning.

Thurlow et al[1]., (2003) argue Technically, computer-assisted communication (or just CMC as it is generally known) has been in existence since the invention of the first electronic digital computer (at some point during World War II), or since the first recorded exchange of prototypes. - Email in the early 1960s and, since then, people have been communicating about and through computer technology. Whatever the case, the history of computer aided communication is barely more than fifty years old. For most of us, it is hard to imagine a time when computers were not an integral part of our lives. It has only been twenty years. Computers have gone from being a highly specialized technology to being personal and common. Certainly, in the 1990s, personal computers like mushrooms appeared on the desks of office managers, teachers, students, doctors, housewives, etc.

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[1] Thurlow et al, (2003). Computer Mediated Communication: Social Interaction and the Internet. London. Sage.

Electronic communication , online communication , virtual communication , cyber communication or even cyber conversation …etc , all these are technical concepts that are used to refer to Computer-Mediated Communication , which can be defined as the communicative transaction that occurs through the use of two or more electronic devices .

Herring (2007) [2]defines it as follow :

> " CMC is a predominantly text-based human-human interaction mediated by network computers or mobile telephony…– the process by which people create , exchange , and perceive information using networked telecommunications systems that facilitate encoding , transmitting , and decoding messages."

The tension between technological developments and related social processes raises the question of how we should envision, theorize and study technology, mediation, and communication. In the quarter century since the creation of the Journal of Computer Communications, the central question related to this field of research has shifted from "What is computer communication?" To "what is not?"

In 1994, personal computers were bulky and desktop and thus stationary terminals. The Internet finds its purchase only in the community. Text-based Usenet and Internet Relay Chat (IRC) were popular platforms. Think about high-tech communications via email. Online social media has been around for a long time, and Short Message Service (SMS) first appeared as a form of interpersonal communication via digital media. At the time of this writing, of the 7.7 billion people on the planet, 4.33 billion people actively use the internet (Statista, 2019[3]), 5.14 billion mobile connections use over 9 billion internet subscriptions (GSMA Intelligence, 2019[4]) and 3.5 billion on social networks (Hootsuite, 2019[5]). American

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[2] Herring (2007)
https://www.researchgate.net/profile/Susan_Herring3/publication/285190771_Introduction_to_the_pragmatics_of_computer-mediated_communication/links/56ecca9808ae59dd41c533cf/Introduction-to-the-pragmatics-of-computer-mediated-communication.pdf
[3] STATISTA RESEARCH & ANALYSIS More than just statistics Statista. (2019). Global digital population as of July 2019. Retrieved from https://www.statista.com/statistics/617136/digital-population-worldwide/
Providing individualized solutions that help you better understand your markets, customers and datahttps://www.statista-research.com/en/
[4] GSMA Intelligence. (2019). Real time global data and analysis for the mobile industry. Retrieved from https://www.gsmaintelligence.com/
[5] Hootsuite. (2019). Digital 2019 reports. Retrieved from https://wearesocial.com/blog/2019/01/digital-2019-global-internet-use-accelerates Our yearly report is one of the world's most comprehensive studies on digital trends—read by millions of people in more than 150 countries and widely cited in industry publications such as Business Insider, The Australian, and The Next Web. A trusted resource for businesses, journalists, NGOs, and governments, our Digital in 2019 Report is the only place to find industry-leading data on global digital trends.

adults spend more than 11 hours per day interacting with various (computerized) media (Nielsen, 2019[6]). In short, the technology landscape has undergone a radical change.

CMC is an umbrella term that refers to human communication via computers. Temporarily, a distinction can be made between simultaneous CMC, where the reaction takes place in real time, and asynchronous CMC, where the participants are not necessarily connected simultaneously. Concurrent CMC includes various types of text chat over the Internet, computer, audio and video conferencing; Asynchronous CMC includes email, discussion forums, and mailing lists. CMC can occur over local area networks (LANs) or over the Internet. In addition to allowing global connectivity, CMC Internet provides an additional dimension to hypertext links to www sites, and to e-mail addresses.

In computer –mediated communication , two forms can be distinguished :

➢ Asynchronous CMC (asyn) , which does not require the communicators to be online and available at the same time or place so that communications occur . The messages are composed offline providing the sender the opportunity to plan, filter and edit the messages. Examples of Asynchronous CMC include email and mobile text messages (SMS) .

Alternatively,

➢ Synchronous CMC (Syn) requires its interlocutors to be online simultaneously so that successful communications occur, as it allows for both interactive and written communication. Examples of Synchronous CMC include different forms of chat such as Instant Messaging (IM) and Web chat .

It is important, though , to give heed to text based and video based types of computer-mediated communication . Accordingly, Bodomo (2010) [7] summarizes this point in the following vital terms :

Featuring analysis by Simon Kemp, a world-renowned digital expert, our report gives you clear insights into social, e-commerce, and mobile usage around the world.https://www.hootsuite.com/resources/digital-in-2019

[6] https://www.nielsen.com/us/en/insights/report/2019/total-consumer-report-2019/ Nielsen. (2019). Nielsen total audience report: Q1-2019. Retrieved from https://www.nielsen.com/wpcontent/uploads/sites/3/2019/06/q1-2019-nielsen-total-audience-report-one-sheet.pdf

[7] Bodomo (2010) Computer-Mediated Communication for Linguistics and Literacy: Technology and Natural Language EducationJanuary 2009 DOI: 10.4018/978-1-60566-868-0

" there is a fundamental distinction in the kind of activities that accompany either .Text-based CMC involves communication partners transmitting information between each other mainly through the medium of the written word along with other symbolic systems such as numbers and emotional icons . However , video-based CMC involves primary communication through the medium of moving images .Text-communication may accompany the video – communication process but this is secondary and is meant to serve as talk around the image , so to speak ."Bodomo (2010:06)

CMC varies according to the technology on which it is based , and according to its contexts of use . Thus, synchronous CMC differs systematically from asynchronous CMC in message length , complexity , formality , and interactivity , due , in part , to temporal constraints on message production and processing (Herring , 2002) .

CMC

| Synchronous CMC | | Asynchronous CMC |
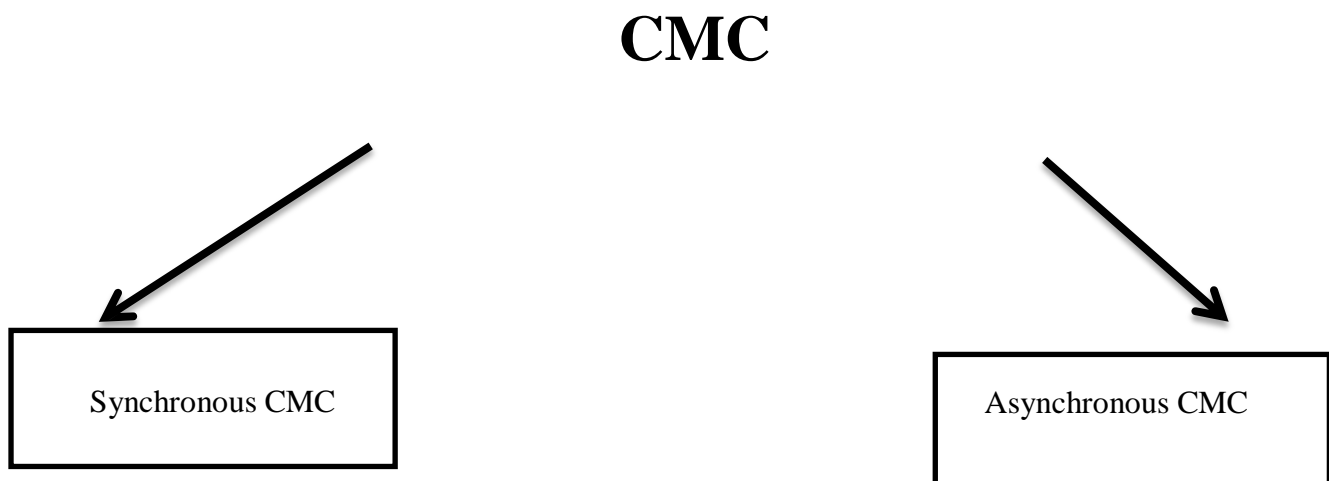
Figure 2.1 : Forms of CMC

2.2.1 Asynchronous CM:

As mentioned above , text –based asynchronous CMC refers to the type of communication that occurs with time constraints and the participants are not required to be online and available at the same time . So, Messages are composed off-line , giving the sender the benefit of time for planning and editing the message.

Examples of this mode of CMC encompass:

❖ **Electronic Mail (E-mail) :**

Electronic mail, ordinary referred to as e-mail , is the electronic counterpart of traditional letters . It is an asynchronous form of communication, whereby written messages are typed on a computer keyboard and are read as text on a computer screen.

Unlike their ancestors , the ordinary letters , email messages are distinguished with some properties that can be summed up as follows :

- The time allotted for transmitting emails is reduced to less than few seconds .
- Users communicate for business or personal purposes by sending or receiving written messages and documents in electronic mailboxes .
- Messages and documents are stored in a server.
- Users can log on to their e-mail whenever access to the internet is available .
- Attachment of files , audio, images, etc. is possible .
- Messages and documents may be sent in bulk to many users simultaneously .

❖ **Short Message Service (SMS) :**

Short message service (SMS) , was first introduced commercially in 1995 , refers to the transmission of short text messages between mobile phone users by typing messages on a keyboard then sending them . According to Bomodo(2010:112)

"The first SMS message was a Christmas greeting sent out in Britain in 1992. Today , SMS has emerged as one of the major digital communication media , with an estimation of over one billion messages exchanged per day around the world ."

This short messages are considered as asynchronous form of CMC, properties of this medium can be resumed as follow :

- Each short message can be up to 160 characters in length when Latin alphabets ere used , and seventy characters in length when non-Latin alphabets such as Arabic and Chinese are used .
- Text messages are created on a small keypad of the mobile phone and are read as text on the tiny screen of the phone .

- Different models of mobile phones allow for slight differences .

❖ **Bulletin Boards (BBS) :**

BBS is defined as: Smith (2005)[8]

-A form for text-based communication distinguished by the size of the audience it attempts to reach and the technological manner in which messages are read . In a BBS , individual contributors send messages to a single computer address . The program then posts these individual messages that visitors can access and read at their discretion ."

Some properties of Bulletin Boards:

- The purpose is usually academic in nature where users communicate by posting messages and announcements to a large group of individuals and having asynchronous group discussions on various issues.
- Users can respond publicly or privately .

❖ **Internet Forums:**

A forums is an asynchronous CMC mode which can be defined as follow *From the web (www.pcmag.com)*

A web site that provides an online exchange of information between people about a particular topic. It provides a venue for questions and answers and may be monitored to keep the content appropriate. Also called a " discussion board" or " discussion group". Internet forums include all the extras people expect from the web, including images , videos , downloads and links, sometimes functioning as a mini-portal on the topic.

So, asynchronous forums include the following features :

- Conversations are slower than in real time and might take time , making of it hard for users to remain engaged .
- Forums can be entirely anonymous or require registration with username and password. Messages may be displayed in chronological order of posting or in question-answer order where all related answers are displayed under the question .

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[8]Smith (2005) Learning through computer-mediated communication: A comparison of Australian and Chinese heritage students May 2005Innovations in Education and Teaching International 42(2):123-134
DOI: 10.1080/14703290500062441 https://www.researchgate.net/publication/248913514_Learning_through_computer-mediated_communication_A_comparison_of_Australian_and_Chinese_heritage_students

- Posts are planned , lengthy and time-consuming to be laid and read.

❖ **Computer Conferencing** :

Computer conferencing refers to the use of computer telecommunications technology to hold discussions between people in separate locations . Types of e-conferencing include video conferencing , a real time video session between two or more users, and audio conferencing . While video conferencing offers written text via chat software , audio conferencing does not . Accordingly, some features of computer conferencing include :

- Users communications are mainly held for academic purposes by composing messages which are saved to files .
- Many users can access a message at a time .
- Users can post messages to a whole group and discussions may stretch over a time period .

❖ **The World Wide Web :**

The world Wide Web , commonly known as the ─ the Web‖ or abbreviated with the acronym ─ www‖ , is defined by the creator of the web , Tim Beremers –Lee [9]as :

─ *The universe of network-accessible information , an embodiment of human knowledge ."*

It can be seen as a portal to the other forms of CMC, since it possesses many functions and communicative properties such as :

- People can check out the latest new group messages , or meet some friends in a chat room through the web .
- Many websites contain discussion on groups and e-mail links.

2.2.2. Synchronous CMC:

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[9] Tim Beremers –Lee "The World Wide Web - A Mid-Course Correction," The Richard Dimbleby Lecture, November 2019
A Magna Carta for the Web, TED talk, 2014 The Year Open Data Went Worldwide, TED talk, 2010
The Next Web, TED talk, 2009https://www.w3.org/People/Berners-Lee/

Chapter Two
Computer Mediated Communication and Computer Mediated Discourse

As mentioned earlier, synchronous CMC , like spoken interaction , requires its interlocutors to be online simultaneously . It permits written communication to become interactive written discourse (Ferrara,Brumer et al , 1991) [10]. According to Soukup(2000[11])

most synchronous CMC is text-only , and communication relies solely on what can be communicated through text and other graphic means . However , it is noteworthy to point that audio and video chat are available as well , even if they are utilized less frequently than text-only CMC . On the whole , examples of synchronous CMC are various , some of them can be summarized as follow :

❖ **Chat :**

Chat is a way of communicating by sending text messages to people in the same chatroom in real-time . Crystal (2001 :130) [12]asserts that :

― *This process takes place in a synchronous setting (where) a user enters a chat „room‟ and joins an ongoing conversation in real time .‟*

Typically , most chat rooms now use both text and voice simultaneously .

❖ **Instant Messaging (IM) :**

According to Wikipedia , Instant messaging (IM) is defined as :

A form of online chat that offers real-time text transmission between two or more people using personal computers or other devices , along with shared clients . The user‟s text is conveyed over a network , such as the internet . More advanced instant messaging software clients also allow enhanced modes of communication such as live voice or video calling and inclusion of links to media .

Thus , *" instant messaging falls under the umbrella term online chat , since it is also text-based , bi-directionally exchanged , and happens in real –time."*   (Ibid)

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[10] Ferrara,Brumer et al , 1991) Ferrara, K. , Brunner, H. , & Whittemore, G. (1991). Interactive written discourse as an emergent register. Written Communication, 8, 8-34.Computer-Mediated Communication: Impersonal, Interpersonal, and Hyperpersonal Interaction JOSEPH B. WALTHERFirst Published February 1, 1996
Google Scholar | SAGE Journals | ISIhttps://journals.sagepub.com/doi/abs/10.1177/009365096023001001

[11] Charles SoukupBuilding a Theory of Multi-Media CMC: An Analysis, Critique and Integration of Computer-Mediated Communication Theory and ResearchFirst Published December 1, 2000 Research Article
https://doi.org/10.1177/1461444800002004002https://journals.sagepub.com/doi/10.1177/1461444800002004002

[12] Crystal, David. 2001. **Language and the Internet**. Cambridge: CUP.

However , IM and online chat differ from other types of CMC such as email due to their asynchronocity . Some features of IM-chat can be summarized as follow :

- The primary use of a chat room is to share information via text with a group of other users .

- The ability to converse with multiple people in the same conversation differentiates .

- Users may see each other via webcams , or talk directly .

- Users may talk for free using microphones and headphones .

- Saving text conversations for later reference are made possible by IM services .

Synchronous Communication:	Asynchronous Communication:
Computer mediated communication in a synchronous form occurs when all parties involved are online at the same time. AKA: Direct Communication The sender and receiver are synchronized with a signal thats encrypted into the data flow.	Computer mediated communication in asynchronous form occurs with time constraints--meaning all involved parties don't need to be present or available at the same exact time. Instead of data being transmitted in a steady stream like synchronous communication, it is transmitted intermittently.
EXAMPLES: *Telephone Conversations *Chatrooms *Video Conferences	EXAMPLES: *E-mail *Discussion Boards *Text messaging via cell phones

Table 2.1 Difference between Synchronous and Asynchronous Communication.

As it is shown in the figure below different form added to Synchronous and Asynchronous communication
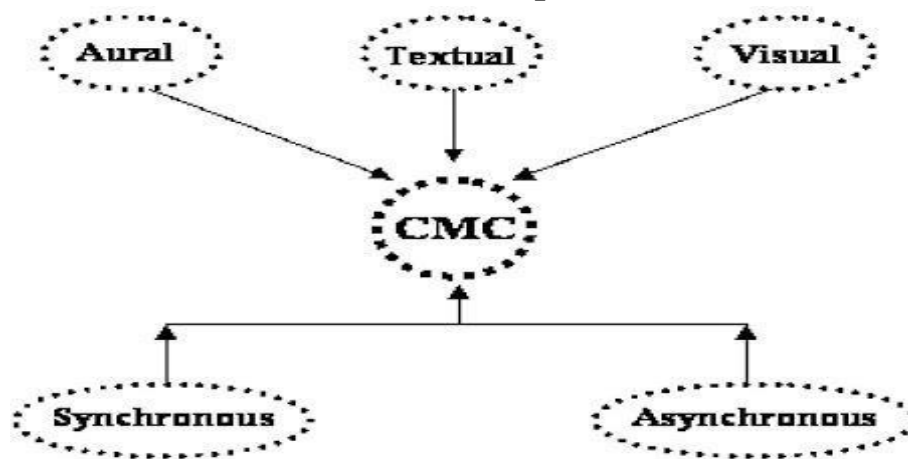
Figure 2.2 Forms of computer mediated communication

2.3.Technological Approach in CMC:

The digital devices we communicate with today include personal computers, smartphones, smart watches, digital assistants (like Alexia, Siri, Echo, etc.) and home appliances (for example, smart thermostats, cameras , refrigerators, etc. .), and even robots. Increasingly (at least in the North), people are living in smart homes controlled by computers and driving autonomous vehicles which are essentially computers that carry people. In the digital age where computer technology is ubiquitous , what should a ‒computer‖ constitute in digital communication research? A device, software application, network or virtual worlds in which people participate in various social activities? It is reckless and futile for sociologists to be constantly drawn to each new tool and application, but it is also problematic not to recognize or adequately ignore the role of new technologies in redefining and reshaping social processes also basic communication. Several articles in this issue directly address this dilemma.

➡ **Focus on sustainable processes versus evolving characteristics of technology**

Chapter Two
Computer Mediated Communication and Computer Mediated Discourse

In this issue, Caleb Carr[13] traces the development of CMC, as a concept and as a group of related research and theories, to advocate a distraction from "computers". It invites us to focus on the "middleware" processes in CMC. Three methods are proposed to help modernize and sustain CMC: (a) remove the term "computer", (b) reaffirm that CMC is the study of mediation, and (c) refocus our research on hardware. Towards the human being explored operations. (For more details see Journal of computer mediated communication)

Andrew Flangin [14]presents a similar case. He suggests that CMC researchers should not delve into "object-centered" research that places too much emphasis on the new features and functionality of technological tools. Instead, he argues, we must "view existing technological tools or products primarily as manifestations of fundamental phenomena rather than as whole objects of study" and focus on the fundamental mechanisms of "mediation" through technologies.

Besides the characteristics and functions of technological tools, many of the researchers focus on the substance, as well as the theoretical constructs emerging in CMC research. By explaining the concept, Kun Xu and Tony Liao [15] proposed a classification of CMC communication signals and studied major differences in how different CMC theories deal with this concept. Seamlessly links several lines of communication and technology research (such as CMC and human-machine interaction) around a central concept that could help CMC researchers should be more precise in formulating their research.

Jeffery Treem, Paul Leonardi, and Bart van den Hooff [16]present a multidimensional view of *communication visibility*. They argue that the ability for individual communicators in CMC

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[13]Caleb T. Carr Associate Professor of Communication Verified email at ilstu.edu - Homepage Computer-Mediated CommunicationOrganizational Communication Impression FormationGroup Communicationhttps://scholar.google.com/citations?user=-K8qwp8AAAAJ&hl=en

[14] Andrew J FlanaginThe Conduct and Consequence of Research on Digital Communication Journal of Computer-Mediated Communication, Volume 25, Issue 1, January 2020, Pages 23–31, https://doi.org/10.1093/jcmc/zmz019 Published: 20 January 2020

[15] Kun Xu and Tony Liao Explicating cues: a typology for understanding emerging media technologies K Xu, T Liao - Journal of Computer-Mediated Communication, 2020 - academic.oup.com
Cues have long been an important concept in computer-mediated communication (CMC),https://www.researchgate.net/publication/338335445_Explicating_Cues_A_Typology_for_Understanding_Emerging_Media_Technologies

[16] Jeffery Treem, Paul Leonardi, and Bart van den Hooff Computer-Mediated Communication in the Age of Communication Visibility Jeffrey W. Treem*, Paul M. Leonardi, Bart van den Hooff Knowledge, Information and InnovationKIN Center for Digital InnovationAmsterdam Business Research InstituteNetwork Institute
https://research.vu.nl/en/publications/computer-mediated-communication-in-the-age-of-communication-visib

to choose, often strategically, how they would present or access information visible to others is a distinctive dimension of CMC. They also offer an agenda for incorporating communication visibility into future CMC research.

Eun-Ju Lee [17]examines the idea of originality in CMC and discusses three sub-components of the concept. These include: (a) the originality of the source, (b) the authenticity of the message and (c) the credibility of the interaction. Building on this concept, it develops an integrated framework and set of testable proposals to collectively study the originality in the directed CMC.

➡️ **Beyond human communication and processes at the individual level**

So far, the researchers have focused on CMC mediation processes. The aim is to create a theoretical overview of the impact of communication technologies on various social, psychological and communication phenomena. However, technological tools can not only facilitate or influence human actions, but they can also disrupt basic social and behavioral processes. Historically, the printing press, the steam engine, the electric motor, and electronics

have all been catalysts for major societal changes. Over the past decade, the convergence of network computing, big data processing and mobile communications has led to an outbreak of technological innovations in media and communication. These smart, mobile and social media devices / platforms / platforms have pose a challenge to CMC researchers to rethink and reinvent human communication processes, size, context and impact at all levels. Several articles in this special issue examine this issue.

The Internet as a communication and social environment is a hot topic in business and communication research. Computer Communication (CMC) is an interdisciplinary field that analyzes the various phenomena that arise from the use of the Internet for human communication. CMC theories are briefly described in this chapter along with the research findings that support these theories. When talking about CMC we deal with all its competence in passing the message especially using emails n business which has a big importance because

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[17] Eun-Ju Lee Authenticity Model of (Mass-Oriented) Computer-Mediated Communication: Conceptual Explorations and Testable Propositions Eun-Ju Lee Journal of Computer-Mediated Communication, Volume 25, Issue 1, January 2020, Pages60–73, https://doi.org/10.1093/jcmc/zmz025https://academic.oup.com/jcmc/article/25/1/60/5709794?login=true

it is not only dealing with internal but external communication .The various psychological and social phenomena associated with the use of the Internet and CMC is also illustrated in the figure below .

Medium factors
- richness
- interactivity
- speed
- level of social presence
- accessibility

CMC competence
- motivaton
- knowledge
- skills
  - *attentiveness*
  - *interaction management*
  - *expressiveness*
  - *composure*

Message factors
- complexity
- equivocality
- quantity
- emotional content

Outcomes
- efficiency
- understanding
- appropriateness
- satisfaction

Context factors
- culture
- relationship level
- status
- time pressure
- distance
- task ambiguity

Figure 2.3 Internets and CMC

2.4 Definition of Computer Mediated Communication

Communication is a process by which people exchange information or express their thoughts and feelings. It has many formats, such as interpersonal communication, organizational communication, oral communication, small group communication, intercultural communication etc. McQuail, Denis[18]. (2005) stated

> *"Computer-mediated Communication (CMC) is defined as any communicative transaction that occurs through the use of two or more networked computers"*

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[18] McQuail, Denis. (2005). Mcquail's Mass Communication Theory. 5th ed. London: SAGE Publications

 In other word Computer communication (CMC) is defined as any communication transaction that occurs through the use of two or more computers connected to a network. Common forms of CMC include email, video, voice and text chat, bulletin boards, service menus, and MMO (multiplayer online games).). These parameters change rapidly as new technologies develop.

According to Warschauer (1999) [19], who has decorticated CMC into three core concepts as follow :

- Core concept 1 : COMPUTER (Computers and Digital Networks) CMC defines the ways in which digital networks –the Internet- have converged with computers to create a set of networks able to support human communication . These CMC networks also called CMC modes serve as mediators of communication which facilitate both synchronous and asynchronous modes of communication .
- Core Concept 2: MEDIATED CMC is communication that is MEDIATED - §Transmitted and facilitated – through people's interactions by means of computers and digital networks .
- Core Concept 3 : COMMUNICATION CMC is communication that is dynamic , transactional , multifunctional , and multimodal .

Computer communication is a human and computer system, which means that it is alive rather than some inanimate facility. The participation of human beings makes themselves creators,

users and enhancers, moreover, the essence of the computer communication system, which means that without humans the system would have nothing but cool devices. The combination of humans and computers, or network transmission, constitutes a complex information transmission system aimed at freely exchanging and sharing information. There are some general characteristics of the information system in a computer communication system, in addition to some special characteristics of the human social system.

2.4.1. Components of Computer-Mediated Communication System

 According to Harold Dwight Lasswell's [20]

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[19] Warschauer (1999) Warschauer, Online communication. In R. Carter & D. Nunan (Eds.), The Cambridge guide to teaching English to speakers of other languages (pp. 207-212). Cambridge: Cambridge University Press.http://education.uci.edu/uploads/7/2/7/6/72769947/online_communication.pdf

"Well known comment on communications is "5W"mordel, including: Who (says), What (to), Whom (in), What Channel (with) and What Effect. According to his theory, CMC system, as a new form of communication with its own characteristics, can also be divided into five components: Subject, Host, Information resource, Channel, Relations and Effects."

It is shown in the figure below

Figure 2.4 Lasswell's Communication Model

➢ **Subject**

The subject matter of the CMC system is human, called network users, who can be innovators, providers and recipients of the network. Hence, the subject plays roles like initiator, moderator, and target as well. Since the CMC system includes reciprocal functions, the roles of people in the network are subject to change. Since it is different from other forms of communication, the subject, i.e. human, has much closer links with the CMC system itself and may be an integral part of the system. Meanwhile, man is also a part of the social system that forms the boundaries of CMC system, thus, man becomes a bridge between these two systems. Through this bridge, the CMC system's role in the social system is expanded and deepened.

The CMC System theme has a lot just like the complex relationships inside. For example, at present, China has more than 300 million internet users, and they are not only users of network information service, but also service providers at the same time. Holding various communication purposes through the CMC system, which has a great influence on the

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[20]LASSWELL, H., LERNER, D., SOLA POOL, I. DE, The Comparative Study of Symbols, Stanford University Press, 1952
. NAISSANCE DES SCIENCES DE LA COMMUNICATION DANS LE CONTEXTE MILITAIRE DES ANNÉES 1940 AUX ÉTATS-UNIS

development and evolution of this system. Since the relationship between the subjects of the CMC system is so important that its creation and maintenance depend on communication on the network, moreover, on communication in the real world - the social system. Here, this network relationship is actually a showcase of the true relationship.

➢ **Host**

In computer networks, a network host (internet host, internet host, or node) is a computer connected to the Internet - or more generally - to any type of data network. A network host can host Information resources as well as application software to provide network services.

The host is the most important part of the CMC system. It is the main unit that forms a communication network node, and it is also the center for the information resource. A private host system can be either a client or a server, both of which are the basis of a network connection.

In a CMC system, the host includes not only the hardware but also the software, which is its dynamic integration. The host system performs the communication process using network equipment, TCP / IP network protocol, etc. According to specific instructions from network users.

In turn, the host system implements developments in the quantities of information and services. In short, an isolated computer without a network is just a calculator or processing unit capable of processing information. But once it joins the Internet, and forms the CMC system, it will undergo a qualitative change in terms of circulation and processing. It is the unique powerhouse of the entire communication system.

➢ **Information Resource**

Network information is a summary of all messages sent over a computer network save them in network nodes. As for the source of network information, it can be understood as

"a summary of the various sources of information obtained using the network".

Includes all information found on the Internet, but only the section that meets user information requirements. As a result, the scope of the network information resource is narrower than Network information.

Network information resources are the content and objects of network communication. During the CMC process, network information is performed as a meaning transformation and it is also the heart of CMC. CMC connects network information with tangible support; Therefore, CMC has become a pure medium for informational communication, which constitutes a great leap in human communication.

Chapter Two   Computer Mediated Communication and Computer Mediated Discourse

Network information resources have the characteristics of large quantities, various types, easy access, wide distribution, and fast transmission so that you can quickly obtain accurate information. Publishing process, which distinguishes CMC from other forms of communication.

> ➢ **Channels**

CMC channel stands for network information transmission path, which brings together different subjects, which makes the transmission of network information smooth. This is the premise and basis of CMC. CMC effects are largely determined by channel properties and condition.

CMC usually consists of network facilities, Network News Transfer Protocol (NNTP), and network media. Utilities and media are devices and protocols are programs from CMC. CMC not only includes visual pathways, such as power cables, but it also includes various programs that provide network information, such as NNTP, so it is a dynamic integration of hardware and software.

Network media have various shapes, which can be common electrical communication cables or fibers, or marine cables, and it can even be an artificial satellite data communication channel.

When doing CMC, network users do not care much about what the channel actually looks like, because the internet provides redundant paths all the time, through which network

Information split into multiple data packets can communicate fluently, so nobody cares how. But in some special circumstances, different types of CMC channels are needed, for example, in 2006, there was a severe earthquake in the Kingdom of the South China Sea, which broke many submarine cables and caused many Chinese MSN users to fail.

> ➢ **Relations and Effects**

Generally, network information resources contain more or less possible values. After the process of transmitting and accepting information from the network, some social influences

have occurred, and these are the effects of CMC. These influences are the core part of the CMC system and an overview of CMC's social functions.

The effects can be positive, and they can also be negative. Positive effects are called more effect while negative influences. The aim of CMC should be to extend the effect of Plus and reduce the negative impact.

Sometimes the effects of CMC can be seen as creating and maintaining different relationships between network users. In other types of communication, interpersonal relationships are considered to be an invisible form of social existence; Whereas in a CMC

system, the relationship between network users can be reflected through interconnectedness and dynamic structures, which is also an expression of a function and part of the CMC system.

Being similar to all other types of communication, CMC system has dynamic, serial and structural characteristics. CMC is a dynamic reciprocal information communication process, which is an Organized information transmission system, which has its own fixed structures. Every element of this system is important and fundamental to the communication process. Be dynamic and organized, CMC So the system is complicated. Having stable structures makes it possible to understand and analyze a system. CMC does not have the general characteristics of shared information communication only System, but also some of its characteristics.

So far, the chapter has focused on CMC's mediation processes. The aim is to generate a theoretical view of how communication technologies affect various social, psychological and communication phenomena. However, technological tools can not only facilitate or influence human actions, but also disrupt basic social and behavioral processes. Historically, the printing press, steam engine, electric motor, and electronics have all been catalysts for major societal changes. Over the past decade, the convergence of grid computing, big data processing, and mobile communications has led to a surge in technological innovation in media and communication. These smart, mobile and social media devices / platforms / platforms have urged CMC researchers to rethink and reinvent the processes, size, context and impact of human communication at all levels. Several articles in this special issue examine this problem.

2.5 Intelligent Computer Systems in CMC:

Advances in artificial intelligence allow computer systems to move beyond automating labor-intensive, error-prone human tasks to providing independent recommendations. They can work on these recommendations with little or no human intervention. Artificial intelligence technologies are increasingly used to selectively filter and display information in media systems. Not only AI computers serve as an intermediary, but also human communication.

They're AI powered sales agents, customer service reps, DJs, personal buyers, and even social companions. Two articles in this special issue deeply reflect the role of AI in CMC.

Shyam Sundar [21] provides a framework that integrates theoretical and experimental information from research on human-machine communication mediated by computer as well

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[21] Shyam Sundar S. Shyam Sundar, distinguished professor of communications and co-director of the Media Effects Research Laboratory housed in the College of Communications at Penn State, has been named editor of the Journal of Computer-Mediated Communication (JCMC)), a leading publication devoted to social science research on communicating with

as human-machine interactions. This is suggested in order to study the psychological effects of machine work on human-technology interactions. The essay by Geoff Hancock, Moore Nauman and Karen Levy [22] proposes the concept of artificial intelligence-mediated communication (AI-MC) and discusses its incorporation into interpersonal communication. They describe AI-MC as a communication that is not only transmitted through technology, but rather a communication that is

"modified, augmented, or even created by an IT agent to achieve communication goals".

They propose that the AI-MC will play in linguistic paradigms and relational dynamics, and possibly in terms of politics, culture, and ethics.

With the emergence of the internet, the traditional way to look at the language has been completely changed. The clear cut division between speech and writing do not take place in the electronic medium of communication which is different from traditional conversation speech and from writing.

The properties which make CMC different from speech include the lack of simultaneous feedback found in conversations , the absence of non-segmental phonology (or tone of voice , replaced by emoticons) and the ability to carry on multiple interactions simultaneously .

The properties which make CMC different from writing include its dynamic dimension (through effects such as animation and page refreshing) and its ability to frame messages (e.g

cutting and pasting in e-mail) and its hyper-textuality (footnotes in traditional writing) . CMC is Crystal (2001:238)

— (…) *something fundamentally different from both writing and speech , as traditionally understood ."*

2.5.1 Media and Mobile Communications:

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computerbasedmediatechnologies.https://books.google.dz/books?hl=fr&lr=&idRaOAgAAQBAJ&oi=fnd&pg=PA217&dq=S hyam+Sundar+computer+mediated+communication&ots=4MaHxumr2B&sig=eezLGqInfRpj7gZi3KmBuyaCnUs&redir_esc =y#v=onepage&q=Shyam%20Sundar%20computer%20mediated%20communication&f=falseMediated Interpersonal Communication p75

[22] Geoff Hancock, Moore Nauman and Karen Levyaved, Nauman (2014) Interpreting sensor information in large-scale ... Eslami, Ali (2013) A non-asymptotic approach to the analysis of communication networks: From Mahalik, Jyoti Prakash (2013) Computer simulation of viral-assembly and ... Dunphy, Karen A (2008) The role of ovarian hormones in p53-mediated https://scholarworks.umass.edu/dissertations/

Another technology / platforms that play into the structure of contemporary society are the mobile phone. To a greater extent than a computer or laptop computer, the smartphone is perhaps the most single digital intermediary device in today's technology landscape. On an individual level, the smartphone offers a variety of *'offers'*. However, the role and social impact of cell phones goes beyond digital mediation if you believe it connects nearly two-thirds of the world's population. A smartphone is a device that allows us to access information anywhere and anytime. Information and data may be pushed, modified and extracted from the connected smartphones without our consent. Scott Campbell[23] traces the evolution of mobile communication, from mobile communication to an entire system of mobile media and communications that have reshaped the fabric of our social life through *"social communication"* (communication and the separation of personal relationships) and *"spatial"* (connection and separation of distances). .

As I explain below, the lines separating mobile communication from other forms of network communication are becoming increasingly blurred. Because technology is developing rapidly, the traditional "*cell phone*" concepts will not work. In fact, these terms might sound silly in the near future, if not really to some. Mobile communication technology refers to devices and services that support mediated social communication during a user's physical movement. This interaction can occur via voice, text, image, video, or otherwise. This is not to say that mobile communication technology is limited to direct human interaction. It can also support other forms of media consumption, information exchange, and even track the movement of moving objects. And I don't suggest using such devices necessarily on the go. Rather, they provide - that is, make them possible - mobility during

intermediate communication. This point is very important given that many rely on technology as their primary means of communication, which I will discuss below.

When considering the rationale for treating mobile communication studies as their own area, it is tempting to point to the unprecedented rate of technology adoption and use.

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[23] Campbell, S. W. (2008). Mobile technology and the body: Apparatgeist, fashion, & function. In Katz, J. (Ed.), Handbook of mobile communication studies (pp. 153–164). Cambridge, MA: MIT Press. **Scott W. Campbell** is Associate Professor and Pohs Endowed Professor of Telecommunications in the Department of Communication Studies at the University of Michigan in Ann Arbor. Most of his recent studies have examined the implications of new media for civic and political life.

Chapter Two   **Computer Mediated Communication and**
Computer Mediated Discourse

The International Telecommunication Union (2012)[24] reported that in 2011, the global prevalence of mobile phone subscriptions was 87% of all people, compared to one-third of households with internet access. (Castells, Fernandez-Ardevol, Qiu and Sey, 2006)[25] stated that :

"In fact, mobile communication is recognized as the fastest medium on the planet".

These adoption trends are often used as justifications for studying mobile communications;‖ However, on their own they do not provide a theoretical basis for scientific research. The idea here is that we need to go a little deeper than adoption rates to identify the peculiarities of technology that provide the basis for theoretical arguments about its role in change. So, my intention here is to study some of the key features of mobile media and communications that justify research in this area, not to mention forming a new field of study. By highlighting what is unique in Mobile Communications, my goal is to make some (again, but not all) of the theoretical foundations for mobile communications explicit and to spark a dialogue about whether we really have a new field of study, or New magazine inventory in the field of new media on a larger scale.

The ability to navigate makes sense because it allows information and communication to flow more easily through the rhythms of everyday life, which have important social implications. For example, many researchers have speculated on the relational effects of unique anytime and anywhere addressing that mobility offers. Licoppe (2003)[26] defines a new form of *'connected existence'* in which friends and family members stay in touch through frequent and short calls and messages throughout daily life. Others have advanced similar

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[24] International Telecommunication Union (2012). The world in 2011: ICT facts and figures. Retrieved from: http://www.itu.int/ITU-D/ict/facts/2011/material/ICTFactsFigures2011.pdf
Google Scholar
[25] Castells, M., Fernandez-Ardevol, M., Qiu, J., Sey, A. (2006). Mobile communication and society: A global perspective. Cambridge, MA: MIT Press.
[26] Licoppe, C. (2003). Two modes of maintaining interpersonal relations through telephone: From the domestic to the mobile phone. In Katz, J. (Ed.), Machines that become us: The social context of communication technology (pp. 171–186), New Brunswick, NJ: Transaction Publishers.

concepts, including ‒*peripheral accessibility*‖ (Ito and Okabe, 2005)[27], ‒*permanent contact*‖ (Katz and Aakhus, 2002[28]) and ‒*telecocoons*‖ (Habuchi, 2005[29]). Ling (2008[30]) argues that it is important to take advantage of the ability to navigate in this way as it leads to increased social cohesion between network links. It tightens the flow of interaction, bridges the gaps between face-to-face encounters and induces new rituals that signal and strengthen relational bonds. On the one hand, Turkle (2011[31]) argues that the same benefits and credits have the potential to curtail our relationships by creating the illusion of camaraderie, as expectations shift from the demands of friendship to technology itself. I don't mean whether mobility helps or hinders social relationships. Instead, the point is that the distinct advantages of mobile technology and the peculiarity of these grants lead to this debate in the first place.

Another characteristic of portable media is that the devices tend to be small. Size is one of the important mechanisms of mobility because it means that individuals are able and willing to carry technology, use it, and even carry it almost anywhere. In fact, Ling (in the press) argues that he has become a structured part of society in the sense that people now construct an interaction with the assumption that we are mutually available to each other. Due to the quality of this *'always in touch'* mobile communication technology (Turkel, 2008[32]), many people describe it as an extension of oneself, in that it is personalized in a way that expresses the user identity (e.g. Campbell, 2008). This technology is personalized in several ways, including information and media content stored inside the device as well as aesthetic customizations for the exterior. Therefore, there are symbolic properties of mobile phone technology that increase the user's sense of connection. We also see this with other artifacts; Nevertheless, (Vincent, 2006[33]) stated that:

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[27] Ito, M., Okabe, D. (2005). Technosocial situations: Emergent structuring of mobile e-mail use. In Ito, M., Okabe, D., Matsuda, M. (Eds.), Personal, portable, pedestrian: Mobile phones in Japanese life (pp. 257–273). Cambridge, MA: MIT Press.

[28] Katz, J. E., Aakhus, M. A. (2002). Conclusion: Making meaning of mobiles – a theory of Aparatgeist. In Katz, J., Aakhus, M. (Eds.), Perpetual contact: Mobile communication, private talk, public performance (pp. 301–320). Cambridge, UK: Cambridge University Press.

[29] Habuchi, I. (2005). Accelerating reflexivity. In Ito, M., Okabe, D., Matsuda, M. (Eds.), Personal, portable, pedestrian: Mobile phones in Japanese life (pp. 165–182). Cambridge, MA: MIT Press.

[30] Ling, R. (2008). New tech, new ties: How mobile communication is reshaping social cohesion. Cambridge, MA: MIT Press.

[31] Turkle, S. (2008). Always-on/always-on you: The tethered self. In Katz, J. (Ed.), Handbook of mobile communication studies (pp. 121–138). Cambridge, MA: MIT Press.

[32] Turkle, S. (2011). Alone together: Why we expect more from technology and less from each other. New York, NY: Basic Books.

[33] Vincent, J. (2006). Emotional attachment and mobile phones. Knowledge, Technology, and Policy, 19(1), 39–44.

"These dynamics play a unique role with portable media, as evidenced by research indicating distinct forms of attachment that users develop towards mobile communication technologies"

The new forms of basic connectivity provided by mobile communication have a number of profound consequences for the developing world, including changes in healthcare, the democratic process, small businesses and local relations.

2.5.2 Social Media and a Networked Society:

New media are one of the most discussed topics in the recently transformed networked society. The term social media encompasses the emergence of digital, IT or Information and network technology. The definition of new media is not static - it changes every day and will continue to do so. Because technology is constantly evolving, no one knows what will happen tomorrow. But we know it will continue to grow fast and furious.

Vincent Miller [34] , a prominent sociologist, discusses in his writings *"Understanding Digital Culture"* social media and what defines it. The structure is made up of a small group of elite producers who make up the public domain for broadcasting, deciding what is and what is not considered important information for the public to consume. For example, before the Internet, people depended on newspapers and television for new broadcasts, which are owned by major companies that chose only a few global news stories to publish.

Mark Poster[35] (1995) was one of the first theorists to provide an insightful discussion of what was, at the time, the emerging new media communications revolution, stated that

"a small elite group of producers, because of their wealth and privilege, had the access and ability to shape the public sphere of broadcasting, and thereby sent one-way communication to the much larger mass of receivers"

He argued that the main difference between the old audiovisual media and the new social media were that the new media were *"active‖*, while the old media were *"passive‖*. Poster linked the audiovisual media to modernity in the sense that they were part of the development of modern industrial capitalism and the nation-state. In this regard, the structure of the audiovisual media reflects the role in the Modern Nation (as shown in the figure below).

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[34] Miller,Vincent, Understanding Digital Culture, (SAGE Publications Ltd, London, California, New Delhi, Singapore, 2011)
Miller,Vincent, Understanding Digital Culture, (SAGE Publications Ltd, London, California, New Delhi, Singapore, 2011).
Miller,Vincent, Understanding Digital Culture, (London, California, New Delhi, Singapore, SAGE Publications Ltd, 2011)
[35] Mark Poster (1995) Postmodern Virtualities MARK POSTERFirst Published November 1, 1995 Research Article
https://doi.org/10.1177/1357034X95001003005https://journals.sagepub.com/doi/abs/10.1177/1357034X95001003005
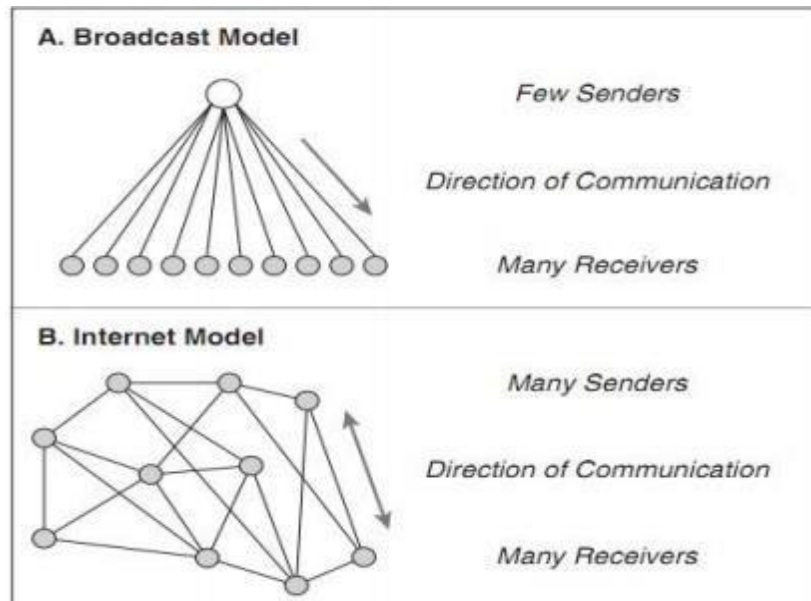
Figure 2.5 Poster's Passive and Active old and New Social Media

We can speak in the same sense as the Internet and its encounter with the old media, for example the confrontation between newspapers and the Internet. Newspapers were transformed but not assimilated with the advent of the Internet (they still exist in print, but have also been corrected in digital form on the Internet), and the Internet was changed so that newspaper websites are now popular destinations on the Internet. The same applies to the confrontation between the Internet and the telephone, with the development of cell phones that support the Internet, and, on the contrary, telephone companies based on the Internet without neglecting traditional or instant correspondence or e-mail.

We live in a rapidly changing technological society. Every day we are full of information. The internet guarantees that we are not behind in terms of information. The emergence of computers along with Internet things introduced the concept of new media. We have noticed that the standard term *"social media"* actually refers to a wide range of changes in media Production, distribution and use. These are technological, textual, traditional and cultural changes. With this in mind, we are nevertheless aware that since at least the mid-2000s (and with some changes during the period) a number of concepts have emerged in the foregrounds which allow to define the main characteristics of the field of social media. In general, we see

them as some of the key terms in new media discourse. They are: digital, interactive, hypertext, virtual, networked, and simulation.

Networking became the main feature of digital media discourse in the 2000s. Over the past twenty-five years or so, networks have developed Media and communication processes converted. The World Wide Web, corporate intranets, virtual learning environments, social networking sites, blogs, online forums, and email distribution lists are part of the networks. Digital media tend to be networked, as broadcast media tend to consume unidirectional analog infrastructure. New media tend to follow more decentralized network architecture with many producers and consumers in constant dialogue with each other, rather than a more hierarchical model for broadcast media where elite producers send one-way communications to many receivers.

The concept of networked community emphasizes the form and organization of the processing and exchange of information. Social media infrastructure and social media take care of that. So it could be a network community .It is defined as a social formation with an infrastructure of social and media networks that allows its basic position for the organization at all levels (individual and group / organizational and societal). These networks increasingly link all units or parts of this formation (individuals, groups and organizations). We can therefore explain the network community as anything that is electronically connected by means of information and communication technologies and is culturally encrypted.

Jan. A. G.M Van Dijk[36], a Dutch sociologist, argued that social networks are supported by media networks available at all levels and subsystems of the community. Four levels can be distinguished and shown in the figure below

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[36] Dijk , Jan A G M Van ,The Network Society: Social Aspects of New Media,2 (London, California, New Delhi, Singapore, SAGE Publications Ltd,1999). Dijk , Jan A G M Van ,The Network Society: Social Aspects of New Media,2 (London, California, New Delhi, Singapore, SAGE Publications Ltd,1999)
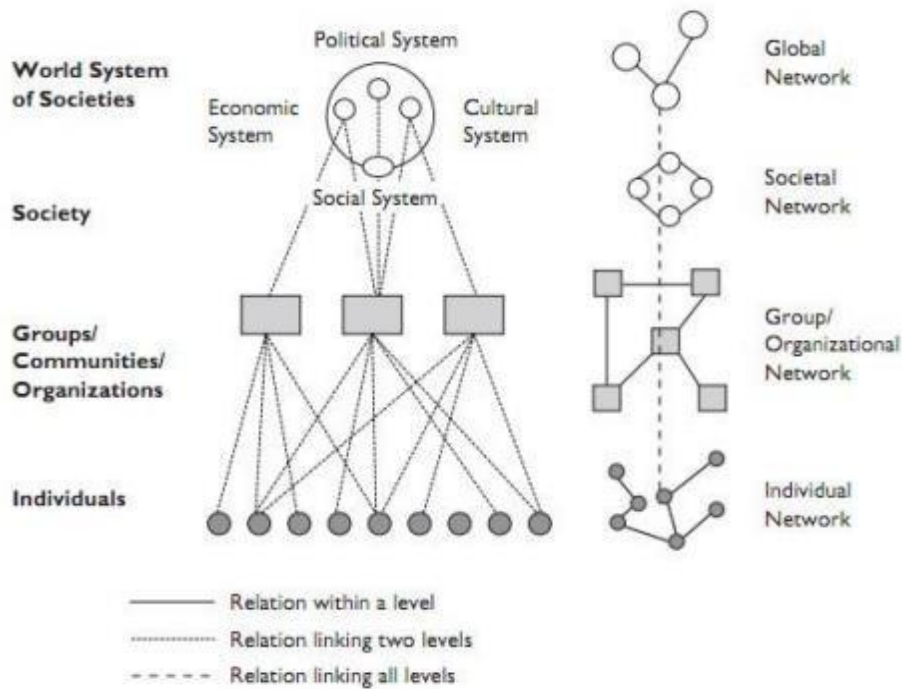
Figure 2.6 Jan. A. G.M Van Dijk levels and Subsystems of the Community

Since the publication of Jan. A. G.M Van Dijk the Special Issue on Web 2.0 and User Generated Content (Walther & Jang, 2012[37]), social media has moved from an emerging topic in the field of media and communication research to the main objective of many disciplines. The analytical techniques developed to study complex social networks have moved from the margins to the center of social research. There is a larger question of how CMC research plays out in other dimensions of social science research on technology.

This is the question examined by Jiawei Sophia Fu and Chih-Hui Lai[38] in the one clear pilot study included in this special issue. Through bibliometric analysis, they trace the citation patterns of research articles on technology and communications published between 1997 and 2017. The results are a systematic mapping of the structure of the intellectual network of research in the field. Focusing on examining social networks and interpersonal relationships, which can be one of the key areas of CMC, they found that –the cluster was closely related and distant from other groups. This indicates that research in this area has its own theoretical

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[37] Walther, J. B., & Jang, J.-W. (Eds.) (2012). Special issue: Web 2.0 and user-generated content as communication systems. Journal of Computer-Mediated Communication, 18(1). doi: doi.org/10.1111/j.1083-6101.2012.01592.x

[38] Jiawei Sophia Fu and Chih-Hui Lai Are We Moving Towards Convergence or Divergence? Mapping the Intellectual Structure and Roots of Online Social Network Research 1997-2017. J. Comput. Mediat. Commun. 25(1): 111-128 (2020)https://dblp.org/pid/86/7848.html

frameworks or methods. specific to this research sub-path, it also indicates the potential risks of this body of research to limit the limits of the development of the theory. It's actually an interesting idea. The CMC research community should take note.

2.6 Benefits of CMC on Language Learning:

This section summarizes the benefits of CMC in language learning, as examined by the selected research articles in the journal. Warschauer (2001)[39] reported that participation in CMC is more balanced than the face-to-face interaction which is dominated by some students. Additionally, Barrs (2012[40]) examined the effect of CMC on learner interaction to maximize targeted language interaction outside of the classroom. The results indicated that the CMC environment can provide students with a practical and useful platform to continue communicating with the target language outside of their classrooms. Blake (2000[41]) analyzed the resulting speech in chat rooms , to see if they have a significant impact on language learning. The study found that CMC can provide many benefits and increased opportunities for access outside of the classroom environment.

Likewise, Zeng and Takatuska (2009[42]) examined the dialogues of EFL learners in the CMC based on simultaneous assignments. They found that CMC environments facilitated collaborative, text-based dialogue for learners and improved their language learning. Pellettieri (2000 [43]) investigated the potential of Networked Task-Based Communication (NBC) to improve sense negotiation and form-oriented interaction. The study concluded that NBC based on simultaneous tasks, like chatting, can actually improve sense negotiation. Learners participating in NBC discussions negotiate general aspects of the speech.

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[39] Warschauer, M. (2001). Online communication. In R. Carter & D. Nunan (Eds.), The Cambridge Guide to Teaching English to Speakers of Other Languages (pp. 207-212). Cambridge: Cambridge University Press.
[40] Barrs, K. (2012). Fostering computer-mediated L2 interaction beyond the classroom. Language Learning & Technology 16(1), 10–25.
[41] Blake, R. (2000). Computer-mediated communication: A window on L2 Spanish interlanguage. Language Learning & Technology 4(1), 120–136.
[42] Zeng, G.., & Takatsuka, S. (2009). Text-based peer-peer collaborative dialogue in a computer-mediated learning environment in the EFL context. System 37, 434–446.
[43] Pellettieri, J. (2000). Negotiation in cyberspace: The role of chatting in the development of grammatical competence. In. M. Warschauer & R. Kern (Eds.), Network-Based Language Teaching: Concepts and Practice (pp. 59– 86). Cambridge: Cambridge University Press.

CMC creates new opportunities for language learners to interact with each other and helps create a friendlier learning environment. Wang (2006[44]) found that negotiation of meaning supported by videoconferencing can facilitate remote second language acquisition and has its

own characteristics. Young (2003[45]) hypothesized that CMC will make learning English more socially interactive and reduce students' emotional filters. Internet use appears to be a motivating factor.

Students reduced their anxiety about language production by Freiermuth (2001[46]), and found that students feel more comfortable chatting online. They were less concerned with language gaps that might cause them to refrain from speaking face to face. Kitade (2000[47]) explored the extent to which CMC was a useful tool for learning a second language. The results indicated that CMC offers potential benefits for learning: facilitating holistic and contextual interaction, learner self-correction and a collaborative learning environment. Xiao and Yang (2005[48]) reported that EFL students in a non native language environment do not have sufficient numbers of native English speakers to practice their English. Their solution was to use web conferences that could provide EFL students an opportunity to interact with native English speakers. The results of this study revealed that CMC involving native speaking students was superior to face-to-face interaction with non-native peers in two respects: the experimental group's fluency improved significantly, and, to a lesser extent, the accuracy improved. This study showed that CMC provides better opportunities for interaction and improvement for students in English as a foreign language where native speakers are less.

In short, studies show that CMC is a beneficial environment for language learning. It facilitates interaction between teacher and students, as well as; between the students themselves. It also strengthens the negotiation of meaning. Students feel comfortable with the

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[44] Wang, Y. (2006). Negotiation of meaning in desktop videoconferencing- supported distance language learning. ReCALL 18(1), 122–146.

[45] Young, S. S. C. (2003). Integrating ICT into second language education in a vocational high school. Journal of Computer Assisted Learning, 19, 447–461, http://siti7447.tripod.com/Journals/GE6353/integrating_second_language.pdf

[46] Freiermuth, M. R. (2001). Native speakers or non-native speakers: Who has the floor? Online and face-to-face interaction in culturally mixed small groups. Computer Assisted Language Learning 14(2), 169–199.

[47] Kitade, K. (2000). L2 Learners' discourse and SLA theories in CMC: Collaborative interaction in internet chat. Computer Assisted Language Learning 13(2), 143–166.

[48] Xiao, M., & Yang, X. (2005). The effects of internet-based desktop videoconference on EFL students_ oral skills in terms of linguistic accuracy, fluency, and complexity. In P. Kommers & G. Richards (Eds.), Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2005 (pp. 882–885). Chesapeake, VA: AACE .

help of CMC, language learners can easily interact with native speakers of the target language anytime and anywhere.

2.6.1 CMC and Language Skills:

Language skills (such as listening, speaking, reading and writing) can be taught and acquired with the help of CMC. In the literature, several studies have examined the effect of CMC on language skills. This section summarizes some of these studies.

⬩ Listening

O'Bryan & Hegelheimer (2007[49]) described a structured attempt to integrate podcasts into the ESL course around listening strategies. It was suggested that the teacher and the students found the podcasts to be a positive element of the course. Absalom & Rizzi (2008 [50]) described a preliminary exploratory study aimed at comparing effects of online listening and online texting. They concluded that second-language online listening assignments require students to energize more teaching resources than text-based assignments and to adopt a deep and integrative learning approach. In addition, online listening tasks in second Language can lead to increased retention of information and vocabulary and this retention is greater.

Information and vocabulary can lead to remarkable gains along the way. Listening group participants were more willing to respond verbally to questions about the content of the weekly tasks

⬩ Speaking

One of the most important skills that language teachers and students are interested in is speaking, so it has received the most coverage in the literature. Alastuey (2011[51]) explored the benefits by stating

"Drawbacks of synchronous voice-based CMC in a blended course of English for Specific Purposes"

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[49] O'Bryan, A., & Hegelheimer, V. (2007). Integrating CALL into the classroom: the role of podcasting in an ESL listening strategies course. ReCALL 19(2), 162–180.

[50] Absalom, M., & Rizzi, A. (2008). Comparing the outcomes of online listening versus online text-based tasks in university level Italian L2 study. ReCALL 20(1), 55–66.

[51] Alastuey, M. C. B. (2011). Perceived benefits and drawbacks of synchronous voice-based computer-mediated communication in the foreign language classroom. Computer Assisted Language Learning 24(5), 419– 432.

A simultaneous acoustic CMC in a mixed-use English course. The results showed that the achievements were significantly better in the experience. The group has an increase in other positive factors that can effectively contribute to Second Language Acquisition (SLA) and resolve many issues that make oral skills a lower proficiency in language contexts foreign. Shamsuddin and Nessi (2006[52]) examining the effectiveness of the Windows NetMeeting chat feature as a tool for developing specific language skills. They found that students who used CMC ESP assignments were of great importance; improvements in their oral communication skills, and they also scored higher than their peers in an IT project conducted during the post-processing semester.

♣ Reading

Fuente (2003 [53]) examined the differential effects of computer-based and face-to-face interactions on the acquisition by Spanish learners of the meaning of second language words. Reception and production measurements as well as oral and written measurements were used to assess acquisition and retention of target items. The study suggested that computer-assisted interaction tasks where meaning is negotiated appear to be of great benefit in helping learners progress. Murphy (2010[54]) examined Lexical evolution in second language (a) whether entering calculated scores better improves the quality of interaction and comprehension of reading text on the web, and (b) whether CMC provides an appropriate means for establishing good interaction between peers in remote sites. The results of the qualitative analysis of interactions suggest that CMC is an appropriate method to generate good interactions between students.

♣ Writing

Vurdien (2013[55]) discovered how a blog, as a computer-assisted tool, engaged a group of EFL learners at a language school in Spain in contemplative and collaborative learning. As part of specific writing assignments. The study found that engaging in peer-to-peer meaning

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[52] Shamsudin, S., & Nesi, H. (2006). Computer-mediated communication in English for specific purposes: A case study with computer science students at Universiti Teknologi Malaysia. Computer Assisted Language Learning 19(4-5), 317-339.

[53] Fuente, M. (2003). Is SLA interactionist theory relevant to CALL? A study on the effects of computer-mediated interaction in L2 vocabulary acquisition. Computer Assisted Language Learning 16(1), 47–81

[54] Murphy, P. (2010). Web-based collaborative reading exercises for learners in remote locations: the effects of computer-mediated feedback and interaction. via computer-mediated communication. ReCALL 22(2), 112– 134.

[55] Vurdien, R. (2013). Enhancing writing skills through blogging in an advanced English as a Foreign Language class in Spain. Computer Assisted Language Learning 26(2), 126-143.

negotiation resulted in better planning and more precise selection of the right record /
template required in each task before writing and presenting their work. Collaborative skills
are also enhanced through regular interaction with students on blogs. The study suggested that
in order to lead meaningful learning, an educational intervention could encourage students to
consider peer feedback so that they could modify their work in an effort to improve their
writing tasks and to produce error-free texts. Shang (2007[56]) examined the overall effect of
using an email on improving writing performance in aspects of grammatical complexity,
grammatical precision and lexical density, as well as checking the relationship between
number of email exchanges and performance writing. The study showed that students
improved grammatical complexity and grammatical accuracy, and suggested that emailing
their peers at least four times could improve their writing performance overall.

2.6.2   CMC and Modern Learning :

Today there are many CMC environments available. People can communicate through a
computer in different ways (for example, in writing, audio and video). Skype, MSN,
Facebook, YouTube, and Twitter are some examples of CMC environments used to
communicate by a large number of people around the world. These environments can be
applied in the field of language teaching and learning. The integration of these environments
creates new opportunities for language teachers and learners to communicate even if they are
outside of the classroom. Technically speaking, each environment has its own unique
characteristics that can create something different from other resources. This section discusses
the different applications of CMC in language teaching and learning. It reviews previous
studies that have examined how these environments apply to language teaching and learning
(see the figure below).

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[56] Shang, H. F. (2007). An exploratory study of e-mail environment on FL writing performance. Computer Assisted
Language Learning 20(1), 79–96.
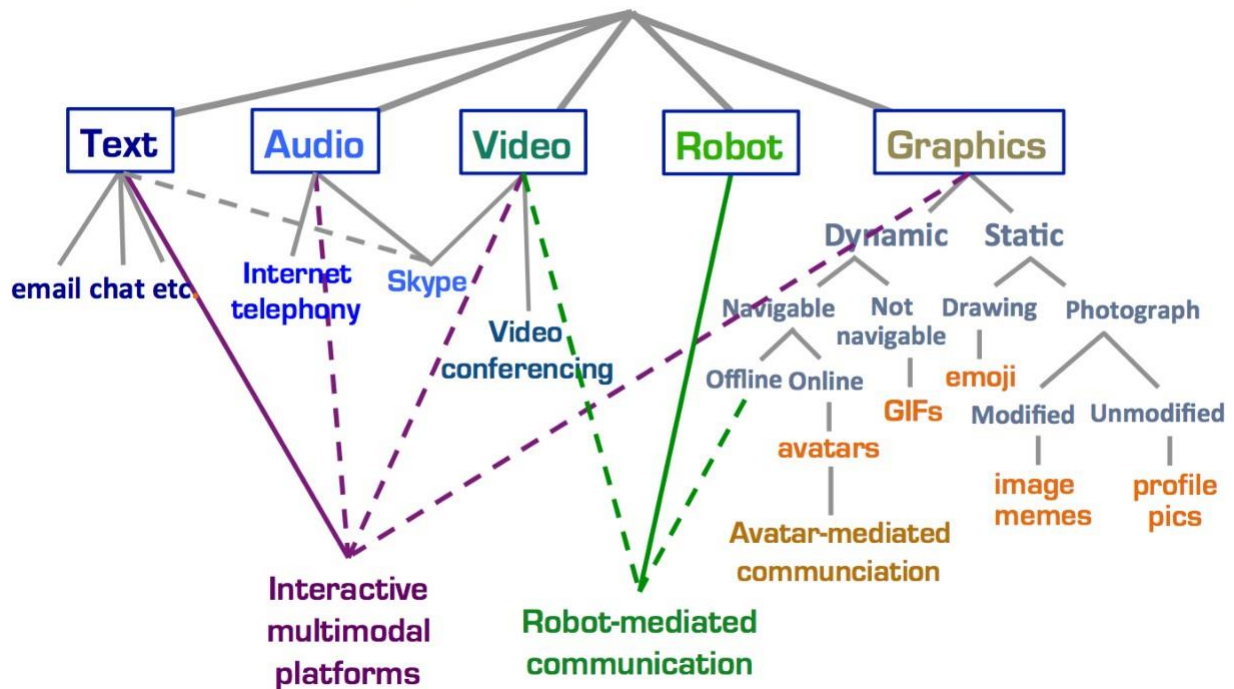
Figure 2.7 CMC in Modern Learning

✚ **Skype**

Skype is an Internet service that provides both voice and video chat windows. Users can configure Conference call with several people at the same time. Skype is a useful tool for learning a language.

Robert (2005[57]) found that Skype offers great opportunities for language professionals and learners, as they provide additional channels for oral communication. Skype is also an effective method; a tool for language teachers. Suk and Young & Vrongistinos (2012[58]) take a look at nature of Blackboard and Skype based online mentoring system for beginning educators. They found it Using Blackboard and Skype together has been beneficial in initiating effective teaching from teachers to English language learners. Develotte, Guichon &

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[57] Robert, G. J. (2005). Emerging technologies Skype and podcasting: disruptive technologies for language learning. Language Learning & Technology 9(3), 9-12.

[58] Suk, H., Young, &, Vrongistinos, K. (2012). Using Blackboard and Skype for mentoring beginning teachers. American Journal of Distance Education 26(3), 172–179.

Vincent (2010[59]) explored how language teachers do Learn to teach using a simultaneous ‖Skype‖ multimedia setup, with particular emphasis on the webcam application during

educational interaction. The study provided five scores for Webcam use (that is, from no use to full use of the webcam). Results indicated that the last degree (full webcam use) allowed for intense interaction and heightened sensation . Yanguas (2010[60]) examined how learners in a CMC group negotiate with video and audio about meaning during task-based interaction using Skype as a tool to conduct the study. Skype was used by the students to conduct their conversations in the computer lab. The results indicated that Skype's use of the CMC oral group created role exchange models that were very close to face-to-face.

✚ Facebook

Facebook is a social networking media service pierced in February 2004. In language learning, it facilitates interaction between pupils and teachers and between learners themselves. The uses of Facebook in language learning have been examined across a number of studies (e.g. Kamarul, Norlida & Zainol, 2010; Mitchell, 2012[61]). Kamarul, Norlida and Zainol (2010) investigated whether students view Facebook as a useful and meaningful learning environment that can support, enhance, and reinforce their English learning. The study found that students believe Facebook can be used as an online environment to make learning English easier. However, educators must integrate Facebook as an educational project with predefined educational goals and outcomes for the learning experience to be beneficial. Mitchell (2012[62]) explored students' motivations for joining Facebook. Students in this study joined Facebook for social reasons. Their four-week usage and interview data showed they were able to communicate with current friends, learn English, and experience American culture through Facebook. They were able to achieve their goals on Facebook with some difficulty.

✚ YouTube

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[59] Develotte, C., Guichon, N., & Vincent, C. (2010). The use of the webcam for teaching a foreign language in a desktop videoconferencing environment. ReCALL 22(3), 293–312.

[60] Yanguas, I. (2010). Oral computer-mediated interaction between L2 learners: It's about time! Language Learning & Technology 14(3), 72–93, http://llt.msu.edu/issues/october2010/yanguas.pdf.

[61] Kamarul, Norlida & Zainol, 2010; Mitchell, 2012cited by Teaching English with Technology, 14(2), 68-87, http://www.tewtjournal.org THE IMPACT OF COMPUTER-MEDIATED COMMUNICATION ENVIRONMENTS ON FOREIGN LANGUAGE LEARNING:A REVIEW OF THE LITERATURE by Hassan Saleh Mahdi
Najran University, King Abdulaziz Road, Najran, Saudi Arabia
almatari7 @ gmail.com

[62] Mitchell, K. (2012). A Social tool: Why and how ESOL students use Facebook. CALICO Journal 29(3), 471–493.

YouTube is a video sharing site, created in February 2005, which can also be used for language learning purposes. In the literature, some studies have been conducted to examine the effect of YouTube on language learning. (Like Hafner & Miller, 2011[63]; Miller, Hafner & Fun, 2012). Miller and Hafner & Fun (2012[64]) introduced a new approach to designing English for Academic Purposes (EAP) courses. The students conducted a simple science experiment, documenting the procedures, results, and interpretation in the form of a digital video uploaded and shared on YouTube. This use of multimedia science documentaries as an educational tool is reported in the EAP with reference to data from a student survey, student interviews and student comments in the course blog. The results show that students recognize the linguistic and technical value of constructing and sharing their multimedia documentaries. Hafner and Miller (2011) created a student-centric digital video project in which students create and share a multimedia science documentary. A host of new Web technologies and platforms (including YouTube and Edublogs) have been incorporated into the project process to create a technically rich learning environment. They drew on student testimonials (from surveys, focus group interviews and blog comments) to assess the digital video project and its associated technological environment.

Wikis

The application of the wiki in language learning has also received some attention in recent years (for example, Castaneda, 2011[65]; Mak and Coniam, 2008[66]; Zorko, 2009[67]). Castaneda (2011) studied the differences in achievement levels between students who used instruction using vlogs / images and wikis, compared to those who used instruction using traditional textual techniques. The results showed that there were no statistically significant differences in output between students who used video / photo blogging and wiki techniques. Those who used traditional techniques. However, significant differences were found in the level of recognition of the group who used Vlogs / Images and Wikis compared to those who used

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[63] Hafner, C. A., & Miller, L. (2011). Fostering learner autonomy in English for Science: A collaborative digital video project in a technological learning environment. Language Learning & Technology 15(3), 68–86.

[64] Miller, L., Hafner, C. A., & Fun, C. N. K. (2012). Project-based learning in a technologically enhanced learning environment for second language learners: Students' perceptions. E-Learning and Digital Media 9(2), 183– 195.

[65] Castaneda, D. A. (2011). The effects of instruction enhanced by video/photo blogs and wikis on learning the distinctions of the Spanish preterite and imperfect. Foreign Language Annals 44(4), 692–711.

[66] Mak, B., & Coniam, D. (2008). Using wikis to enhance and develop writing skills among secondary school students in Hong Kong. System 36(3), 437–455.

[67] Zorko, V. (2009). Factors affecting the way students collaborate in a wiki for English language learning. Australasian Journal of Educational Technology 25(5), 645–665, http://www.ascilite.org.au/ajet/ajet25/zorko.html.

traditional techniques. The overall average scores showed that groups using vlogs / images and wikis outperformed those using traditional technologies. Mak & Coniam (2008) studied the original writing using a wiki. Wikis have been used as a collaborative writing platform to produce content describing the various facilities and features of their school. The final project became a printed textbook for the pupils of their ‒new‖ school to distribute to parents. In light of this real 'culmination', the article discusses the place of original writing, in the areas of creativity and task-based learning, in the school's ESL curriculum. The results indicated that wikis could have two important effects in improving writing skills. First, the actual result of the mission strengthened students' confidence as writers. Second, use the creative skills of the students. Another finding to note is the peer review in writing - a new concept for the students who participated in the project. Lund (2008[68]) found that wikis have the power to advance collective knowledge and language development. Bradley & Lindström & Rystedt (2010[69]) investigated what a wiki can do to promote group interaction when students are encouraged to participate in the creation of texts and to share peer response. The study showed that the collaboration became particularly interesting from the point of view of language learning. On the student wiki pages, there have been many contributions related to both local language and global content. Pellet (2012[70]) proposed a sociological model integrating CMC and collaborative learning to teach content-based courses using the wiki as a medium. The study suggests that the Internet for "reading and writing" provides a unique medium for constructive learning methods, which together can help students develop learner autonomy and metacognitive skills.

➕ **Blogs**

Blogs have some benefits for language learning, which have been examined by some studies (such as Hsu, Wang and Comac 2008[71]). They investigated how the use of podcasts can help meet a teacher's need to improve their English as a Second Language (ESL) instruction. The trainer used the podcasts to manage verbal tasks, interact with learners, and assess performance results. The results indicate that the use of podcasts meets educational

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[68] Lund, A. (2008). Wikis: a collective approach to language production. ReCALL, 20(1), 35–54.

[69] Bradley, L., Lindstro, B., & Rystedt, H. (2010). Rationalities of collaboration for language learning in a wiki. ReCALL 22(2), 247–265.

[70] Pellet, S. H. (2012). Wikis for building content knowledge in the foreign language classroom. CALICO Journal 29(2), 1-25, https://calico.org/memberBrowse.php?action=article&id=911.

[71] Hsu, H. Y, Wang, S. K. & Comac, L. (2008). Using audio blogs to assist English-language learning: an investigation into student perception. Computer Assisted Language Learning 21(2), 181–198.

needs, provides an effective and efficient method for assessing students' oral performance, and allows for individual verbal feedback. Additionally, learners appreciated the ease of use of podcasts and felt podcasts helped them in their language learning experience.

Recently, new technology is introduced almost every month. This creates challenges for researchers to claim that one can take a quick snapshot of an area. New technologies, problems, methods and themes are constantly emerging. So, it cannot be denied that there are many other environments that can be used to learn a language. They are not discussed in detail in this article, but some are cited as examples. Email, MSN, Twitter, Flicker, MySpace and many more are used for communication and can be useful for language learning.

Studies on CMC have contributed to the body of literature indicating the benefits of CMC in language learning. These studies have demonstrated how CMC environments can be used to improve language learning. The factors that influence the use of CMC in language learning have been explored through a large number of studies. Existing CMC environments were reviewed to see how they could be integrated into language teaching and learning. However, the literature has not paid attention to some specific topics. This review offers further studies to explore how language teachers integrate CMC environments and organize appropriate tasks. In addition, further studies are needed to define the principles necessary for the implementation of CMC in language learning.

2.7 Computer –Mediated Discourse Analysis :

 Discourse or discourse analysis studies aim to analyze the use of written or oral language and to study meaning creation and meaningful communication. Laclau (1985[72]) presenting the Essex School of Discourse Analysis presents an innovative study of the theory of post structuralism, analytical thinking and psychoanalysis to explain identities, discourses and domination. According to Brown and Yule (1983[73]), discourse analysis targets the micro level of the relationships between sentences and vocalizations. Discourse analysis presents a complex linguistic problem which can integrate different aspects such as: psychological (cognitive, cultural and historical, sociocultural, etc.), linguistics (grammatical, textual, stylistic, etc.), semiotics (semantics, grammatical, etc.) pragmatic, etc.), philosophical

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[72] Laclau E, Mouffe C, Hegemony and Socialist Strategy: Towards a Radical Democratic Politics, 1st edn. (London: Verso, 2001), 197 p.
[73] Brown G, Yule G, Discourse Analysis, 1st edn. (Cambridge: Cambridge University Press, 1983), 288 p.

(structural, post-structural, deconstructive, etc.), logical (dialectic, rhetoric, etc.). As early as 1984, linguist Naomi Barron suggested that computer-aided communication is a powerful force to change language. The following 1990s saw the emergence of a wave of researchers in computer-mediated speech (Baym, Cherny, Danet, Herring, Reid, Yates, etc.) who described language and computer interaction, making it more complex and variable than previously thought. Calculated voice exchanges, on the one hand, are faster than written exchanges via letters or posted Articles, but still much slower than spoken exchanges. In addition, computer-assisted speaking allows many participants to communicate simultaneously, which is difficult to achieve in other media (Herring 1996[74]) while at the same time invisible or unknown audiences create the impression of direct and even "private" exchanges (King 1996[75]). The general perception of the computer support language was grammatically incorrect, inconsistent or very simplified compared to the written academic language; In addition, the whole vocabulary was considered much smaller and less elegant or refined. These days, it is generally seen that deliberate strategies for using non-standard features are specifically aimed at tailoring IT support to the expressive and creative needs of Internet users. It has nothing to do with so-called poor or simplified communication as well as with the decrease in expressive functions of language. The richness and diversity of computer-mediated discourse is concentrated in multiple human experiences on the Internet, thus making it possible to study the interconnections between the levels of micro and macro interaction.

The majority of scientific studies on computer-assisted speech have analyzed the social and psychological characteristics of the average Internet user in a coherent sequence of realistic sentences, suggestions, speeches or turns. Recent research on computer-aided communication includes the speech of social networks on the Internet and the topics of its analysis (speech, writing, conversation and communication event) are studied in the use of a "natural" language rather than d 'invented or possible examples. The socio-psychological approach to computer-mediated discourse examines how users of digital media deal with interpersonal interactions, the formation and maintenance of relationships. Another branch of computer-assisted speech examines the linguistic characteristics of emoji to complement and enhance the language of people adopting technology. Other important topics are the effects of

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[74] Herring SC, Posting in a different voice: Gender and ethics in computer-mediated communication. In: C. Ess (ed.), Philosophical Perspectives on Computer-Mediated Communication (Albany: SUNY Press, 1996), pp.115-45.
[75] King SA (1996) Researching Internet Communities: Proposed Ethical Guidelines for the Reporting of Results. The Information Society, 12 (2): 119-128. doi: 10.1080/713856145

computer mediation on language change and its linguistic norms. Since vocabulary acquisition is the most important and important task faced by the language learner (Swan and Walter, 1990[76]), the aim of the given article is to introduce approaches to teach the vocabulary of a computer language and its effect on student acquisition.

Most CMCs in use today are text-based, that is, messages are written on a computer keyboard and read as text on a computer screen, usually by one or more people located at a location different from the sender of the message. Text-based CMCs take a variety of forms (e.g., email, newsgroups, real-time chat, and virtual reality RPGs) whose linguistic characteristics differ depending on the type of messaging system used and the social and cultural context which includes special use cases. However, all of these forms have it In common, the activity through them consists primarily - in many cases, exclusively - through visually presented language. These properties of the medium have important consequences for the understanding of the nature of the language in which the computer operates. It also provides a unique environment free from competing influences from other communication channels and the physical context, where verbal interaction and the relationship between speech and social practice are explored.

2.7.1 Classification of CMD :

Computer networks do not guarantee democratic and equal opportunity interaction, nor has any previous communication technology had this effect. Pre-existing social arrangements migrate into cyberspace to create an uneven playing field, and computer communication can be a tool of suppression or resistance. While utopian theorists may be disappointed with this result, for social-minded discourse analysts it is a blessing. Discursive negotiation and the expression of social relationships in cyberspace, including asymmetric relationships, is one of the most promising areas for future student investigation of computer-assisted discourse .

➤ **Medium and Channel**

Computer networks are often seen as a means of communication separate from writing and speaking. Thus, CMD researchers rather speak of electronic `` medium effects '' on CMD

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[76] Swan M, Walter C, The New Cambridge English Course 2 Student's Book, 1st edn (Cambridge: Cambridge University Press, 1990), 128 p

To treat CMD as a form of "writing‖ distributed by electronic means (see, for example, Murray1988[77]). The rationale is that if the means of production are similar between CMD and other forms of writing, including allowing Asynchronous editing and formatting of text and other aspects of computer communication prevent easy classification, whether written or spoken. CMD exchanges are generally faster than written exchanges (for example, letters or published articles responding to each other), but still much slower than oral exchanges, because even in the so-called "real time" modes, writing is slower than speaking. In addition, CMD allows multiple participants to communicate simultaneously in ways that are difficult, if not impossible, to achieve in other media, due to cognitive limitations on the participants' ability to simultaneously attend more than one exchange (Herring, 1999[78]) . In addition, the computerized dissemination of messages involves broadcasting them to the invisible (and often unknown).The public, while creating the impression of direct and even ‒private‖ exchanges (King, 1996[79]). For these and other reasons, participants generally perceive CMD as different from writing or speaking, sometimes as a combination of the two, but in any case subject to its own limitations and abilities.

Media may vary in number of communication channels or sources including. Face-to-face communication is a ‒rich‖ medium, because this information is available through several channels: visual, audio, gestural, etc. On the other hand, CMD is a "light" medium (Daft & Lengel, 1984[80]), since this information is only available through the visual channel, and this information is limited to the written text. This has led some to assume that IT support is "poor" and unsuitable for social interaction (Baron, 1984 [81]). However, there is ample evidence that text users compensate for loss of hearing and gesture signals, and that CMD can

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[77] Murray, Denise E ‒The context of oral and written language: A framework for mode and medium switching." Language in Society, 17, 351-73.

[78] Herring, Susan C 1999 "Interactional coherence in CMC." Journal of Computer-Mediated Communication 4(4). Special issue on Persistent Conversation, T. Erickson (ed.). http://www.ascusc.org/jcmc/vol4/issue4/ 1

[79] King, Storm 1996 "Researching Internet communities: Proposed ethical guidelines for the reporting of results." The Information Society, 12(2), 119-27.

[80] Daft, Richard L. and Robert H. Lengel 1984 ‒Information richness: A new approach to managerial behavior and organization design.‖ In B. M. Staw and L. L. Cummings (eds.), Research in Organizational Behavior, volume 6, 191-233. Greenwich, CT: JAI Press

[81] Baron, Naomi S. 1984 ‒Computer mediated communication as a force in language change.‖ Visible Language, XVIII 2, 118-41.

be richly expressive. Nowhere is this perhaps better illustrated than the popularity of 'virtual sex' (Deuel, 1996[82]; McRae, 1996[83]) - sex is an activity that generally requires more channels

of communication than face-to-face discourse (for example, touch) - en Perform acts of physical intimacy through text.

➢ **Medium variables**

While the question of the inevitable influence of IT support on language use is often exaggerated, the characteristics of computer messaging systems play an important role in the development of CMDs. An important difference concerns the timing of engagement (Kiesler et al., 1984[84]). Asynchronous CMD systems do not require users to log on simultaneously to send and receive messages; Instead, messages are stored at the address location so that they can be read. Electronic mail is an example of this type. In concurrent CMD, on the other hand, the sender and addresses must be connected simultaneously, and messages are ephemeral, as they scroll up and out of participants' computer screens as new messages replace them. . "Real-time" chat - as in commercial service provider chat rooms and via Internet Relay Chat (IRC) - is a common form of concurrent CMD.

A cross-cutting technological dimension has to do with whether or not simultaneous feedback is available; that is, whether the message transmission is one-way or two-way (Cherny, 1999[85]). In one-way transmission, a message is transmitted in its totality as a single unit, with the result that recipients do not know that a message is being addressed to them until it arrives, thereby precluding the possibility of simultaneous feedback. Most CMD in current use makes use of one-way transmission. In contrast, oral modes of communication (such as face-to-face and telephone conversations) are two-way, with speaker and addressee both able to hear the message as it is produced. There are also two way CMD systems, in which participants' screens split into two or more sections, and the Words of each participant appear keystroke-by-keystroke in their respective sections as they are typed. An example of

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[82]Deuel, Nancy R. 1996 "Our passionate response to virtual reality." In S. Herring (ed.), Computer-Mediated Communication: Linguistic, Social and Cross-Cultural Perspectives, 129-46. Amsterdam: John Benjamins.
[83] McRae, Shannon 1996 "Coming apart at the seams: Sex, text and the virtual body." In L. Cherny and E. Weise (eds.), Wired_Women, 242-63. Seattle: Seal Press.
[84] Kiesler, Sara, Jane Siegel and Timothy W. McGuire 1984 ‒Social psychological aspects of computer-mediated communication.‖ American Psychologist, 39, 1123-34.
[85] Cherny, Lynn 1999 Conversation and Community: Chat in a Virtual World. Stanford: CSLI Publications. Forthcoming "Winning and losing: Abbreviations and routines as community register markers on a social MUD." In S. Herring (ed.), Computer-Mediated Conversation.

two-way synchronous CMD on the Internet is the currently popular ICQ ('I seek you') protocol. Some common modes of CMD are classified according to synchronicity and transmission type (see the table below)

	one-way transmission	two-way transmission
Synchronous	chat(IRC,webchat,etc.); MUDs and MOOs	UNIX 'talk'; VAX 'phone'; ICQ
Asynchronous	E-mail; e-mail-based systems (listserv,discussion,lists, Usenet newsgroups, etc.)	

Table 2.2 Heering's Classification of some Common CMD Modes According to Medium Variables

They are asynchronous in that messages are posted by e-mail. E-mail can be sent to participate in electronic mailing lists (listserv discussion group). A listserv is an automated mailing system that distributes mails. It has two functions e-mailing out text documents.

Interactive listserv provides a forum for individuals who have the same interests to exchange their ideas and interests. It is not like e-mail (one - to one) communication, but one too many. Information is received in a form of report, article, abstract, recreation, or comment) and distributed over to the members of the list. How does it work? The mailing list is hosted by an institution, ie (college or university or a company) which uses its computer system to manage the mailing lists. Listserv has a number of functions like receiving requests from subscribers, placing subscriber's e-mails on a list, receiving messages from subscribers and sending messages to all members, and sending information requested by the subscribers (Leshine, 1996-65[86]).

2.7.2 Heering[87]'s CMD mode

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[86] Leshine, B.Cyntia (1996-65) Internet Adventures. Massachusetts: Allyn et Bacon
[87] Herring, Susan, Deborah Johnson, and Tamra DiBenedetto 1992 –Participation in electronic discourse in a 'feminist' field.‖ In K. Hall, M. Bucholtz, and B. Moonwomon (eds.), Locating Power: The Proceedings of the Second Berkeley Women and Language Conference, 250-62. Berkeley: Berkeley Women and Language Group. Reprinted (1998) in J. Coates (ed.), Language and Gender: A Reader, 197-210. Oxford: Blackwell. 1995 –‗This discussion is going too far!' Male resistance to female participation on the Internet.‖ In M. Bucholtz and K. Hall (eds.), Gender Articulated: Language and the Socially Constructed Self, 67-96. New York: Routledge. Herring, Susan and Carole Nix 1997 "Is "serious chat" an oxymoron? Academic vs. social uses of Internet Relay Chat." Paper presented at the American Association of Applied Linguistics, Orlando, FL, March 11

Another useful classification in terms of emic (culturally recognized) classes for computer aided communication, or CMD mode. Common models such as private email, listserver

mailing lists, Usenet newsgroups, IRCs, and MUDs are socially and technically defined, and each has their own histories and cultures of use. For example, mailing lists and Usenet newsgroups are both asynchronous, multi-participant newsgroups in which messages are sent ("published") by email. However, there are distinct Usenet lists and "cultures", the former tending to attract more academic professionals and the latter, younger users (mostly men) engaged in the controversial exchange of opinions. The greater degree of controversy on Usenet (including a high percentage of "flamboyant", or targeting a headline that contains explicitly hostile post content; Kim & Raja, 1991[88]) is in part due to the fact that social responsibility in the Usenet's system is weak - - when needed, Listserv participants subscribe to mailing lists, while providing their name and email address in the process. Usenet messages are posted publicly for anyone who has access to a news reader to read them. It also reflects the story of Usenet, which was invented by young male "pirates" in the late 1970s as an alternative to the government-funded "elitist" ARPANET (Rheingold, 1993[89]), which went on to operate. define themselves in terms of –frontier values‖. (Pfaffenberger, 1996[90]).

The real-time chat modes also differ from each other culturally. Although IRC and chat in Social MUD are both simultaneous, one-way types of CMDs and use similar commands (the ability, for example, to distinguish between speech and action, and the ability to send someone a message privately), the nature of the conversations and mores associated with each differ. As Cherny(12--13[91]) notes:

[a] although many abbreviations are common [to IRC and ElseMOO, the social MUD I studied], certain outsider forms are sneered at: e.g., "u" for "you", "r" for "are." When I asked ElseMOO regulars, "What part of the Internet do you think abbreviations like 'r u going

[88] Kim, Min-Sun and Narayan S. Raja 1991 –Verbal aggression and self-disclosure on computer bulletin boards.‖ Washington, D.C.: ERIC Clearinghouse on Languages and Linguistics. Document no. ED334620.

[89] Rheingold, Howard 1993 The Virtual Community: Homesteading on the Electronic Frontier. Reading, MA: AddisonWesley.

[90] Pfaffenberger, Bryan 1996 " 'If I want it, it's OK': Usenet and the (outer) limits of free speech." The Information Society, 12, 365-386.

[91] Cherny, Lynn 1994 "Gender differences in text-based virtual reality." In M. Bucholtz, A. Liang, L. Sutton, and C. Hines (eds.), Cultural Performances: Proceedings of the Third Berkeley Women and Language Conference. Berkeley: Berkeley Women and Language Group. Available at ftp://ftp.lambda.moo.mud.org/pub/MOO/papers/GenderMOO.ps. 1995 "The modal complexity of speech events in a social MUD." Electronic Journal of Communication/La revue électronique de communication, 5(4). http://www.cios.org/www/ejc/v5n495.htm 1999 Conversation and Community: Chat in a Virtual World. Stanford: CSLI Publications. Forthcoming "Winning and losing: Abbreviations and routines as commu

2 c the movie' are from?", Two replied "the icky part" and "the part I avoid like the plague."
One thought perhaps IRC users sometimes use those forms but admitted to an anti-IRC bias.
When one new visitor came to ElseMOO (apparently used to IRC) and said, "this is just like

IRC <g> ... with fun things to do," Bonny, a regular, responded, "except we don't say < g>
here. "

The fact that MUDding requires computer programming skills to function well may explain the perception of Cherny testers that their MUD culture is more complex than IRC culture. With these differences as a background, we will now look at some of the characteristics of computer-mediated discourse.

As the above discussion shows, computer-mediated discourse is valuable in providing thorough practice for business email language to discuss the latest changes in social and political life around the globe. Thus, new ways of discourse vocabulary are enabled by computer mediated communication. Computer mode provides greater involvement in discussions and turn-taking initiation. Computer-mediated discourse study enables us to see interconnections between micro- and macro-levels of interaction. Cyberspace provides valuable options for collaboration (online projects, distance learning, forums, videoconferencing, etc.) and opportunities for intern businesses autonomy. The employer's role is also changed from an authoritarian fountain of knowledge to a guiding ‗e-moderator'. Communication generated in computer-mediated environment contributes to a rich and diverse vocabulary use. As social media continues to thrive and it is embraced by more and more people an Internet slang or a meme ('facepalm', 'bae', 'milkshake duck', 'unicorn milkshake', 'mic drop') examples fromgeneral knowledge on the internet) might become extremely popular and they are added to online dictionaries as new words (eg 'bicoin', 'twerk', 'derp', 'tl; dr', etc). The new entries into open online dictionaries show a vast variety of economical reforms, new technological and cultural phenomena or even instigate global social movements.

2.8 Conclusion

As the discussion and the research above shows, we are far from seeing CMD as a type and part of CMC, and it should also be clear that not all CMD characteristics are necessarily and directly derived from the characteristics of computer technology. Instead, social and

cultural factors particularly contribute to the conversation about business communication that I will discuss in Chapter Three - conveyed through communication in other media as well as generated internally in computerized environments - contribute significantly to the constellation of characteristics characterized by computer-mediated discourse . The wide range of speech activity that occurs in the CMD and the range of human experiences it elicits invites multiple analytical approaches, including methods drawn from different academic disciplines as well as different subfields as a discourse analysis. This richness and diversity of CMDs, concentrated in one (albeit vast) phenomenon - the Internet, is its strength. The study of CMD allows us to see the interdependence between the levels of partial and total interaction that otherwise could not emerge by observing oral or written communication, and perhaps by formulating more comprehensive theories of discourse, and social action. However, further specialization in CMD research is desirable and imperative, as the field covers a wide range of phenomena and is still new. In this overview, I focused on issues of classification, linguistic structure, interaction management, and social practice in a computer-assisted environment. The nature of CMC means that it is easy for individuals to communicate with others regardless of time, place or otherwise. The CMC allows individuals to collaborate on projects that may be impossible due to factors such as geography. Additionally, the CMC can also be useful in enabling people who may be bullied due to factors such as personality or disability to participate in communication. By allowing the individual to call wherever they want, CMC calling allows the individual to communicate with as little pressure as possible. Putting the individual at ease through CMC also plays a role in self-disclosure, making it easier for the connected partner to open up and be more expressive. When communicating through electronic media, individuals are less likely to engage in profiling and are less aware of physical characteristics. The role anonymity plays in online communication may also encourage some users to be less defensive and to connect with others more quickly.

The future prospects for the field of CMD analysis are very promising. Starting from Writing, new research on computer-aided communication appears almost daily, and an increasing part of this work focuses on language. This wave of activity will certainly lead to the emergence of new areas of research, as well as problematic for current understanding; these are the signs of a dynamic and growing field of investigation. Additionally, as CMC technology continues to develop at a rapid rate, new and updated research will be required to

document its use. For example, we can anticipate structural and cultural changes in Internet communication, as the World Wide Web increasingly integrates Internet modes such as email, newsgroups, and discussion forums under a single graphical interface. We can also watch transferring to new understandings (and new analytical challenges) as augmented audio and video channels CMD becomes increasingly popular. CMD is not just a trend. It is here to stay, as long as computer-aided communication involves language in any form, computer-aided analysis of speech is necessary.

Chapter Three   **Business Email and Research Methodology**

3.1 Introduction

In formal and corporate communications, there has long been a routine of sending hard copies of messages to related third parties. As e-mail has become a central tool for workplace communication, the practice of sending copies has spread. Transcription is no longer associated with formal correspondence; it has become a popular way to include many participants in daily professional networking. It requires new forms of skill to deal with multiple participants with different sharing situations and amounts of background knowledge. In this chapter, we look at the use of the copy field in email messages between members of a distributed workgroup. We question the situations in which transcription takes place with external actors, how the transcribed recipients are integrated into the message and what types of communication functions the practice of transcription serves.

3.2 Email Communication

With millions of emails sent daily, email has become a popular medium of communication used by young and old alike. Having an e-mail address - or even several e-mail addresses - is a given; Email has become a normal communication channel like a telephone. Therefore, one might assume that most readers are familiar with sending email messages and their structural elements, which include header, body, and optional signature. Compared to other modes of computer communication (now CMC), email is an older mode that is gradually losing popularity as new competing modes emerge. However, email remains the most important CMC application because it is the only application that the average Internet user knows. So when filling out forms, for example, it is the person's email address that is required and not their Skype user ID or Twitter account - a practice that will likely continue for some time. E-mails are used for a variety of purposes, for example to exchange information, to send greetings and invitations, or to send a web link or certain digital data (ranging from simple Word documents to images and videos). Since it is less personal than speaking, it is a relatively low-key form of communication and also encourages people who would not otherwise communicate to communicate in writing. In addition, its rapid transport makes it a privileged means of communicating with distant people. Although it takes longer to deliver the message, the email reaches its recipients in no time wherever they are. Email dates back to the 1970s (see Baron 2000: 223-226[1]). Until the late 1980s, email was primarily used in

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[1] Baron, Naomi S. 2000 Alphabet to Email: How Written English Evolved and Where It"s Heading. New York/London: Routledge.

government, business, and IT departments. After that, it gained popularity with the rise of internet service providers such as CompuServe and AOL. It has replaced phone calls and emails to some extent and also created new ports of communication: people send emails to each other in situations where they had not interacted before, and so it becomes much easier to 'approach another person when help is needed. For example, teachers frequently receive emails from their students asking about homework, upcoming tests, or personal questions, and asking about problems they would have solved without the teacher's help before. In this context, Barron (2003: 86 and 2008: 165 [2]) speaks of a student who asked for more information about his research project when preparing his master's thesis: *"Obviously, his library did not have not a lot of useful resources. After presenting a long list of questions to me, close by saying "OK NAOMI ... I really need your information As soon as possible ".*

This example clearly shows that the threshold for preventing someone from writing has been lowered, but it also indicates another phenomenon that seems typical of email, which is the tendency to use a somewhat informal style.(see chapter two)

While previous studies have often discussed issues with the question of why people use email, this particular question should be edited to learn about the reasons why some people still send messages, while in other situations, they prefer to send e-mails to messages. In fact, an electronic message has certain advantages: a letter can transfer a subject; the recipient may pay more attention to a message than to an e-mail; a speech can also be received by people who do not use the Internet. So how do people often choose email to make an appointment or discuss issues? Why don't they call in such situations? Email does not bother recipients at work, and allows senders to think about their words and change their sentences. So, it's no surprise that people who work in the same office, for example, frequently communicate by email. Another advantage is that notes Waldvogel (2007[3]).

"[email] allows people to quickly provide the same information to many other people,"

Business email communication is not just between a sender and a receiver outside the company (external) but it is also within the company internal as it is shown in the next figure.

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[2] Baron, Naomi S. 2003 Why email looks like speech. Proofreading, pedagogy, and public face. In: Jean Aitchison and Diana M. Lewis (eds.), New Media Language, 85–94. New York/London: Routledge. Baron, Naomi S. 2008 Always On: Language in an Online and Mobile World. Oxford, UK: Oxford University Press.
[3]Waldvogel, Joan 2007 Greetings and closings in workplace email. Journal of Computer-Mediated Communication 12(2), article 6. http://jcmc.indiana.edu/vol12/issue2/waldvogel.html

Internet users even get a recording of the communication, which is not the case when discussing a topic on the phone. They have started to reduce the amount of time their employees are allowed to spend in order to save time. Next; I briefly sketch the history of email research from the 1980s to the present day. Features that are generally considered typical of emails are listed and critically discussed. There is no reason to assume a single language for e-mail and to demonstrate inaccuracies in the use of terms such as "Netspeak". However, there are new communication practices when it comes to email - practices that influence people's social behaviour and communication. This is especially true for email dialog boxes, which can be considered a typical feature of CMC. In this context, we also refer to several style guides on composing emails. (See chapter two)
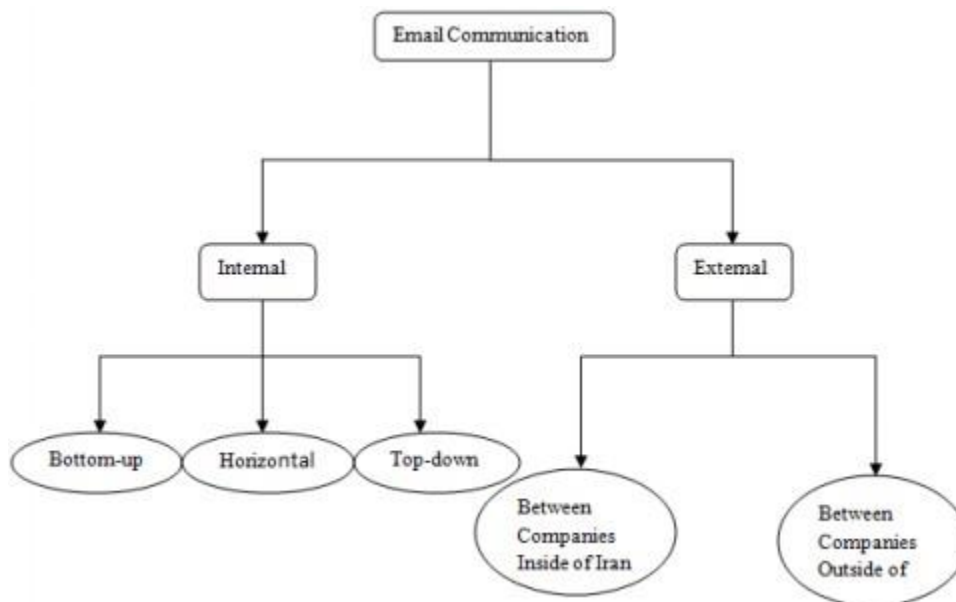
Figure 3.1 Business Email Communication Company Level

3.3 History of Email Research

As pointed out by Stein[4] (2003), many linguistic studies and communication studies of the Internet language are available today. Accordingly, it is important to focus not only on the language studies conducted in the English-speaking region but also on the research materials available. The following overview provides an overview of English language studies and a

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[4] Stein, Dieter 2003 Book review of David Crystal: Language and the Internet. Linguistics 41(1): 158–163.

description of the main works. Although the linguistic search for CMC in the English language area goes back to the past Until the beginning of the 1980s, it did not receive serious interest by linguists and scientists until about 10 years later, thus "scientific research in CMC was a new topic of research in the early 1990s" (Herring 2008[5]). The same for the research community that speaks another language. The first CMC studies that became known to a wider audience were published in the late 1990s; Among them are Weingarten[6] Computer ("Computer Based Language Change") (1997) and the much-cited book by Runkehl[7],and Siverson[8], ("Language and Communication on the Internet") (1998). To begin the search in English email, three main names must be mentioned in this context, namely Naomi Barron, Susan Herring and David Crystal.

Naomi Barron[9] has published an essay on "Computational Communication as a Force in Language Change" since 1984, and she has closely studied the language of electronic mail in her article "*Messaging by Telephone or Speech by Other Means: Linguistics of e-mails* ", appeared in 1998[10]. In the last article, she discussed The Difference Between Writing and Speech also considered e-mail in the context of this difference, concluding that while some features" are distributed perfectly over the writing / speaking dichotomous spectrum ", others" have mixed characteristics "(Baron 1998: 155). Two years later, Barron proposed a fairly comprehensive study of the history of writing techniques, Alphabet to Email: How Written English Evolved and Where It Heading (2000[11]). Always On (2008[12]) is another important study to note in this context. The question Barron raises in both books is how technology is changing the way we write. She states that

"[i] in the rapidly changing world of email, content is much more important than spelling and punctuation," and finds that "the line between spoken and written language continues to blur"
(Baron 2000: 259).

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[5]Herring, Susan C. 2008 Foreword. In: Sigrid Kelsey and Kirk St. Amant (eds.), Handbook of Research on Computer-Mediated Communication, Volume 1, xxxv–xxxvi. Hershey, PA: Information Science Reference.
[6]Weingarten, Rüdiger (ed.) 1997 Sprachwandeldurch Computer.Opladen/Wiesbaden: WestdeutscherVerlag.
[7]Runkehl, Jens, Peter Schlobinski, and TorstenSiever 1998 Sprache und Kommunikationim Internet.Opladen/Wiesbaden: WestdeutscherVerlag
[8]SeverinsonEklundh, Kerstin 2010 To quote or not to quote: Setting the context for computer-mediated dialogues. Language@Internet 7, article 5. http://www.languageatinternet.org/articles/2010/2665
[9] Baron, Naomi S. 1984 Computer mediated communication as a force in language change. Visible Language 18(2): 118–141.
[10]Baron, Naomi S. 1998 Letters by phone or speech by other means: The linguistics of email. Language and Communication 18: 133–170.
[11] Baron, Naomi S. 2000 Alphabet to Email: How Written English Evolved and Where It"s Heading. New York/London: Routledge.
12 Baron, Naomi S. 2008 Always On: Language in an Online and Mobile World. Oxford, UK: Oxford University Press.

Likewise, in her essay "Why Email Looks Like a Speech*." Proofreading, teaching and public face "*, published three years later, Baron (2003: 92[13]) argues that" *e-mail is like speaking* ", and therefore ignores the fact that there is a wide range of types of communication text., ranging from informal to formal, as well as a wide variety of situational factors to consider, both of which have a major influence on the style of email. Barron (2003: 92) goes on to note that :

> *"Writing in general has become more meaningful, in part through conscious educational decisions and in part through changing social attitudes about how we present ourselves to others."*

To support this work ,she provides some intuitive examples related to the education system in the United States (now) and social situations. Needless to say, more substantial studies are needed to verify whether these supposed alterations in language use are in fact a reflection of a more general development, i.e. whether it is justified to speak in general of a *"growing American trend for all to become more formal, less edited and more personality"(Baron 2003: 88)*

Through the many books and articles she has edited and written on computer communication, Susan C. Herring has made significant contributions to linguistic research on e-mail communications. The CMC study began in 1991 (according to its 2008 Herring biographical sketch) and has continued to publish valuable research on the subject. Among her most important works is the book "Computer Communication: Linguistic, Social and Intercultural Perspectives" (1996[14]), which she edited. Herring's theoretical framework for the CMC is discourse analysis, an approach originally developed for oral communication and applied to written interaction in computer-assisted speech. Herring (2001[15]) gave a brief overview of research on Computer Mediated Speech (CMD). Here, it indicates that social practices, communication goals, situational and demographic factors (e.g., social class, race, and ethnicity) must be considered when analyzing CMC, and it presents the main characteristics of CMD after these factors. In a contribution to Language @ Internet, a journal which would later become its publisher, she provided a CMC classification system that brings

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13 Baron, Naomi S. 2003 Why email looks like speech. Proofreading, pedagogy, and public face. In: Jean Aitchison and Diana M. Lewis (eds.), New Media Language, 85–94. New York/London: Routledge.

[14] Herring, Susan C. (ed.) 1996a Computer-Mediated Communication: Linguistic, Social, and Cross-Cultural Perspectives. Amsterdam/Philadelphia: John Benjamins

[15]Herring, Susan C. 2001 Computer-mediated discourse. In: Deborah Tannen, Deborah Schiffrin, and Heidi Hamilton (eds.), Handbook of Discourse Analysis, 612–634. Oxford, UK: Blackwell.

together aspects relevant to the technical and social context influencing the uses of discourse within the CMC (Herring 2007[16]). The system is not dependent on modes of communication like email, chat, blogging, etc., but is structured in terms of sets of features that are independent of each other but tend to combine in a predictable way. This makes the system very versatile, as it can be for the new styles of communication that have been applied so far. After Cherny (1999[17]), Herring (2001, 2007) mentions an interesting difference between half-duplex transmission communication modes (for example, chat) and two-way transmission communication modes (for example, Unix voice systems): that recipients can see how messages are written by senders in two-way systems, which is not the case in one-way systems. Messages only appear on recipient screens after they are sent, which also prevents recipients from interrupting or resuming the role. According to Herring's classification, email is an example of asynchronous communication with one-way transmission of messages: communication partners do not need to be connected simultaneously and they cannot see how the other person wrote the message. (See chapter two)

A frequently cited volume on CMC is David Crystal[18] Language and the Internet, which first appeared in 2001. In this book, Crystal devotes a chapter to the language of email, in which he describes its various structural elements and linguistic characteristics and also defines the uniqueness of email. Crystal is known to have coined the term "*Netspeak"* - a term that appears in many of her writings Works, such as the second edition of his book The English Language: *A Guided Tour of the Language (1988, 2002*). This term was critically discussed in Dürscheid[19] (2004), who found that "*Netspeak"* as such does not exist. It argues that the different types of texts written on the Internet do not allow general conclusions to be drawn by listing different linguistic characteristics under a single technical purpose. Another book on this subject is called"*The Language Revolution*"*,* where Crystal [20](2004: 64) pointed out that

> *"The acquisition of the Internet by the public was [with the emergence of a global language*
> *and the phenomenon of danger of language] "*

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[16]Herring, Susan C. 2007 A faceted classification scheme for computer-mediated discourse.Language@Internet 4, article 1. http://www.languageatinternet.org/articles/2007/761

[17]Cherny, Lynn 1999 Conversation and Community: Chat in a Virtual World. Stanford, CA: CSLI Publications.

[18] Crystal, David 2001 Language and the Internet. Cambridge, UK: Cambridge University Press.

[19]Dürscheid, Christa 2004 Netzsprache – einneuer Mythos. In: Michael Beißwenger, Ludger Hoffmann, and Angelika Storrer (eds.), InternetbasierteKommunikation. OsnabrückerBeiträgezurSprachtheorie 68, 141–157. Duisburg: Gilles &Francke

[20] Crystal, David 2004 The Language Revolution. Cambridge, UK: Polity Press.

the third element which contributes to the revolutionary linguistic character of the 1990s, and the one which facilitates the justification The title*" revolutionary "*in it is to be noted that Crystal (2001: 52-59) was one of the first authors to analyze CMC in terms of conversational Grice grammar . For example, that Grice's[21] style principle ("avoid ambiguity of expression") could be violated in CMC:

"[t] yping, not normal behaviour, puts a lot of pressure on the sender to be selective on what is said [...]. The selectivity in the expression must lead to all kinds of blurring"(Crystal 2001: 57-58).

In fact, it's interesting to apply the rules to CMC like Crystal did. According to Stein (2003: 160), this section is *"one of the most [...] powerful aspects of the book".*

There have been a number of other research papers, not least of which is "Writing in Cyberspace: Examining the Uses, Style and Content of Email" by Helen Petrie[22] (1999). This study is one of the most quantitatively comprehensive email studies and includes analysis of 38,000 emails. Another important work on the linguistics of email is Natalie Minor's article *"Language of Email: Written Speech?"* (1994), Judith Yarros Lee's [23] essay *"Drawing Cyberspace Symbols: E-Mail Speech"* (2003), and Carmen Fehner[24] Email Folder - SMS - MMS The Linguistic Creativity of Asynchronous Speech in the Age of New Media (2008) .Frehner, as Crystal (2001), refers to Grace's quotes in The Conversation in her chapter on *"netiquette"* (2008: 41-43).While most of the work on email referred to new functionality emerging from computer-assisted communication, this caused what was considered new to CMC, in fact, was still present in private written correspondence. The characteristics of the written language have been covered extensively in linguistic research in recent years and have been largely ignored in academic work for 150 years.. This is the reason for the general assumption that the use of language has changed dramatically. There have been a number of other research studies on email and it looks like they have reached certain saturation point

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[21]Grice, H. Paul 1975 Logic and conversation. In: Peter Cole and Jerry L. Morgan (eds.), Syntax and Semantics 3: Speech Acts, 41–48. New York: Academic Press.

[22] Petrie, Helen 1999 Writing in cyberspace: A study of the uses, style and content of email. Unpublished paper.University of Hertfordshire/Hatfield.

[23] Lee, Judith Yaross 2003 Charting the codes of cyberspace: A rhetoric of electronic mail. In: Lance Strate, Ron L. Jacobson, and Stephanie B. Gibson (eds.), Communication and Cyberspace, 2nd Edition, 307–328. Cresskill, NJ: Hampton Press.

[24]Frehner, Carmen 2008 Email – SMS – MMS.The Linguistic Creativity of Asynchronous Discourse in the New Media Age.Bern: Peter Lang.

now - it looks like other studies will focus on newer CMC services like Twitter instead and social networking sites. The research about email communication never ends it is an endless topicfor many researchers just point out a side many studies can be done (see the figure below as an illustrative side
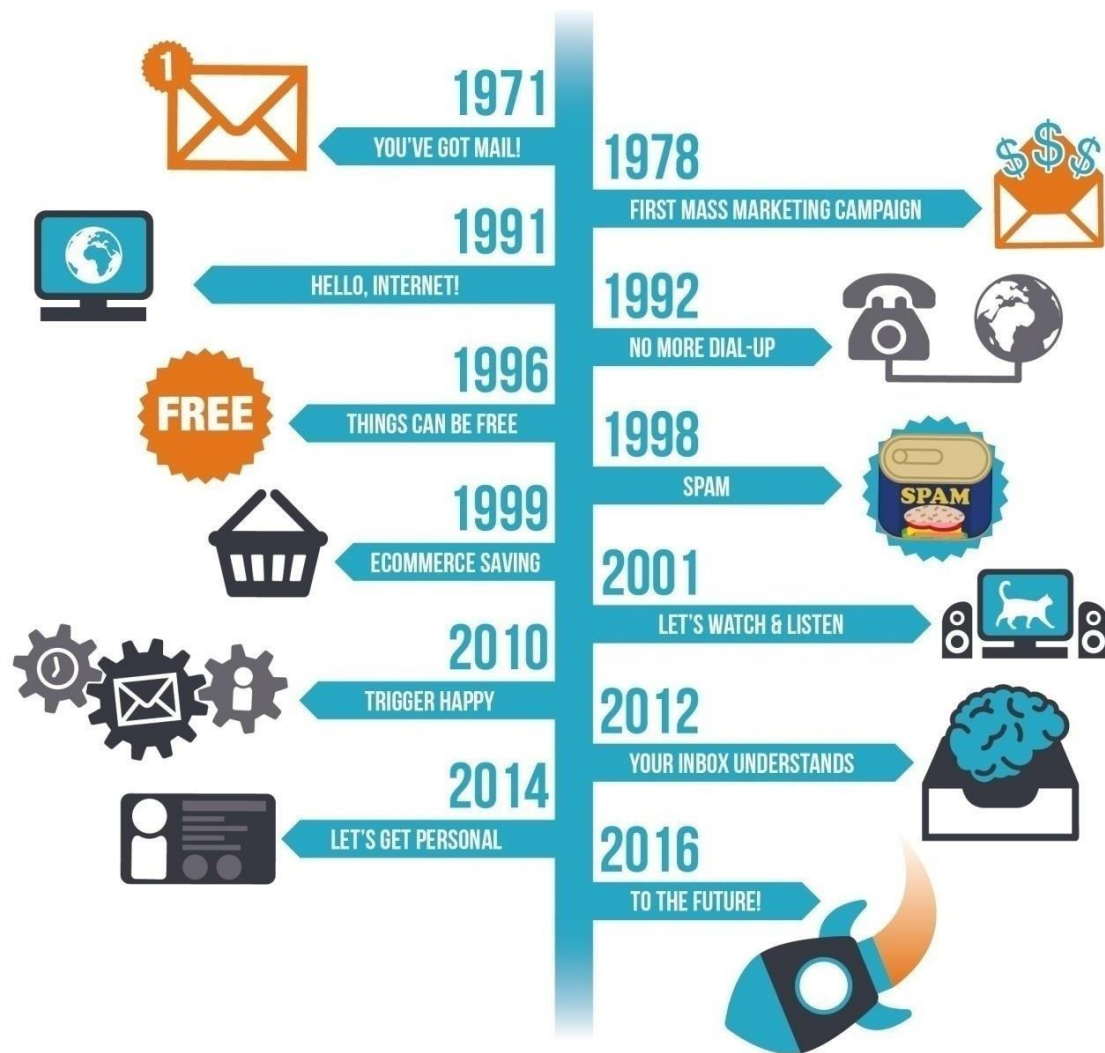
Figure 3.2 Email Research History

3.4 Features of Email Communication

Determining the typical language use for email communication has proven difficulties.

"Simply because the vast diversity of settings and purposes of [its] use outweigh any common linguistic features" (Androutsopoulos 2006: 420[25]).

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[25]Androutsopoulos, Jannis K. 2006 Introduction: Sociolinguistics and computer-mediated communication. Journal of Sociolinguistics 10(4): 419–438.

However, the following sections attempt to define the nature and characteristics of e-mail, and discuss the terms "*emailism*" and "*netspeak*". With structural features at its core, with an emphasis on graphical, lexical and grammatical levels of emails, while pragmatic features in terms of email dialogues and the relationship between the two .(see the figure below)

Features of Email communication

Emailism and Netspeak The tendency to use all lower caseos new spellingconvention (non standard) minimalistic use of punctuation	Structural feature Lexical abbreviations CU,GTG, WDYS....	Pragmatic feature Lack of greetings and some of farwell formula and the use of emoticons and smileys
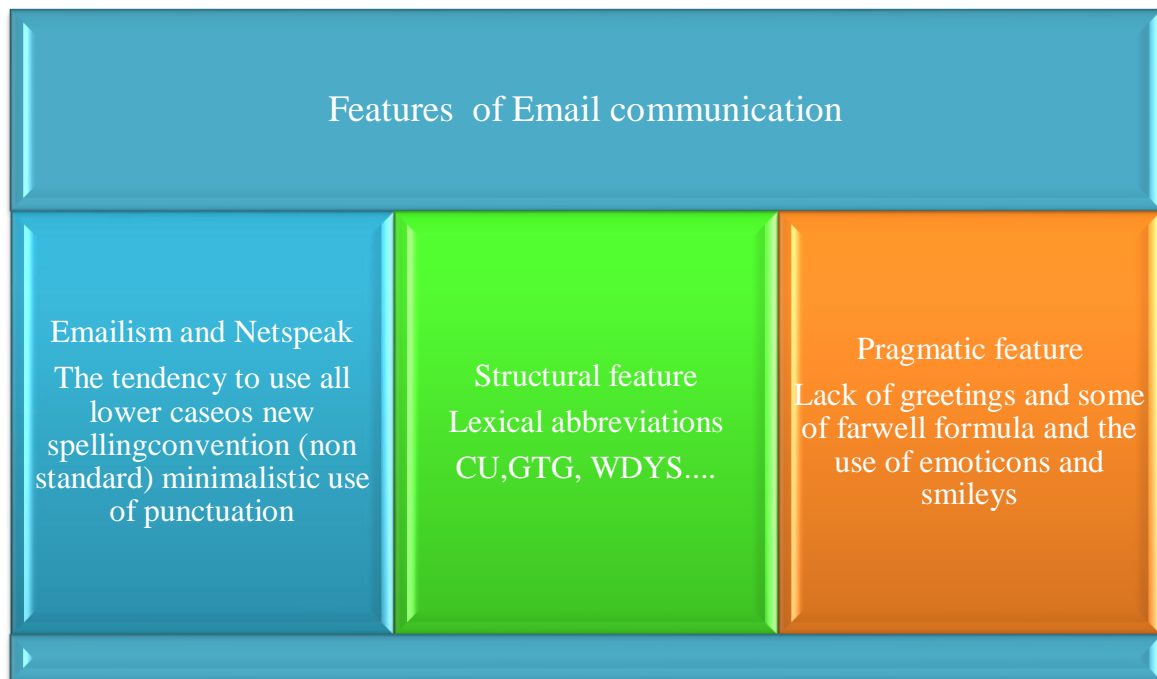
Figure 3.3 Features of Email Communications

3.4.1 "*Emailism*" and "*Netspeak*"

Two new terms have been coined in the context of e-mail and computer communication, respectively, namely "e-*mailism*" and "*netspeak*". The term "e-mailism" was coined by Petrie (1999: 26), who lists nine types of e-mail messages, including end points, all caps, quotes from previous e-mails, excessive use of exclamation or question marks, e-mail abbreviations and absence of traditional punctuation, non-standard spelling, use of non-alphanumeric characters and use of smileys. Some of these features are graphical strategies (e.g. excessive use of exclamation marks and question marks), others relate to the conversational nature of emails (e.g. quoting from an email);previous mail(see chapter two). The term "e-mailism" is

not very popular, but it is still worth mentioning because it shows the desire of researchers to visualize the nature of e-mail in a generic term in order to clarify more clearly the concept.

Likewise, Crystal (2001) coined the term "Netspeak", by which it refers to CMC in generic terms, including email. Typical features of Netspeak in an email context are different types of abbreviations, a tendency to use all lowercase letters, new spelling conventions, including all kinds of non-standard spellings, and rather straightforward use, punctuation, which may be completely absent from e-mail exchanges. , Or unusual punctuation combinations (Crystal 2001: 134-138). Meanwhile, "Netspeak" has become a popular term in CMC discourse; it has already made its way in the urban dictionary[26] and is referenced in numerous articles.

The terms "emailism" and "Netspeak" are both attempts to define electronic mail and, more specifically, its linguistic characteristics. They suggest that the language of email is a new, previously unknown language with unique features, and therefore deserves the term for it. However, it is doubtful that email is really a new phenomenon as it is generally claimed. If we consider what Petrie and Crystal absorbed on their terms, we realize that most of these properties are not really new - a fact which, as mentioned before, is clearly illustrated by the special character set of 'Elspaß[27](2002) dating to the end of the ninth century . Undoubtedly, the recipient's ability to read a received message immediately after writing it can be seen as a historic paradigm shift in communication, and in this regard, email composition is a new phenomenon: it enables communication written at an almost appropriate time. However, regardless of the technical aspect, it is unlikely that e-mail could be considered something entirely new, i.e. a form of communication very different from any other form of e-mail communication.

3.4.2 Structural Features:

Distinct features are asserted to be typical of email; these include forms of lexical abbreviation (e.g., cu „see you‟) and syntactic reduction (e.g., Exams over?), nonstandard punctuation, and emulated prosody. As mentioned in Crystal (2001: 136), for instance, there is a significant tendency to use lower-case spelling where capital letters would be the rule.

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[26] Urban Dictionary n.d. http://www.urbandictionary.com
[27]Elspaß, Stephan 2002 Alter Wein und neueSchläuche?Briefe der Wendezum 20.Jahrhundert und Texte der neuenMedien – einVergleich. In: Ulrich Schmitz and Eva Lia Wyss (eds.), Briefkulturim 20. Jahrhundert.OsnabrückerBeiträgezurSprachtheorie 64, 7–31. Duisburg: Gilles &Francke.

Similarly, Thurlow[28] (2001: 288) finds that people make "minimal to no use of capitalization" in CMC, and so even though the whole message is not necessarily in lower-case letters, there is a considerable tendency to employ lower case. The reason why people neglect capital letters is that they can reduce typing effort and do not have to think about the correct upper-case and lower-case spelling. It is easier and more efficient to go with the lower-case default mentality. Another economic feature is lexical reduction. Crystal (2001: 134) explains that *"[a]cronyms are so common that they regularly receive critical comments" and points out that they "are no longer restricted to words or short phrases, but can be sentence-length: AYSOS [„Are you stupid or something?"], CID [„Consider it done"], GTG [„Got to go"], WDYS [„What did you say?"]".*

Yet these multiword sentences are not as widespread as other lexical reductions such as homophones, consonant spellings, the omission of apostrophes, and ad hoc abbreviations. Letter and number homophones are comparably frequent. Rather frequent is the letter homophone *u* for the pronoun „*you*". Other homophones are *c* for „*see*", *r* for „*are*", *2* for „*to/too/two*", and *4* for „*four/for*". Another common way to shorten words is consonant spelling (Frehner 2008[29]): Words are spelled without their vowels, so that *"from"* becomes *frm*, "*can*"become*cn*, and *"would"* becomes *wld*. Apostrophes have also largely become the victim of efficiency in email correspondence and may be omitted.

This indicates that abbreviations occur not only at the lexical level, but also at the grammatical level. Topic deletions are one of the most common grammatical omissions; this can happen with the removal of the auxiliary verb or just on its own. Usually this is the first person singular pronoun removed, and deleted articles and links (e.g. Finished Reviews?) Is another way to save money, and so is the deleted punctuation. . Despite this apparent tendency to shorten the language of emails, one feature does not serve economy at all, as this

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[28]Thurlow, Crispin 2001 Language and the Internet. In: RajendMesthrie and Ronald E. Asher (eds.), The Concise Encyclopedia of Sociolinguistics, 287–289. Oxford, UK: Elsevier Science Ltd.
[29]Frehner, Carmen 2008 Email – SMS – MMS.The Linguistic Creativity of Asynchronous Discourse in the New Media Age.Bern: Peter Lang.

symptom is being simulated: to add more focus or to simulate musical performances, the letters of a word can be repeated or enlarged, and words can be repeated or placed in full,

between asterisks or underlined spaces. Creative use of punctuation can also add emphasis or indicate volume, silence, intonation, or even emotion.

Another typical email feature is the so-called thread. In email, a thread is a technical feature, being automatically generated by the mailing program once the user replies to a received message by pressing the reply button. Nevertheless, such a thread still has a certain influence on the pragmatic level of emailing. It consists of all the sent and received messages on a topic that was named and inserted into the subject line by the sender of the initial message. It is thus the subject line which creates a tie among these messages and establishes some text-external coherence. Having older messages included in one's answer the respondent to refer to some previously mentioned issue by, for instance, some anaphoric pronoun only (eg, Oooh D, that's not on our agenda for a while you know, worth trying though […]) . In this way, a quasi-dialogue is performed and for this reason, it is also justified to consider email as a target of discourse analysis.

Apart from this, there are qualitatively no new features that were not familiar to us before the advent of email. What seems to have changed is their quantity. While each of the linguistic characteristics described above had been present before email became popular, there are now more of these elements at once. Smiling faces, for instance, have been around since 1963 when Harvey Ball[30], a graphic artist, invented the yellow smiley face upon being given the task by the State Mutual Life Assurance Company

"To design a logo that would uplift its employees after a company merger had hurt moral company […]. Thinking about what would inspire employees to smile, Harvey decided the most simple and direct symbol would be a smile itself and that is what he drew"(Cates 2003)[31].

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[30]Harvey L. Poppel is generally credited with inventing Harvey balls in the 1970s
[31] Cates, Ken The Harvey Ball smiley face: A short history on the 40th anniversary – 2003. The Smiley Store. http://www.smileystore.com/smiley-face-history

Abbreviations have also been around for many decades, and emulated prosody is very similar to what can be found in comics, where the same or similar features exist. As for the lack of conventional punctuation marks, even this feature is not new: Telegrams, for instance, used to have an unusual typeface, often lacking any punctuation marks. What computer language has certainly encouraged is the great variety of abbreviations - just as it has led to a huge variety of smileys - but in the end, the way in which words are abbreviated is not new from a qualitative perspective; quite on the contrary, it is a quantitative change.

3.4.3 Pragmatic Features

Regarding the history of CMC research, Androutsopoulos (2006: 421[32]) states this

"A shift of focus from medium-related to user-related patterns of language use"

There has been a shift in focus from user-related language use patterns. Likewise, the medium-centric email perspective has given way to a user-centered perspective focused on the practical level of email communication. One of the main practical implications of email is email conversations. Thanks to the Internet, it is possible to exchange messages in written mode almost simultaneously if there are two people on the computer at the same time. This has led to a new behaviour in written communication, especially in regards to greeting and farewell formulas, as well as the way people quote a previous message: the faster the response after the message, the more similarities there are between the messages. Engage in oral dialogue. If someone responds quickly to an email, they often add their new information to what was sent before without explicitly naming the subject or addressing the recipient again.

While it is typical for a non-email message to contain a greeting and some form of farewell, these features are not always present in emails (see the figure below). Emails may or may not contain a salutation and may start oval, not necessarily mentioning the reference subject, but simply adding to what was sent previously. Since the subject of reference is usually located in the subject line, the recipient knows what the message is so that no information about the subject is needed. In paper letters, subject lines are common only in formal letters i.e. business letters and memos, while there is usually no subject line in letters, informal letters.

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[32]Androutsopoulos, Jannis K. 2006 Introduction: Sociolinguistics and computer-mediated communication. Journal of Sociolinguistics 10(4): 419–438.

Figure 3.4Example of Email without Greeting or Farewell

It differs in emails: a blank line invites the sender to mention a subject regardless of the degree of formality. In fact, if senders don't fill in this line, they'll usually be asked if a subject needs to be added. The reason why there isn't always a greeting can be explained when we think of email conversations similar to word of mouth. The faster emails are exchanged, the more they can compare to word of mouth conversations and the less likely they are to have welcome formulas. This is not necessary, just as it is not necessary in an oral dialogue role. The tendency is that the longer the time interval between two messages, the more information is needed; the shorter the period, the more information can be assumed from the context of the interaction. The lack of welcome formulas is nothing new in emails; Memos usually don't include greetings ,often omitted in telegram messages: In order to keep costs down, people have tried to cut out words when writing telegrams, and salutation formations - and sometimes even farewell ones - have been omitted.

Emoticons are another of the features associated with email. Focusing merely on the term, which is a blend of "*emotion*" and "*icon*", one may assume that emoticons add emotion to

what has been written. Yet they also indicate the illocutionary force of the utterance with which they are associated, as Dresner and Herring (2010 [33]) point out. Accordingly, an emoticon may be used to downgrade a complaint to a simple assertion or to indicate humor or irony. There exists a great variety of emoticons, ranging from the original happy smiley :-) and sad smiley :-(to more complex ones such as the smiley with its tongue sticking out :-P or the chef smiley C = :-). Popular as they might be, emoticons do not appear as often in emails as is commonly believed. Frehner's empirical study (2008) reveals that in a corpus consisting of 342 emails, there were only 3.16 occurrences of smileys per 1,000 words, whereas in a corpus of 983 single (fewer than 160 signs) and linked (more than 160 signs) text messages (SMS), emoticons appear 4.88 and 3.98 times per 1,000 words, respectively. No studies so far have explained why emoticons are not so frequent in emails, especially since they are undoubtedly native to CMC. Androutsopoulos (2006: 425) reports on

"emoticons being more often used by females , and by teenage males ".

Beutner[34] (2002: 78), in contrast, assumes that it is mainly newbies (i.e., inexperienced users) who make use of emoticons. This would imply that newbies first overuse emoticons and then, the more accustomed they get to the communication mode, the less they use them to modify their statements. (see figure below)

Figure 3.5 Example of Email with Emoticon

At this point, it is worthwhile to take a closer look at the "*etiquette*" of email, because it reveals characteristic pragmatic features compared to the etiquette of other CMC modes, on the one hand, and to that of offline (written) communication, on the other hand. We do not imagine that people are actually aware of these guidelines, but their regulations nevertheless

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[33]Dresner, Eli and Susan C. Herring 2010 Functions of the non-verbal in CMC: Emoticons and illocutionary force. Communication Theory 20: 249–268.

[34]Beutner, Yvonne 2002 E-Mail Kommunikation. EineAnalyse. Stuttgart: ibidemVerlag.

allow for conclusions about everyday email use. If email etiquette tells us, for instance, to avoid certain elements (e.g., the use of words spelled in all capitals), we can deduce that these

have already become a feature of emails. Another common piece of advice is to not send an email when feeling emotional. As emails are easily composed and dispatched, email writers are likely to send messages written in the heat of the moment - messages that would never have been written or sent if they had to be taken to the post office. The first set of guidelines, titled "Towards an ethics and etiquette for electronic mail", dates from 1985 and is still available. The authors, Norman Shapiro and Robert Anderson, based their recommendations on personal observations of inappropriate and counterproductive uses of email. Since then, numerous guidelines have been composed dealing with email use. They can be found on the Internet, codified in FAQ documents or Netiquette guidelines, but also in print newspaper articles and in print books on Netiquette. Indirectly, these guidelines postulate the cooperative principle and Grice's[35] (1975) four conversational maxims: the maxims of quantity, quality, relevance, and manner. Some guidelines recommend, for instance, not sending emails with large attachments - a rule that concerns the maxim of quantity ("Do not make your information more informative than is required"). However, there is a difference between the theoretical status of Grice"s conversational maxims and the status of the Netiquette guidelines: The maxims describe presumptions about utterances, i.e., they express the ideal ways in which cooperative interactants should communicate. The guidelines, in contrast, have a strong prescriptive character.

The following instruction concerning the feature of quoting in emails is based on the maxims of relevance and quantity (eg, say things related to the current topic of the conversation; do not say more than is needed):

"Only quote the needed parts (deleting the remainder) and reply directly after the item you wish to respond to" (Johns 1996[36]).

The maxim of manner is reflected in the following advice:

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[35]Grice, H. Paul 1975 Logic and conversation. In: Peter Cole and Jerry L. Morgan (eds.), Syntax and Semantics 3: Speech Acts, 41–48. New York: Academic Press.
[36]Johns, Kass 1996 Basic electronic mail netiquette (Network etiquette). http://www.kassj.com/ netiquette/netiquette.html

"Please remember that you are sending a text-based communication to possible strangers. They may not know your sarcasm or witty sense of humor like your family and close friends do" (Johns 1996).

Other recommendations concern non-verbal behaviour in CMC. For example, people are advised not to forward an email without the agreement of the sender, send a carbon copy to several recipients in which everybody's address is indicated, or send a large attachment file without announcing it beforehand. These rules clearly demonstrate that there are sociocultural factors associated with interaction in CMC that have to be taken into consideration.

3.4.4   Koch and Oesterreicher's Approach

Koch and Oesterreicher's[37] (1994) orality-literacy model, which was developed in the 1980s before the rise of email communication, and Herring's (2001, 2007) discourse approach to CMC. Koch and Oesterreicher distinguish between medium and conception, explaining that while a piece of writing can be written from a medial perspective, the same piece of writing can be oral from a conceptual perspective and vice versa. While there is a dichotomy within the medial dimension (language is either phonic or graphic), there is a continuum within the conceptual dimension. The two poles of the continuum are called "language of immediacy" (which is conceptually oral) and "language of distance" (which is conceptually written). The language of immediacy is typically associated with private settings in which there is a high degree of familiarity as well as a lack of emotional distance between the interactants; it is further set in a dialogic situation and characterized by unplanned discourse, while the opposite is true of the language of distance. Note that labeling these poles as "oral" and "written" may be misleading even if they are qualified by the attribute "conceptually". One must always keep in mind that this dimension is logically independent of the medial dimension, although there might be a prototypical correspondence between the two. Figure 3.4 illustrates the model.

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[37]Koch, Peter and WulfOesterreicher 1994 Schriftlichkeit und Sprache. In: HartmutGünther and Otto Ludwig (eds.), Schrift und Schriftlichkeit/Writing and its Use. EininterdisziplinäresHandbuchinternationalerForschung/An Interdisciplinary Handbook of International Research, 587–604.Berlin/New York: Mouton de Gruyter
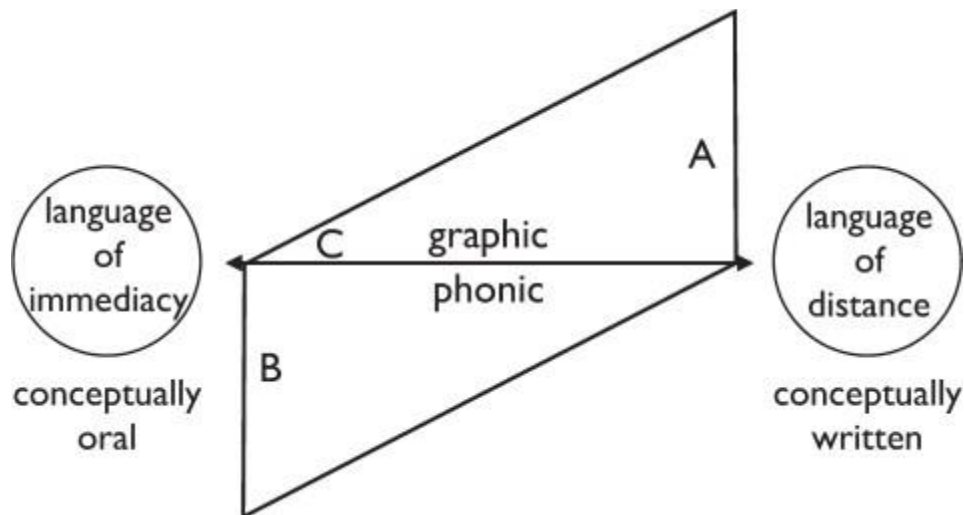
Figure 3.6Koch and Oesterreicher's model; A= legal text, B = Private Talk, C= Private Email

In the prototypical case, there is a correspondence between the choice of linguistic features and the medial dimension. This means that written language is more typically used in situations of distance and when a formal style is required. A legal text, for instance, is classified as written both from a conceptual and a medial perspective (position A), while private talk within one"s family or among friends is spoken and tends to use an informal style (positionB). At the same time, some correspondences do not follow this regularity and must be located somewhere between the conceptual and the medial dimension. Accordingly, a church sermon is spoken, but tends to be stylistically formal, whereas a greeting postcard is written, but is of a more colloquial style. For this reason, the model is highly interesting for CMC research: In CMC, we are often faced with texts that do not meet our expectations concerning the relationship between medium and conception. Private emails, for instance, are written from the medial point of view, but may be situated next to the immediacy pole from the conceptual point of view (position C).

It is impossible to generalize about where email communication is located along the conceptual continuum due to the fact that a wide range of text types is realized in emails, each of them being associated with its own characteristic linguistic features. A business email, for instance, is usually less conceptually oral than a private email to a friend. This means that the model is suitable for the classification of email (or other) text types, but not for the classification of communication modes as a whole. However, the approach provides a precise

terminology for CMC research, enabling researchers to describe a message''s closeness to spoken or written language. When Baron (2000: 258[38]) states that

"[t] he line between spoken and written language continues to fade in America"

She is referring to the conceptual dimension only Within the medial dimension, the line cannot fade - despite the fact that on a screen, for instance, phonic and graphic signs may be combined. Email is not speech; email is exclusively text-based. There may be oral features, but these features are situated on the conceptual level and not on the medial one All in all, Koch and Oesterreicher's model is a suitable approach to situate written interactions such as business and private email messages along the continuum of communicative immediacy and communicative distance. However, it does not offer a tool to analyze the context in which the interactions are embedded.

To analyze dialogical situations, it is useful to consider the computer-mediated discourse analysis approach (CMDA) presented by Herring (2001). Research studies that are situated within this frame focus on communication purposes, situational factors (such as one-to-one, one-to-many, or many-to-many communication), and the role of demographics (eg, social class, race, and ethnicity). Indeed, it does make a difference whether an email is sent in a one-to-many-communication system (eg, within a newsgroup) or in a one-to-one-communication system, within a business (formal) or private (informal) context. All these factors must be taken into consideration. Herring (2007) presented a classification scheme that brings together the relevant aspects of the technical and the social contexts that influence discourse usage in CMC . In her article, she clearly points out that two main dimensions, medium and situation, jointly influence language use. Among the medium dimensions, one factor that conditions CMC is one-way or two-way message transmission, and another is synchronicity of participation (Herring 2007),(see chapter two). Concerning the latter, it is useful to check the degree of (a-) synchronicity of a communication mode because this may influence language use. In fact, there is a continuum between asynchronous computer-mediated discourse (CMD), which occupies a position closer to writing (ie, conceptually written in Koch and Oesterreicher's terms), and synchronous CMD, which occupies a position closer to speaking (ie, conceptually oral). However, this factor does not only depend on the medium, it also

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[38] Baron, Naomi S. 2000 Alphabet to Email: How Written English Evolved and Where It''s Heading. New York/London: Routledge.

depends on the situation, i.e., the interactants "use of the medium (Androutsopoulos 2007). The more synchronous the communication is (i.e., the shorter the delay between messages), the more likely it is to be conceptually oral.

3.5 The impact of E-mail Communication on Multilingual Company

Imagine a normal working day. You probably start the morning with a cup of coffee, say hello to your coworkers, and then the inevitable happens - you log into your computer. For many of us, the last simple action has become automatic behavior and we don't even realize that the act dominates the rest of the office day. Emails constantly demand attention and interfere with our work schedule. The Linked In profile must be updated, and one must reply to messages on the discussion forum, scan the company network for newsletters, etc. The way they schedule specific times to process emails. Remarkably, answering emails is rarely a part of our job description, but it is the most fundamental assumption in working life in organizational or multilingual company these days.

It is obvious that computer communication (CMC) has become very popular in professional life. Email remains the most common form of CMC within organizations. In fact, the increasing use of mobile devices in the enterprise has given the messaging experience a new dimension. Therefore, we mainly focus on the impact of email, provided by personal computers as well as smart mobile devices, on organizational life. There is still a growing body of studies on the psychosocial aspects of computer-assisted communication, but until now, the effect of mobile email on organizational life has been overlooked. Obviously, as with any innovative new technology, there are advantages and disadvantages to using it. The original idea of email was that it facilitates our communication and makes life at work easier. Unfortunately, in addition to the benefits, there are some side effects. This theoretical article aims to examine the impact of (mobile) electronic mail on organizational life. The impact of email on a normal workday is rooted in the differences between email and face-to-face (F2F) communication. McKenna and Bargh [39] (2000) classified these differences into four categories. First, physical distance is not an issue on the internet - in a fraction of a second you can be interacting with someone halfway around the world, with regular mail taking days or even weeks. The second aspect, time, is twofold. It can be a powerful indication of a

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[39]McKenna, K. Y. A., &Bargh, J. A. (2000).Plan 9 from cyberspace: The implications of the Internet for personality and social psychology. *Personality and Social Psychology Review, 4*, 57-75.

message. When a coworker sends you an email at 2 a.m., you put it in another perspective that you receive the same message at 10 a.m. The Internet is a fast medium that allows us to reach a large number of people at once. Third, unlike face to face meetings, physical appearance and visual cues are absent from emails (McKenna &Bargh, 2000). Finally, it is easier to be anonymous while communicating online. It is common to use aliases in chat devices and aliases are used to create email accounts.

Considering these differences, it is clear that some of these characteristics may have certain advantages that can make working life easier, as other characteristics can complicate the communication process. It aims to provide research on the impact of email on work showing the aspects of email communication that can be viewed as requests and resources, and thus complicate or facilitate our working life.

In order to provide insight into the field of email communication in the multilingual business were not sufficient to collect all the relevant studies. Additionally, the impact of mobile devices on businesses is a relatively new area of research.

Email is an efficient way to send one-way messages or engage in two-way interaction with no rush. When employees send emails to coworkers or customers, recipients can access and respond to the email when the opportunity arises. Sending emails when you need a quick response is not a good step. When time is running out, talking to someone in person, sending an instant message or text message, or making a phone call is a better way. Employees can interact and collaborate without the need for an occasional face-to-face conversation. In these cases, companies use virtual work teams where employees participate in the same projects and work tasks. These teams often use virtual team software to share files and organize virtual meetings, but they also send emails back and forth. In global companies, email allows employees to communicate across national borders.

The downside to the ubiquitous growth of email is less use of personalized communication. Sales and service staff may overuse email to contact potential customers and send confirmation and thank you emails. Workgroup members often prefer to sit at their desks and send emails rather than walk around the office interacting with a colleague in person.

Sending an email eliminates the possibility of getting instant feedback from the recipient. According to a research article published by Cyber Psychology, the lack of non-verbal cues often leads to poor communication, especially when it comes to humor or sarcasm. Excessive

use of email reduces internal and external relationships and can reduce the effectiveness of communication. Email overload is a growing problem for many workers. Sometimes employees are overwhelmed with emails, they ignore other important job tasks. Managers who spend a lot of time reading and responding to emails with partners, suppliers, employees and customers have less time to train, train and motivate their subordinates. Sales reps who respond to a multitude of internal emails and customer messages have less time for face-to-face sales meetings. To control this challenge, some people schedule 30-60 minutes of email time each morning.

The advent of artificial intelligence (AI) has opened up new opportunities and challenges for email over the past two years. Artificial intelligence can, for example, create intelligent automated response devices and automatically add important events to your calendar without your interference. It also helps to ensure that important emails are not missed. According to Orange, for example, artificial intelligence can recognize an email based on its importance and urgency. This can prevent employees from reading important customer emails or urgent complaints, for example, less likely.

3.4.1 Challenges in Email Communication

When talking about email in business communication we deal with some technicalities sometimes not always what we see or use seems like it is from the user standpoint, email seems so simple. You set the email address of the person to whom you want to send the email, compose your message and click 'Send'. In reality, sending your message off into the network cloud is a bit like sending a child into candy shop you never know what might happen. As it is illustrated in the figure below
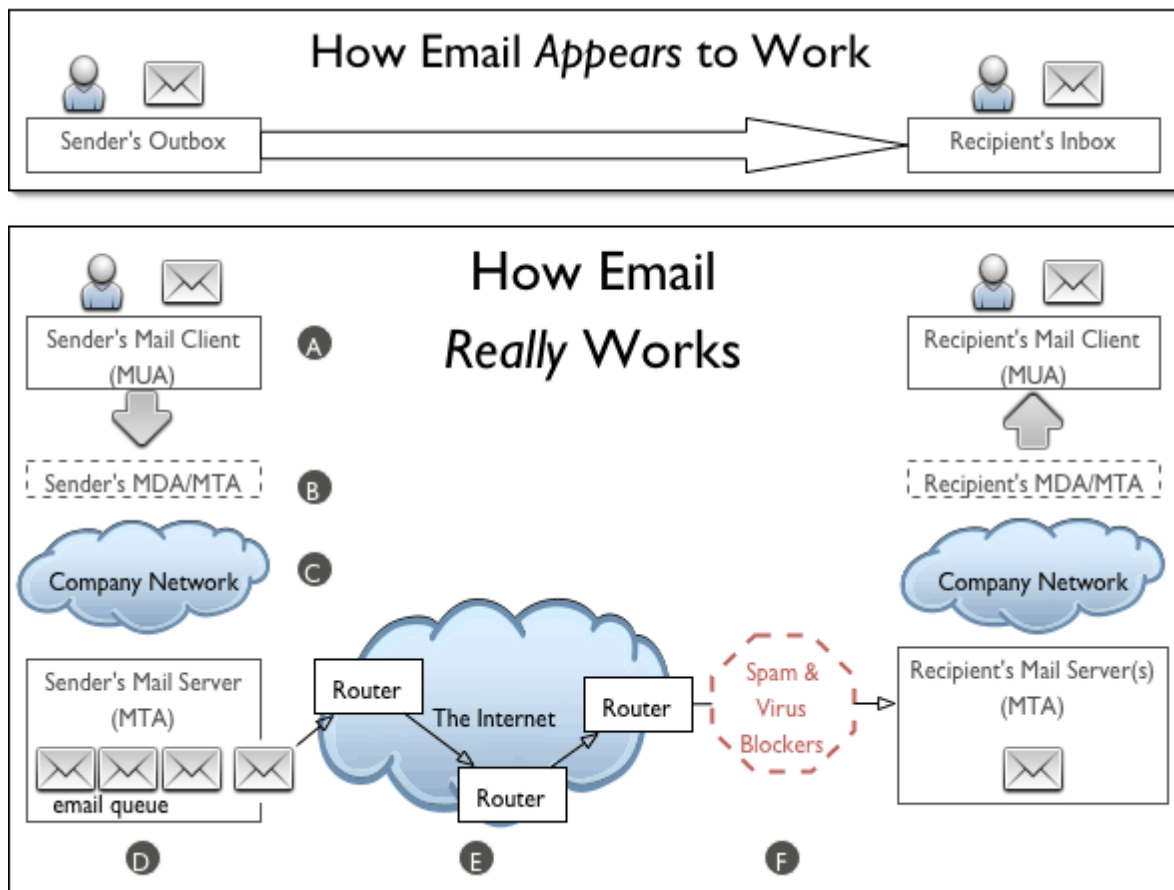
Figure 3.7 How Email Works

In this figure, the sender is a human being who uses their corporate account to send an email to someone at another company. (Further information see appendix A)

Dealing with the business email challenges, another position that people adapt to the medium by conveying verbal messages with contextual and stylistic cues, and information about attitudes, emotions, and personal characteristics that enable normal relational communication. Walther's (1992[40]) social information processing theory (SIP) formalizes this last position. This theory explicitly rejects the fact that the absence of nonverbal cues restricts the ability of interactions to share individual information. Walther (1992) postulates that interactors have the same motivation for reducing uncertainty, forming impressions and developing convergence in online contexts as in face-to-face contexts. When non-verbal cues are not available, reagents substitute expression of relational messages for cues available in the CMC (e.g., social content, symbols, style and timing of verbal messages). A work environment is more formal than an online social interaction, so it seems plausible that emojis

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[40]Walther, J. B. (1992). Interpersonal effects in computer-mediated interaction.A relational perspective. *Communication Research, 19*, 52-90.

are not always fit for the purpose. Employees are increasingly becoming multimedia experts and seem to be very familiar with the appropriate message medium. Email has proven its added value in delivering mission-oriented messages. In particular, delivering ambiguous messages is a challenge in a meticulously text-based environment. Therefore, in the next section, I will detail the challenges of email communications that focus on delivering ambiguous messages. Next, I discuss the impact of a lack of nonverbal cues, the consequences of egocentricity in online communication, the implications of comments, and the differences in the email experience between senders and recipients.

3.5.1.1 Nonverbal Cues

When email was first introduced, people believed that it was impossible to have interactions other than a task-oriented SMS exchange. Remarkably, the same opinion was present when the phone was first introduced. The absence of non-verbal cues automatically means that not all information is fully transmitted (McKenna &Bargh, 2000). The messages that these signals convey are generally absent in a textual environment (e.g. Burgoon&Saine, 1978[41]; Shaw, 1981[42]; Walther, 1995), which means that for the interpretation of messages on the Internet we must rely exclusively on to verbal information. This can have implications for decoding the feelings of others because we cannot use nonverbal cues to interpret incoming messages. In addition, the lack of non-verbal cues also has consequences on the expression of our feelings, as every emotion must be verbal and part of the non-verbal expression takes place unconsciously. Strictly targeted messages should not suffer from these consequences. But even in a work environment, many posts contain social and mission-oriented elements that are somewhat vague. One of the functions of non-verbal signals in face to face communication is to reduce message ambiguity. The same verbal messages can portray different signals depending on tone, emphasis, and emotional expression (eg, Clark, 1996[43]; Drew, 1987[44]; Goffman, 1959[45]; Lee and Wagner 2002[46]). When face to face communication is about what is said and how it is said, email communication is limited to the former.

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[41]Burgoon, J. K., &Saine, T. (1978). *The Unspoken Dialogue: An introduction to Nonverbal Communication*. Boston: Houghton Mifflin.

[42]Shaw, M. E. (1981). *Group Dynamics: The Psychology of Small Group Behavior*. New York: McGraw-Hill.

[43]Clark, H. H. (1996). *Using language*.Cambridge: Cambridge University Press.

[44]Drew, P. (1987).Pro-faced recipients of teases. *Linguistics, 25*, 219-253. Dryer, D. C., Eisbach, C., & Ark, W. S. (1999). At what cost pervasive? A social computing view of mobile computing systems. *IBM Systems Journal, 38*, 652-676.

[45]Goffman, E. (1959). *The presentation of self in everyday life*.Garden City. NY: Doubleday.

[46]Lee, V., & Wagner, H. (2002).The effect of social presence on the facial and verbal expression of emotion and the interrelationships among emotion components. *Journal of nonverbal behaviour 26*, 3-25.

A lack of non-verbal cues can have certain advantages in regulating emotions. For example, it may be easier to regulate our emotions. On the one hand, because everything has to be written, there is time to read the message before it is sent. Writing emotional messages changes the intensity of feelings as there is time to read the text and reflect the individual's emotional state. Additionally, you control the emotions you deliberately choose to display in your email, because there is no risk of non-verbal cues leaking unconsciously. This makes e-mail a relatively "safe" environment (McKenna, Green & Gleason, 2002[47]). Since many organizations require service personnel to enforce strict posting rules based on the emotions they need to show customers, CMC may be able to make this job easier. Service staff must continually regulate their emotional expressions while interacting with customers (Grandey&Brauburger, 2002[48]). Hochschild[49] (1983) argued that this form of emotional labor is not without cost to employees because this process requires a lot of effort on the part of the employee. CMC can moderate the increased emotional demands associated with emotional labor by facilitating the regulation of emotions online. Additionally, it can be said that the ability to communicate emotional messages to colleagues and clients via email gives the user more control and independence over their actions. Besides the lack of non-verbal cues that complicate the communication add to ambiguous content.

Kruger et al (2005) [50] have argued that people routinely over estimate their ability to communicate by email, especially when the message is ambiguous. They argue that this overestimation is the result of egocentricity in that people have great difficulty transcending their own personal experience of the stimulus and imagining how a stimulus might be valued by someone who is not participating in the privileged perspective. In other words, when evaluating how the recipient will interpret our message, we see ourselves as the main point of reference. We tacitly assume it because we know what we mean to communicate; the recipient will also know this automatically. Kruger and his colleagues conducted five experiments to examine the extent to which participants overestimated their ability to communicate via email. The results showed this to be true, at least to try to convey jokes, irony, feelings or tone, and whatever freedom they have to compose their posts. They

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[47]McKenna, K. Y. A., Green, A. S., & Gleason, M. E. J. (2002). Relationship formation on the Internet: What‟s the big attraction? *Journal of Social Issues, 58*, 9-31.

[48]Grandey, A. A., &Brauburger, A. L. (2002).The emotion regulation behind the customer smile. In. A. S. DeNisi, R. L. Dipoye, K. J. Klein, R. J. Klimoski, C. Ostroff, & R. D. Pritchard (Eds.), *Emotions in the Workplace* (pp. 260-294). San Fransisco: Jossey-Bass.

[49]Hochschild, A. R. (1983). *The managed heart: Commercialization of human feeling*. Berkeley: University of California Press.

[50]Kruger, J., Epley, N., Parker, J., & Ng, Z. W. (2005). Egocentrism over email: can we communicate as well as we think? *Journal of Personality and Social Psychology, 89*, 925-936.

concluded that when people attempt to put a recipient's attitudes and experiences into perspective, they over-focus on their own phenomena or experiences and do not sufficiently consider the recipient's perspective.

3.5.1.2   Feedback

Another type of ambiguous communication in a task-oriented setting is the exchange of note messages. Since electronic mail has proven to be very convenient in exchanging documents (eg, Sullivan, 1995[51]), it has also become popular to provide comments on these documents by electronic mail. Note letters can be seen as ambiguous because they contain a substantial and critical component, but they are also a motivational component in the form of constructive notes. In organizations, feedback is seen as a first step in personal improvement and development. This makes it an important resource that fuels our motivation at work (Bakker &Demerouti, 2007[52]). However, if the information is likely to be negative, media selection can be crucial in providing feedback (Fulk and Mani, 1986[53]). In our western society, negative personal feedback is not sent by email. In such a case, the Face to face reaction is preferred. The question is: what matters most to the employee?

The distance between the sender of the notes (the manager) and the recipient (the employee) is governed by the context of the interaction and the history of the relationship between the two (Lave, 1993[54]). Positive feedback is not difficult to provide because it makes the recipient happier. Media selection is also not a problem, as positive messages are less ambiguous and can be interpreted more easily than negative messages. However, many people have a natural reluctance to communicate adverse reactions, as has been reported in the literature known as the "mother effect" (Rosen and Tesser, 1970[55]). This effect can be explained by the sender's expectation that the news to be provided may be psychologically disturbing for both the recipient and the sender (e.g., Maynard, 1996[56]; Tesser and Rosen,

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[51]Sullivan, C. (1995). Preferences for electronic mail in organizational communication tasks. *Journal of Business Communication, 32*, 49-64.

[52]Bakker, A. B., &Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of Managerial Psychology, 22*, 309-328.

[53]Fulk, J., & Mani, S. (1986). Distortion of communication in hierarchical relationships. In M. McLaughlin (Ed.), *Communication Yearbook 9* (pp. 483-510). Sage: Newbury Park CA.

[54]Lave, J. (1993). The practice of learning. In. S. Chaiklin, & J. Lave (Eds.), *Understanding Practice: Perspectives on Activity and Context* (pp. 3-32). Cambridge: Cambridge University Press.

[55]Rosen, S., &Tesser, A. (1970). On the reluctance to communicate undesirable information: The mum effect. *Sociometry, 33*, 253-263.

[56]Maynard, D. W. (1996). On "realization" in everyday life: The forecasting of bad news as a social relation. *American Sociological Review, 61*, 109-131.

1975[57]). Before initiating the communication, the sender expects the recipient to be able to react; Defensive, disbelief, or emotional distress (Sussman&Sproull, 1999[58]). These latter authors argue that anyone reporting bad news or negative remarks has three options. First, there is the possibility of "covering up" the negative aspects of the feedback in an effort to reduce emerging negativity in the future. Another option is to remove (some) negative comments - an unwanted or always possible choice in a corporate environment. Finally, a more favorable environment can be arranged for the recipients of bad news.

In conclusion, we can say that providing negative feedback can be stressful and unpleasant for both the sender and the recipient. E-mail and its relatively secure environment (McKenna, Green & Gleason, 2000[59]) can provide opportunities for providing negative feedback without detailed information about the social context and the reaction of immediate recipients (Sproull&Kiesler, 1986 [60]). The intermediary environment for email communication can reduce the psychological discomfort of the sender during the communication process and, therefore, comments can be more direct and honest. Therefore, people may find it less stressful to provide negative feedback via email compared to Face to face because they are socially isolated from their communication partners experimentally tested the effect of media selection (face to face , telephone, simultaneous CMC) on feedback (positive or negative). The results showed that people using CMC to experience side effects were less distorted than people who contacted directly face to face. In the case of CMC, senders of negative feedback were more honest in their communications and reported higher levels of comfort and satisfaction.

However, today, institutional cultural norms still prefer to communicate bad news in a personal conversation with a person .Sending negative feedback messages via email to increase honesty and accuracy is inappropriate and disrespectful. Perhaps as the amount of communication that occurs in the internet environment increases, these parameters will change over time.

It is interesting to see how feedback can be an important source to stimulate the growth and development of employees and at the same time when the feedback is negative there is a

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[57]Tesser, A., & Rosen, S. (1975). The reluctance to transmit bad news. In. L. Berkowitz (Ed.), *Advances in Experimental Social Psychology 8* (pp. 193-232). New York: Academic Press.
[58]Sussman, S. W., &Sproull, L. (1999). Straight talk: Delivering bad news through electronic communication. *Information Systems Research, 10*, 150-164.
[59]McKenna, K. Y. A., Green, A. S., & Gleason, M. E. J. (2002). Relationship formation on the Internet: What"s the big attraction? *Journal of Social Issues, 58*, 9-31.
[60]Sproull, L., &Kiesler, S. (1986). Reducing social context cues: Electronic mail in organizational communication. *Management Science, 32*, 1492-1512.

strong demand from the manager to provide it. Additionally, negative feedback can also be stressful for the employee receiving it. For feedback to be an important resource, it is important that it is well constructive and understood. When feedback is frank and negative, it can hurt the relationship between manager and employee. Since individuals find it difficult to communicate negative reviews in person, email can be beneficial for the sender. Evaluating employees via email might reduce emotional demands on the messenger, but would it also be beneficial to the recipient.

3.6 Business English Writing Skills

Writing effective business letters is an important skill In order to communicate beyond cultural and national borders, different media and communication tools require different approaches in terms of writing style, tone and voice, Lohakart[61] (2009) notes that

"The English language is a common tool of communication across cultural and national borders. It was the language of evolution as well as scientific and technological progress. Brought the English language"

Modern ideas act as a gateway to better communication and education. In addition, effective communication can increase productivity in the workplace. Therefore, it is a problems for employees who do not speak English and obliged to communicate by writing professional emails in English.

According to Guffey& Du-Babcock, (2010, p. 107[62]), good business email communication should not be long and unnecessary words, sentences and paragraphs should be avoided. The content should be easy to read and understand. In addition, the writer should considerCultural differences. Therefore, the content should be clear and clichés, jargon and potentially confusing slang should be avoided. International trade Organization based in Algeria. The main tool was a questionnaire to collect data. Interviews were conducted and handwriting samples were analyzed for some of the participants. The results revealed that Algerian employees need a course in grammar, advanced use, sentence writing and articles. In addition,

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[61] **Lohakart**. **Lohakart**, Phiangjai. (**2009**). "A Study of English Loanwords Used in Thai Historical Novels."Rungsit University. A Study of

English …https://www.researchgate.net/publication/341966169_A_Study_of_English_Borrowed_Words_Used_in_Thai_Translated_Version_of_Bridget_Jones'_s_Diary_Novel_Book1

[62] Guffey & Du-Babcock, (2010, p. 107)
http://ethesisarchive.library.tu.ac.th/thesis/2015/TU_2015_5621030609_4583_2614.pdf

they suggested that the company should offer specific training courses for employees. (see chapter four)The answers to the open-ended questions demonstrated that grammar and vocabulary are the two main problems in writing business email in English in their organization, and found that the main problem with using English was the inability to use correct grammar as it was difficult to express ideas with grammar. Another problem is that employees find it difficult to use technical and colloquial terms and idioms. Also, choose the appropriate words to useCommunication was very difficult for the staff.

3.7 Business Email and the Other Business Genres

Emails entered the workplace in the 1990s, and since then research into the properties of the media has led to a growing number of studies. Researchers in this field are looking for characteristics of online interaction (e.g. email) that are derived from traditional types (such as letters, etc.) and where new forms are identified, which cannot be maintained without electronic support. With the advent of electronic mail in the 1980s, telex played an increasingly important role in business correspondence (Zak and Dudley-Evans, 1986[63]) even surpassed the importance of business letters. Although telex is no longer used in commercial communications today, its effect on electronic mail communications should be emphasized due to two specific characteristics, namely word suppression and word abbreviation. A number of researchers, for example, Collot and Belmore[64] (1996) examine the possibility of grammatical differences between computer communication and other types of spoken and written language. The claim that electronic language has many unique characteristics: emails are neither written nor spoken, thus placing electronic language somewhere in between. Since its situational characteristics differ from other types of communication, Collot and Belmore point out that it is reasonable to assume that an electronic language also includes a certain set of linguistic characteristics. Similar types of public interviews and letters.

It is both personal and professional. It is widely accepted in the literature that e-mail falls somewhere between spoken and written speech (Collot&Belmore, 1996; Gruber, 2000[65]).

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[63]Zak, H., & Dudley-Evans (1986).Features of word omission and abbreviation in telexes.English for Specific Purposes, 5(1), 59-71.
[64]Collot, M., and Belmore, N. (1996). Electronic language: a new variety of English. In S. Herring (Ed.), Computer-mediated Communication: Linguistic, Social and Crosscultural perspectives (pp. 13-28). Amsterdam and Philadelphia: John Benjamins
[65] Gruber, H. (2000). Scholarly email discussion list postings: A single new genre of academic communication? In L. Pemberton,& S. Shurville (Eds.), Words on the Web: computer mediated communication (pp. 36-43). Exeter: Intellect.

Consistent with the findings of Chafe and Danielewicz[66] (1987), email cannot be viewed and categorized only in spoken or written language.

Yates (1996 [67]) suggests that asynchronous communication, such as e-mail, yields messages with features that distinguish it from other forms of spoken and written language. Spoken and written language is thought to differ in the modes of production and consumption. That is, spoken language is made up in an impromptu fashion as one speaks and it "is intended to be consumed, heard, in the same rapid and dynamic manner" (Yates, 1996, p. 33). Written language, on the other hand, is stationary, made up at the pace chosen by the author and consumed at the speed selected by the reader. The consequences of these variations in production possibly create differences in the language used. Chafe &Danielewicz (1987) comment on how this involves vocabulary use: "as a consequence of these differences, speakers tend to operate with a narrower range of lexical choices than writers" (p. 88). It is generally accepted that electronic language is shaped by the historical background in which computer-mediated communication is situated. Yates and Orlikowski[68] (1992, pp. 311-318) argue that e-mail messages were deeply influenced by the memorandum, a particular genre of internal organizational communication used in 1870-1920 American firms in order to have written communication for internal coordination and control . While business letters used a very polite and formal language, the memorandum adopted a language less formal and official even if it was used for later consultation and analysis. Clarity was the fundamental aim of this new genre. Structural features like underlining and use of capital letters were adopted to distinguish the most important parts; tab stops were added to make lists easier to type; new forms of headings appeared (such as the familiar to, from, subject and date) and they evolved in order to simplify the addressing conventions for internal documents and to put all the pieces of information relevant to identifying and storing.

Yates and Orlikowski (1992) also argue that sometimes email type rules are similar to a letter or informal note because they have headers added by the author and a signature like: "Hey , Chris "or more formal expressions like" Dear Chris, "Greetings, Jane. The language is more formal and colloquial than that typically used in notes and spelling, and grammatical errors considered inappropriate in the note tend to be tolerated in this medium. According to

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[66] Chafe, W., &Danielewicz, J. (1987). Properties of spoken and written language. In R. Horowitz, & S. J. Samuels (Eds.), Comprehending oral and written language (pp. 84–113). San Diego: Academic Press.

[67] Yates, S. J. (1996). Oral and written linguistic aspects of computer conferencing: A corpus based study. In S. C. Herring (Ed.), Computer-mediated communication: linguistic, social and cross-cultural perspectives (pp. 29-46). Amsterdam: John Benjamins.

[68] Yates, J., &Orlikowski, W. J. (1992). Genres of organizational communication: a structural approach to studying communication and media. Academy of Management Review, 17 (2), 299-326.

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Sproull and Kiesler[69] (1986), the language used in electronic means of communication is less daunting than used in face to face communication. This is often a "fiery" type as it includes emotional outbursts, slurs, exaggerated assertions, and sarcasm. The fence avoids courtesy and polite, formal language. of greeting and signing in the type of note does not result in any opening and closing in emails, and the possibility of quick but non-intrusive exchanges encourages individuals to use email for incomplete messages so that it cannot stand alone (some e-mail messages e-mail messages are like voice messages or informal notes), as opposed to memos and business letters, which are intended for future reference and are therefore more comprehensive. Yates and Orelikowski[70] (1992), for example, defined gender as it applies to organizational communication as

"A model act of communication invoked in response to a recurring situation" (p. 301).

They argue that in the context of organizational communication, contemporary electronic messages are related in some ways to memory type. Emails contain note content and format such as from / to header and the use of direct, unfamiliar language. However, the interconnected nature of email departs from the memo model. Typically, traditional notes contain a one-sided letter. However, emails are often combined with previous messages and may have attachments. This nested or interconnected functionality of email creates something like an exchange of conversations between participants, simultaneously making visible a question / statement from one person or group and the response from the other. It can also be assumed that some features of fax messages are similar to those of electronic messages. In her study of requests, Yli-Jokipii[71] (1994, p. 40) describes faxes as being hypersensitive to the position, strength of interactors and the physical qualities of messages. Faxes are "unrestricted" and do not have a distinct form because various documents, such as images, graphics and drawings, as well as handwritten notes, can be sent by fax. Yli-Jokipii also asserts that the sensitivity to the rhetorical demands of faxes is low: they do not contain introductory clauses that precede the request as much as traditional business letters. All of these features, with the exception of transferring images and graphics, also apply to emails. A comparison of Turkish and Finnish faxes indicates that both are characterized by high

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[69]Sproull, L., &Kiesler, S. (1986). Reducing social context cues: electronic mail in organizational communication.Management Science 32, 1492-1512.

[70]Yates, J., &Orlikowski, W. J. (1992). Genres of organizational communication: a structural approach to studying communication and media. Academy of Management Review, 17 (2), 299-326.

[71]Yli-Jokipii, H. (1994). Requests in professional discourse: a cross-cultural study of British, American and Finnish business writing. AnnalesAcademiaeScientiarumFennicaeDissertationesHumanarumLitterarum, 71. Helsinki: Suomalainentiedeakatemia.

phrasing, fragmented sentences, technical abbreviations and well-defined interactions (Akar[72], 1998; Louhiala-Salminen[73], 2002). Therefore, a new set of conventions are defined for this method of communication, many of which can be assumed to characterize electronic mail as well.

Electronic mail represents a hybrid mixture of spoken and written language (Gimenez, 2000, pp. 237-251[74]). In internal communications, e-mail messages tend to be stylistically close to the written "speech" of the telephone; in external communications, they tend to be similar to faxes and letters. The stylistic pendulum swings between the formality of business letters and the informal character of electronic mail (see Crystal, 2001, p.64[75]). During the development of the literary genre, adaptations may occur as the genre develops according to new situations and contexts. Adaptations modify the species and respond to changes in the environment (Yates and Orlikowski, 1992; Yates, et al., 1999[76]). In considering whether letters in electronic format should be considered a separate type from paper analogues or not, Louhaila-Salminen (1997) suggests that business letters and professional faxes be considered universal pre-types in which the types are more specific. In this regard, professional email should also be considered an inclusive pre-type (Louhaila-Salminen, 1997). In their analysis of interactions between team members within companies, Yates and Orlikowski (2002) found that team members generally import existing species and species systems to the new environment (Yates et al. Orlikowski, 2002). On the other hand, the electronic format can also be seen as a separate channel or medium, which dictates its recording characteristics. This seems to be the view of Bhatia (1997[77]), when he describes the group of promotional genres in a flowchart and classifies "medium of discourse" as channel selection (Bhatia, 1997).

Gains (1999[78]) also indicate that apart from a number of superficial modifications, there are no substantial differences between the paper format and the electronic format. He believes that email is one of the many options for the ways in which customer service is tapped. The

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[72]Akar, D. (1998). Patterns and variations in contemporary written business communications in Turkey: a genre study of four companies. PhD Dissertation. University of Michigan

[73]Louhiala-Salminen, L. (2002). Communication and language use in merged corporations: cases Stora Enso and Nordea. Helsinki School of Economics Working Papers W330. Helsinki: Helsinki School of Economics.

[74]Gimenez, J. C. (2000). Business e-mail communication: some emerging tendencies in register. English for Specific Purposes, 19(3), 237-251

[75] Crystal, D. (2001). Language and the Internet.Cambridge: Cambridge University Press.

[76]Yates, J., Orlikowski, W. J., & Okamura, K. (1999). Explicit and implicit structuring of genres: electronic communication in a Japanese R&D organization. Organization Science, 10 (1), 83-103.

[77] Bhatia, V. K. (1997). Translating legal genres.In A. Trosborg (Ed.), Text typology and Translation (pp. 203-214).Amsterdam, Philadelphia: John Benjamins.

[78]Gains, J. (1999).Electronic mail–A new style of communication or just a new medium? An investigation into the text features of e-mail. English for Specific Purposes, 18(1), 81–101.

term "letter moderator" indicates that it also allows standard intermediate properties, such as typical openings and closings in e-mail communications, without classifying it as a separate type (Gains, 1999). Based on the theoretical comparison considerations mentioned above, six main reasons for using email can be identified rather than another form of communication:

- A confirmation email is sent to a phone conversation, so there is a written record of the conversation.
- An e-mail is sent when a direct or telephone conversation is not forthcoming, either due to geographic distance and the resulting high cost of telephone communications, or due to time difference.
- It may be preferable to send an email over a telephone conversation when sending data regarding orders, part specifications, etc. This data may be overheard on the phone, or communication takes a long time. Therefore, email is chosen as a cheaper and more efficient way to communicate this type of information.
- Email is often preferred over the letter due to time and cost considerations. Letters should conform to the traditional layout; it is expected to be neat and tidy and error free. Email is not subject to the same aesthetic provisions.
- Fast email. When an immediate response is required, an email is sent instead of a letter, especially when it is a great geographic distance.
- Electronic mail can be used when the sender wishes to avoid direct verbal contact with the recipient. In the event of a potential conflict (for example, after missing the deadline), an email can be used in place of a phone call.

3.8 Methodology

This section addresses the email exchange as an online semi-spoken interaction (Herring, 1996,2007), through the identification of some stylistic features and linguistic registers. In addition, it analyzes the functions and strategies used to satisfy social needs as well as overcoming misunderstandings derived from the use of BELF by non-native speakers in a computer-mediated context. Following these aims, this paper draws on research within the field of CMC and studies the mechanisms in interaction in a work-place email exchange, which is a specific type of CMC setting where technological and situational factors contribute to creating a highly inter discursive product. A Computer-Mediated Discourse

Analysis(CMDA); Herring, 2004) framework offers the possibility to observe online interaction within the study of CMC. In Herring's (2004 p-2) stated

"In the broadest sense, any analysis of online behavior that is grounded in empirical, textual observations is computer-mediated discourse analysis".

She also states that CMC studies focus mostly on the technical and (socio-) psychological aspects of communication between humans as mediated by computers, Computer-Mediated Discourse (CMD) refers to a much broader range of phenomena with focus on language use and language itself (Herring, 2001). Additionally, this research makes reference to the asynchronous modality of exchange which affects linguistic and interactional aspects, including the message content shape, since asynchronous online communication is not linear and its turns follow each other in a numerous chronological sequence. The message content contained in these emails is shaped by the computer mediated environment that thus contributes to creating a different kind of interaction. The corpus will be studied combining CMC and CMD approaches, and will look at structure (e.g., spelling, message organization), meaning (utterances, exchanges, etc.) and social function (face management, conflict, etc.). Data are drawn from a self-compiled corpus of business emails sent to or from Denmark Company over a period of 5 months between 2019 and 2020. The maritime company released the information for the purposes of data analysis. Of three sets of exchanges, I selected the one reflecting a number of business transactions in a multilingual setting, which involves Algerian and French speakers using English as a Lingua Franca for business reasons. Participants are challenged in their mutual understanding of their use of BELF as non-native speakers, the computer-mediated nature of exchange, and some cultural-related issues. The corpus consists of 100 emails, written by Algerian employees and members of the company from different languages background. The emails discuss needs assessment, presentation of the product from different companies, and many issues regarding how to obtain the contract, having the major goal of succeeding in a troubled situation such as that of closing a deal.

3.9 Research Tool

3.9.1 Heering's Moves

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Electronic correspondence has its own characteristics in speech which affect the purpose of the text, its structure and the writing process. The language of e-mails is something really different in nature, consisting of "speech + writing + electronically mediated characteristics" and therefore, they suggest adding a fourth medium, namely computer communication (CMC) or Netspeak, to the e-mails. Three supports of spoken language, written language and language sign. However, one of the main differences between speaking and writing is that speakers interact with their audience, unlike the book.The concept of participation to describe the relationship that the speaker usually binds to his audience, as opposed to the separation that characterizes the relationship of the writer with the reader. It is interesting to note that modern means of communication seem to encourage participation in the transfer of characteristics from oral language to written position. This concept of `` sharing '' will be analyzed by the different movements of the group in the light of the theory of politeness since, according to the literature, it can be considered as a social value in human interaction, including business, and its universal principles are reflected in the use of language. Nonetheless, Heering (2005: 110) argues that although

"all societies show these principles in action, what is considered polite may differ from group to group".

Referring to the methodology of the study, this textual analysis does not consider commercial and cultural differences, but it is a linguistic textual research project based on a grounded theory approach, by which the study emerges through a close and careful analysis of the data collected. The research has been approached from background assumptions and through a rather extensive literature review in the domain. Once relevant literature was revised, a categorization of the main email moves was devised drawing on Heering (2005: 273) classification of nine main categories of moves in order to study BELF users' development of communicative competence features and generic organizational patterns that arose from the analysis of the previously mentioned corpus. This classification was used as reference for the types of moves identified in the corpus, which generally coincide. (see Table 3.1)

Moves
Move I: Identifying subject
Move II: Greeting
Move III: Referring to previous contact
Move IV: Indicating enclosure
Move V: Providing information
Move VI: Requesting
Move VII: Pre-closing
Move VIII: Closing
Move IX: Signature

Table 3.1 Heering Initial Classification of Moves

The study is focused on the moves which have been identified to have greater relevance for the study in terms of data provided, considering the space constrains, and those which have been found to be present on the great majority of the emails in the corpus. Data has been interpreted both in qualitative and quantitative terms, however, since it is a rather small-sized corpus, it could reveal tendencies, that although not generalizable, could illustrate points and provide significant insights to contribute to further research on ELF and more precisely , on BELF language use. Consequently, the criterion to include any feature as relevant has been to observe whether it occurs in the corpus systematically and frequently.

3.9.2 The Questionnaire

The data collected to answer my questions are gathered from a questionnaire with a selected number of Algerian workers in a multinational company in Oran city. It is confidential without any interference. The respondents are not given personal identifications but a number identification. In addition, the most important criterion about these learners is they are not selected randomly but they are those working and corresponding via e-mails.

This study aims to analyze international commercial electronic messages in terms of the linguistic and international communication competence of their senders and recipients and the patterns of organizational variation of this type towards a somewhat informal, collaborative and goal-oriented nature. However, the main research question is in which aspects this difference is most noticeable. To this end, emails written in English as a lingua franca were

analyzed by business leaders of transitional multinational companies from various countries around the world. It should be considered that this type is an essential component of the daily work of business professionals and therefore, although this particular study does not focus on teaching practice, the implications for teaching business communication are clear. Knowledge of gender as well as communication skills at BELF is prerequisites for the professional success of a business practitioner through this type of electronic communication. Referring to the methodology of the study, this textual analysis does not take into account business and cultural differences, but rather a textual research project based on a theoretical approach based on the study, the study emerges through an analysis meticulous and precise data collected. The research is approached from basic hypotheses and through a comprehensive review of the literature in the field. After reviewing the relevant literature, a taxonomy of major e-mail traffic was developed to classify nine broad categories of transactions in order to study the development by BELF users of communication competence functionalities and general organizational models derived from of the group analysis mentioned above. This classification served as a benchmark for the specific types of transactions in the group, which are generally compatible

3.9.3 Business Communication as a Qualitative and Quantitative Data

Communication is an essential component of the success of any business. The process of transferring information from one person to another, inside and outside the business environment is called "business communication". The term "business communication" is derived from the general communication associated with business activities. In other words, communication between business parties or people to perform work-related tasks is considered "business communication". Different researchers have provided different definitions of business communication. According to Ricks and Gow[79] defined

"Business Communication as a system that is responsible to affect change throughout the whole organization".

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[79]"**RICKS and GOW**, Information Resource Management". Archivaria 20 (January), 183-84.
https://archivaria.ca/index.php/archivaria/article/view/11192.de AL Rees · 1985

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Business Communication is exchanging business-related different views, ideas, and news within the related parties.When the communication occurs between either two or more than two business people for the purpose of effective organization and administration of business then it is considered as Business Communication.

   No matter the industry, emails are ruining your life. This amazing decades-old technology lets you send messages around the world in seconds, almost for free. From a laptop or smartphone, you can use email to do business from the beach or the boardroom and literally anywhere in between. While there are still uses for traditional mail, email can cover all the basics: order, invoices, contracts, advertisements, etc.

   Email is the widely used modern business communication system powered by information technology. The importance and usefulness of email in business communication is more important than any other medium.

Almost all types of professions, professionals, trades, and business email are one of the easiest and most profitable methods of business communication. These days, emails work like legal agreements.

   In daily activities such as buying, selling, marketing, trading and telephony, email is a quick way to exchange information by talking, writing, subscribing, sharing, making comments, reporting and consulting. This is, of course, the most important method for processing and testing customer orders. Communication is important in business and its importance is very high when done by digital means.

   Effective business communication is the way employees and management communicates to achieve organizational goals. The objective is to improve organizational efficiency by reducing mistakes. Business Communication includes different aspects like marketing, public relations, customer relations, corporate and interpersonal communication, etc.
Basic elements of Business communication: as shown in the figure below
- Sender
- Business information
- Receiver
- Feedback
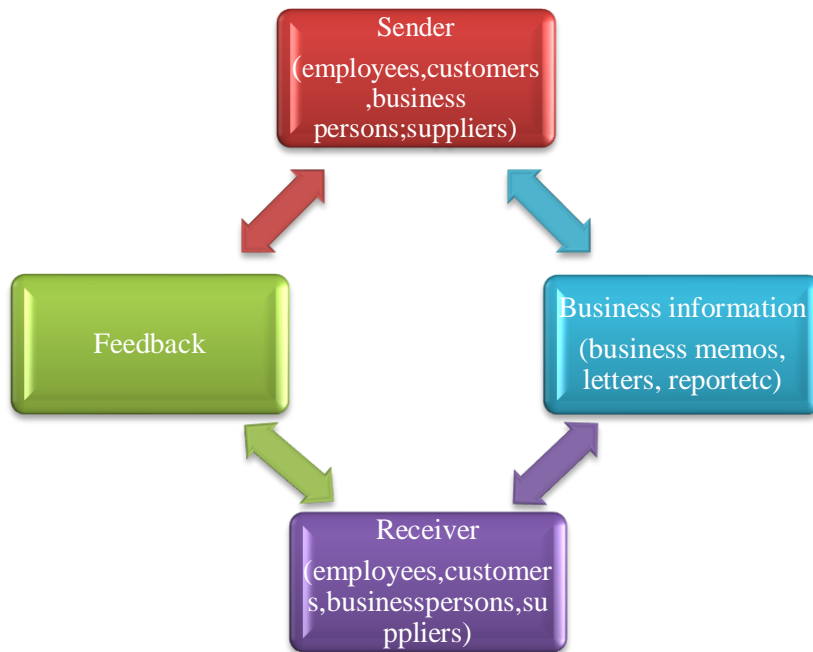
Figure 3.7 Elements of a Business Email

The above elements refer to business communication as a process in which business-related information or news is exchanged between different business parties such as customers, suppliers, business customers, employees, etc. For the purposes of efficient business management.

In addition, it involves a regular flow of information and comments are considered an important and important aspect of business communication. Due to the different hierarchy levels and the participation of a large number of people, business communication plays an important role in various management functions, such as planning, coordination, organization, leadership and management. A professional account in the modern age is as important as a business email account. Electronic mail is the identification of users on the Internet.

Marketing communication means that you share information about your products and services with people and respond to their questions and requests for information. It also means your promotions, marketing, and exchange of company information that uses identifying emails.

One of the most popular digital marketing methods is email marketing. If you send a message manually or automatically with text, images or links to a person or group of people (direct mail), this is called email marketing and it is a system of business communication.

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There are 4 main types of business communication in any organization or business see the figure below
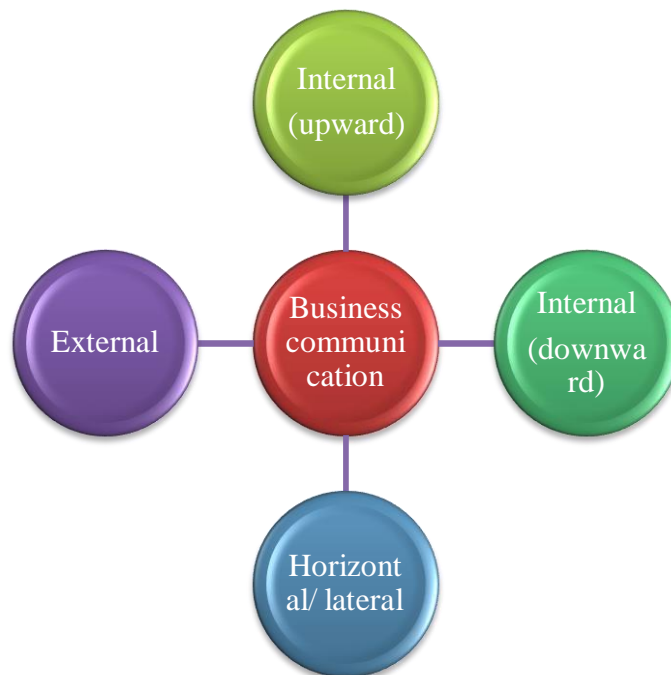
Figure 3.9 Company Business Email

Internal Business Communication means communication that occurs within the members of the organization. This communication includes both formal and informal communication. Also, different departments that transmit communication by different means to employees come under internal communication. Internal communication should be effective as it is a vital source of viewing and representing organizational issues. Effective internal business communication may increase job satisfaction level, productivity, the efficiency of employees by decreasing their turnover and grievances and helps in increasing profits.

It is further categorized as internal (upward) communication and internal (downward) communication.

Internal (Upward) Communication: This type of internal communication involves the bottom to the top management approach. Here, the information flows from subordinates to managers or any person that is on the upper in the hierarchy level.(see the figure below)

Figure 3.10 Hierarchy Level Management

For example, employees in the human resources department of an organization prepare an employee attrition report and notify the human resources manager of the same. An attrition report includes information about the organization's monthly or annual staff turnover and why. This helps the HR manager understand the cause of attrition and take corrective action on time to reduce turnover.

Characteristics of bottom-up internal business communications include:

➡ A bottom-up approach, i.e. from subordinates to superiors.
➡ Their nature is participatory.
➡ The main goal is to provide timely feedback and suggestions, make requests, escalate any issues or concerns, etc. for superiors.Information flows from the lower level to the higher level.

Internal Communication (downward): In top-down communication, information flows from management to employees of the organization. This information concerns the transmission of instructions to subordinates or employees to perform their own tasks. Top-down communication is used by managers to communicate various objectives, procedures, policies, directives, decisions, instructions, etc. to their subordinates.

The upstream communication process in a business involves passing messages from the top to the bottom level through the chain of command. This type of communication can be oral or written. The written form includes various notices, brochures, news presentation in electronic

form, etc. While the oral form of top-down communication includes various face-to-face conversations, phone calls, meetings, etc.

For example, top-level management can inform managers of different departments about some new rules and regulations in the work area that need to be applied in the routine activities of different departments. As there may be a change in office working hours or office hours by management and the same is communicated to employees by circular or notice or through the email system.

Characteristics of top-down internal business communication include:

- ➡ It includes a top-down approach, i.e. above the subordinates.
- ➡ Its nature is directive.
- ➡ The main objective is to communicate the purpose of the organization, plans and procedures, instructions, etc. to subordinates.

The flow of information goes from the upper level to the lower level. Horizontal / lateral communication is related to communication between colleagues, i.e. either verbal communication or written communication. This can include inter-ministerial or inter-ministerial communication and can be between people of the same or similar rank in a company. This is crucial communication to achieve the desired results. Thus, this communication occurs between employees with an equal hierarchy level. To achieve the functional efficiency of the different organizational units, horizontal or lateral communication is necessary to seek mutual cooperation and help.

Horizontal business communication For example, the marketing manager of an organization is supposed to communicate on market trends, customer needs and expectations, product demand scenario, etc. to a production head for the production of products accordingly.

Likewise, the human resources manager of an organization works with different department heads for different functions such as recruitment, employee training needs, performance evaluation, welfare activities, etc. External corporate Communication with people outside the organization is called external business communication. These people can be customers or shareholders or suppliers or partners or regulatory bodies, etc.

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External commercial communication. For example, the purchasing department supervisor can communicate with vendors for raw material purchase quotes and similarly, the sales department communicates with customers for sales of products or services. External communication facilitates increased sales volume, efficient operations, increased organizational profits, etc. This ultimately translates into an improvement in the brand image, goodwill and overall performance of the organization in achieving its objectives and the satisfaction of its customers.

Previously, an email account was required to register with social media sites. Today, mobile phone number and email ID are two options.

Now, our email account and phone number are the source of communication for social media sites. We can check users. They send important messages and notifications by targeting the email you used to register. You can use this method to add users to the episode to continue using the site.

This type of corporate communication (the site is a company) is via messages and notification. These messages and notifications, generated by integrated AI applications, are generated automatically. These small apps and options on websites are created by programmers. These programs follow the instructions of business promoters or business developers. These sponsors follow the instructions of the data or data analysts.

Also this data is generated by the enterprise application (website) from the beginning when you visit the site for the first time. This is your entry and you get the exit. So when you share, discuss, annotate, comment, or whatever you do on the social media site, the data is generated. For example, if your friends call you or like your message on social media, this will attract people to the site and they soon you will see the sponsored message in your timeline.

In the above process, help you and your friends, help you communicate, help promote a message, and help promote mail and business. It helped a social media company earn a living. The above process started by email and at the end, you log out with your email ID.

But there are many fake accounts created with fake email IDs. These bogus email credentials are used to allow for intense / nonverbal / intense communication about the

company and people on social media. I mean spam, messages, comments, etc. Communication is made through fake email accounts. Artificial intelligence, programmers, developers, promoters, and analysts are trying to get rid of these and similar online practices to save the company and most things are done automatically with less human control.

Now, in the following sections, discover the power of email in corporate communications. Email is the main operator of e-commerce and business services.

You want to purchase a domain (renting a website or a platform where you can do business) from the service provider's website. Search for a domain, add it to the cart, and then add the address where the email is required.

   This is because your domain service provider wants to verify that you are someone a human being not a robot) will warn you and makes you the owner of the domain for a certain period that you define.

You will continue to receive renewal and expiration notifications and promotional messages in this email account throughout the year. Email is now a way for domain service providers to contact and communicate with you through domain-related services.

The process of email communication when buying, selling, and customer service online is similar in online stores and other business applications.

You must provide your email ID and this is not optional. Email is the easiest way for businesses to communicate with customers, collect data, and promote personal products and services, and the fun part is that most communications are automatic.

   Private contacts in the company networkAlmost all large and medium-sized businesses use business email. The email ID contains HRHead@examplecompany.com instead of yahoo, live, and Gmail for all employees. It is imperative to use professional messaging to communicate with customers, suppliers, partners and government agencies at work.

   When you buy a domain or hosting for your business site, you get a free business email account (depending on the offerings). You can also purchase personalized email addresses without registering for a domain. But why is a business email account or business email ID number useful for communication?

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There are several causes, but the following are common:

➡ Communications only work on a single corporate network and are generally not accessible to others. I mean third party access. Previous connections are still included in the protocol. For example, if someone has worked with you as a graphic designer for two years and all communications / file exchanges / customer messages are personal emails, you may not receive a copy of this letter and your data. Professionals are outside your network.

➡ Someone can use your business information for personal or business purposes after they stop working with your competition. For this reason, companies will block access to this email account for their retired and fired employees.

Online team management, reporting, monitoring and app / website delegation are popular. But even today, email is the most important way to delegate methods of delegation, reporting, investigation, request, and data exchange for many daily activities. You can read past messages and all communications you have had with someone.

Another benefit of business / business email is that you don't get distracted and confused with promotional emails. This will increase the productivity of the company's employees. Otherwise, if they are using a free email account, there is a 90% chance that they will be distracted while working on the project.

In corporate communication by e-mail with subordinates or remote employees, in video chat with customers, in accessing various business applications on the Internet, in receiving letters and newsletters on the site , in sending advertising messages, etc. These exceptional applications demonstrate the importance of electronic mail in business communication.

3.10 Conclusion

The future of email research is closely tied to the future of email communications itself. Although the first e-mail was sent as early as 1971, e-mail did not become a widely used medium of communication by the public until the late 20th century, when it rapidly progressed to become the most used internet application. . Until recently, the number of email uses has been steadily increasing since email became available to the general public in the early 1990s. However, it appears that the rapid increase in usage e-mail may be followed by a similar rapid decline: newer and more concurrent services such as variants of instant messaging, as well as the many social networking sites of which Facebook and Twitter are the

most well-known among them. They are starting to compete with email. Another advantage of social networking sites over email is that as it's generally known, one of the main issues with email is the amount of spam (or junk mail) that is sent to email accounts. According to Pingdom, a service a provider checks the availability of online services for large companies, and spam there are no similar issues (yet) with instant messaging services or with social networking sites.

  These services are more popular. Email remains the least popular option for everyday communication and it can be assumed that at the time of writing this report the change is more pronounced: email is no longer the distinct mode of online communication at young people.

   However, there is another point to be taken into account that argues in part for the future of email: While email has been linked to desktop computers for a long time, technological trends are shifting towards increased mobility. Especially with the proliferation of the Apple iPhone, android and the high speed data connection, it is possible to receive emails as easily as to receive SMS which can lead to new messages, also increase the number of emails. Regardless, IT experts consider email to be an "outdated" method of communication, and some people expect email usage to stop. In the corporate sector, where traditional email communication performs important functions and may persist. There are also email-based systems such as web forums and currently active discussion lists that can continue to be used. It can be concluded that email research will have a future as long as email finds its rightful place.

   Email has many advantages in business Telecommunications as seen above, employees can use email to communicate, which saves time and can send more information. Businesses and institutions depend on the competence and effective written communication. However, it is very difficult to write effective and clear emails with limited time, most of the employees especially in non native English speaker need more training to improve their ability.

4.1 Introduction

This chapter is an attempt to analyze and interpret the data collected that I discussed in chapter three. The data collected and gathered from my observation and the survey from the questionnaire.

4.2 Workplace Profile

Maersk Line[1] is a Danish international container shipping company and the largest operating subsidiary of the Maersk Group, a Danish business conglomerate. It is the world's largest container shipping company by both fleet size and cargo capacity, offering regular services to 374 ports in 116 countries. It employs approximately 31,600 where 7,000 of which are vessel crew and the other 24,600 are processing personnel. Maersk Line operates over 786 vessels and has a total capacity of 4.1 million TEU. The company was founded in 1928.

Maersk Line has more than 500 containers vessels, the Algerian agency consists of four Maersk Line officers in: Algiers, Oran, Bejaia and Skikda with own dedicated container depot in every port.

4.3 Results

As discussed before the email message has basically nine elements: an informative subject line (illustrating the content of the message), an opening (addressing and greetings formulae), a body (the content of the message), and a closing (often a leaving -taking formula).

Besides a questionnaire was addressed to working respondents in Maersk Line (Oran) .Some of the questions at the beginning are informative part age - sex and degree and their status inside the company.

In addition to other specific questions in the analysis of the use of English BELF as a medium of communication in a business settings.

As far as the first questions concerning the age and sex was not that important but it is just informative manner.(It does not influence the survey neither the questionnaire).

> **Age , Sex ,degree and the position in the company**

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[1] Maersk Line From Wikipedia, the free encyclopedia
https://en.wikipedia.org/wiki/Maersk_Line

There are ten men and five women, maybe cause of the nature of the work obliged for sales person and also to customer development to deal with some custom work in the port(it is just reflective answer non an official one) what I did I infused it with their position in the company. The table below shows the average age of the participants, which were divided into two age groups.

Age	30-40	40-50
	80%	20%

Table 4.1 Average Age of the Participants

The figure below is the fusing between the sex of the worker and their position in the company. Firstly there are six positions: Human Resources, customer development, head manager Oran"s office, assistant manager, sales representative and information technology.

As shown in the table2.2

Position in the company	Information about the work	Number
Human resources	HR manager- Facilities supervisor	3
Customer development	Customer service manager front office manager	6
Head manager	Work force administration Sourcing manager	1
Assistant manager	Payroll specialist assistant Sourcing coordinator	1
Sales representative	Sales manager Planning manager	2
Information technology	Engineer support technique	2

Table 4.2 Respondents 'Company Position

Now concerning the sex of the participants shown in the figure below which maybe summarizes the position of men and women and the work choice but I think it has nothing to do or does not influence the findings in any way.

Company position ofthe participants

● Company position ofthe participants
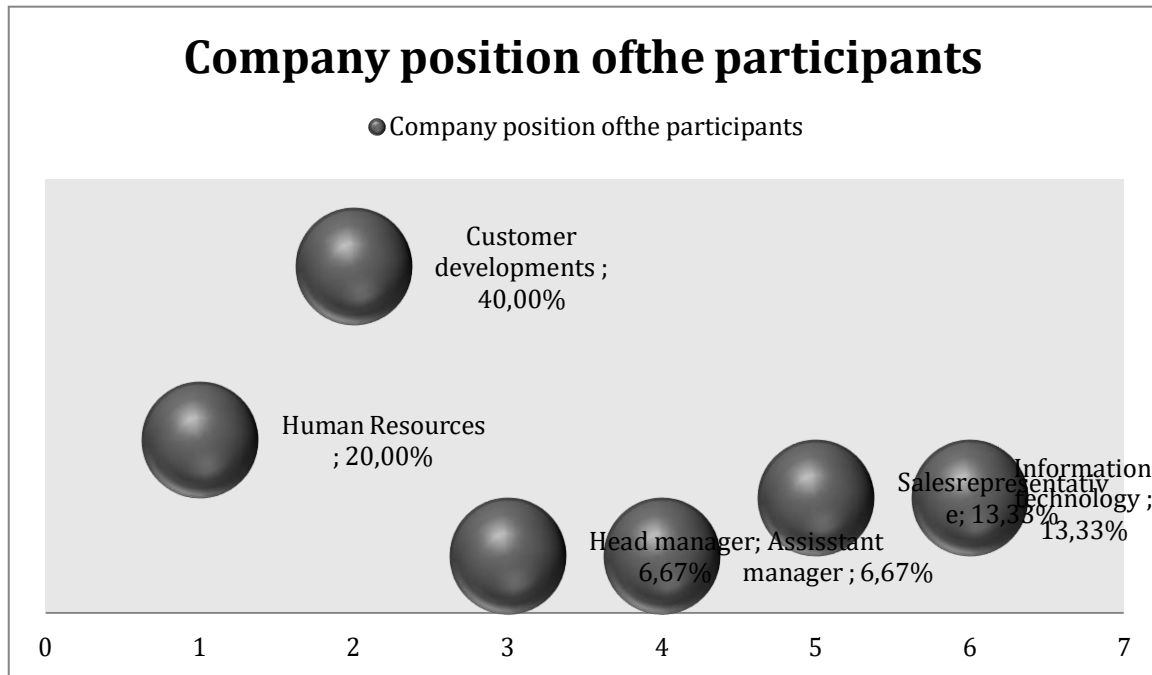
Figure 4.1 company Positions of the Participants

Position of the participants	Percentage	Women	Men
Human resources	20%	13.33%	6.67%
Customer development	40%	20%	20%
Head manager	6.67%	0%	6.67%
Assistant manager	6.67%	0%	6.67%
Sales representatives	13.33%	0%	13.33%
Information technology	13.33%	0%	13.33%

Table 4.3 Company Position and Sex of the Participants.

In the table above (4.3) as shown we have 20% of human resources and 13.33% are women, 6.67% are men. However customer service is equal 40% and 20% men and 20% are women.

In addition of head manager and assistant manager are 6.67% are man and 0% women, also for sales representative and information technology are 13.33% are men in totality and 0% for women gender. As mentioned before it does not influence the data of our survey .

   ➢ **Degree of the respondents**

The figure below show the degree of the respondents and their level in English language especially in a business setting.

Maersk Line has offered all the participants and workers a professional training in English language to improve their use of the language and to help them in their work while corresponding with the company head quarter or the offices all over the world.

Degree of the participants and their English level

	Bachelor	Master	Doctorate	A-1-2	B-1-2	C-1-2
■ Degree of the participants and their English level	66,67%	26,67%	6,67%	20%	53,33%	26,67%
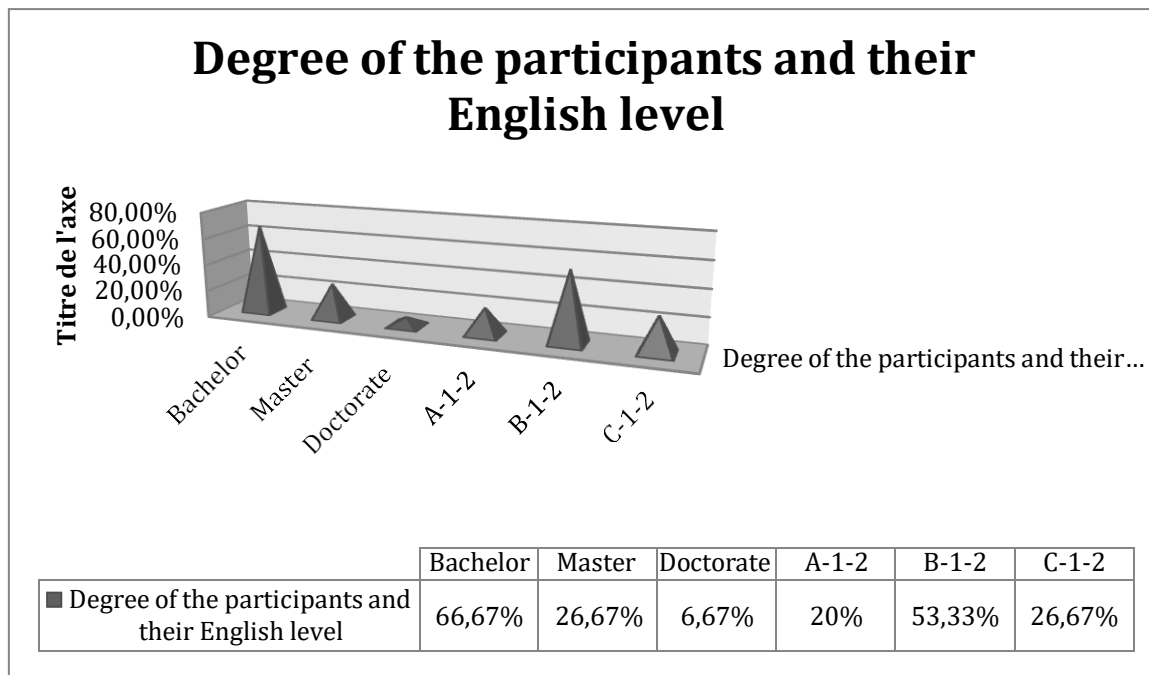
Figure 4.2 Degree of the Participants and their English level

As shown in the figure (4.2) most of the participants have a bachelor degree in their field which is   international commercial science , finances and marketing 66.67% ,also26.67 have a master degree ,6.67% has a doctorate degree .

However, English level as I mentioned before the company offers courses in business English for the workers A-1-220%, B-1-2 53.33%, C-1-2 26.67%. So I deduced that all the respondents have a certain level in BELF which helped them in email communication being sufficient at all the times especially corresponding with a non native speakers or a native speakers. In addition, this answered to the question number four what kind of contact they have within the company and the many offices all around the world. The result showed also that English is the corporate language in Maersk Line. (I did not talk about the French language used by the most of the employees considering as the prominent language in the Algerian work environments)

➢ **Language attitude**

The language in the email line is used to give general information on what the message deals with, in order to make the recipient aware of its importance in the exchange and to force the recipients to invest their time into reading it in other words some words or subjects are used to help the employees to answer as rapidly as possible. All the messages in this study are in English and have a purpose while corresponding but in most cases there was not a close relation between the subject line and the email text. The subject becomes at times an umbrella title under which some information / communication categories go, or in some other instances, especially when the mail is written as a reply, a line with no relationship with the content / function of the message-body. Some examples of sample subjects in subject line of e-mail messages are given in Table 4.4 (number to each subject to make it easier to understand)

Emails subject	Number
Project [manufacturing tools]	1
[Project] TOP IMPORTANT	2
Comparison from [other agencies]	3
[Project] updates	4
Clarification Required	5
Comments [date]	6
Delivery Schedule	7
[Project] the situational	8
Request for documents	9
URGENT URGENTURGENT !!!!!	10

Table 4.4 Email Subjects

The subject appears as two / three words often containing the name of the project (as in 1, 2, 4, and 8), the function of the mail (e.g., 3, 4, 5, and 9) or an indication of relevance in terms of content (2) or time (10). Capitalization, exclamation marks and typos commonly used in online informal contexts indicate flexibility and informality in the exchange. From this, it is assumed that BELF users structure their emails as native speakers do. Interestingly, the 75% of the subjects in the corpus were replies (RE:), even if the body message was not related to the subject line.(see chapter one).

In addition , the subject above make the replays easier and sufficient also the use of English within the emails correspondence but what kind of English is used ESP(CMC-CMD) or EGP (see chapter one and two).Figure 4.3

Use of English in email correspondence

■ ESP(CMC-CMD) ■ EGP

13%

87%
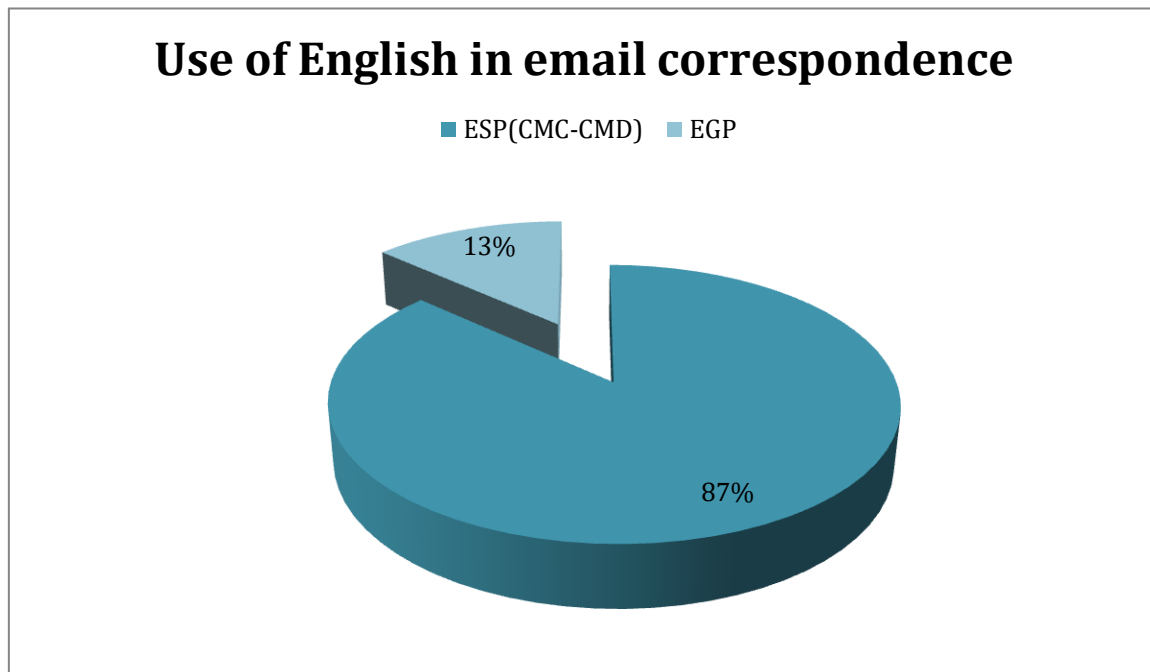
Figure 4.3The Use of English in Emails Correspondence

The result above show us that in the multinational company there is no use for EGP so the position of ESP in the language learning as I mentioned it before in chapter one and two .Even though EGP still has the number one in language learning in Algeria maybe it is time to make some changes in our field of studies and work place .

As I dealt above about the kind of English used I also will talk about which skills the employees need in their email also what is the most common mean of communication most used by a multinational company .the dominant form of communication is mostly emails100% and occasionally a Visio-conference.

In the figure below shows which skill needed in communication and most of the participants find them (four skills in English language learning –reading-listening – speaking – writing-) nearly the same in their use in communication .Concerning the writing skill especially in email communication as I showed in Netspeak or Emailism the special vocabulary is used no obligation for capitalization or punctuation without omitting the contraction , abbreviation or acronyms ;which is considered as a major defect in English writing skill academic purpose.

Majority of the participants said that no real skill is needed just knowing how to respond correctly to the emails using key words as shown above. So I deduced that listening is the less talked about skill even with the researches and with the email communication is the least skill asked to work with but the use of a voice mail could be a big launcher to the listening skill. Speaking skill is very appreciated from employees and employers in general. See the figure below 4.4

English language skills needed in email correspondence

	Reading	Listening	Speaking	Writing
■ English language skills neededin email correspondence	33,33%	0%	33,33%	33,33%
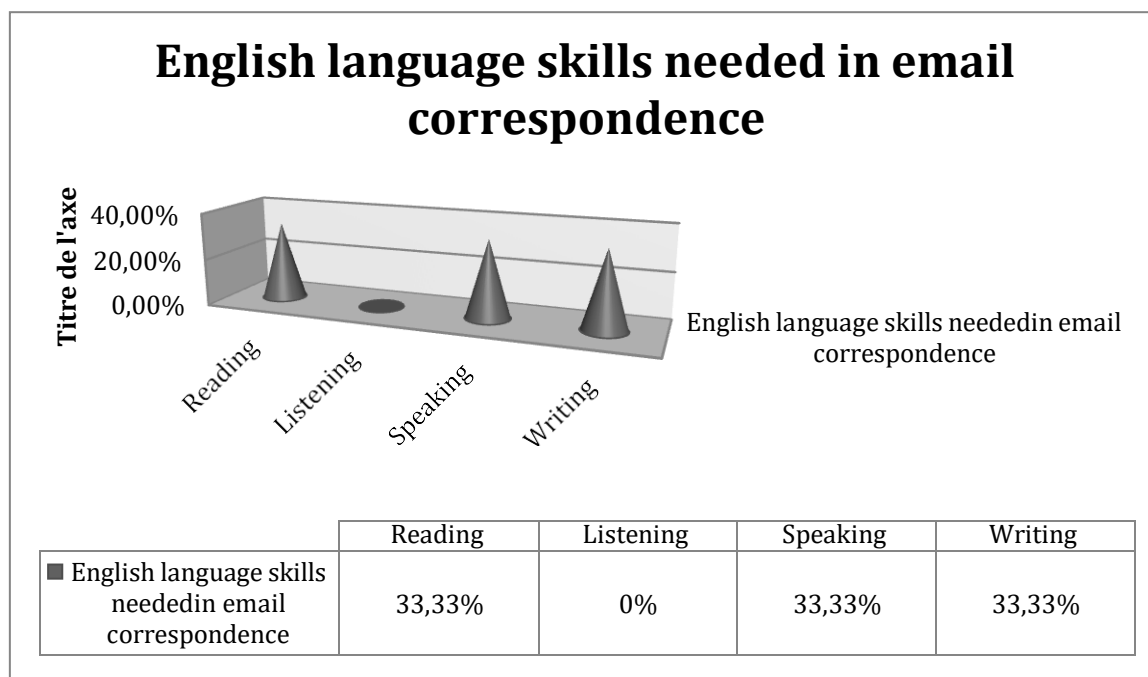
Figure 4.4English language Skill Needed in Email Correspondence

- ➢ **Emails analysis within Heering moves**
- ❖ **Salutations ,Opening, Greetings and Addressing**

Naming practices in organizations are closely related to both positive and negative politeness. For example, politeness theory since it is considered a salient interpersonal event. The selection of an address form with title (Mr., Mrs., Ms) and surname shows negative politeness, a ritual of avoidance or deference, whereas an address with the first name included a positive ritual which signals a bond and interpersonal closeness. Reciprocal first-naming is thus seen to foster more egalitarian and collegial interpersonal relations This change from

traditional formal business correspondence to more informal message exchange has increased the use of first names in the salutations of email messages, replacing titles and surnames which were traditionally employed in those of business letter discourse. Therefore, what can be perceived in the corpus samples is a new tendency towards the use of positive politeness in business correspondence naming practices accused by the main use of reciprocal first-naming, which implies an interpersonal closeness among the writers of the present emails. Finally, this may be due to some lack of register mastery in a language which is not their mother tongue or to the fact that many cultures with their own politeness principles have been interrelated and the writers of these emails tend to draw on their international business partners 'written discourse features and apply them to their own writing (see the table below).

Remarque: I dealt with emails gathered from Maersk Line Company (see appendix C) which are99 emails.

Salutation ,Greeting and addressing	%
Dear (first name)	40.04%
Hi (first name)	20.02%
Dear (first name + surname)	20.02%
Dear Mr./Ms. + (surname)	5.05%
No greeting	0%
Dear Marketing Manager of	2.02%
Hi (name),	2.02%
hi friend	0%
1Happy new year (first name)	0%
Hello + (first name)	5.05%
Good day	5.05%

Table 4.5 Salutations, Greetings and addressing

The second move, salutation, was found in 97% (counting all the emails(99)just omitting where there is 0% in other words one for no salutations , one with hi friend , and one with happy new year) of the messages. As it could be observed in the table below (4.5) , several forms of salutation have been found, including forms of salutation of conventional business correspondence such as Dear Marketing Manager , Dear Mr./Ms. (surname) or similarly, Dear

(first name + surname). However, the use of first names versus surnames in this move is the dominant pattern and is more sensible to the context of the messages. In this sense, 69.69% of the messages include Dear + (first name). The level of formality declines by the use of less conventional forms of correspondence salutation such as Hi + (first name) which is the case of 30.30% of the emails. Other instances of salutation found in the corpus can be seen in the table above (4.5)
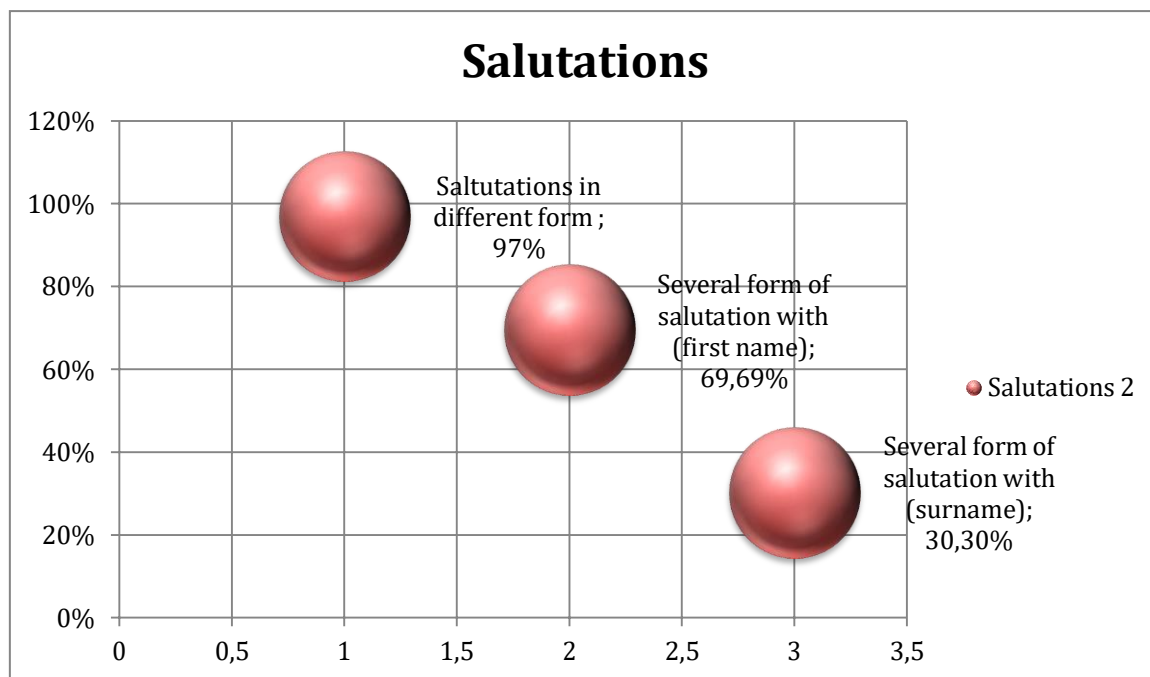
Figure 4.5 Salutations

An opening greeting is an important aspect of email communication because it shows friendliness and a positive attitude towards the recipient other than indicating a form of digital politeness Data show it addresses terms are often used as opening greetings that appear from. The low occurrence of openings and greetings marks the informal and personalized style.

❖ **Providing information and requesting**

Move (Providing information) and move (Requesting) are central in the furtherance of the company''s activities. These two moves contain the most relevant information about the international business communication established among the writers of the emails in the corpus. In this sense among the 99 emails studied, 39% of the emails only include the providing information move, 8% of the emails just contain the requesting move and 49% of the emails contain both moves in combination as the central part of the email. The remaining

4% corresponds to emails in which neither move V, nor VI appear (they are for instance thanking emails)see the figure 4.6 below

	Providing information	Requesting information	Both requisting and providing information	Thanking emails
■ Providing and requisting information	39%	8%	49%	4%
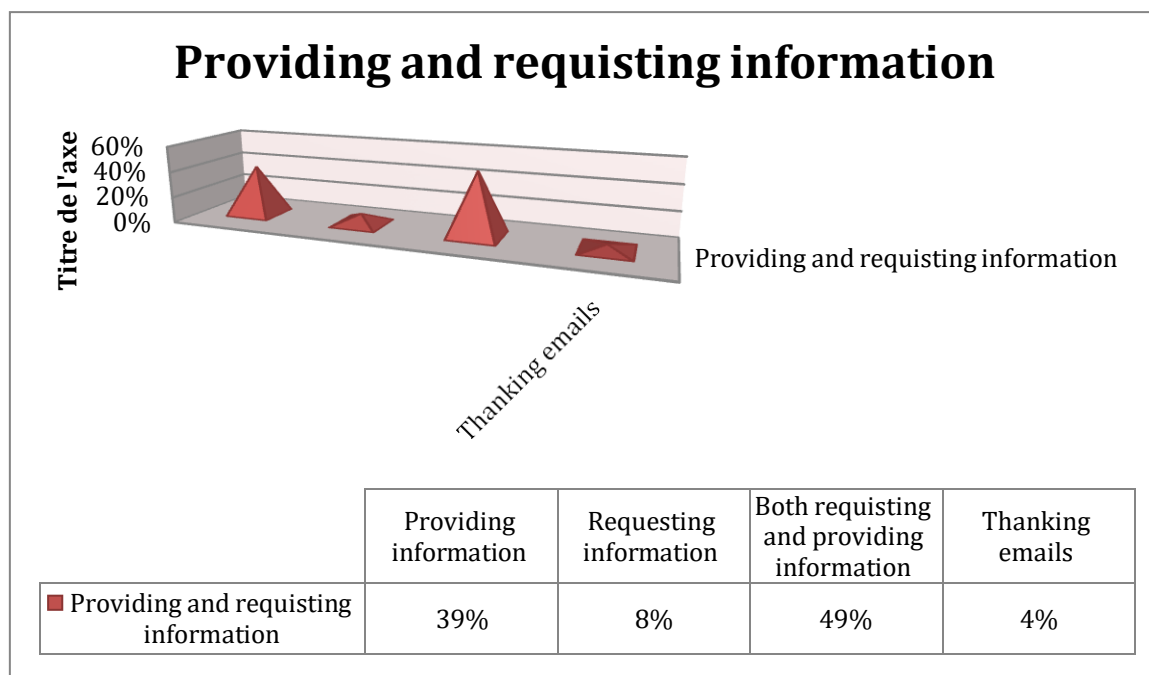
Figure 4.6 Providing and Requesting Information Moves

The main aspect to be studied in these two central moves of the business emails is the use of BELF as a necessary tool for international business communication. The business-specific knowledge is said to be combined with some communicative strategies of international business shared by the business community. This domain of use is referred as «The knowhow» (see The Knowhow Project 2006-2009[2]) based on the notion of «global communicative competence» of international operating business professionals (GCC). as illustrated in the figure below 4.7

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[2]Research programme on business know-how (LIIKE2) 2006–2009: evaluation report Blackburn, Robert, Liukkonen, Paula and Alasoini, Tuomo (2012) Research programme on business know-how (LIIKE2) 2006–2009: evaluation report. (Project Report) Helsinki, Finland : Academy of Finland. 37 p. (Publications of the Academy of Finland, no. 5/12) ISBN 9789517158336
Official URL: http://www.aka.fi/Tiedostot/Tiedostot/Julkaisut/5_...
https://eprints.kingston.ac.uk/id/eprint/23893/
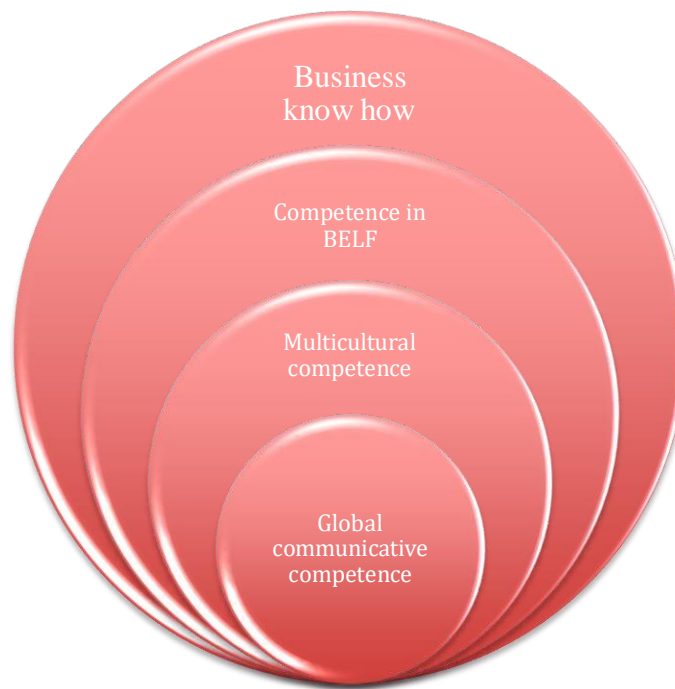
Figure 4.7 Model of Global Communicative Competence

According to competence in BELF is driven by the idea of managing the task at hand, while simultaneously creating rapport and maintaining the relationship (for maintaining trust). It requires competence in the English «core», business-specific genres and communication strategies focusing on clarity, brevity, directness and politeness. In this case this study is going to draw on these writers approach to analyze competence in BELF and therefore strategies such as clarity, brevity, directness and politeness are going to be analyzed and exemplified drawing on the corpus compiled and also a list of English «core» vocabulary will be included

First of all, the focus is on a core vocabulary and phrases which appear in the central and most informative moves of the emails and which are frequently used when writing business letters or emails in English. Some of the most used business words and collocations in English among the emails in the corpus (see Table4.6) have been extracted because they have been considered to have a high extent of use. All of them appeared on a frequency rate of the 9% throughout the 90% of the emails in the analyzed corpus

Single Words/ direct	Collocations/ indirect
Customer	Pro-forma invoice
Update	Summary report
Quot	To receive your order
Quotation	Pro-forma invoice
Catalogue	To place an order
Business	Potential business
Project	Manufacturing process
Requirements	To increase our cooperation
Client	Business manager
Feedback	Product brochure
Market	To request information
Benefits	To start services
Supplier	To increase cooperation
Company	Delivery address
Sample	Arrange meetings
Demand	Payment conditions
Assistance	Product list
promote	Market research
Market	Technical information
Feedback	Business strategy
Distribution	Comment on
Price	To have feedback

Table 4.6 Core Vocabulary Extracted from the Analyzed Emails

These basic vocabulary and phrases common among email writers show that there is a tendency to use a standardized or original vocabulary also by BELF users that enables writers to succeed in these international encounters. According to the research done on this thesis, I can say that BELF as a common resource is now taken for granted by international business professionals; It was seen as any other necessary tool to do the job. Given that email writers work for multinational companies where international transactions are normal transactions, some common "core" or predefined vocabulary and structures are needed. Among these

vocabulary are some general specialized terms such as "proforma invoice" or "quote" and some verb grouping operations such as "to make an order" are also common in Business English such as the Lingua Franca domain.

In other hand respondents to the questionnaire what they see in the email communication in general I can refer to Direct and indirect plan as suggested in the questionnaire in other words the main idea as direct and the indirect is the sub-ideas referred to the table above (4.6) in my findingsthe participants use the direct and the indirect plan vocabulary nearly equally as shown in the figure below
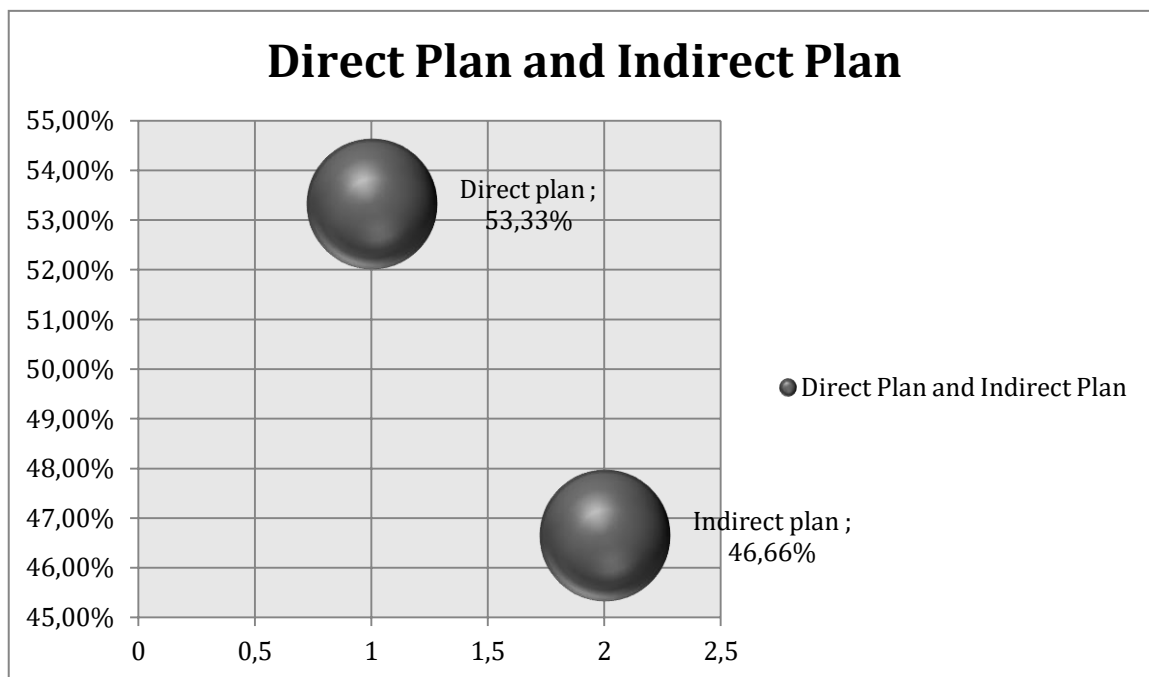
Figure 4.8 Direct and Indirect Plan

Depending on the findings business people tended to use direct plan it is more sufficient rate of 53.33% and indirect plan rate of 46.66%. The result is not surprising because they tend to be and direct short

The rest of the business email messages were written in indirect plan has to do with the core vocabulary used as I mentioned before.

❖ **Closing and pre-closing Moves**

What is noticeable of this part of the analysis is the great variety of closing forms found in the corpus of emails which can be observed in the table below (see Table 4.7). As it can be

seen in the table, 90% of the emails include move pre closing, closing, as a relevant part of the message. However, the most striking aspect to highlight is the inclination to unconventional sentences which are far away from the conventional and rather formal sentences usually found in business letters or faxes such as "Yours sincerely or Yours faithfully." By contrast, the closing sentences "Regards" (30%) and "Kind regards" (23%) are the most common forms of closing found in the corpus. Moreover, instead of "Yours sincerely" and "looking forward to hearing from you soon", which would be the pre-established sentences, the variations "Sincerely yours" and "looking forward to hear from you soon" have been observed. These variable or unconventional sentences in the closing moves are a clear evidence of the linguistic variation of the moves towards more relaxed or less conventional English in business emails. Nevertheless, it could also be an intrinsic feature of BELF in the sense that given the stated background diversity of ELF users, more varied forms of expression are used (See Table 4.7).

Closing and pre-closing	%
Regards	**30%**
Best regards	**23%**
Thanks and regards	**10%**
No closing	**9%**
Thanks & Best regards	**7%**
Sincerely yours	**3%**
Kind regards	**2%**
Have a nice evening	**2%**
Thank you. Best regards	**2%**
Thanks in advance and best Regards	**1%**
Looking forward to hear from you soon	**1%**
Thanks for your reply. Regards	**1%**
Thanks for your comments	**1%**
Thanks for your helpful attitude	**1%**
Thank you in advance for your prompt reaction	**1%**
Thank you very much for your kind attention and support, Mr. (first name).	**1%**
Hope to have good news from you ASAP	**1%**
Once again thank you very much	**1%**

Thanks again	**1%**
I hope to have been of help. Regards1%	

Table 4.7 Closing and Pre-closing Moves

There are other instances of variation such as the use of a previous move before the closing move: move : pre-closing . Nevertheless, the examples below show that some pre-closings and closings phrases have merged to become just one, the closing of the message, fading in this wayclosing move in the 22% of the emails in the corpus. This variation may happen because it is the pre-closing phrase which is missing (e.g.: «looking forward to hearing from you soon») or because it just merges with the closing part as for instance: «thanks & best regards» (7%). It is suggested that the inclusion of the Pre-closing move is related to corporate politeness determined by the corporate distance between the participants and by the measure of compliance required from the receiver. In other words, the bigger the distance the more likely the writer is to use a pre-close; similarly, the more cooperation from the recipient is needed, the more likely it is that a pre-close is used. Therefore, the conclusion we can obtain from this pre-closing move elicitation in many of the emails in the corpus is that the corporate distance among the participants in this email communication is short, or in other words, there is a rather confident and close business relation among them.

Regarding the participants their use of closing and pre-closing moves the result is not surprising .the rate of the use of closing phrases is 53.33%,and pre-closing is 33.33%,but sometimes they said that they forget or that is not that important they do not use closing neither pre-closing phrases as shown in the figure below (4.8)

ClosingandPre-closing moves

	Closing	Pre-closing	No closing
■ ClosingandPre-closing moves	53,33%	33,33%	13,33%
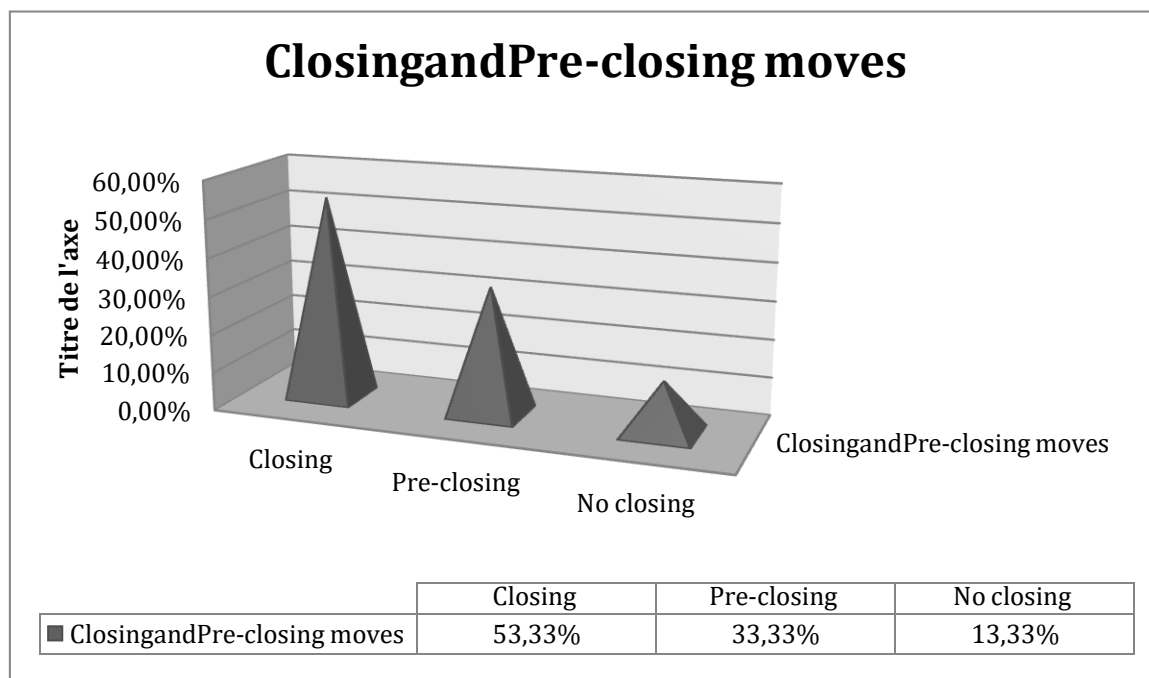
Figure 4.8 Closing and Pre-closing Moves

Furthermore, referring to previous contact (reference to an event in which the participants of the message had been involved [RE]) since one of the most common realizations of Move iii (see chapter three) were expressions of thanks for the preceding message or the information provided. The closing phrases in the email corpus include an expression of thanks such «as thanks and regards» or «thanks for your helpful attitude.» According to   researches seen before in the study , this type of manifest inter textuality which makes explicit references to previous (or future) communication, was most frequently used in Move III, although it also appeared in other moves. The move and the inter textuality it realized offered evidence of the ongoing connections between events and texts in the company. Nevertheless, since there is a repetition in the content of moves III (referring to previous contact) and VIII (closing), the participants in the email correspondence seem to avoid this repetition of the expression of thanks, probably considering it redundant and unnecessary and leaving it to the closing move of the instances of the corpus. Among the remaining emails we can find this repetition of the expression of thanks in both moves (moves III and VIII) in some emails and some other examples of emails whose unique function is to thank the recipient for his/her previous action or collaboration. The effect of this repetition on the thanking expressions seems to be a clear overuse of a positive politeness strategy by which the sender of the email tries to minimize the previous established imposition or requirements and it also acknowledges the lack of

familiarity between those speakers and addresses if they are to be compared to those who omit this redundant move.

❖ **Coordinate Email used in Working Environment**

In terms of message organization, an important feature to discuss is addressing, since emails provide new interactional practices, e.g., the text is simultaneously sent to a number of participants making the communication many to-many, hence the exchanges are between many users at the same time. In such exchanges, in particular, participants form a network where daily tasks such as sharing information, requests and inquiries are easily achieved and contribute to the information flow. The emails in this data are mostly multi addressed, with the sender distributing information by addressing the recipient in paragraphs. The foreign emails are mostly concerned (see Table 4.8) with inquiries (69%, see A) and providing information (30.8%, B) , the Algerian emails are mostly concerned with updates (58%, C), requests (34.8%, D), and apologies (6.9%, E).

A	Dear Mr. , In order to be informed and study our future actions, please give us a preliminary idea about the expected timetable. Do you know when they will decide about the [...............]? Your feedback will be highly appreciated. Best regards
B	Dear Sirs, We would be ready to send you the [...........] with the note " .... ", but consider that we haven't received an answer to our question about [tool]. With the present configuration, our [tool] can compensate about [grade], that is slope = [number]%. [ ]. Moreover, we had no possibilities to check the possible interferences between the .... of our [tool] and the .... Best regards,
C	Mr............., Good day Sir, we are off today as it"s a holiday in Algeria . [..] Please also note that Mr. [name] will contact you for [tool] quotations and there is also a possibility that he will visit you along with Mr. .... to your offices. These

	are the updates till now, we assure our best cooperation to WIN this project from both the ends. For correct details or further plan, you may talk to Mr. .... directly [...]. Regards,
D	Plz check your email I guess on........ with the subject of [subject]So,now you have to tell about the prices! Stategy for the prices! Let me know if you want to discuss anything I will call you. [..]
E	[…] We have also said to our customers that .... experts will come to Algeria and will supervise (of some [tool] initially and during the project ,obviously not all few of them) ,we are sorry we didn‟t asked you about this (I guess this is not a problem as we did in the past the...........process).

Table 4.8 Emails used in Work Setting

Figure 4.10 Email's Genre

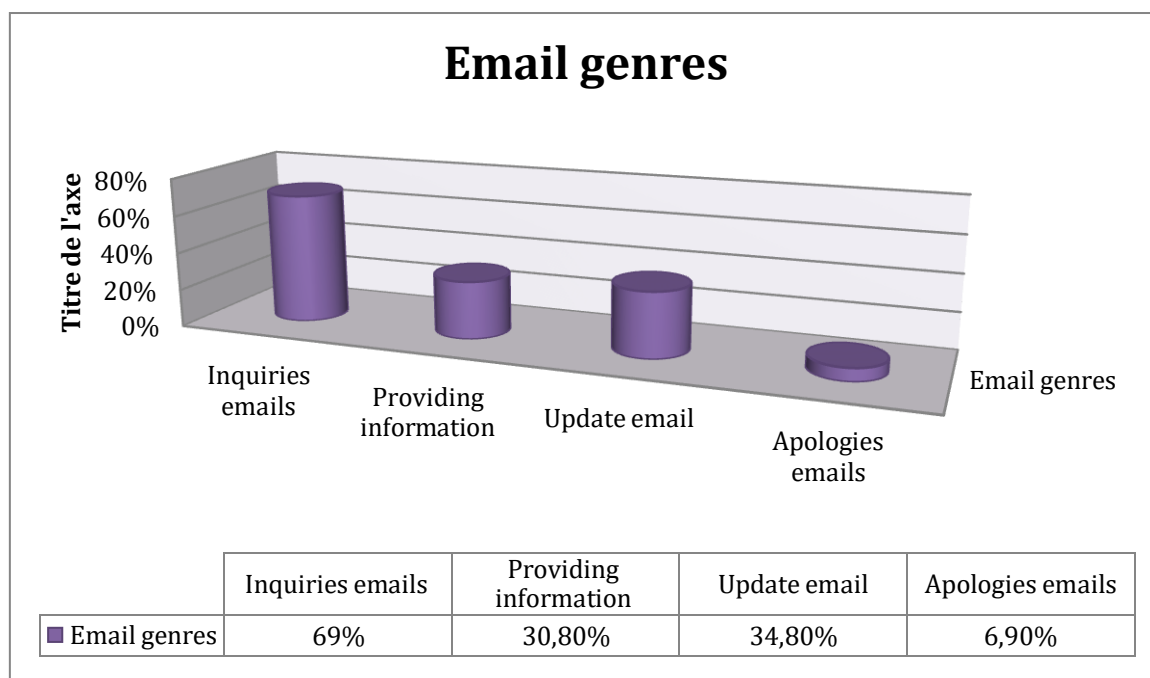|	Inquiries emails	Providing information	Update email	Apologies emails
■ Email genres	69%	30,80%	34,80%	6,90%

As in face-to-face oral turns, these asynchronous written exchanges show a change in style, which becomes more informal as the communicative turns are taken by the speakers. By the end of the exchange, these emails show a written style that is deeply influenced by and is

close to spoken discourses. As shown in the figures and tables above email business are goal oriented short, direct and efficient.

For the participants they said when it is a forward message [RE] it is generally very short and precise and even though it is a free day or a holyday.

❖ **Signature**

In reference to this move as seen in the corpus, it can be said that it is still an important and fixed move in this among the emails in the corpus, since this move has been found present in 81% of the messages in the corpus. This move makes also clear the previously mentioned dynamic of first name versus full name usage, as it has been illustrated in the salutation move. As it can be observed in the table below, in this case, 65% of the email messages were signed with the full name (name + surname) of the participants, illustrated(see Table 4.9). 10% of the signature moves in the email corpus include the first name and the surname‟s initial or the two surname‟s initials and the first name following a colon. What is noticeable from the analysis results is that 3% percent of the messages were signed just with the first name and 1% signed name and surname in English and mother tongue which means Arabic. According to researches (previous chapters) the reason for the frequent use of salutations and closings, with first names in particular, might be the writers‟ desire to contribute to cordial relations between the employees. Finally, in some messages the signature is present by means of the use of a preprogrammed signature. Therefore, as it has been present on the great majority of emails even in the shorter ones

Signature %
Name + surname: 63%
First name: 13%
Name + surname initial: 10%
No signature 9%
Surname initial, first name: 3%
Name + surname in English and in his/her mother tongue:1%

Table 4.9 Signature

For our participants generally when it is a [RE] there is no signature 26.67% but in general they said it is full name 33.33%or first name40% is closely in rate as shown in the figure below (4.10)

Signature

	Full name	First name	No signature
■ Signature	33,33%	40%	26,67%
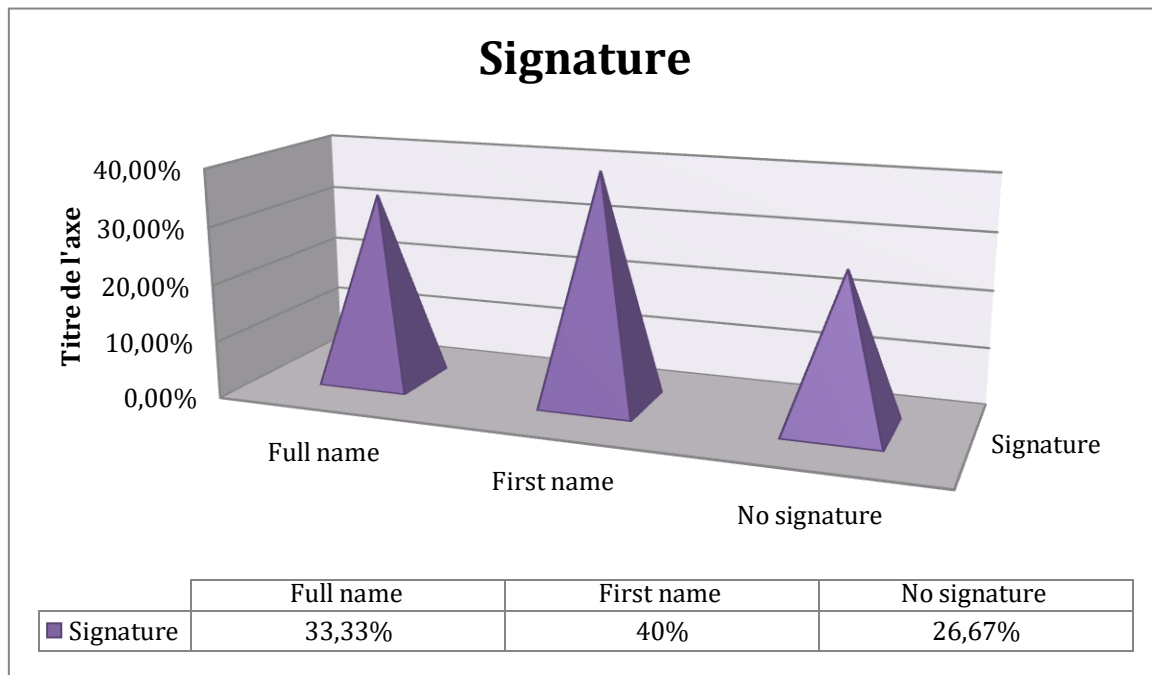
Figure 4.11 Signature

The frequent application of the Salutation and Signatures moves seems also somehow repetitious but they still seem to have a specific function, which prevent the email writers from prescind of them (As was pointed before, these moves, with the use of first names in particular, contribute to the relational orientation in the messages. In this sense, the email examples in the corpus show that the introductory and the last moves in the emails depend on the relationship of sender and recipient. If the participants involved have a longer co-operative relationship, which means that previous emails have been sent and their business relation seem to be consolidated in the business, their salutation and closing moves are going to be less conventional and informal, thus becoming more cordial with the other person. By contrast, if the participants in the email communication have an incipient business relationship or this is the first contact between them their introductory and ending moves are going to be more formal and conventional, therefore keeping a more distant relationship. This point was also illustrated by many scholars who pointed out regarding data that given the absence of any guidance on the email structure for the email writers to follow, the reason for the frequent use of salutations and signatures, with first names in particular, might be the writers" desire to contribute to amicable relations. Finally, this would show that BELF users seem to be in general aware of register issues when using English for commercial purposes and that pragmatic competence is necessary for BELF communication to be effective.

➢

> ➢ **Abbreviations, Special Acronyms ,Special Spelling and Contrast**

The use of abbreviation ,special spelling ,acronyms and contrast in business emails it is not very surprising as I showed before business communication CMC or CMD in contrast of EAP we have to keep It short and efficient as most of business people say. Because it is time saving, short and easy to respond or send in other word go right to the point.

Therefore, it is noticed that the company tries to avoid long emails in the business communication .The use of abbreviation is a frequent phenomenon and allowed in business e-mails. Based on the analyzed corpus, the abbreviations (for further information see appendix C) used by the employees of the company are divided into three main categories: acronyms, letter and number homophones and consonant spelling as it is mentioned in the following table (4.10).

Different kinds of vocabulary	%
Acronyms 20.20%	
Abbreviations 30.30%	
Special spelling	25.25%
Contrast	24.24%

Table 4.10 Different kinds of vocabulary

Besides these four categories, other kind of abbreviations is spot. We have not designed a specific category because these abbreviations are neither part of letter and number homophones nor of consonant spelling. They consist of vowels and consonants. Abbreviations are used when they are shared by members of a speech community. It is necessary to belong to the same discourse community in order to understand a message full of abbreviations. Even though the employees of this company share the same activities and the same means of communication, they could have difficulties to decode an e-mail full of abbreviations, write a short message via Maersk Office Communicator (MOC). It is a tool that has the same function as (MSN) but it is restricted to the company. Or even send an e-mail to ask for clarifications.

Concerning our participants they all agreed for theuse of those categories the resultsare close in rate as shown in the figure below (4.11) acronyms, abbreviations and special spelling are equal 26.27% ,contrast is 20%

Different kind of vocabulary

	Acronyms	Abbreviations	Special spellings	Contrasts
■ Different kind of vocabulary	26,67%	26,67%	26,67%	20%
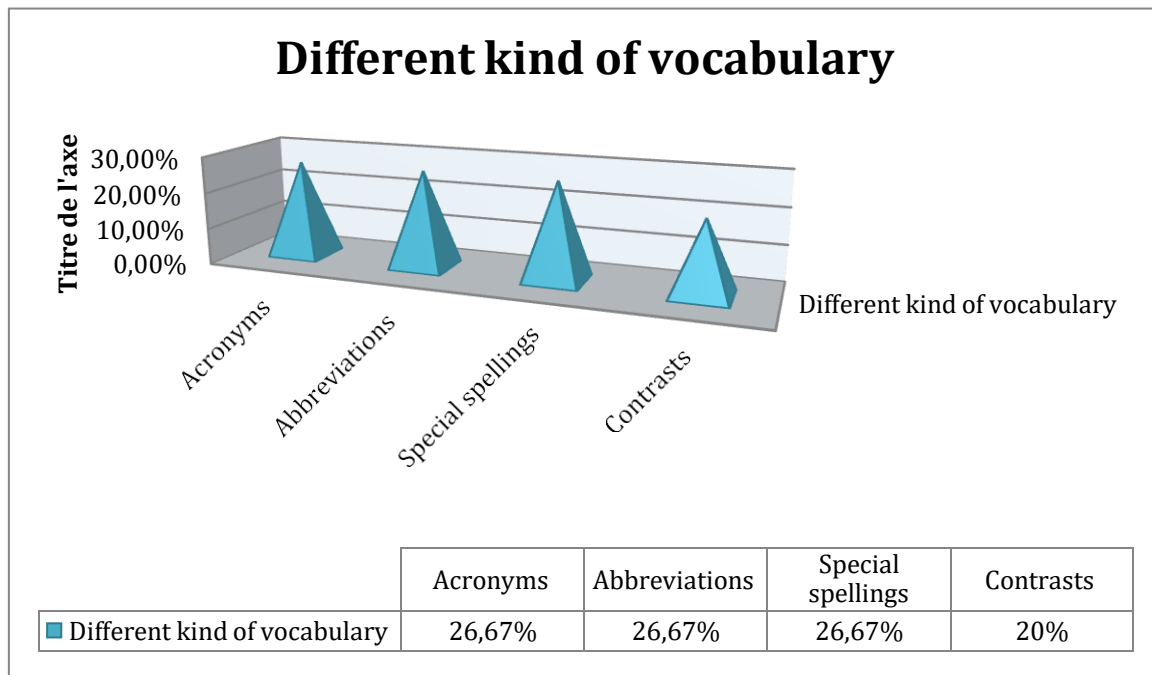
Figure 4.12 Different Kinds of Vocabulary

Using email abbreviations and acronyms helps convey your thoughts accurately and efficiently without having to spend much time composing emails. It is important to learn what the most common acronyms and abbreviations mean to understand your partners, co-workers, boss, etc.But be sure not to overuse them in a formal email conversation with, for example, your CEO. Also, you shouldn't use those in outbound business emails or newsletters. However, sometimes they can add up to your friendly tone.

   ❖ **Emoticons**

The use of emoticons as a positive marks at the end of signature ,as it is recognize by the most of the scholars (see previous chapters).

In the corpus ,I did not find much because of the seriousness of the company or work place or may be cause of the age rate ,but I distinguish the smile emoticons☺ about 19.19% and the

hand shake or thumbs up emoticons 10.10%i can say that is nearly equal and the non use of any emoticons is higher 70.70% as illustrated in the figure below (4.12)

The use of emoticons

	Smile emoticons	Hand shake or thumbs up emoticons	No emoticons
■ The use of emoticons	19,19%	10,10%	70,70%
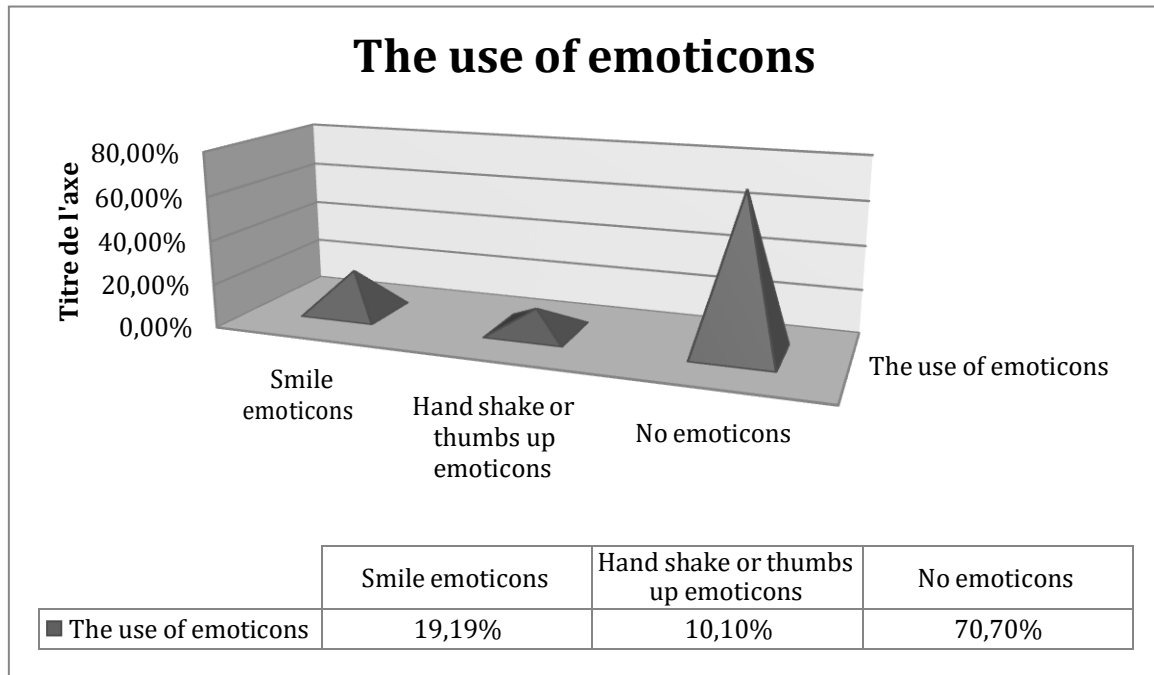
Figure 4.13The Use of Emoticons

However, the participants said that they would like to use more emoticons because it is simpler but for the moments they keep it professional just the use of abbreviations etc …

The result of the questionnaire also if they are allowed what are their preferences as showed in the figure below (4.13) ,and (4.14)

The participants' use of emoticons

	Use of emoticons	No emoticons	
■ The participants' use of emoticons	0%	100%	
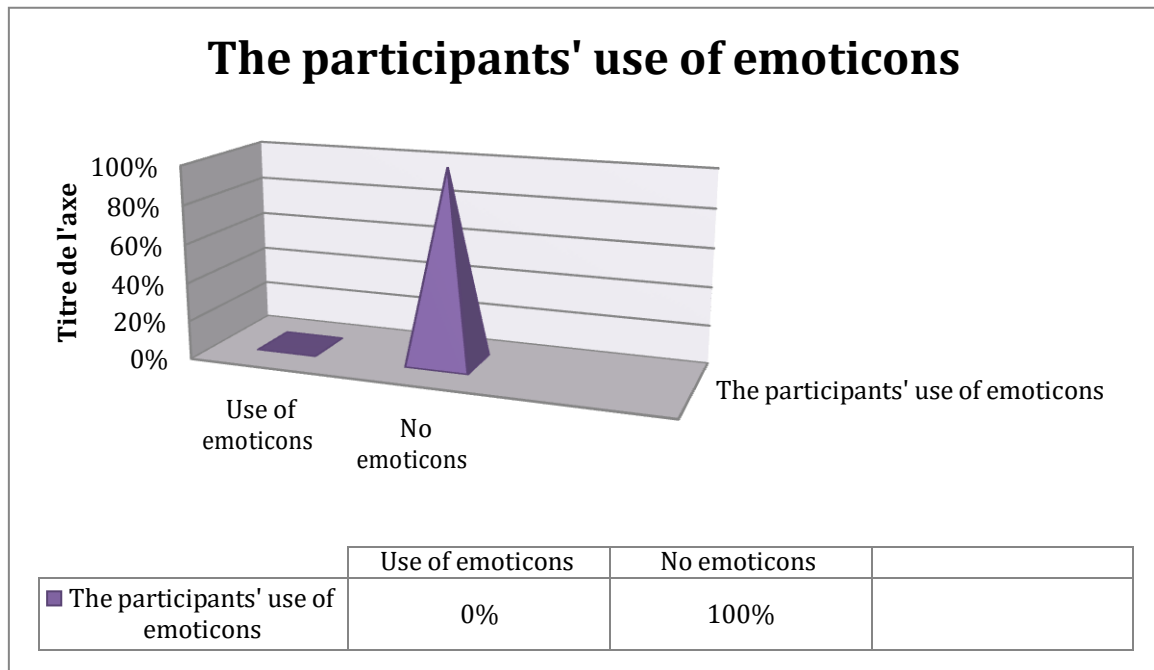
Figure 4.13 TheParticipants'Use of Emoticons

Theparticipants ' preferences of emoticons

	Hand shake or thumbs up	Smileys	Other
■ Theparticipants ' preferences of emoticons	40%	13,33%	46,67%
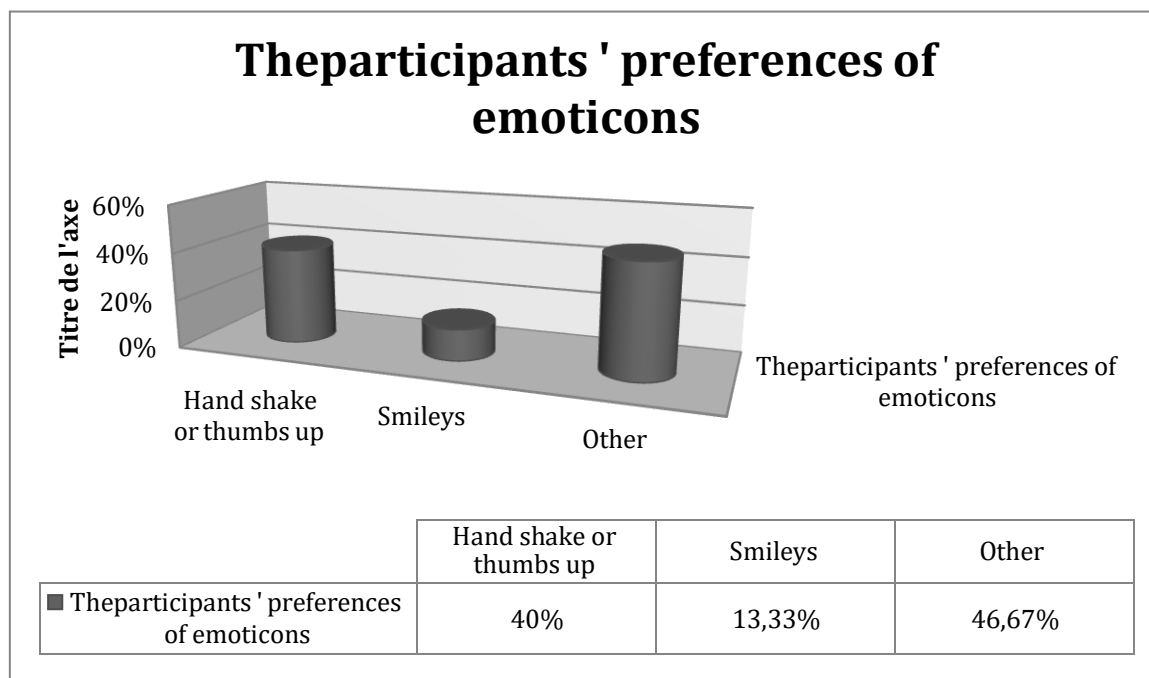
Figure 4.15The Participants' Preferences

4.4 Recommendations

In the last years the language of business email communication has been researched from several perspectives, providing different views on this new emerging communication genre. As a researcher I would give my humble recommendation for example, discussing stylistic features such as the length of messages, abbreviated and elliptical forms, and informality. These features, as suggested by Baron(2000-2002[3]) , have made the style of email *'reminiscent of telegraphic language'* (2002:410). Similarly, Crystal (2001:238[4]) has produced an extensive study of internet language and has asserted that the electronic revolution has brought about a linguistic revolution, resulting in „*Netspeak*", „*a genuine new medium'*. In addition, Collot and Belmore (1996[5]) have indicated that the nature of the language used in emails is closer to the spontaneous genres like speeches and interviews than it is to the informational genres such as official documents.

Most discussions on email language have been theoretical in nature leaving to the English for Specific Purposes (ESP) and Business English (BE) teachers the task of having to make the

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[3]Baron, N. S. (2002).Who sets e-mail style? Prescriptivism, coping strategies, and democratizing communication access. The Information Society, 18: 403–413.Baron, N. S. (2000).Alphabet to Email. How written English evolved and where it"s heading. London:
Routledge.
[4]Crystal, D. (2001). Language and the Internet. Cambridge: Cambridge University Press.
[5]Collot, M. and N. Belmore. (1996). Electronic language: A new variety of English. In S. Herring (Ed.):
Computer-mediated Communication: Linguistic, Social and Cross-cultural perspectives. Amsterdam and
Philadelphia: John Benjamins. Pp. 13-28.

connection between research findings and classroom practices. However, the repeated call for theory and practice to be brought closer together is to be answered, researchers should also attempt to explore the pedagogical implications of their empirical research findings. It first identifies the most relevant features which emerge from studies in the language of business email communication. It then explores different possible pedagogical applications of these findings in the BE class. Finally, the SAE can be researched (Selecting, Applying and Evaluating) model which can be used to design and evaluate classroom activities. In so the recommended studies aim at helping to bridge the gap between theory and practice in BE the studies could review and manage to isolate some emerging tendencies in the language of business email. Also demonstrate a clear difference between the language of email used for internal communication and that of messages used to communicate with, for example, customers. Thus, Gains(1999[6]) observed a high degree of uniformity in the written formal records of the company , Gimenez (2000[7]) noted a relaxed style and informal register in the emails for external communication he studied. Although these findings seem to be contrary to what we would expect, an informal register for internal communication and a formal style for external communication, a consideration of the purposes of the messages, the relationship between emailers and the culture of the company can help explain these tensions and apparent contradictions. However, it does not make a distinction between internal and external business emails but identifies essential linguistic features which make up the analyzed data. Contractions, spelling mistakes and embedded texts ranked the highest in these features. Finally, Gimenez"s (2005[8]) recent study of internal embedded emails also identifies main features of the language of business emails in terms of its lexis, length and topicality.

4.5 Conclusion

Through this analysis, one notices that the use of Mediated Computer Communication imposes a specific style of writing that will shape the characteristics of such a medium. This proved that emails follow the linguistic conventions adopted in formal emails for their social

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[6]Gains, Jonathan. (1999). Electronic mail–A new style of communication or just a new medium?: An investigation into the text features of e-mail. English for Specific Purposes, Vol. 18/1: 81–101

[7]Gimenez, J. C. (2000). Business e-mail communication: some emerging tendencies in register. English for Specific Purposes, Vol. 19/3: 237-251.

[8]Gimenez, J. C. (2005). Unpacking business emails: Message embeddedness in international business email communication. In M. Gotti and P. Gillaerts (Eds.): Genre Variation in Business Letters. Linguistic Insights: Studies in Language and Communication. Bern: Peter Lang, pp. 235-255

function of impressing a business partner. Greetings and closings, for example, as well as addressing terms, become part of a politeness formula to maintain relations in a friendly working environment, while the use of emoticons and capitalization is understood to be inappropriate and disrespectful of the recipients. In early research on email messages, the texts were compared to personal letters (see chapter two Herring, 1996) and the mode was described also. After stated that emails combine spoken and written features, underlined email"s informal and personalized style and register see chapter three), while the inclusion of linguistic features characteristic of spoken conversation, such as the use of deletion, expressive features, structural reduction and greetings, and leave-taking formulae . In terms of spoken features, this study found only a few examples of acronyms and abbreviations (other than technical words , in contrast to previous findings on their use in emails and to the principle of economy , that is, the choices made by users to economize on typing effort. However, there were a few instances of lower case usage for upper case, or bold and multiple punctuation to convey emphatic tones. Capitalization is used to express pragmatic meaning and this feature is frequently used in the corpus. If the practice of sending emails has taken some elements from traditional correspondence .As a conclusion ,this paper is an attempt at describing the technological affordances of the e-mail genre of communication in workplace BELF communication in relation to online genres. CMC combines the context-dependent interaction of oral conversation with the properties of written language.

The e-mail as a new emerging medium is a new type of discourse that is developing its own language, a language that is suitable for the immediacy of real time written communication. It is still developing its own systematic rules, principles and standards. It is more than a channel; it is a communication of its own. Some conventions are settled and agreed on among the discourse community, language works for us in new ways. Language copes with new functions; this is the case of computer-based media.

The E-mail has extended the language stylistic range in an interesting and motivating way. It is a fact and cannot be considered ephemeral. It bears gifts for linguistic investigations; it represents a new opportunity for academic study.

General Conclusion

Through this analysis, one notices that the use of Mediated Computer Communication imposes a specific style of writing that will shape the characteristics of such a medium. This proved that emails follow the linguistic conventions adopted in formal emails for their social function of impressing a business partner. In terms of spoken features, this study found only a few examples of acronyms and abbreviations (other than technical words) , in contrast to previous findings on their use in emails and to the principle of economy , that is, the choices made by users to economize on typing effort. As a conclusion, this paper is an attempt at describing the technological affordances of the e-mail genre of communication in workplace; CMC combines the context-dependent interaction of oral conversation with the properties of written language

This thesis accepts the premise that a discourse approach to designing ESP courses and programs is a prerequisite for an effective ESP course where the roles of students, teachers and course materials are redefined and learning is autonomous; Where Language learning is encouraged, Due to their skill level and the nature of the courses themselves, ESP students benefit from language learning through discourse much more than less proficient students who take basic English courses. One of the primary goals of learning language through discourse is to help students become independent learners for life while helping teachers become thoughtful researchers who care closely about their performance through a class. This is what I have seen through my data analysis and through my years of teaching we have to encourage ESP courses in all fields through language learning .

English as a global language has been used by people in the world as a first language, a second language and a foreign language. The domination of English over local languages may cause the speakers of English in the outer and expanding circles to experience mixed feelings of happiness and disappointment. This, in turn, makes those people treat English in such a way that makes it submit to their will. They speak English in the way they want it. In addition to English, they will also try to use their own local language(s) in regional forum and regional contacts. Thus, the status of English in regional communication might be challenged by the local languages, or in our country the use of French language as a primary language in several fields

General Conclusion

The future prospects for the field of CMD analysis are very promising. Starting from Writing, new research on computer-aided communication appears almost daily, and an increasing part of this work focuses on language. This wave of activity will certainly lead to

the emergence of new areas of research, as well as problematic for current understanding; these are the signs of a dynamic and growing field of investigation. Additionally, as CMC technology continues to develop at a rapid rate, new and updated research will be required to document its use. For example, as we have seen through this analysis , we can anticipate structural and cultural changes in Internet communication.

Email has become an essential tool in business. However, the explosive growth of emails created problems as there were no strict standards or guidelines on how to write them resulting in poor communication. Electronic mail is an alternative communication channel today. Email has many advantages in business Telecommunications. Employees can use email to communicate, which saves time and can send more information. Businesses and institutions depend on the competence and Effective written communication. Email is a simple tool for communicating in the workplace. However, it is very difficult to write effective and clear emails with limited time. Many employees do not know how to write effectively in the workplace .Email training dramatically reduces problems by involving all email users within the organization. The effectiveness of e-mail training can reduce some work misunderstanding. In the analysis email as we have seen should be short and simple, This will show that some of these disadvantages are related and that training can improve the ability to write e-mails, This is what most of the employees have said.

The future of email research is closely tied to the future of email communications itself. The E-mail has extended the language stylistic range in an interesting and motivating way. It is a fact and cannot be considered ephemeral. It bears gifts for linguistic investigations; it represents a new opportunity for academic study.

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Appendix A

Worker's Questionnaire

Q1: How old are you ?

Age	30-40	40-50

Q2 : What is your position in the Company ?

Position in the Company	Information about the Work	Number
Human Resources	HR Manager Facilities Supervisor	
Customer Development	Customer Service Manager Front Office Manager	
Head Manager	Work Force Administration Sourcing Manager	
Assistant Manager	Payroll Specialist Assistant Sourcing Manager	
Sales Representative	Sales Manager Planning Manager	
Information Technology	Engineer support Technique	

Q3: What is your Degree of Education and your English Level ?

Degree	Percentage		English Level	Percentage
Bachelor			A 1-2	
Master			B 1-2	
Doctorate			C 1-2	

Appendix A

Q4 : What kind of English do you use in your correspondence ?

	ESP	EGP
Percentage		

Q5 : What is the dominant skill needed in email correspondence ?

	Reading	Listening	Speaking	Writing
English Language skills Needed in email Correspondence				

Emails Analysis

Salutation ,Greeting and addressing	%
Dear (first name)	
Hi (first name)	
Dear (first name + surname)	
Dear Mr./Ms. + (surname)	
No greeting	
Dear Marketing Manager of	
Hi (name),	
hi friend	
1Happy new year (first name)	
Hello + (first name)	
Good day	

Appendix A

	Providing information	Requesting information	Both requesting and providing information	Thanking emails
Providing and requiring information				

Closing and pre-closing	%
Regards	
Best regards	
Thanks and regards	
No closing	
Thanks & Best regards	
Sincerely yours	
Kind regards	
Have a nice evening	
Thank you. Best regards	
Thanks in advance and best Regards	
Looking forward to hear from you soon	
Thanks for your reply. Regards	
Thanks for your comments	
Thanks for your helpful attitude	
Thank you in advance for your prompt reaction	
Thank you very much for your kind attention and support, Mr. (first name).	
Hope to have good news from you ASAP	
Once again thank you very much	
Thanks again	
I hope to have been of help. Regards	

Appendix A

	Closing	Pre-closing	No closing
Closing and Pre closing moves			

	Inquiries emails	Providing information	Update email	Apologies Emails
Email Genres				

Signature	%
Name + surname:	
First name:	
Name + surname initial:	
No signature	
Surname initial, first name:	
Name + surname in English and in his/her mother tongue:	

Different kinds of vocabulary	%
Acronyms	
Abbreviations	
Special spelling	
Contrast	

|	Smile emoticons	Hand shake or thumbs up	No emoticons
The use of emoticons			

Appendix B

The most common email acronyms for business

You can always find a more extensive list of acronyms examples on the Internet. However, even with these 35 acronyms and abbreviations, you'll be ready enough to keep up with others. So, here are the top 35 most common email acronyms and abbreviations you need to be aware of:

❖ **Acronyms for quick texting**

These acronyms for texting will let you write a message faster if you are in a hurry.

ASAP - As Soon As Possible. It might be useful when you want to assure the recipient that you will complete an action very soon/in time.
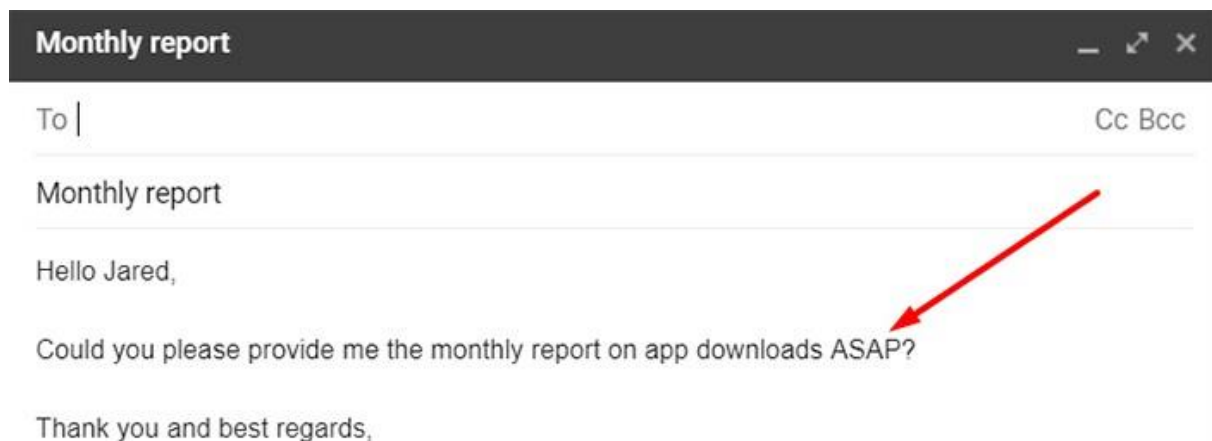
BTW - By The Way. This acronym is typically used after you forget to say something in a previous message.

FWIW - For What It's Worth. You can use this acronym in case you are providing someone with some information, and you are not sure if it is useful or not.

FYI - For Your Information. This one is especially handy if you want to share some helpful information with the recipient.

HTH - Hope That Helps. Choose this acronym when you send something that you think is useful or when answering someone's question.

Appendix B

IDK - I Don't Know. You can often meet this abbreviation on social media and in text messages.

IMO - In My Opinion. Choose this one if you want to tell someone your opinion without sounding like a know-it-all.

LMK - Let Me Know. This is a good way to end an informal email, asking the reader to let you know what they think.
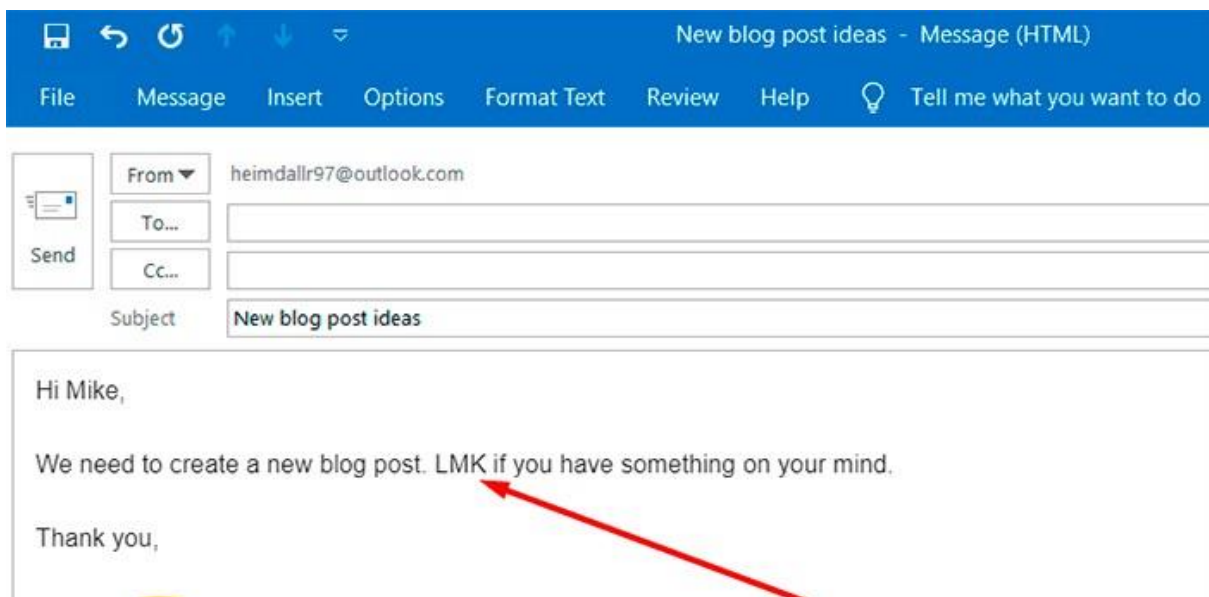
OT - Off-Topic. Use the OT acronym if you need to introduce a new thought that is not related to the main subject of the email.

TED - Tell, Explain, Describe.

TL;DR - Too Long; Didn't Read. You can often see this acronym in comments on social media. However, it can also be used in informal emails.

TYT - Take Your Time. Use this one if you want to say that the recipient can take as much time as they need because it's not urgent.

Y/N - Yes or No? If you want to save the reader time, use Y/N. This way, you will show that it's not necessary to respond beyond yes or no.

❖ **Email messaging abbreviations**

Appendix B

These abbreviations are used by email clients or can help you automate inbound correspondence.

CC/BCC - Carbon Copy/Blind Carbon Copy. These two are the ways of sending copies of an email to additional people. With CC, it is possible to see who else has received the message. And BCC does not allow to do that.

EOM - End of Message. This is one of the email subject abbreviations. Senders often use it to save recipients the trouble of opening an email unnecessarily. For example, if you want to leave the body of the email blank, you can use the EOM acronym in your subject line in the following way: "Budget meeting 02/02/2020 at 10 am (EOM)."

FWD - Forward. Most email programs use this abbreviation to indicate forwarded messages.

NRN - No Reply Necessary. If you don't need a response, you can end your email or subject line with the NRN acronym. For instance, "Meeting changed 9 am to 11 am, NRN."
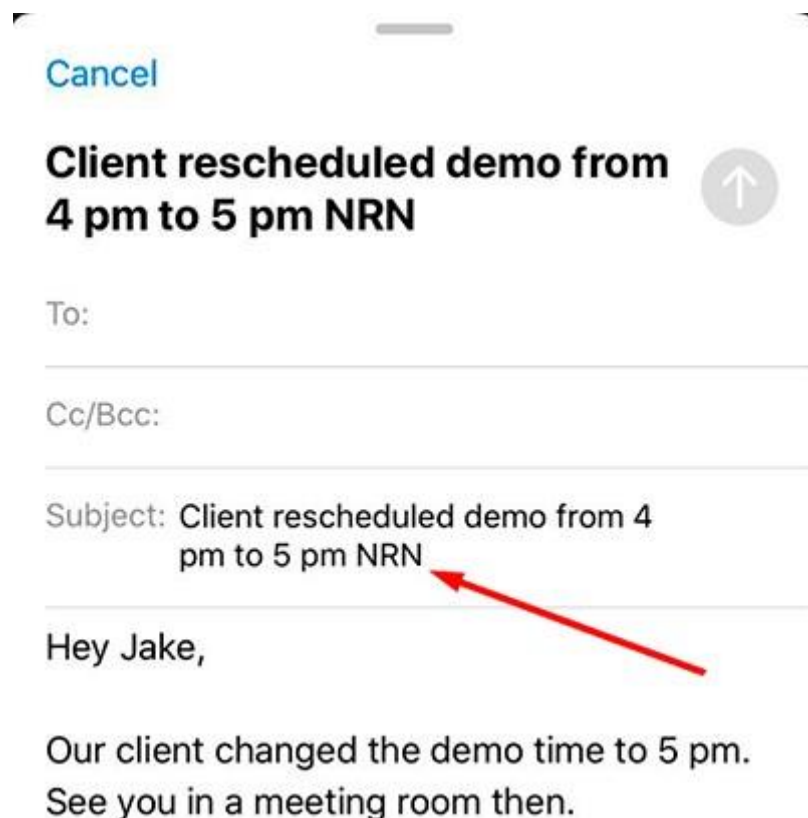
P.S. - Postscript. Us it when you need to add extra information at the end of an email.

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PRB - Please Reply By. People use it if they need the recipient to reply by a specific date and time.

SFW - Safe For Work. Used when sending something that looks or sounds bad, but it really isn't. SFW means that the piece of information would be acceptable to view in public.

RR - Reply Requested. This one is the opposite of NRN.

❖ **Status acronyms**

IAM - In a Meeting.

LET - Leaving Early Today.

OOO - Out of Office. This phrase is often used in professional contexts to indicate that a person is unavailable for work. This acronym is especially useful if you need to let people know that they can't expect an immediate reply from you.

PTO - Paid Time Off. This one is similar to OOO. PTO = someone isn't working due to sick days, vacation days, personal issues, etc.

WFH - Working From Home. Use it when you need to let people know that you do your job outside of the office.

❖ **Miscellaneous**

And here you get some more common acronyms.

EOD - End of Day. Use it if you are going to send something by the end of the day (or if you are asking for something to be sent to you before the day ends.)

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EOW - End of Week. Similar to EOD.

ETA - Estimated Time of Arrival. Use ETA to indicate your or ask for someone's time of arrival. For example: "What's your ETA?"

FTE - Full-Time Employee.

MTD - Month-to-Date. Use it to mark the period starting from the beginning of the current month up until now.

YTD - Year-to-Date. Use it to mark the period starting from the beginning of the current year up until now.

PTE - Part-Time Employee.

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From:	Akira, Ryan
Sent:	mardi 23 février 2010 12:21
To:	Bleistein, Elad; Marali, Talat Levent; Zgura, Steliana; Lomadze, Nino; Jourdren, Jean-Baptiste; Markovska, Vania; Manolemi, Dimitra; Rovira, Antonio; Hock, Irina; Bouchia, Rafik; El-Abbassi-Chkara, Nissrine; Essid, Boubaker; Zonza, Agnese; Kinkela, Petra; Farouk, Mohamed; Khilya, Maria; Sanchez, Francisco
Subject:	Access to FACT sandbox (for practice)

Hi all SUs,

How are you?
I wanna give you some updates regarding FACT sandbox access and FACT training access for your End User Training (EUT)

1. Sandbox access
You may try to login to "121 - RT1 - R/3 Enterprise" in SAP Logon, the access already granted to you all.
No need to input Username and Password since it's a single sign-on access.

Doc1.doc (47 KB)

Note:
This is a sandbox access, so there will be no interface with legacy system (GCSS/CXED).
It can be used for practice and so you can be more familiar with the system and t-codes.

2. Training access for your country EUT

I have asked this to CENLEAP and they said that there will be a webex session for the EUT next Monday (the invitation might be sent to you already), so the access should be provided afterward.
But in case you urgently need the access in advance (in case you have earlier EUT) you may contact Mette Lyngbye (mly001) as she's the training coordinator for your region.

In case you have problem with the sandbox access or if you have questions, don't hesitate to contact me.
Hope I can help you :)

Regards

Ryan Akira
Please visit our INA FACT OtC Liner Teamsite asp below link:
http://enableportal.apmoller.net/C10/C12/FACT%20OtC%20Liner%20-%20Indonesia/default.aspx

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From: Kruse, Jens
Sent: jeudi 10 juin 2010 16:03
To: Labidi, Mehdi; Bouchia, Rafik
Subject: Algeria Output Determination Sales Office Print.ppt

Algeria Output
Determination S...

Hi Guys
Here is the quick setup fro your BDL execution.
rgds

From: Terrah, Mohamed Yassine
Sent: dimanche 6 juin 2010 10:48
To: Bouchia, Rafik; Dairi, Nacera; Omrani, Mohamed; Driss, Souhila; Mahida, Mohamed Yacine
Subject: Cash advance LINK

Bonjour
Merci de trouver ci-dessous le lien concernant les cash advance.
priere de le rajouter a vos liens favoris car a partir de cette semaine pour chaque depense vous concernant ce fichier doit etre dument rempli par vos soins.
Salutations.

http://apmteam.apmoller.net/sites/ALGMLA/Shared%20Documents/EFORM S/Cash%20Advance_Expense%20Sheet_2010.xls

---

From: Bouchia, Rafik
Sent: Monday, May 17, 2010 2:25 PM
To: Maouche, Lamine
Cc: Anane, Amel
Subject: Customer Advisory for Detention

Customer
isory.doc (637 KB

Hi Lamine
In attached the format i used for Oran.
ciao

Oran Agency
Bouchia Rafik
Agencies Coordinator-Assistant Manager
Maersk Algerie SPA
Address:113, Bis Larbi Ben Mhidi
Oran
Reg.No:00B0012571
Tel:213-41404438
Fax:213-41404442
E-mail: ORNCSIGEN@maersk.com
        ORNCSEGEN@maersk.com
        DZACSIMNG@maersk.com

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From:	Marali, Talat Levent
Sent:	mercredi 3 mars 2010 09:07
To:	Marali, Talat Levent; Bleistein, Elad; Bouchia, Rafik; El-Abbassi-Chkara, Nissrine; Essid, Boubaker; Farouk, Mohamed; Jourdren, Jean-Baptiste; Khilya, Maria; Kinkela, Petra; Lomadze, Nino; Manolemi, Dimitra; Markovska, Vania; Rovira, Antonio; Sanchez, Francisco; Zgura, Steliana; Zonza, Agnese
Subject:	Extending a customer to sales area with reference to an existing customer code

Categories:	SIT; customer samples

Hi again...

I also received SOP for how to extend customer during SIT and would like to share with you all... It will help us for to solve idoc errors ..

Extending a customer to sales area with reference to an existing customer code

xtending customer
to sales ar...

Levent Maralı
Fact Project Otc Super User

Maersk Line
Atatürk Cad. ITO Is Merkezi
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Izmir - Turkiye
+90 232 488 91 02
www.maerskline.com

From:	Marali, Talat Levent
Sent:	Wednesday, March 03, 2010 8:48 AM
To:	Bleistein, Elad; Bouchia, Rafik; El-Abbassi-Chkara, Nissrine; Essid, Boubaker; Farouk, Mohamed; Jourdren, Jean-Baptiste; Khilya, Maria; Kinkela, Petra; Lomadze, Nino; Manolemi, Dimitra; Markovska, Vania; Rovira, Antonio; Sanchez, Francisco; Zgura, Steliana; Zonza, Agnese
Subject:	FW: 20-30 cust sample selection for Test Preparation of Q2 countries, June 2010

Good Morning Guys ..

I just wanted to share with you.Below you can find clarification from Lai Shan related to change in MD which have already been uploaded during 1st submission.

Question Is that possible to change properties of some data which was uploaded during 1st upload, in order to provide data for all testing scenarios?
If so, please clarify the process to follow. Here below you can find some examples:
- Currently all MD for Turkish customers are set to have "split of billing", however we

would like to have one example without SOB in order to test.
- Currently all MD for Turkish customers are extended for both ML and SCL, however we would like to test one company which has extended only under ML but not in SCL.
- Currently none of the MD for Turkish customers are marked with "consolidated billing", however we would like to test one with consolidated billing property checked.
Answer: In test environment, you can manipulate master data however you want it.
- Just remove the SOB setting in RQ1.
- What are you trying to test here? IDOCs failing? If that is your intention, then just choose a customer code that is not in your load submission and use it for shipment creation.
- Did you mean CBI? You can update in the master data with CBI setup.

In case of a need for further clarification, please let us know.

Brgs.

From:	Bouchia, Rafik
Sent:	vendredi 11 juin 2010 18:55
To:	Chaibi, Hakima; Lamara Mahamed, Chahine Amar; Tir, Kamel Nabil; +P ALL DZA CUS; Hamoudi, Bendali Braham; Dridi, Jihane; Maouche, Lamine; Ghemired, Mohamed Yacine
Cc:	Anane, Amel; Natalevich, Andres; Zoughi, Kenza; Terrah, Mohamed Yassine; Hamidi, Khaled; Boulacheb, Issam; Hoeg, Mads; Bouhatmi, Nourdine; Kruse, Jens; Issad, Chakib
Subject:	FACT GO LIVE...

Importance: High

Hi

Dear colleagues

Its our first day of **"FACT OTC GO LIVE",** it means that as from today, all the invoices generated from GCSS and CXED are created in FACT instead of MLIS. This will result in a change in our daily work, especially for those who can't have access to FACT.

We can start by including below some samples of our different invoice type:

Import Invoice:

610255003PRO D6137456003prod
PDF (219 KB)   PDF (252 KB)

Detention Invoice:

613746000PRO D5610255001.PDF
PDF (250 KB)   (217 KB)

You will notice that for detention invoices, the last vessel voyage is as follow:
1- If the shipment shipped on board a Mother Vessel (MVS); vessel wich apprear in the invoice is the last mother vessel.
2- If shipment was not shipped in any feeder vessel (FDR); the field vessel

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voyage will still blank

We can see the above mentionned in the both example of the invoice.

Export Invoice: (sample will be sent to u soon)

What you should do:
- Now, all FACT users should set up there own printer as showed in the attached word file.

 how to update
default printer....

- Pls display the below Customer Advisory in order to inform our clients about the new layout of our invoices.

 CLIENT COMM
MPLE DZ.doc (42

-
- All GCSS invoices already generated in MLIS will stay in MLIS, even if a change has been done on pricing after go live.
- All refresh done on CXED invoices(already generated in MLIS) after GO LIVE; will create a credit note in MLIS(cancel the old invoice) and generate the new one in FACT.
- For non FACT users, u can get all the invoices already printed in My Finance (registration on web site is required).

Will be back to u by phone one by one on next Sunday.

Rely on you to report to me any issues encountered and/or any suggestion regarding the new process.
Feel free to revert when and once needed.

Have a nice GO LIVE :-))
Brgds
Rafik

From:	Zoughi, Kenza
Sent:	mardi 2 février 2010 17:59
To:	Labidi, Mehdi; Barrouri, Loubna; Jebnouni, Fethi; Bouchia, Rafik; Essid, Boubaker; El-Abbassi-Chkara, Nissrine
Cc:	Ouajjou, Selma; Moulla, Badredine; Bouziri, Mahmoud; Anane, Amel; Natalevich, Andres; Mamouri, Mohamed

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Subject:	FACT OTC - System Integration Testing
Importance:	High
Follow Up Flag:	Follow up
Due By:	dimanche 21 février 2010 10:00
Flag Status:	Red

Dear Superusers,

Please note that from the 6th to the 16th April, you will be in Madrid for SIT (System Integration Testing). The dates have been confirmed, so you can book flight ticket already.

Prior to SIT, You will need to create test scenarios based on FWI/GAPs approved. See example attached. These have to be ready **by 9th of March** (deadline extended due to late SU training). Test scenarios have to be uploaded on intranet link:
http://apmteamntlm.apmoller.net/sites/c19factotc/Q2%202010/Forms/AllItems.aspx?RootFolder=%2fsites%2fc19factotc%2fQ2%202010%2fTesting%2fSIT%2fTest%20Scenarios&FolderCTID=&View=%7b3E36BA4B%2d4476%2d42D7%2d93F1%2d177ABE261FDC%7d

You should start gathering the test/business scenarios asap so that it gives you time to discuss with the business if needed and also you may bring up questions during training if you have already thought of scenarios that are relevant to your country/business.I will be checking with you on regular basis on how this exercise is going along as it is crucial to have them in place by deadline. SU will have to upload same tests in QC - QC training will be provided by CEN in week 10/11. Pls do not forget to create FSCM tests as well!

Data sheets created by other countries
(http://apmteamntlm.apmoller.net/sites/c19factotc/FACT%20OTC%20%20Pilot%20%20Wave%202/Forms/AllItems.aspx?RootFolder=%2fsites%2fc19factotc%2fFACT%20OTC%20%20Pilot%20%20Wave%202%2fTesting%2f50%20Test%20Scenarios%20and%20Test%20Master%20Data&FolderCTID=0x01200058578770DE52CB4BB8651DB587E4003A&View=%7b58F1938F%2d508C%2d45AE%2d95AA%2d60F625F80E4E%7d)

ata Sheet.xls (74   guideline on
      KB)   eating data she..

A webex concerning SIT will be organised soon, for which you will receive invitations accordingly. Meanwhile, appreciate if you can revert back to me on the practicalities mentionned in the message below (mainly Visas and Laptops).

Thanks, Kenza

Zoughi Kenza
Maghreb FACT OTC Project Manager
Maersk Maroc S.A.
T: (212) 522 48 95 03 F: (212) 522 22 21 63
Mgbfactprj@maersk.com

_____

From:	Gajsek, Nina

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Hi Elena, Kenza and Francisco,

contacting you separately for practicalities regarding Madrid.

<u>Hotel bookings</u>: once you have arrival date/deaprture date for testers, let me know as we will book accomodation from here
<u>Visas:</u> if testers need visa, pls contact FSA003 and sent him list of user details
<u>Transportation</u>: as hotel will be same as for SUT, also use of transporation will be same
<u>Laptops:</u> Madrid office can only provide 6 laptops. Pls revert how many you can provide for your testers, so we can eveluate accordingly.
<u>Meals:</u> meals will be paid by testers themselves. This is different to SUT, where everything is covered by Leap. For SIT, only accomodation is covered by Leap.

I hope i did not left anyting out. If you're missing any important information, pls let me know.

Thank you!
/Nina

Dear colleagues
Pls note below transaction **FBL5N,** which is considered as the equivalent of account details in MLIS.

In attached file an explanatory screen shot about how to use this very useful transaction.

Feel free to revert to me if anything needed.

BL5N.doc (602 KB

Oran Agency
Bouchia Rafik

Appendix C

Agencies Coordinator-Assistant Manager
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Oran
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        ORNCSEGEN@maersk.com
        DZACSIMNG@maersk.com
Web: www.maerskline.com
NB: Friday and Saturday is week end in Algeria.

From:	Anane, Amel
Sent:	Wednesday, August 18, 2010 11:29 AM
To:	Bouchia, Rafik; Chaibi, Hakima
Subject:	FW: ALGERIA CARGO NOMINATION PROCESS
	[]

For your eyes only

From:	Anane, Amel
Sent:	Wednesday, August 18, 2010 10:44 AM
To:	Malet, Eric
Cc:	Hoeg, Mads; Stendahl, Lars; Martinez, Paloma; Natalevich, Andres; Bonatero, Sabrina; Zerdani, Reda
Subject:	RE: ALGERIA CARGO NOMINATION PROCESS
	[]

Hello Eric,

1. Imo : No objection this end, apart that we will have extra fees to collect from IMO customers if any documentation issue. In which case, customer must be pre-notified prior implementation. Will make a joint (CS/Sales) communication to our customers but meantime, this can't be applied to present discharged IMO at ALR.

3. Split loadings : Regretfully we have noticed lately that s/s are increasing (on each feeder/service we have at least one case) hence appreciate to know in details your action plan io to avoid same.

6. Missing cnee NAME (not missing cnee code on gcss) : Agree that SEUCAP cannot be involved in DIT process. Hwvr, will have to make a test on this specific item and see if all in order prior FULL implementation. XXXCSIGEN will retrieve a WEBI report, check NON algerian customers and if any will proceed with PMV STOP. Theorically, this will work, but we maybe facing some mis updates (as it happpens very often) where a shipment is not planned on a feeder but is loaded (hence not prechecked by XXXCSIGEN)

- Sensitive cargo :
Again theorically and if no backlog, sensitive cargo is not a possible issue. But in case of backlog and even if it is not profitable, this kind of shipments must be secured io to avoid any potential claim. Comments invited.

- Dry port customers : If DZACAP flags to SEUCAP shipments that are destinated to Dry port, this clearly means that dry port load list are nominated this end. Rather suggest to send you a list of customers that ACCEPTS / REJECTS DRY PORT with their respective

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SCV codes.

Additionnal questions :
- Non profitable cargo : Can you also advise what would be the process with UTM in case of non profitable cargo, since as per SOP, cargo cannot be rolled more than once.
- Goes without saying that cargo nomination by SEUCAP MUST BE DONE basis TPDOC (not shipment) which please confirm (io to avoid s/s)
- SCL have 15% allocation, trust no issue your end to nominate on this basis, please cfm.

On a side note and prior giving our green light to proceed with this task transfer, will have to take up discussion regarding DIT fees that CANNOT be collected out side (due to vessel account restrictions)

Brgds.

Amel ANANE
Country Customer Service Manager

Maersk Algerie Spa
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16035 Algiers, Algeria
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www.maerskline.com

From:	Malet, Eric
Sent:	Tuesday, August 10, 2010 7:04 PM
To:	Anane, Amel
Cc:	Hoeg, Mads; Stendahl, Lars; Martinez, Paloma; Natalevich, Andres; Bonatero, Sabrina; Zerdani, Reda
Subject:	RE: ALGERIA CARGO NOMINATION PROCESS
	[]

Bonjour Amel,
Thanks for your swift feed back. I am confident that we will find a way for the best of our teams. On your message in blue I have put my further comments.
Understand that when the process will be implemented DZACAP will delegate their task to the local agents. As such we can easiliy replace DZACAP by XXXCSIGEN in the text.

Pls revert with your comments
rgds

From:	Anane, Amel
Sent:	Tuesday, August 10, 2010 10:00 AM
To:	Malet, Eric
Cc:	Hoeg, Mads; Stendahl, Lars; Martinez, Paloma; Natalevich, Andres; Bonatero, Sabrina; Zerdani, Reda
Subject:	RE: ALGERIA CARGO NOMINATION PROCESS
	[]

Hello,

Basically I do agree with Eric's comments, though have some questions on how future process will be run.

1. Imo : Agree with your comments. Practically this means that Import CS will confirm to Seucap "ready to load" imo shipments. But, are you willing to manually roll NON ready imo shipments ???

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EMA : not load ready shipment will need to be updated in PMV STOP status. Out of the load ready IMO, SEUCAP will select the agreed number of units to be shipped (20/28 units) as per UTM.

2. Reefers : No objection to your below proposal.

3. Split loadings : How are you going to avoid the shortshipments ?
EMA : decribed process is the standard one we apply for other services. Which basically means that you have no more and no less chances to have split loadings than we have on other services. What we agreed earlier with your organisation is to lower the loadings to 95% of the vessel intake. This should ensure that we do not have last minute cancellation from the master due to stability constraints. Besides, stowage coordination is back in SEU. As such in case of doubt, SEU stowage coordinator can check out with vessel directly and lower the risk of split loadings.

4. Local Vips : Basis UTM process, local VIPs will no more be secured and hence suggest sales team pre-notify customers about new process io to avoid any confusion.

5. Black listed customers : The reefer blacklisted customers have been resumed for now, in case it is put in place in future, we will proceed as per your below suggestion,

6. Missing cnee NAME (not missing cnee code on gcss) : This clearly means that seucap will have to send a nomination list along with customer names (so that CS team checks missing ones only). Missing names are mainly due to two reasons :
A. Cargo pertaining to a trader (swtich to be performed once cargo reaches t/s) : xxxcsigen to contact trader desk (most of time Marseille desk) to handle DIT on system and collect fees from trader.
B. Cnee missing from origin due to lack of info from shipper : xxxcsigen to contact POL and request them to perform DIT until system properly updated.
C. If cnee name is properly updated in GCSS but the SCV code does not match or is missing, cargo needs to be loaded.
      a. Either seucap to check on case by case with xxxcsigen, io to avoid rolling
      b. cargo to be systematically loaded if no doubt from seucap side
EMA : SEUCAP is not part of this process. SEUCAP only confirms these vessels for which preplanning is done, and provide the deadlines for DZACAP to have the shipments that are not loadready updated as DIT.
DZACAP will have to pull out a webi report on their own and apply DIT process through the intranet. Cargo that will not be in DIT will be considered as load ready by SEUCAP.
As such, DZACAP is responsible for the full DIT process, this includes the detention and the release processes.

Can you please also clarify :

1. How is sensitive cargo going to be prioritized (palm oil for instance which cannot stand heat) ?
As per UTM cargo previously rolled is given the highest priority. As such delays such be kept to a minimum, when we do not face a backlog situation.
2. Trust any priority request received from origin / sales, etc will be handled directly by seucap team (during backlog situation)
Confirm same will be handle by SEUCAP. But as a matter of fact, UTM will rule
3. Restows (for any reason : imo not timely customs cleared, requests from POL, etc : How is it going to be handled ?
Do you mean cargo shipped to ALG that need to be restowed back to ALR? As it is today operations wise and then PMVSTOP applies
Late requests from CSE should be handle as per SOP : COD or DIT
4. Dry port customers : presently there is a manual list of customers accepting/rejecting Dry port, how are you going to nominate these cargoes on this basis ???
Expectations are to move on quite fast towards the differentiation between the 2 ports in our systems. As such, we expect to have the cargo booked upfront to the correct terminal.
But when checking documentation issue, agree that DZACAP flags to SEUCAP these shipments that

are planned for a wrong terminal. So that we can trigger DQT accordingly.
5. Sometimes, we have some urgent COD requests while cargo is under process to be laoded from t/s to DZ or is on board. In his case, we will proceed as we used to, maintain units to be discharged at ALR, proceed with COD. Pls cfm in order yrs.
COD needs to be done and handled as per SOP. I do not see any DZACAP involvement in that task.

Additionnaly, kindly note as well, that Dzacap will be decomissioned upon this process implementation. Seucap will have focal point in each port : orncsigen for oran port, skicsigen for skikda, aaecsigen for annaba, algcsigen for algiers, bjacsigen for bejaia port.

Awaiting your clarifications,

Brgds.

Amel ANANE
Country Customer Service Manager

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16035 Algiers, Algeria
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From:	Hoeg, Mads
Sent:	Sunday, August 08, 2010 9:52 AM
To:	Malet, Eric; Bonatero, Sabrina; Anane, Amel
Cc:	Stendahl, Lars; Martinez, Paloma
Subject:	RE: ALGERIA CARGO NOMINATION PROCESS

Dear Eric,

Thank you for your fine input. I have added local experts Sabrina and Amel to revert on the specifics of your proposal.

Sabrina and Amel, kindly have a look at the below proposal from Eric and revert to us with your comments.

Eric, Lars and Paloma - we are presently in a particularly difficult situation with the pre Ramadan rush colliding with a 'go-slow' action imposed by the stevedores working at DP World. There are still negotitaions going on, and a meeting is scheduled for this afternoon to resolve the issue, we will keep you posted on this.

Furthermore, commercially we are seeing increase for the ports of Annaba and especially Skikda. With this in mind, and considering that AAE/SKI has no waiting time, we would like to discuss the possibility to once again review whether we can serve AAE/SKI on a seperate string. Bejaia is still suffering from waiting times.

Mads

From:	Malet, Eric
Sent:	Thursday, August 05, 2010 7:38 PM
To:	Hoeg, Mads
Cc:	Stendahl, Lars; Martinez, Paloma
Subject:	FW: ALGERIA CARGO NOMINATION PROCESS

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Good day Mads,
With regard to latest correspondance about the loadlist and units not being shipped as per DZACAP instruction, it sounds to me like we have reached the limit of the process. It is time to change it to something leaner and more visible to everyone.
Based on latest discussion we committed to come back with a proposal for a leaner process, taking into account OTD/UTM focus as per the company new standards. Also we have to consider the need to operate a more efficient way and ensure that we align the processes as much as possible, refusing unjustified cost.

This respect, we have listed reasons why an exception handling has been granted to Algeria so far and reasons why today SEUCAP cannot nominate the cargo at loading on their own, as we do on the other services, based on UTM/OTD. Herebelow major bottlenecks flagged :

1- documentation issue :
a- missing consignee
DZACAP applies a DIT (PMVSTOP) to customers that cannot be loaded for any reason and is also responsible for releasing the cargo once doc is solved
b- black listed customer
DZACAP applies a DIT to customers black-listed and is responsible to release cargo once problem is solved

Link to CGO enable for your team to go through SOP & to apply for DIT / releases
http://maerskline.apmoller.net/operations/CENEXEOPS/GLOC_LOC/SEU%20LOC/Functio n/Cargo/On-line%20Request/Pages/default.aspx

2- IMO restriction
SEUCAP/DZACAP agree on standard limitation which will apply on each vessel

3- RF restriction
SEUCAP check with DZAOPS if any constraints in Algiers to store reefer units (or the other way aroung, DZAOPS advises SEUCAP weekly)

4- local VIP
UTM should rule over local VIP

New process should be then as follows :

1- First of all SEUCAP agrees to not plan more than 30 IMO per sailing (to be agreed with DZA).

2- Every Sunday, DZAOPS reports to the plugs situation in Algiers terminal to SEUCAP for us to prioritize as much as possible sensitive cargo on first sailing.

3 - SEUCAP preplans vessels minimum 2 weeks in advance as per UTM (only exception being chilled reefer being granted full priority).

4 - This respect, SEUCAP confirms to DZACAP these vessels that are already preplanned for DZACAP to pull out a webi report and starts to retain cargo with doc issues, within the deadlines provided by SEUCAP.
It is DZACAP responsibility to have cargo with documentation issue/black listed updated as DIT in the system under the **PMVSTOP** status within the deadlines provided by SEUCAP.
It is DZACAP responsibility as well to release the cargo and to replan it, within deadlines provided by SEUCAP.

This may be a decisive step in helping out DZA and SEU teams to work a more efficient way and avoid increasing mail exchanges. It will also give us the flexibility to action last minutes plans with respect to the unpredictable situation ruling in Algeria.

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Systems will be up to date at an earlier stage and triggers to DQT as well, reducing the risk of errors due to multiple updates. This point is key to improve the data quality.
We will avoid operational mistakes of loading cargo that is not cleared documentation wise.
We will be more cost efficient as we will recover the cost of using Algeciras as a storage area.

Appreciate you look into above points and comment further.

Thks/rgds

Eric

From:	Zoughi, Kenza
Sent:	mardi 23 mars 2010 17:01
To:	Bouchia, Rafik; Barrouri, Loubna; Jebnouni, Fethi
Subject:	FW: FSCM - MyFinance and Collection module
Importance:	High

Fyi,

From:	Gajsek, Nina
Sent:	Monday, March 22, 2010 4:07 PM
To:	Koksel, Clarisse; Molahaimian, Alon; Pavlova, Elena; Sanchez, Francisco; Porporato, Gustavo; Sarhan, Nelly; Zappia, Maria Teresa; Zoughi, Kenza; Vallee, Yohann; Rovira, Antonio
Subject:	FSCM - MyFinance and Collection module
Importance:	High

Hi All,

this msg is related to Myfinance and Collection module (heads up and notification).

1) MyFinance

Pls take a look at the output (invoice) that you will get via Myfinance. Pls note that it states "Original" on the invoice. At least 1 country in MED cannot have the situation where customer can print invoice where it states "Original" as many times as they wish. Hopefully you have all taken this under consideration already. Let me know if any issues.

00020105242614
0001SD 524261..

2) OTC24 - Collection profile mapping

Revising your input on OTC24, I have noticed that some countries have put in a very limited number of customers (to name some: Tunisia, Morocco, Algeria, Egypt, Lebanon, etc). Pls note this should **not be the case** and
Quote
FSCM will and should include **all Customers with Outstandings**. So each and every customer that doesn't have a billing block in FACT should be extended to FSCM.
No Outstandings should be managed outside of FSCM, everything should be included.

You will have to ensure the FWIs for Profile mapping of customers should include all

Appendix C

Credit as well as Large and Small cash customers.
Unquote

Basically this means that you have to ADD all remaining customers to OTC24 during UAT late window - deadline is last week of April until May 1.

Pls make sure this is done accordingly.

Thanks/Nina

From:	El-Abbassi-Chkara, Nissrine
Sent:	jeudi 5 novembre 2009 15:52
To:	Bouchia, Rafik
Subject:	FW: Legal requirements
	[]

From:	Labidi, Mehdi
Sent:	Thursday, October 08, 2009 4:26 PM
To:	Barrouri, Loubna; Massoudi, Mohamed
Cc:	Moulla, Badredine; Zoughi, Kenza; El-Abbassi-Chkara, Nissrine; Ouajjou, Selma
Subject:	RE: Legal requirements
	[]

Good day,
Ci-joint tu trouveras les documents (facture,credit note et un reçu)

invoice.pdf (9 KB) receipt.tif (29 KB) edit memo.tif (56 KB)

le législateur impose à toute entreprise, de faire figurer par écrit sur la facture, des informations obligatoires notamment:

1 - le nom et l'adresse de l'entreprise et son numéro d'identification Fiscal (NIF) ,le n° de registre de commerce, le RIB et son capital social
2 - le numéro de la facture,
3 - la date de délivrance de la facture,
4 - la somme totale à payer en chiffre et en lettre ,aussi bien (le prix hors taxe en chiffre seulement)
5 - le taux de la taxe sur la valeur ajoutée,
6 - le montant de la taxe sur la valeur ajoutée,
7 - les éventuels frais supplémentaires,
8 - la quantité, les frais des options
9 - les conditions du règlement,
10 - le nom et l'adresse du client

Pour le account statements ya pas de condition spécifique en générale et la meme chose pour les dunning

Appendix C

salutations

Mehdi

> -----Original Message-----
> **From:** Barrouri, Loubna
> **Sent:** 08 October 2009 16:00
> **To:** Massoudi, Mohamed; Labidi, Mehdi
> **Cc:** Bouziri, Mahmoud; Moulla, Badredine; Zoughi, Kenza; El-Abbassi-Chkara, Nissrine; Ouajjou, Selma
> **Subject:** Legal requirements
> **Importance:** High

Good day all,

Sorry for disturbing you, but as you know next week we have a Process Validation workshop.
They have request us to bring following documents :

- Sample of Credit memo
- Sample of Receipt or MLIS voucher

And also

- **local requirements for invoices**, credit memo, Account statements and Dunning.
- local system used for invoicing.

Sorry to insist but we need this information today.

Thanking in advance for your collaboration.

Brgds/Loubna.

From: Jourdren, Jean-Baptiste
Sent: mercredi 12 mai 2010 09:24
To: Bouchia, Rafik
Subject: FW: Lien SCV / FACT
            []
La fin resume bien ce qu'il y a a faire…

JB

From: Vallee, Yohann
Sent: Tuesday, May 11, 2010 5:19 PM
To: Jourdren, Jean-Baptiste
Subject: Lien SCV / FACT

Le plus important est a la fin de la conversation.
Garde ce mec dans tes contacts, il est bon dans ce qui concerne la Master data.

Appendix C

Vallee, Yohann [16:45]:
  Hi Soren
Vallee, Yohann [16:45]:
  can i bother you for a minute?
Vallee, Yohann [16:45]:
  or 5
Skibelund, Soren [16:45]:
  sure
Vallee, Yohann [16:46]:
  I wrote to you yesterday reg CP partner function in FACT and connection with SCV
Skibelund, Soren [16:46]:
  yes
Vallee, Yohann [16:46]:
  i am not sure i understood all your answer
Vallee, Yohann [16:46]:
  can we recap it step by step?
Vallee, Yohann [16:46]:
  1/ the customer contact is created in SCV
Vallee, Yohann [16:47]:
  then what? how is it interfaced with FACT?
Vallee, Yohann [16:47]:
  where does the contact number come from?
Skibelund, Soren [16:47]:
  the contact number is coming from scv
Skibelund, Soren [16:48]:
  it will have a 11 digit number beginning with the country code!
Vallee, Yohann [16:49]:
  ok
Vallee, Yohann [16:49]:
  so, when I have this contact number, who shall i ask to link it in FACT?
Skibelund, Soren [16:50]:
  the link happens when you link the contact to a customer in SCV
Skibelund, Soren [16:50]:
  which will then create a unique number for the contact/customer combination
Vallee, Yohann [16:52]:
  ok, can we have a look at a specific customer to make sur I understood?
Skibelund, Soren [16:52]:
  sure
Vallee, Yohann [16:53]:
  OK, so, if i take this person who has SCV code 11100090494
Vallee, Yohann [16:54]:
  Last name Fornier
Vallee, Yohann [16:54]:
  First name Aude
Skibelund, Soren [16:54]:
  eys
Vallee, Yohann [16:54]:
  reference that is used in fact to link the customer to SCV is 11100090494, correct?
Skibelund, Soren [16:55]:
  yes I can see in SCV that this is linked to two customers
Vallee, Yohann [16:55]:
  ok
Vallee, Yohann [16:56]:
  to which department, and how, do i have to give this reference so that this person becomes CP in FACT and receives invoices?
Skibelund, Soren [16:57]:
  first it needs to be interface to the general level

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Vallee, Yohann [16:58]:
  how?
Skibelund, Soren [16:58]:
  which I can see for customer FR1083614 it is not
Skibelund, Soren [16:58]:
  this can be done by retriggering the link in SCV
Vallee, Yohann [16:58]:
  because we are not live yet
Skibelund, Soren [16:59]:
  after which you need a omada request to ad the contact as CP to a specific sales area
Vallee, Yohann [16:59]:
  OK, that's clearer now
Vallee, Yohann [17:00]:
  another stupid question, how do you retrigger the link in SCV?
Skibelund, Soren [17:00]:
  you can make a dummy update
Vallee, Yohann [17:01]:
  ok, so, to recap everything
Vallee, Yohann [17:02]:
  i create the contact to have the link number
Vallee, Yohann [17:02]:
  then i make sure this contact is interfaced in FACT
Vallee, Yohann [17:03]:
  if not, I refresh it in SCV
Vallee, Yohann [17:03]:
  then, I ask GSC to update this contact as CP via Omada
Vallee, Yohann [17:03]:
  and then it should be OK, am I correct?
Skibelund, Soren [17:03]:
  yes
Vallee, Yohann [17:03]:
  much clearer now

From:	El-Abbassi-Chkara, Nissrine
Sent:	lundi 15 février 2010 11:15
To:	Zoughi, Kenza
Cc:	Natalevich, Andres; Essid, Boubaker; Anane, Amel; Bouchia, Rafik
Subject:	FW: MED OTC OD - Maghreb Cluster - IMPORTANT!!!

Dear Kenza,

We are all in a training right now, and we will be flying back home tomorrow, so that gives us no time to look
At the files, discuss with finance mngs & revert with feedback.

Suggest we pospone the deadline until Friday 19th.

Please advise if suitable.

Regards

Appendix C

From:	Natalevich, Andres
Sent:	Friday, February 12, 2010 7:08 PM
To:	Essid, Boubaker; Anane, Amel; Bouchia, Rafik; El-Abbassi-Chkara, Nissrine
Cc:	Zoughi, Kenza
Subject:	FW: MED OTC OD - Maghreb Cluster - IMPORTANT!!!

Hi,

Pls review below files in detail, discuss with finance manager if any clarification needed.
It is very important we are 100% sure the information is correct…

Deadline to provide feedback to Kenza is **Tuesday 16th of February**.

MED Local OD   ounter in Maghreb
orkshop presenta   v1.xls (25 ...

Let me know if you have any question!

Tks and brgds,
Andres

From:	Zoughi, Kenza
Sent:	Friday, February 12, 2010 12:17 PM
To:	Natalevich, Andres
Subject:	FW: MED OTC OD - Maghreb Cluster

Hi Andres,

Please find below compiled input for Maghreb:

Algeria

MED OTC OD
mplate.xls (36 KB

Tunisia

MED OTC OD
mplate.xls (36 KB

Morocco

MED OTC OD
mplate.xls (28 KB

Best regards, Kenza

From:	Zoughi, Kenza
Sent:	Monday, February 08, 2010 6:09 PM
To:	Bouziri, Mahmoud; Moulla, Badredine; Mamouri, Mohamed

Appendix C

Dear Finance Managers,

Thanks for attending the OD webex today. Attached you will find the presentation made by Laura as well as the template we need to fill in.

As it has been mentioned, there should be on template per country (including information on both ML and SCL).

Appreciate if you can forward me your input by Thursday 11th February, so that same can be signed off by Customer Service before it is forwarded to the region.

 << File: MED Local OD Workshop presentation.ppt >>   << File: MED OTC OD Template.xls >>
Best regards, Kenza

Zoughi Kenza
Maghreb FACT OTC Project Manager
Maersk Maroc S.A.
T: (212) 522 48 95 03 F: (212) 522 22 21 63
Mgbfactprj@maersk.com

Dear Super user ,

We would like to share with you the solution that we found today with center in order to adapt output determination to our needs

First of all, let us takeMorocco as example and describe our need:

1.We need Original invoices to be printed in the office

Casablanca invoices (both Import & Export) in Casablanca Counter printer
Tangier invoices (both Import & Export) in Tangier Counter printer
Agadir invoices (both Import & Export) in Agadir Counter printer

2. We need Copies to be sent to customers via Email / fax

The challenge we are facing with output determination:

We cant not print and send invoices in the same time because communication strategies in SAP
Do not support this feature.

Appendix C

After discussion with center, found a workaround To achieve this result, we will need to:

1. Create a customer contact in SCV with no fax / no email for each office linked to one of the local printer
(We have already started with this solution for Maghreb, there are 2 trainees in Morocco who are updating SCV for MGB countries)

2. Assign it to all customers as primary contact (cp) **Which Loubna will discuss separately with AR SU**

3. The secondary contact will be the real customer contact (yz) **Which Loubna will discuss separately with AR SU**

Originals will be sent to Primary contact & copies will be sent to secondary contact

And since out primary contact has no fax/email, same will be printed in the office

4. We need to nominate users per office linked to local office printers to trigger "**the billing due list**"
to get invoices sent to customers & printed within the same office. The invoices will be printed in the printer linked to the user running
The billing due list request.

On Billing due list

1. We need to use Billing due list because in SAP we can only configure one printer per country (which is not the solution that we need: we need invoices to be printer in each office)
2. Billing due list needs to be trigerred manually via SAP, can you please advise which profile we need to assign to users ? And advise if any limitation for number of users to Be granted this access ?
3. We will try to test this during UAT and revert with outcome of test.
4. We are trying to check with center wether we can at some point outscource this task (running of billing due list) to GSC

Please escalate information to our management

Thank you for your time & Best Regards

From:	Bouchia, Rafik
Sent:	Monday, June 28, 2010 1:44 PM
To:	Maouche, Lamine; Mouhoubi, Karima; Dridi, Jihane; Ghemired, Mohamed Yacine; Hamoudi, Bendali Braham; Driss, Souhila; Hamoumraoui, Lounes
Cc:	Anane, Amel; Bouhatmi, Nourdine
Subject:	HOW TO ISSUE INVOICES FROM FACT.

Appendix C

Importance: High

Attachments: billing due list.doc; Reprint Billing Document.ppt

Hi dear colleagues

Pls find below a step by step presentation about how to print invoices through Billing Due List.

This transaction is used only in case invoices are not printed yet.

billing due list.doc
(988 KB)

In case you have already issued invoices, you have to re-print it through attachment list as shown in below presentation:

Reprint Billing
Document.ppt (...

Any invoice after be printed can be issued through My Finance (on Maerskline.com).

Feel free to revert to writer if any clarification needed.

brgds

Oran Agency

Bouchia Rafik

Agencies Coordinator-Assistant Manager

Appendix C

Maersk Algerie SPA

Address:113, Bis Larbi Ben Mhidi

Oran

Reg.No:00B0012571

Tel:213-41404438

Fax:213-41404442

E-mail: ORNCSIGEN@maersk.com

ORNCSEGEN@maersk.com

DZACSIMNG@maersk.com

Web: www.maerskline.com

NB: Friday and Saturday is week end in Algeria.

Please, consider your environmental responsibility before printing this e-mail.

From:	Acierda, Charmaine Faye Sison
Sent:	lundi 7 juin 2010 19:06
To:	Bouhatmi, Nourdine; Labidi, Mehdi; Bouchia, Rafik
Subject:	Hypercare Measurement and Exit Sheets - DZ

Hello ,

Here is the HyperCare Measurement Sheet that we are going to send you every Friday.
As per HC discussion, this report should be updated and sent back to us on Monday so we can discuss the details every Tuesday.

Please check also the Processes, have updated it based on the Process Validation File.
It only contains Processes that will be done by GSC in FACT.

Hypercare Exit
Sheet - DZ.xls ...

The Date range For week 23 is from Monday until Thursday. And for other weeks, Date range will be Friday until Thursday bec I have to send the details on Friday.
Please confirm if it is ok or advise if you have other concerns.

Regards,
Charmaine Faye S. Acierda
Migration Specialist (France, Iberia, Maghreb Clusters)
Finance and Accounting Dept.
Maersk Global Service Centres (Phils.) Ltd.
Direct Line: +63 2 6898780

Appendix C

From: Leung, Shui Ling
Sent: vendredi 11 juin 2010 08:40
To: Tanimoto, Ryohei; Shiojiri, Kohei; Aoyama, Nahoko; Tanioka, Noriko; Dube, Ajit Ramesh; Azman, Azmawati; Ho, Hilton Kim Ming; Lannon, David; Yang, Cathy Cai Xia; Hills, Ashley; Borley, Heather A; Huang, Karen Xue Lin; Chen, Judi; Fan, Yan Kai; Yao, Su Jia; Lam, Kai Chun; Zhao, Daisy Ying; Xu, Si Yu; Lin, Ray Shi Peng; Zhao, Jessica Xiao Hua; Li, Anne Ying; Sun, Celine Yong Jie; Ma, Emma Qian; Zhou, Joan Yao Zao; Chen, Nina Ning; Zhao, Run Zhou; Xu, Shirley Yu Jie; Zhang, Suki Yi Jing; Fan, Tina Yan; Wang, Ping Mary; Chen, Carolyn Xia; Chen, Carolyn Xia; Luan, Sherry Qiao Hui; Kou, Xiao Qing; Li, Hong Yan; Gao, Vinnie Qiang Long; Lu, Vivian Jun Fei; Zhu, Irene Wei Hong; Wu, Winnie Xiao; Diagileva, Anna; El Sherbiny, Abdel Rahman; Rovira, Antonio; Zonza, Agnese; Essid, Boubaker; Le Bas, Christian; Manolemi, Dimitra; Parra, David; Bleistein, Elad; Yucel, Esin; Cedolin, Francesca; Hadula, Ferdis; Jebnouni, Fethi; Sanchez, Francisco; Merhebi, Kamal Adnan; Michalitsi, Kalli-Eleni; Barrouri, Loubna; Farouk, Mohamed; Labidi, Mehdi; El-Abbassi-Chkara, Nissrine; Lomadze, Nino; Kinkela, Petra; Bouchia, Rafik; Zgura, Steliana; Elgamil, Tammy; Marali, Talat Levent; Mascarenhas, Tiago Manuel Oliveira Tavares; Peev, Todor; Markovska, Vania; Peev, Todor; Markovska, Vania; Jlassi, Naima; Hamdi, Rym; Ben Hassine, Zakaria; Younes, Ait Abdellah; Kinkela, Petra; Romic, Anita; Seveso, Federico; Chen, Karen Si Min; Wu, Doreen Li Hong; Doshi, Mitesh Dilipkumar; Chaibi, Hakima; Rochtus, Jess; Nandanwar, Mangesh; Narasimiah, Lakshmi Prasad
Subject: Introduction to FACT Support Procedures - Webex'es
[]

Dear all,

In connection with the OTC Liner go-live in July, the CCC offers 3 webex sessions on FACT Support Procedures for new Super Users on 22nd Jun. We welcome everybody interested to join. Pls refer to below link for signing up.

http://apmportal.apmoller.net/Group%20Functions/FACT/FACT%20CCC%20Intranet/_la
youts/newsservice//news/NewsItemViewer.aspx?IsArchived=False&NewsItemID=36b5c9
25-0d1f-4e02-8dee-7d67618ac365&SearchID=06de3e95-3972-458e-b779-
a6b7f441ff65&referrer=%2f_layouts%2fnewsservice%2fnews%2fNewsServiceStartPage.
aspx&CatID=8476731d-bf23-4e90-8fec-6bfc4a1a4953

Best regards,
Shui Ling Leung

FACT Project - Customer Competence Centre
39/F, One Kowloon, 1-11 Wang Yuen Street
Kowloon Bay, Hong Kong
Office: +852 37653639
Mobile: +852 65080663
Email: CENFACTCCCBUC@maersk.com

FACT User ? - If so, please take a look at the FACT Portal: http://FACTportal
Link to FACT CCC News Letter:
http://apmportal.apmoller.net/Group%20Functions/FACT/FACT%20CCC%20Intranet/CCC%20News/Pages/defa
ult.aspx

Appendix C

Dear all;

In addition to below, please find enclosed the cash advance form to be used for non TEM operations.

CASH
VANCE.doc (111 I

Brgds,
Badredine Moulla
Finance & Administration Manager
Maersk Line

Maersk Algérie SPA
47, Lot Petite Provence, Sidi Yahia
Hydra 16035 Alger - RC 00B0012571
Tel.: +213 21 605000
dzafinmng@maersk.com **/** www.maersk.com

IMPORTANT NOTICE, PLEASE READ CAREFULLY! Below notice has IMMEDIATE EFFECT

Dear colleagues,

As a result of the FACT implementation the 4th of January, the Travel & Expense management processes have been reviewed & changed.

A specific module has been implemented to handle **ALL Travel** and **Settlement of expenses** requests. (called **TEM**)

In Order to achieve the best results the **travel request & settlement forms have been modified.**

The Travel request and settlement of expenses will need to have reflected the charges prepaid by the company (flight, hotel, etc), information given to the traveller in the booking confirmation messages.

!!!To ADD in your Favorites!!! :

Appendix C

http://enableportal.apmoller.net/C3/C7/C9/Human%20Resources/default.aspx

In this website you'll find the travel request form and the expense report form that we will use from now on (also attached below FYI). **It is important that you always download the form from this website** and not to save it in your computer so to be sure that you have the latest version as we will be bringing some changes in the near future.

<< File: FORM 1- TRAVEL REQUEST FORM 2009 MGB v1.xls >> << File: FORM 2 - TEM TRAVEL - ENTERTAINMENT SETTLEMENT OF EXPENSES MGB.xls >>

<< File: TEM process MGB v2.xls >>

Main changes:

- There is NO more manager's approval on paper
- You have new **Mandatory** format for: TRIP REQUEST and EXPENSE SHEET.
- You need to download the forms from the link above (HR intranet page)

And a quick guide is added to this mail which pls find below.
 << File: TEM and Expense settlement quick reference V3.doc >>

If you have any question please contact your administration and/or HR team who will be glad to assist you.
We will be organizing some information sessions to all employees very shortly to introduce the forms and the new procedure.

Thank you and kind regards,

Amine Naji
Country HR Manager, Maghreb HR coordinator
Human Resources Department
Maersk Morocco
69, Rue Othmane Ben Affane, 5ème Etage - Casablanca
T: (212) 522 48 95 13 F: (212) 522 22 21 63
Mob: +212 660 43 05 01
MORHRDMNG@maersk.com
www.maersk.com

From:	El-Abbassi-Chkara, Nissrine
Sent:	mardi 11 mai 2010 16:14
To:	Duffney, Nancy
Cc:	Zoughi, Kenza; Bouchia, Rafik; Glik, Carmit
Subject:	RE: Freight Lines translation
	[]

Dear Nancy,

Appendix C

Please note we have gathered agai with MGB Finance managers to try to agree on most of the translation and here is the status:

Now we agree on all translation except for one charge (from Morocco side) which please find below

Material	Material Description English	Material Description French	Suitabl translat Algeria
100306	Government and Port Taxes	Redevances et taxes portuaires	Redevan portuaire

The issue with this charge is that we are using the same GCSS material in MGB for a charge that does not have the same description in Morocco

Given that this is the only issue that we have in MGB, can you please advise wether we can have for this specific charge different translation for Morocco ?

One solution also could be to use a different material in GCSS for this specific charge in case above is not possible.

Awaiting your feedback, please find below last version for Fresh translation

Copy of GAP 2 nd
call conf.xls...

Best Regards

From:	Glik, Carmit
Sent:	Tuesday, May 11, 2010 2:52 PM
To:	El-Abbassi-Chkara, Nissrine
Cc:	Zoughi, Kenza
Subject:	RE: Freight Lines translation
	[]

Hi Nissrine

Can you please revert asap.

Brgds, Carmit.

From:	El-Abbassi-Chkara, Nissrine
Sent:	10 May, 2010 11:24 AM
To:	Duffney, Nancy
Cc:	Glik, Carmit; Zoughi, Kenza; Essid, Boubaker; Bouchia, Rafik; Barrouri, Loubna
Subject:	RE: Freight Lines translation
	[]

Dear Nancy,

Thank you very much for your update.

Appendix C

Checking again with Finance managers to see if we can agree on all charges and reverting very soon.

Regards

From:	Duffney, Nancy
Sent:	Monday, May 10, 2010 10:16 AM
To:	El-Abbassi-Chkara, Nissrine
Cc:	Glik, Carmit; Zoughi, Kenza; Essid, Boubaker; Bouchia, Rafik
Subject:	RE: Freight Lines translation
	[]

Hi Nissrine,

I am chasing CENFACT for all of the current translations and will provide them within the next day or so.

If a new language key for French is going to be created for Maghreb, then all 3 countries must agree on the translation.
The only other option for a country that does not agree with all of them is to use the current French language. We cannot have a French language for every country.

The translations that we will need to define are for all document types (invoices, statements, dunnings, official receipt/cntr deposit).

Bst rgds,
Nancy

From:	El-Abbassi-Chkara, Nissrine
Sent:	Thursday, May 06, 2010 5:09 PM
To:	Duffney, Nancy
Cc:	Glik, Carmit; Zoughi, Kenza; Essid, Boubaker; Bouchia, Rafik
Subject:	RE: Freight Lines translation
	[]

Dear Nancy,

MGB countries have agreed on 90% of translation.

However, there are some items for which we cannot agree as the charges meaning/ designation changes from a country to another due to local laws.

Here is a consolidated file that describes the input we need. (we got this file from France colleagues)

<< File: Copy of GAP.xls >>

Regards

From:	Duffney, Nancy
Sent:	Thursday, May 06, 2010 3:38 PM
To:	El-Abbassi-Chkara, Nissrine
Cc:	Glik, Carmit; Zoughi, Kenza; Essid, Boubaker; Bouchia, Rafik
Subject:	RE: Freight Lines translation
	[]

Hi Nissrine,

Appendix C

Morten has asked me to gather all of the information for this CR. I have asked CENFACT for all of the translations that exist currently so you can provide your input on the required changes for Maghreb. Note that Algeria, Tunisia and Morocco must agree on the translations to be used.

Once I have the translations, I will send them to you along with further details.

Bst rgds,
Nancy

From:	El-Abbassi-Chkara, Nissrine
Sent:	Thursday, May 06, 2010 3:54 PM
To:	Duffney, Nancy
Cc:	Glik, Carmit; Zoughi, Kenza; Essid, Boubaker; Bouchia, Rafik
Subject:	RE: Freight Lines translation

Dear Nancy,

Confirm we are asking for different translation than France for some of the items.
The fact is that we cannot go live with this current Frensh translation because of some legal issues in MGB countries
Just got an email from Carmit and she is handling issue with Morten Bukh.

Will see outcome of meeting with Morten and then give you the update.

Thanks a lot for your usual help & Bets Regards

From:	Duffney, Nancy
Sent:	Thursday, May 06, 2010 1:40 PM
To:	El-Abbassi-Chkara, Nissrine; Glik, Carmit
Cc:	Zoughi, Kenza; Bouchia, Rafik; Essid, Boubaker
Subject:	RE: Freight Lines translation

Hi Nissrine,

To be clear, are you requesting different translations from France?
If so, it is not as easy as updating translations as there is only 1 FR language defined in FACT and SCV.

This would require a CR and the CR would likely take some time to implement, if approved. This would not be delivered in time for your go live, and likely not for several months afterward as best case scenario (again, based on approval of the CR).

Bst rgds,
Nancy

From:	El-Abbassi-Chkara, Nissrine
Sent:	Thursday, May 06, 2010 1:44 PM
To:	Glik, Carmit; Duffney, Nancy
Cc:	Zoughi, Kenza; Bouchia, Rafik; Essid, Boubaker
Subject:	RE: Freight Lines translation

Dear Garmit,

After discussion with countries it became clear that we cannot go live with the current

Appendix C

Frensh translation.
We have considered going live with English invoices first , waiting for right Frensh
transalation to come but here again we have an issue
With Algeria & Tunisia who cannot go live with English invoices. Even for Morocco, it will
be difficult with our customers.

Moreover, we have got news yesterday from our Frensh collegues that they approched
center this week and got the translation for their country in 24h as well
As the invoices title changes.
We have exactly the same number of items to change as France (please check file
excell)

Hence, we would like to try the same approach, can you please help us with that.

We are counting on your usual help to clear this issue.

Thanks a lot & best

Regards

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From:	Glik, Carmit
Sent:	Friday, April 30, 2010 1:42 PM
To:	El-Abbassi-Chkara, Nissrine
Cc:	Zoughi, Kenza
Subject:	RE: Freight Lines translation

Hi Nissrine

I have discussed this with the leap and the next step to follow, if there is no agreement in the countries
sharing the language, would be to file for a CR in CCM.net, however, you would need to mark this one
as not relevant for Go Live, since due to the timing they would not be able to deliver it before that.
It was done the same for the countries using Spanish
Please confirm the last part and if it's correct please raise the CR and advise number so we can follow
it up.

Thanks, Carmit.

From:	El-Abbassi-Chkara, Nissrine
Sent:	29 April, 2010 4:18 PM
To:	Glik, Carmit
Cc:	Zoughi, Kenza
Subject:	RE: Freight Lines translation

Dear Carmit,

Thanks for your assistance.

Regards

From:	Glik, Carmit
Sent:	Thursday, April 29, 2010 2:01 PM
To:	El-Abbassi-Chkara, Nissrine
Cc:	Zoughi, Kenza
Subject:	RE: Freight Lines translation

Hi Nissrine

Checking and will revert.

Appendix C

From:	El-Abbassi-Chkara, Nissrine
Sent:	29 April, 2010 12:32 PM
To:	Glik, Carmit
Cc:	Zoughi, Kenza
Subject:	FW: Freight Lines translation

Dear Carmit,

Together with France we have consolidated this file for Invoice Frensh translation. As you can see, the requirements of each country is different.
We have agreed that France will take up coordination with other countries, but given the legal requirements of each country
that makes it impossible to use the same translation.

Can you help us start a discussion with center regarding this issue.

Regards

From:	El-Abbassi-Chkara, Nissrine
Sent:	Wednesday, April 28, 2010 3:30 PM
To:	Jlassi, Naima; Hamdi, Rym; Bouchia, Rafik; Essid, Boubaker
Cc:	Barrouri, Loubna; Labidi, Mehdi; Jebnouni, Fethi; Bouziri, Mahmoud; Bouhatmi, Nourdine; Moulla, Badredine; Erchidi, Asmaa; Yammouri, Adil; Zoughi, Kenza; Anane, Amel
Subject:	Freight Lines translation

Dear All,

Please find below consolidates file for Freight Lines translation based on your respective inputs which will be transmitted to France today.

Regards

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