

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Oran

Faculty of Letters, Languages and Arts

Department of Anglo-Saxon Languages

Section of English



**BUSINESS COMMUNICATION IN ALGERIAN PUBLIC
COMPANIES: A CASE STUDY OF THE COMMERCIAL
DEPARTMENT OF HYPROC SHIPPING COMPANY**

Dissertation Submitted in Partial Fulfillment of the Requirements

For Magister Degree in ESP

Presented by:

Mrs. HASSAINE Faouzia

Supervised by:

Professor MILIANI Mohamed

Members of the Jury:

President: Dr. Belkhenchir Khadoudja (University of Oran)

Supervisor: Pofessor Miliani Mohamed (University of Oran)

Examiner: Dr. Benhattab Lotfi (University of Oran)

Academic Year

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DEDICATION

To my sons and husband,

To my parents and family,

To my colleagues and pupils,

This work is their reward for having stood by me throughout this experience.

Acknowledgements

This research work would not have been accomplished without the support and encouragements of some people. I am most grateful to everyone who willingly offered assistance and words of encouragement.

I want to acknowledge and thank Professor Miliani, Mohamed who served as my dissertation supervisor. His advices and expertise on research were of valuable help to me .

I would like to express many gratitude and thanks to my teachers: Pr Fawzi, Borsali, Pr Farouk, Bouhadiba , Dr Rachid, Benali-Mohamed, Dr Kacem, Ghassoul, Dr khadouja, Belkhenchir, and of course Pr Mohamed, Miliani for their valuable lectures.

Special thanks are also due to Professor Kamel, Korso for his encouragement and support.

I am also grateful to all those who supported me morally.

I greatly appreciate the time that some of HYPROC Shipping Company's employees and staff, especially Mr Cherrifi , gave to me as I conducted the research. Without their co-operation this research work would not have been possible.

Finally, my thanks go to my close friends: Aicha, Nadia, Nabila and to my twin sister Nadja for their persistent interest and encouragement from the beginning to the completion of this research study.

ABSTRACT

The aim of this study was to conduct a research to describe the English language in business communication at HYPROC Shipping Company and more precisely at the commercial department. For this purpose, it was necessary to know about English for Specific Purposes (ESP). Its usefulness as perceived by the employees and responsible and to suggest some proposals as possible remedial actions to the main encountered problems and concerns. For this, a case study was conducted through a combination of employees' questionnaire and informal interviews with some employees who were concerned with writing the Additional Clauses of a Charter Party.

This simple work also tried to observe the English language used in some additional clauses that were written by some employees. It is assumed that those employees at the commercial department of HYPROC Shipping Company have acquired special trainings on the purpose of the right use of English language in the different forms of business communication. However, only a few of them are able to negotiate and communicate fluently.

Thus, the role of the university in the acquisition of ESP as a means of communication is crucial in conducting any business. For all these reasons, there should be cooperation between the universities and companies. This simple work revealed that the success of any enterprise depends on the ability to communicate effectively not only with employees and customers but also investors and outsiders. All this, implies that a good achievement of ESP at the level of the secondary and the university levels is necessary. Thus, there should be a planned syllabus and new procedures to teach ESP and also well formed teachers who are able to fulfil the different roles of ESP teachers.

Key terms: English for Specific Purposes- Business Communication- Enterprise –Learner-Teacher

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Shipping Company**

KEY TO ABBREVIATIONS

ALC: Algerian Learning Centre

ESP: English for Specific Purposes

BIMCO: Ball time International Maritime Company

EOP: English for Occupational Purposes

EAP: English for Academic Purposes

EIL: English as an International Language

IT: Information Technology

ELT; English Language Teaching

CA: Communicative Approach

CBA: Competency Based Approach

CBT: Competency- Based Teaching

GE: General English

CV: Curriculum Vitae

NGO: Non Governmental Organization

HSE: Health Safety and Environment

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GENERAL INTRODUCTION

General Introduction

Learning the English language has become a necessity for all those who want to improve their knowledge in various fields. In fact; Algerian students who are carrying on their post graduate studies abroad, find difficulties to understand their specialities for they do not master the English language which is the essential tool to be in contact with the latest information.

Algeria's future development depends on the development of its economy. Therefore; the development of its enterprises is fundamental for the achievement of such objective. Both the employee and the executive staff of different companies ought to know how to use the specialized English in their specific field. Actually, they find it difficult to negotiate with foreigners because of the differences in traditions, customs and languages. In international business meetings, cultural and language differences between professionals can cause clash. The negative effects of ignoring foreign languages and cultural differences cannot be avoided, yet they can be minimized with careful planning.

Speaking and understanding English language is important but not sufficient for they have to know how to write a report or make a deal that is why, there was a need for specialized courses in which they put students in problem-solving situations. Therefore, the implementation of English for Specific Purposes (henceforth ESP) at the level of the different departments of the university and even introductory ESP lessons at the level of the secondary school is crucial , taking into consideration the fact that the future belongs to those who possess the technology and know- how to conduct their business.

We hope that this work will contribute in making some positive change in the way of using the English language and conducting business. Algeria needs an international language to be in contact with the world's latest technological and scientific information which is essential

for its economic development. Algeria as a developing country is willing to extend her commercial and cultural exchanges and this demands the acquisition of foreign languages and more especially English which is considered as the basis of the development of its exchanges with other countries.

The university and other centres contribute to the acquisition of applied linguistics, for languages have a great role in the world of business. Therefore, the cooperation between the university and the enterprise has become a necessity. In fact, the enterprise needs the university's help so as to be able to conduct its business successfully. Thus it seems an obligation to have competent people in enterprises. The language and more precisely the use of the English language represent a real obstacle for many responsible and employees in different enterprises. That is why; it is high time for the university to form people who are able to overcome any situation once practising their jobs. For this aim, the Ministry of Education has to introduce specialized English at the level of all the departments of the university.

ESP provides students with the practical skills needed to communicate effectively in different business situations. Algeria is aware that the goals of economic development cannot be achieved through the national language alone, that is why students should learn foreign languages and more precisely the English language to fulfil their own needs and those of the Nation. To meet these needs, appropriate courses should be designed for students at the university level. However, in Algeria, the teaching of specialized English is often done by either language teachers or sometimes by subject specialists and this may be the cause of unsuccessful learning. Besides, designing ESP syllabus has often been done without taking the real needs of the students into consideration.

A good command of English as a foreign language is a requirement for job promotion and the development of any enterprise. Nowadays, business success requires international awareness and effective communication skills such as negotiating and corresponding with colleagues or clients from different nationalities, this promotes clearer communications and breaks down barriers of different languages.

The role of English as the language of business and technology cannot go unnoticed in Algeria, a country where the system of education is giving importance to foreign languages. In fact, the English language has been introduced in the first year in the Middle School. At the university level, this language is becoming more and more important for Algerian students. They are expected to use up-to-date articles and texts in English. However, the teaching of English (ESP) in the different departments of the university has long been a problematic task for this module is neglected by the majority of the students and this is due to many reasons. First of all, teachers who compose the staff in the different departments are teachers of English with a BA degree; thus those teachers are not taking in consideration the students needs and their speciality while designing their lessons. Moreover, the coefficient which is attributed to this subject does not motivate the students to give this module any importance.

The university should contribute to the success of the enterprise. Indeed, most of those in charge in companies are not able to deal with business negotiations appropriately and this can have negative impacts on the final outcome. It is absolutely necessary to have people who have a special formation in the English language during their studies so as to be able to act in real situations such as in different business communications. For this, there are so many private commercial schools or institutions which programmes are concerned with ESP.

As the universities of Algeria are trying to adopt the LMD system, there has been an attempt to transform the programmes. Therefore, the academic staff should define the students' needs and teachers should be aware that student monitoring and advising is part of their activities.

In the enterprise, the employees are often faced with difficulties in writing or communicating. However, they have not been taught how to write a memo, a report or negotiate with foreigners who communicate in English. That is why the university should take part in the success of any enterprise and consequently lead to the development of the country.

Algeria aims at joining the most developed countries, thus the teaching of English would be a fundamental contribution to this objective. The primary concern of this research is the good use of business communication in Algerian enterprises which will lead to the good management of these companies. Algeria needs to update its knowledge for the latest information is written exclusively in English language. Therefore, it is important for Algeria's

future development to educate its future responsible and employees in English so as to be able to fit their positions and for the development of their enterprises that can lead Algeria to progress and prosperity.

The principal objective of this research is then to know about the nature of the problem of ESP in Algerian enterprises and then try to find methods and techniques so that English becomes a source which the student at the different departments and the pupils in the secondary school can use once practising any job.

This thesis focuses on exploring the use of business communication in a public enterprise, especially at the commercial department of HYPROC SHIPPING COMPANY

To examine the problematic posed here, some orientations are proposed in the form of research questions to be answered:

1- What type of English are the employees and the executive staff using at the commercial department of HYPROC SHIPPING COMPANY?

2- What can be done to fulfil all the tasks of a successful enterprise?

The resolution of this problematic will be undertaken through a case study with the description of the reality of some forms of business communication at the commercial department of HYPROC SHIPPING COMPANY, using data based on some additional clauses of a Charter Party , written by some employees of that department and a questionnaire which was addressed to the employees.

As tentative answers to the above questions, one suggests the following hypotheses.

1- One believes that the few employees, who were concerned with writing the additional clauses of a Charter Party, got inspired from an International Organization.

Besides; trainings and seminars were of a great help to them. However; much remains to be done.

2- As suggestions, one proposes methods and techniques of teaching ESP at the level of the university and we can even start with some ESP lessons in the secondary school.

The present thesis consists of four chapters.

Chapter one: gives the priorities of some elements of English language in the world. Its importance as a means of communication. It also deals with the status of English in Algeria and tackles the main approaches and methods used in teaching English.

Chapter two provides a description of English for Specific Purposes (ESP) its definitions, types, aims and needs analysis. This part of work also reviews the main business communications.

Chapter three describes the language as it is used in the commercial department of HYPROC SHIPPING COMPANY. It deals with the main problems facing the use of English language in this enterprise. The focus is on the practical side of the study in the form of data analysis of additional clauses of a charter party including the observation results of a questionnaire addressed to the employees of the commercial department of the company.

Chapter four is to deal with some suggestions and the need of cooperation between the university and the enterprise. Besides; one tried to propose methods and techniques to teach ESP at the level of the University and some introductory ESP lessons at the level of the secondary school in order to motivate them to attend the English module at the different departments of the University.

Finally, a general conclusion that summarizes the needs of the employees of this company which consist mainly in learning ESP so as to be able to deal with the different forms of business communication. Besides, there are a few of employees who managed to communicate effectively thanks to their attendance to several trainings and seminars. However, the others are not concerned with negotiating in English or writing e-mails and additional clauses for they do not master English language which has become essential.

CHAPTER ONE

English as a World Language

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CHAPTER ONE

English Language as an International Language

1.1 Introduction

This chapter gives an idea about the importance of English language as an International language and its role in business and international communication. It also deals with the status of English in Algeria and the main approaches and methods used in teaching English.

1.2 English as an International Language (EIL)

British colonialism spread the English language around the world as it was imposed on the non-English speakers in these colonies, English started to become increasingly influential on the world-scene. The US's powerful political, military and economic position in the second half of the twentieth century meant that English became the main language of communication in many organizations as NATO (North Atlantic Treaty Organisation) and IMF (International Monetary Fund). The following facts from the British Council website reveal the current widespread use of English as a first language by around 375 million. Around 750 million people are believed to speak English as a foreign language.

English is the most widely used language all over the world. More than half of the world's books and three quarters of international mail are in English. English is becoming the essential tool for all activities all over the world. It dominates in all the different fields. English is the language of diplomacy and international communications, business, tourism, education, science, computer technology, media and internet. In fact; English language dominates the web, 70 percent of all information stored is in English.

English is the language of business and government and the language of maritime communication and international traffic control and this is due to globalization. There are

many reasons for which international English has become so important in the 21st century. The most important one is¹ globalization and² outsourcing. In fact; according to some experts, faster economic globalization is going hand in hand with the growing use of English. Since many of the world's most powerful corporations are based in countries such as the United States and Great Britain, there is a high demand for people who can speak English in foreign countries.

The entire world has witnessed the importance of the English language since the end of the Second World War; English language has become the essential means for international communication and business. English language is the most popular language. It has replaced French in the world of diplomacy and German in the field of science. It is the dominant language of medicine, electronics and space technology. It is the language of international business and advertising of radio, television and film.

Anyone who wants to become literate has to know the English language. English language is the tongue that Japanese businessmen use to negotiate a deal with Kuwaitis. Even songs in English sound better. English language is increasingly becoming a requirement for job promotion and higher salaries. In fact; English-speaking secretaries in some countries can double their wages. English is not only simply valuable but an absolute necessity as well. Almost all those who are learning English, it is because they need it and not because they like it. That is why teaching English as a second language has become a multimillion-dollar business all over the world. It has become the most profitable business next to drug trafficking.

According to British Council, Every year more and more business people turn to the services of Commercial Language Training (CLT) as they recognize the benefits of learning to speak the language of their customers, colleagues and suppliers in order to meet the varied and changing needs of customers through the world. English is the second most widespread language in the world. In fact; over 400 million people use English as a mother tongue and is

¹ Globalisation is the system of interaction among the countries of the world in order to develop the global economy. It refers to the integration of economies and societies all over the world. It involves technological, economic, political and cultural exchanges made possible largely by advances in communication, transportation and infrastructure.

² Outsourcing is the process of contracting an existing business process which an organization previously perform internally to an organization, where the process is purchased as a service. Outsourcing is said to help firms to perform well in their core. It can offer greater budget flexibility and control.

spoken as a second language by around 375 million people and over 700million people speak English as a foreign language. The English language is the richest in terms of vocabulary, it is the main language used throughout the world. On the internet 88 percent of information stored in the world's computers is in English. English is the official language of diplomacy, navigation and aviation. CBS .NBC. ABC. BBC. And CBC, the largest broadcasting companies in the world, transmits in English and reaches millions of people all over the world.

1.3 Language and Communication

Communication is the lifeblood of an organization. It is needed for exchanging information, making plans, reaching agreement, executing decisions, sending and fulfilling orders and for conducting sales. Thus, if communication stops, organized activity ceases to exist. Communication is both internal within the organization and external communication that is when supervisors communicate with customers or others outside the organization. Business communication is used to promote a product, service or organization. It is also a means of relaying between a supply chain, for example the consumer and manufacturer.

In business, the term communication encompasses various channels of communication, including the internet, print publications, radio, television and others. It is very important to be able to communicate effectively, for that one has to choose the right words.

Mother Theresa said:

“Kind words can be short and easy to speak, but their echoes are truly endless.”

On the other hand, both oral and written communication skills are necessary to get a successful communication. Indeed Gerald .R Ford was aware of that.

Gerald. R Ford, 38TH president of the United States of America said:

*“ If I went back to college again, I’d concentrate on two areas:
Learning to write and to speak before audience. Nothing in life
is more important than the ability to communicate effectively.”*

In business, having excellent communication skills is the qualification most requested by employers recruiting and promoting individuals. In fact, a successful applicant should have excellent communication skills both oral and written for the ability to communicate effectively with others is the top attribute of the successful business person. Today in the business world, communication skills are vital to the success of any enterprise. Therefore; words are extremely important in any message. Writing clear, concise and effective sentences which h lead to effective paragraphs. Concise communication uses as few words as possible to communicate the message in a clear manner; that is sentences which contain no wasted words.

1.4 The Role of English Language in Business and Intercultural Communication

English is one of the fastest growing languages but in different linguistics incarnation. Since English is the official language of diplomacy, navigation, and aviation, business will consider now how the nature of power and authority in the international system is changing with Globalization and new forms of public private institutions are giving rise to new forms of global governance.

In international business meetings, cultural differences between professionals can cause clash. Although it cannot always be avoided, the negative effects of cultural differences, it can be minimized with careful planning .Culture influences our behaviors, thoughts and language. Nowadays, business success requires international awareness and effective cross cultural communication skills such as negotiating, corresponding with colleagues or clients from different cultures; this promotes clearer communications and break down barriers, build trust and strengthens relationship and promote business.

1.5 The Role of Business in Global Governance for Development

There is growing recognition of the increasingly significant and influential role played by business in global governance. A business influence the policies of international institutions and agreements collaborate with states through public, private partnerships and create develops and adopts commitments and policies that promote sustainable development through corporate social responsibility measures and transnational standard setting process. Multinational companies and corporations which were restricted to commercial activities are increasingly influencing political decisions. Business will consider how the nature of power and authority in the international system is changing with globalization and new forms of public private institutions across national boundaries are giving rise to new forms of global governance.

It is absolutely necessary to have people who had special trainings in English during their studies so as to be able to act in real situations such as in business negotiations. For this there, there are so many private commercial schools which programmers are concerned with ESP. The objective is to have responsible capable of negotiating or communicating with foreigners. While negotiating, they should avoid conflicts with the partners; whereas, there are attitudes to adopt such as communication, collaborations and cooperation. Among the main requirements of a successful negotiation are: creativity and coherence. Yet, to accept the other's opinions especially when the partners are of different social milieu and have different cultures is not always acceptable. This led us to the necessity of teaching ESP in all departments of the university.

ESP is driven by specific learning needs in English language. The learner's needs, necessities and lacks are the main corpus of the appropriate syllabus which is related to real life situations. It is concerned with identifying general and specific language needs that can be addressed in developing goals, objectives and content in language programmers. An ESP course is purposeful and is aimed at the successful performance of occupational or educational roles.

It has become an obligation to have competent people in enterprises. The enterprise is interested in the quality that is people who are able to make profit; however, the university's objectives are to provide the learners with knowledge. Therefore; there should be cooperation

between the university and the enterprise. The link between the university and the enterprise is necessary. The enterprise needs the university's help in order to overcome certain problems. The university has got many competences who can solve all the problems that face the employees in the enterprise for they can master the language which is an obstacle for many responsible or employees in different companies.

1.6 The Status of the English Language in Algeria

After the independence of Algeria in 1962, French language was the official foreign language in education and administration. However; the widespread use in science and technology gave English language more interest. Later, the government started to think of the implementation of English language in the system of education. In deed; the teaching of English as a second foreign language is introduced in the first year of the middle school. Nowadays, French language information is published in English. Therefore; Algerian people needed to be trained in English so as cannot play fully the role of economic development for most of the scientific to cope with the new technologies and this can enhance economic prosperity.

In Algeria, students are encouraged to learn English because of its importance in worldwide communication. Since September 2003, the teaching of English at the Middle school and the Secondary school was reorganized. This was stated by an official document from the Ministry of Education. English is an essential tool for access to the latest developments in science and technology that is why English is taught in the different department of the University of Algeria.

1.6.1 English in the Curricula at the Intermediate School and in the Secondary School

English is introduced in the first year of the Middle School. The pupils study English all during the four years in the Middle School. They are supposed to be able to deal with the four skills: speaking, writing, listening and reading through simple texts and dialogues. At the Secondary level, pupils further the learning of English during three more years.

The following tables will illustrate the allotment of time devoted to English learning at the Middle School and the Secondary school.

	First year	Second Year	Third Year	Fourth Year
Number of hours /week	3h	3h	3h	3h
Coefficient	2	2	2	2

Table1.1 Official Schedule for English at the Intermediate School

	First Year	Second Year	Third Year
Number of hours	4h	4h	4h
Coefficient	3	3	3

Table 1.2: Official Schedule for English at the Secondary School/Literary Stream

	First Year	Second Year	Third Year
Number of hours per week	4h	5h	4h
Coefficient	3	4	5

Table 1.3 Official Schedules for English at the Secondary School: Literature and Foreign Languages Stream

	First Year/H& C	Second Year	Third Year
Experimental Sciences	3h/2	3h/2	3h/2
Management and Economics	3h/2	3h/2	3h/2
Other Technological Streams	3h/2	3h/2	3h/2

Table 4.1 Official Schedules for English at the Secondary School: Experimental and Technological Streams

From the above tables, one can notice that the time allocated to this subject is not sufficient to reach the objectives which are established. Because of the hours that are devoted to the Scientific and Technological Streams do not fit the programme; therefore, this lead to an ineffective teaching, for pupils do not have enough opportunities to practise and develop their language skills.

In fact, Mackay claims (1969:328)

” Learning a language takes practice and practice takes time.”

(Mackay 1969:328)

On the other hand Literary Streams and more precisely those of Literature and Foreign Languages give more importance to English subject because of the time and the coefficient that are devoted for it. Those pupils generally choose to study foreign languages at the University.

1.6.2 English at the University Level

In the faculty of foreign languages, students study for a “licence” degree in English language for four years. The teaching staffs are composed of post graduated teachers (Magister and P.H.D) The programme is designed by the Ministry of Higher Education.

English is taught as a compulsory subject in the form of ESP at the different departments of the University. The teachers of this module in these departments have got a licence degree. Concerning the syllabus, the teachers are entirely responsible of their courses without any training in ESP.

Teaching this module in the different departments remains a problematic task, this is due to several reasons such as: lack of motivation, the time allocated for this module is insufficient, the coefficient is also another reason for which the students do not give much importance to English. Besides, the groups of learners are very large and the programme does not fit the learners’ needs. Teachers of foreign languages adopt methods, an approach and techniques that best fit the teaching situation. That is why, it is important to make a distinction between the following concepts: Approach, method and technique.

-Approach

Approach refers to the theoretical positions and beliefs about the nature of language. It provides the theoretical body that makes it possible to trace an appropriate method. Thus, an approach gives a way the language how it should be taught.

Miliani (2003) claims:

“an approach is the sum of assumptions course designers make about language and language learning.....it is a combined theory involving both language and the learning process.”

(M. Miliani,2003:20)

-Method

A method is a set of classroom specifications to accomplish linguistic objectives. Methods are concerned with teacher and student's roles and behaviours and then with subject matter objectives, sequencing and materials. It deals with the procedural side of foreign language teaching.

Richard and Rodgers write:

“A method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, and the order in which the content will be presented.”

(Richards and Rodgers, 1986: 15)

-Technique

A technique is a variety of the exercises such as role play, pair work, games and gap filling used in language classroom.

Richards and Rodgers (1963) writes:

“a technique is implementation that which actually takes place in a classroom. “

(Richards and Rodgers, 1963: 15)

- Therefore an approach is theoretical.
- A method is procedural.
- A technique is practical.

1.7 Teaching English for Specific Purposes

English language is considered as a second foreign language in Algeria, as it describes in Algerian National Charter (1976) as :

“a means to facilitate a constant communication with the world, to have access to modern sciences and technologies and encourage creativity in its universal dimensions.”

(ANC, 1976:33)

Specialized English is intended for adult who have already reached intermediate level. It aims to provide students with the practical language skills needed to communicate effectively in different business and life like situations. English for Specific Purposes (ESP) has been referred to as “applied ELT” as the content and aims of any course are determined by the needs of specific group of learners.

At the university level, English is taught as a minor module in almost all departments such as Medicine, Economics and Technology in order to provide the students with specific register and the vocabulary needed in a special field so as to prepare the learners for the future life. In the department of English, the students receive a full formation in English language.

1.8 Problems of ESP in Algeria

ESP in Algeria has several problems. Most of the teachers in different departments have not received any serious training in the ESP field. Besides, the time allocated is insufficient; it is one hour or one and a half hour. The students do not give importance to this module. It can be due to the lack of motivation. Moreover; the teachers in these departments do not bother giving good marks or at least the average to all students even if they are absent during all the semester. Although English is an obligatory module, the students consider it as an additive module for its coefficient is only one.

An ESP course is supposed to be purposeful and is aimed at the successful performance of occupational or educational roles. It is concerned with identifying general and specific language needs that can be addressed in developing the objectives and content in language programme. However; teaching this module in the different departments remains a problematic task for it is rejected by the majority of the students. So as to succeed in teaching this module, the teacher has to design the suitable curriculum and adopt the approach which best fit the learners' needs using the method and the techniques that lead to achieve the objectives.

1.9 Adapted Approaches and Methods that are Relevant to ESP.

1.9.1 The Communicative Approach

The communicative approach is the product of a long reflexion of linguists and educators who had grown dissatisfied with the other approaches for students did not know how to communicate using appropriate social language, gestures or expressions. They were not able to communicate in the culture of the target language.

Allen and Widdowson (1991) state:

“There is a need for a new approach to language teaching which will shift the focus of attention from the grammatical to the communicative properties of language, in order to show the student how the language system is used to express scientific facts and concepts.”

(Allen and Widdowson, 1991:123)

Communicative language teaching makes use of real life situations that necessitate communication. A realistic situational context and a real practical use, provide learners with the language needed in every day situation. Students do not only learn the linguistic structure and grammar rules, they have to learn also how to use the language properly. The communicative approach can leave students in suspense. Class exercises, which will vary according to the students' reactions and responses; it emphasizes the communicative activities that involve the real use of language in daily life situations.

Students' motivation to learn comes from the desire to communicate in meaningful ways about topics that interest them. Therefore; using the communicative approach in the classroom makes learners become active participants. This approach comes up with activities that would promote self-training and interaction of the group in authentic situations. The learner is active, responsible and autonomous in using the target language in situations similar to those he may be faced with in real life. It is a fact that structures and vocabulary are important to learn a language but it is more useful to speak fluently and not correctly than to know grammar without being able to express oneself. Therefore; the communicative approach values the function of language rather than its form. That is what is language used for rather than correct grammatical and phonological structures.

As far as real-life communication is concerned, learners are supposed to reach a certain degree of negotiating meaning and this can be done through some communicative activities such as role plays, topic discussion, and problem-solving and information-gap. The Communicative approach emphasizes the communicative competence in language learning. The aim is not to have knowledge of grammatical rules but more concerned to know **when**, **where** and to **whom** is this language used in a speech community ,yet this does not mean that the grammar and lexis are neglected.

1.9.1.1 The Main Principles of Communicative Approach

In this approach, language should be exploited in the classroom and used in a real context, bearing in mind that all classroom activities focus on the real-life use of authentic language. The learners should learn the importance of cohesion and coherence. Games are another important principle of this approach because they have certain elements in common with authentic communicative acts.

When small groups are exploited, learners will have the maximum amount of communicative practice. The learners are given the opportunity to express their ideas, emotions and opinions in the classroom.

Raba Bah (2003) states:

“The ultimate goal for English language teaching is to develop the learners’ communicative competence which will enable them to communicate successfully in the real world.”

(Raba, 2003: 67)

Errors are tolerated. Accuracy is also important but fluency is probably regarded as being even more important. Through the communicative activities that take place in language classes, the teacher acts as an adviser or facilitator. All the grammar and vocabulary are learned naturally out of functional and situational contexts. The classroom becomes more learner-centeredness, thus the teaching responds to learners’ needs and interests. It is the teacher’s duty to listen to the learners and motivate them by treating topics of their choices, interests and needs.

Garson et al (1997) point out that:

“Interests will motivate students to engage with subject matter that has been designated as the context for language learning.”

(Garson et al,1997)

In communicative activities, the learner has to activate and integrate his pre-communicative knowledge and skills in order to use them for the communication of meanings. The criterion for success is practical that is how effectively the task is performed in social interaction activities. In fact, ESP is the appropriate learning situation in which the communicative activities

1.9.1.2 The Role of the Teacher

The teacher might decide not to correct errors that he observes. To many teachers, this might appear to conflict with their pedagogical role, which has traditionally required them to evaluate all learners' performance. Communicative approach involves the teacher in redefining, to some extent this traditional role.

The teacher can offer the kinds of stimulus and experience but has no direct control over them. The learner needs to use the foreign language for communicative purposes. This does not mean that teachers are not necessary. The teacher must be prepared to subordinate his own behaviour to the learning needs of his students; this includes recognizing that learning does not only take place as a direct result of his own instruction.

There are some aspects of learning that can take place more efficiently. Once the teacher has initiated an activity, he takes no further part in it, in order to give his students the opportunity to express themselves. The teacher is no more the instructor but a facilitator of learning and may need to perform in a variety of specific roles separately and simultaneously. As general overseer of his students' learning, he must aim to coordinate the activities so that they form a coherent progression, leading towards greater communicative ability. As classroom manager, he is responsible for grouping activities into lessons. In many activities, he may perform the familiar role of language instructor that is to control over the learners' performance, evaluate and correct it. In others he will not intervene after initiating the proceedings but he will let learning take place through independent activity. He may act as adviser or consultant where necessary. He may also move about the classroom in order to monitor the strengths and weaknesses of the learners, as a basis for planning future learning

activities. He can sometimes participate in an activity as co-communicator with the learners; he can stimulate and present new language without taking the main initiative for learning away from the learners themselves because the communicative ability develops by process internal to the learner. The developmental process occurs inside the learner. Therefore; the teacher must subordinate his teaching behaviour to the learning needs of his students.

The development of communicative skills can only take place if learners have motivation and opportunity to express their own identity and to relate with the people around them. It therefore requires a learning atmosphere which gives them a sense of security and value as individuals. Emphasis is placed on the learner's contribution through independent learning. Communicative interaction provides more opportunities for cooperative relationships to emerge, both among learners and between teacher and learners. It also gives the learners the opportunity to express themselves and helps them to integrate the foreign language with their own personality. These points are reinforced by a large number of activities where the class is divided into groups or pairs, and interact independently of the teacher.

Teacher's role as co-communicator places him on an equal basis with the learners; this helps to break down tension and barriers between them. Learners are not being constantly corrected; in fact, errors are tolerated. In brief, communicative teaching methods leave the learner scope to contribute his own personality to the learning process, they also provide the teacher with scope to set out of his didactic role to be a facilitator and have a humanitarian role. Therefore; foreign language teaching must be concerned with the reality of communication as it takes place outside the classroom and with the reality of learners as they exist outside and inside the classroom.

1.9.2 Competency Based Approach (CBA)

1.9.2.1 Main Characteristics of CBA

Competency Based Approach (henceforth CBA) is characterised by the acquisition of Know How embedded in functions and skills. These will allow the learner to become an effective competent language user in real-life situations outside the classroom.

Competency Based Approach is a problem –solving approach for it places learners in situations that test or check their capacity to overcome obstacles and problems. For example

when the learner is put in life-like situations, and he is taught what to say or what to do, he will not find it difficult to deal with similar situations once he practices his job or in daily life.

Languages are learned most effectively and lastingly when they are used to solve problems through hypothesis testing. Problems make the learners think; therefore, they learn by thinking and then express their thoughts in words.

CBA is social constructivist that is it regards learning as occurring through social interaction with other people. Finally, it is a cognitive approach. Bloom has claimed that all educational objectives can be classified as “cognitive” all what to do with information , and “effective” all what to do with attitudes, values and emotions or “psychomotor” that is what to do with bodily movement, such as setting up some apparatus. He claimed that the learner must achieve lower order objectives before the learner can achieve higher ones. The effective domain is equally important in the achievement of competency.

The Competency –Based Approach implies, among other things, a process of apprenticeship involving a transfer of skills from a teacher to learner. The transfer of skills cannot take place instantly and as a whole block. These skills appear in the syllabus as fragmented into verbalised operations formulated in terms of specific objectives in the syllabus and language forms.

Competency-Based Approach is characterised by the acquisition of know-how embedded in functions and skills. These allow the learner to become an effective competent language user in real-life situations outside the classroom. CBA is a problem –solving approach for it places learners in situations that test or check their capacity to overcome obstacles and problems. In fact, languages are learned most effectively. Problems make the learners think; thus, they learn by thinking and then express their thoughts in words. It is social constructivist that is it regards learning as occurring through social interaction with other people. Finally it is a cognitive approach. It is indeed indebted to Bloom’s taxonomy.

Mackay claimed:

“ All educational objectives can be classified as “cognitive” to do with information and effective all what to do with attitudes, values and emotions” or “psychomotor”

That is to do with bodily movements, such as setting up some apparatus. He claimed that:

“The learner must achieve lower order objectives before he/ she can achieve higher ones.”

(Mackay, New York (1964)

Bloom’s Taxonomy is stated as following:

Evaluation	6	Learner sets a value on the new information
Synthesis	5	Learner builds new knowledge from diverse elements
Analysis	4	Learner analyses information by separating
Application	3	Learner applies knowledge to new situations
Comprehension	2	Learner understands information
Knowledge	1	Learner recalls knowledge

Table 1.5 Adapted Version of Bloom’s Taxonomy

Therefore; according to Bloom and Mackay all educational aims are “Cognitive” that is all what to do with information. On the other hand, the affective domain is equally important in the achievement of competency. He organises the learner’s affections in a hierarchical order illustrated in table 2 below.

Internalising values	5	Learner makes his / her own consistent system of values
Organisation	4	Learner becomes autonomous and responsible
Valuing	3	Learner attaches values to particular objects and behaviours
Responding	2	Learner participates actively in classroom activities.
Receiving	1	Learner shows willingness to attend to classroom activities

Table 1.6 Adapted Version of Bloom’s Taxonomy

Therefore; the “affective” domain of the competency in leading to the internalisation of such values as autonomy, creativity, initiative and responsibility.

The Competency-Based Approach implies, among other things a process of apprenticeship involving a transfer of skills from a teacher to the learner. The transfer of skills cannot take place instantly as a whole. These skills appear in the syllabus as fragmented into verbalised operations formulated in terms of specific objectives.

Kasper (1997; Song 2006) claim that:

” Content- Based Instruction (CBI) is a valuable approach which enhances both language acquisition and academic success.”

Kasper (1997, Song 2006)

That is the matching of language and content broadens cross-curricular awareness and specific knowledge. At university level and in English as foreign language (EFL) contexts. This integration increases language proficiency as CBI makes students realize how the discourse pertaining to their field of specialization are organized in the target foreign language.

Widdowson (1983) states as following:

“CBI approach highly motivates EFL learners since it can draw on knowledge already acquired in subject disciplines”

Widdowson(1983)

Therefore, the ESP practioner has either to consult a colleague expert in the field or asks the same for deeper collaboration. At the cooperation stage the ESP teacher has to take the initiative to inquire about the students ‘fields of specialism in order to design an appropriate lesson or program.

Thus; one notices that CBA is the one to be applied in order to fulfil the objectives of teaching a specialized subject for one of the most distinctive features of CBA is its integration of project work as part of learning strategy. If the competency-Based Approach expands on communicative approaches it is in the sense to make the attainment of objectives concrete

through the realisation of projects. It also makes co-operative learning a concrete reality, through interaction.

1.9.2.2 The Role of the Teacher

The role of the teacher in the Competency-Based Approach varies according to the approach adopted. It is competency-based and learner-centred; it does not seek the teachers' subservience or a decision-making in class. Competency Based Approach is action-oriented. It demands a style of teaching based on reflection on what, why and how one should teach. It implies other things such as planning ahead the lessons fixing objectives, adjusting the teaching strategies so as to cope with the unexpected, giving time for the learners to reflect on what they are learning and checking that the objectives are reached at the end of each lesson.

Competency-Based Approach demands that the teacher is no more the transmitter of knowledge and the learner is no more the receiver of knowledge. Instead the role of the teacher is to facilitate the process of language acquisition through the development of appropriate learning strategies like hypothesis-making and hypothesis-testing. The teacher is there to help in difficulties; meanwhile the learners develop their competencies through a process of classroom interaction.

Thus the classroom becomes a stage for learners' dress rehearsal of the targeted competencies where in the teacher plays the role of director setting stage directions, assessing and giving feedback to the players in order to bring the final touch to their performance. Therefore; both the communicative approach and competency based approach can be adopted to teach English for Specific Purposes (ESP), for they can fulfil the objectives of ESP, for both of them focus on the learners' needs and interests which would improve their motivation and make learning better and faster. They comply with real life for they give more opportunities to the pupils and students to enjoy learning English. Communicative approach or Competency Based Approach makes the learner feel free thanks to the different skills they develop through the different steps. Moreover; they feel free to speak, read and write in a foreign language.

1.10 Conclusion

In this chapter, one tried to have a general view of English language as an International means of communication and its role in world business. One has noticed how much English has become essential in the different fields. Besides, this chapter dealt with Communicative Approach and Competency Based Approach, their characteristics and the role of the teacher while using these approaches and one tried to make the link between them and ESP.

Algeria is aware of the dominant role of English language in the development of any nation and is willing to join the developed countries. In fact, English language is taught in the different levels and the priority should be given to ESP for it is widely required by learners to perform in real life situations.

CHAPTER TWO

Literature Review: English for Specific Purposes and Business Communication

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English for Specific Purposes and Business Communication

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CHAPTER TWO: Literature Review

English for Specific Purposes and Business Communication

2.1 Introduction

After the Second World War, there was an expansion in scientific-technical and economic activity on an international scale, thus the world became dominated by technology and commerce which soon generated a demand for an international language which is English language. Many people wanted to know this language for it was the key to the international currencies of technology and commerce. It created a new generation of learners such as businessmen who wanted to sell their products. This results on a need for English as a common medium of communication. These demands and requirements have resulted in the expansion of one aspect of English language namely the teaching of ESP.

2-2 Definition of ESP

It refers to the teaching of a specific genre of English for students with specific goals. It is about language used in specialized discourse and it is also about the learners and the setting that is in a particular situation in order to achieve certain goals.

Peter Stevens (1980) defined ESP as the register:

“In which the aims and the contents are determined...”

Stevens (1980)

(Mackey and Mountford ,1978:2) defined ESP as following:

“The teaching of English for a clearly utilitarian purpose which will fulfil additional personal goals.”

(Mackey and Mountford ,1978:2)

Robinson (1991:2) said:

“It ends at the successful performance of occupational or educational roles”

(Robinson, 1991:2)

Coffey (2003) said :

“There is no special language, only a principle language to meet the selection of purposes defined.”

(Coffey, 2003)

Some linguists described ESP as simply being of English for any purpose that could be specified; others described ESP as the teaching of English used in Academic studies, or the teaching of English for vocational or professional purposes. It is also often divided into EAP (English for Academic Purposes) and EOP (English for Occupational Purposes) such as English for doctors, lawyers and vocational English like English for tourism, nursing, aviation. (Dudley- Evans, 1998:4,5) gave an extended definition in terms of “absolute” and “variable” characteristics.

a- Absolute Characteristics

- 1- ESP is defined to meet specific needs of the learners.
- 2-ESP makes use of underlying methodology and activities of the discipline it Serves.
- 3- ESP is not only centred on the language appropriate to these activities in terms of grammar, lexis, register but also study skills, discourse and genres.

b- Variable characteristics

- 1- ESP may be used in specific teaching situations, a different methodology from that of general English.
- 2- ESP may be related to or designed for specific disciplines.

- 3- ESP is likely to be designed for intermediate or advanced students.
- 4- ESP courses assume some basic knowledge of the language system.

Therefore ESP should be seen as an “approach” to teaching; in fact, Dudley –Evans describes the true ESP teacher or practitioner as needing to perform five different roles: teacher, collaborator, course designer and materials provider and also evaluator.

2-3 Characteristics of ESP

Other linguists ;However, were more precise ,describing ESP as the teaching of English used in academic studies or the teaching of English for vocational purposes.

Stevens(1980:124) said;

“It consists of English language teaching designed to meet specified needs of the learner related to the content centred on the language appropriate to those activities in syntax, lexis, semantics...and analyses of this discourse.”

(Stevens,1980:124)

ESP is defined to meet specific needs of the learner. It makes use of the underlying methodology and activities of the discipline it serves and is centred on the language skills. It may use in specific teaching situations a different methodology from that of general English. It is likely to be designed for adult learners; it could also be for learners at the secondary school level. It is generally designed for intermediate or advanced students.

Acknowledging its importance as an approach to language teaching, Hutchinson and Waters (1997:57) said:

“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.”

(Hutchinson and Waters,1991:57)

Numerous non specialist instructors use ESP approach in their syllabus which is based on the analysis of the learner needs.

2-4 Reasons for the Emergence of ESP

The economic power of the United States in post –war world thus the English language became the most important international language. Another reason for the emergence of ESP was a revolution in linguistics. Some linguists began to focus on the ways in which language is used in real communications for it varies according to different situations in order to meet the needs of learners in specific contexts. More attention was given to the ways in which learners acquire language and the differences in the ways language is acquired.

The learners employ different learning strategies and use different skills and are motivated by different needs and interests. Therefore; designing specific courses so as to meet the learner's needs is essential to obtain satisfactory results. As English became the accepted international language of technology and commerce. It created new generation of learners who knew their objectives. For example, businessmen' objective was to sell their products and the scientists' objective was to keep up with development in their field.

2-5 Development of ESP

ESP is driven by specific learning needs in language. Needs analysis is a device to know the learner needs necessities and lacks in order to develop and design an appropriate syllabus which is related to real life situation of the students. The content of the course is designed according to the learner's need. It is concerned with identifying general and specific language needs. Because of science and technology ELT became more and more specialised about people's needs and take the environment in consideration, there was a need for specialised courses that is to put the learner in problem solving situations. Therefore; there was identification of more functional language and a particular need and demand to read scientific English and this pushed for a need of ESP. Each group has its own specific register. Register is a language variety used for a specific purpose or in a particular social setting. The choice of register is affected by the setting and topic of speech as well as the relationship that exist between the speakers or different social facts. Therefore, register is the use of language according to use and not to users. It is the field which is going to determine the style and what

for and not the one who is using it. The focus is on way the language is used in particular situations. Each subject matter has its own vocabulary. The same world can have different meanings in different registers.

Both ESP and English for General Purposes (henceforth EGP) share the same common core; however, a great deal of difference appears in practise. Words and sentences learned in ESP and the subject matter discussed are all relevant to a particular field. In other words ESP courses make use of vocabulary tasks related to the field, such as negotiation skills and effective techniques for oral presentations. ESP prepares the learners for the English used in specific disciplines vocations or professions to accomplish specific purposes.

The new studies attention away from defining the formal features of language usage to discovering the ways in which language is actually used in real communication that is from language usage to language use. In fact; it is said *“Tell me what you need English for and I will tell you the English you need.”* Since the language varies from one situation to another, it would be possible to determine the features of specific situations and can be the basis of the learner’s course and focus on the learner’s needs and this would improve the learner’s motivation and make learning better and faster.

ESP is not a matter of teaching specialised varieties of English. It does not imply that it is a special form of the language. It is not just a matter of vocabulary (glossary). It is not different in kind from any other form of language teaching. The teacher of ESP is a teacher of language with a specific register. He has to play several roles. First, he has to design his course according to the learner’s needs. Even more he should be aware of all what is new in his subject and make researches so as to get all the necessary vocabulary and information related to the specialised field, then put the learners in problem- solving situations and let them act in the various forms of Business communications.

2.6 English for Specific Purposes and General English

The learners of ESP are usually adults who already have some knowledge of English and are learning the language in order to communicate a set of professional skills and to perform particular job- related functions. An ESP programme is therefore built on the needs

and the functions for which English is required. ESP concentrates more on language in content than on teaching grammar and language structures. English is not taught as a subject separated from the students' real world. Instead it is integrated into a subject matter area important to the learners. In ESP, the need analysis determines which language skills are most needed by the students. An ESP programme might for example emphasize the development of reading skills for students who are preparing for graduate work in business administration or studying English in order to become tourist guides. In fact; ESP combines subject matter and English language teaching. This is highly motivating because students are able to apply what they learn in English classes to their main field of study, whether it is accounting, business management, economics or tourism. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases their motivation. In ESP classes, students are shown how the subject –matter content is expressed in English. Besides, the learners approach the study of English through a field that is already known and relevant to them. Therefore; they can use what they learn in ESP classrooms right away in their work and studies. ESP assesses needs and integrates motivation, subject matter and content for the teaching of relevant skills.

2.7 Communication, Language and Culture

Language structure is influenced by culture. Non verbal communication behaviours such as eye contact and physical stance are largely determined by cultural background. It takes much time to communicate effectively in situations involving different language social backgrounds and customs.

It is important to know all one can about the backgrounds of the people with whom we are in contact in work. One should take in consideration how the customs might seem unusual to a foreigner of a different heritage or culture.

True communication has got four fundamental principles:

- 1- Communication is a process.
- 2- Communication is a system.;
- 3-Communication is both interactional and transactional.
- 4-Communication can be intentional or unintentional.

We sometimes believe that communication can solve all problems. It is not always the case. We should learn how to be effective communicator with the people around us. Problems are due to communicators, not from the act of communication.

Communication is a tool we need to use as effectively as we can in our daily life and at work as well. Therefore; transmitting the right information to the right people at the right time is a real challenge, whether communicating by phone, e-mail, fax or any other form. Communication plays an essential part in the managerial process. The most successful companies are those that communicate openly and know about cultural differences, besides they are proficient in communication technology and handle messages efficiently.

2.7.1 Communication in Enterprises

The success of any enterprise depends on the ability to communicate not only with employees and customers but also with investors and outsiders. Although all communication is subject to misunderstandings, business communication is particularly difficult. When formulating business messages, they communicate both as individuals and as representatives of an organization. The success in internet communication depends on how well, they understand the language. Listening ability decreases when the information is difficult to understand. In business communication we ought to maintain our objectivity and try to understand the other person's point of view and respect differences in background and culture. In order to have successful communications, organizations must create an atmosphere of fairness and trust. Ethical messages are crucial to any organization's credibility and success and the message should be created carefully that is to focus on the audience by creating a bridge of words that leads audience members to the point.

Effective communicators use both non-verbal and verbal signals to get their messages across. They also pay as much attention to receiving information as they do to transmitting. There are two types of communication that an enterprise can have: Internal and external communication.

1- Internal Communication: it is communication within an organization, it may be formal or informal. It provides communication in various forms to employees. Effective internal communication is a vital mean of addressing organizational concerns. This may help to

increase safety, productivity and profits. Under internal business communication types there comes:

a) Upward Communication: it is the flow of information from subordinates to superiors or from employees to management. It is a mean for staff to exchange information, offer ideas, express enthusiasm, achieve job satisfaction and provide feedback.

b) Downward Communication: it is the flow of information from the top of the organizational management hierarchy. It provides enabling information which allows a subordinate to do something. This type of communication is needed in an organization to transmit vital information, give instructions, encourage two-ways discussions , announce decisions ,seek cooperation, provide motivation, boost morals, increase efficiency and obtain feedback.

Both downward and upward communications are collectively called “vertical communication”.

c) Horizontal or Lateral Communication: it involves coordinating information and allows people with the same or similar rank in an organization to cooperate or collaborate. It is essential for solving problems, accomplishing tasks, improving teamwork, building good will and boosting efficiency.

2- External Communication: it is communication with people outside the company. Supervisors communicate with sources outside the organization to cooperate or collaborate. It leads to better sales volume, public credibility; operational efficiency and company profits. Ultimately, it helps to achieve organizational goals and customer satisfaction.

2.7.2 Methods of Business Communication

There are several methods of business communication including:

- Web-based communication for better and improved communication at anytime and anywhere.

- Video conferencing which allow people in different locations to hold interactive meetings.
- E-mails which provide an important medium of written communication
- Worldwide.
- Reports: they are important in documenting the activities of any department.
- Presentations: they are very popular methods of communication in all types of organizations, usually involving audio visual material, like material prepared in Microsoft power point or Adobe flash.
- Telephoned meetings: they allow long distance speech.
- Forum board: they allow people to instantly post information at a centralized location and face to face meetings which are personal and should be succeeded by a written follow up. The aim of business communication is to make money; thus, to develop profitability and for that both of the managers and employees should develop good communication skills.

2.7.3 Types of Business Communication

- -Verbal communication: involves the use of words for communicating.
- -Non-verbal communication: involves the use of body language and various physical gestures as a means for communicating.

Written communication:

- -Employment communication: is a mode of communication that is particularly used for accepting the applicants for a job.
- -Electronic communication: is the modern way of communication that includes electronics and the latest technology for communicating.

2.8 Communicating with Foreigners

The world is becoming smaller for business people thanks to technological advances in communication and transportation. Enterprises can easily have new customers, new sources of materials and new sources of money with the help of fax machines, the internet and overnight delivery services. This rise of international business has increased international business

communication by increasing export, relaxing trade barriers and increasing foreign competition in domestic markets. Relaxing trade barriers has also quickened the pace of international trade. Therefore; globalization of business is accelerating as more companies across national borders to find customers, materials and money. People differ in terms of their gender, age, physical abilities, family status and educational background such as language and culture. In fact, they shape how people view the world and they also affect how business messages are conceived, planned, sent, received and interpreted.

Communicating with people from other cultures can be challenging. Thus to overcome cultural barriers to effective communication, they have to know about the cultures of the others. An ability to put thoughts into words can be overcome through study and practice. The fact that there are barriers to communicate; this can block any phase of the communication process.

Communication barriers exist between people and within organizations. Learning as much as possible about another culture will enhance our ability to communicate with its members. There are many examples of the variation in customs that make intercultural business so interesting. That is why learning general intercultural communication skills will help to adapt in any culture which is important if we interact with people from a variety of cultures or sub-cultures. There are many reasons for business communication barriers, the most important ones are:

- Complex messages: the use of complex technical terms is mainly the cause of these lacks of communication. Instead they have to use clear and concise messages that are easy to understand.
- Withholding information: that is to be sure that the information which is needed is available and easy to access.
- Different status: management must keep employees well informed and encourage feedback.
- Ineffective communication process: it is essential to reduce hierarchical levels and increase departmental interaction and communication.
- Lack of trust: the cause is competition, which leads to lack of trust among the various employees. To avoid such situation, the employees should share information, communicate openly and honestly and involve others in decisions.

- Language barrier: to communicate effectively, they should use the language appropriately.

2.8.1 Negotiating Across Cultures

While trying to make a sale, buy a business, negotiating with people from other cultures can test the communication skills. Algerian companies are trying to form alliances with foreign companies but not all of them succeed in doing so. Negotiators from other cultures may use different problem-solving techniques, protocol, schedules and decision-making methods. Knowing about the other's culture before negotiating will be better to understand their viewpoints.

During intercultural communication, gestures help members of a culture to clarify confusing messages. However; differences in body language are a major source of misunderstandings. Therefore; to have successful communication, communicators should know some of the basic differences in the way people supplement their words with intentional signal sent by body language. The more open they are to nonverbal messages, the better they will communicate in their own and other cultures.

Social behaviour and manners have also a great role in business communication. For example, what is polite in one culture may be considered rude in other culture. English language is the most prevalent language in international business. Multinational companies ask all their employees to use English language for internal memos to correspond with colleagues in other countries because English is the official business language in most of European and Asian countries.

2.8.2 Communicating Effectively

Oral communication often presents more problems than written communication. Differences in pronunciation and vocabulary can cause problems. Negotiators from other cultures may use different problem-solving techniques, protocol and decision making methods. Knowing about the others cultures enable them to be better equipped to understand other's view points. Furthermore, showing flexibility, patience and a friendly attitude will go a long

way towards finding a solution that works for both sides. Business communicators have the opportunity to deal with people from other cultures. They need to travel to other countries and do business with people from other cultures that have different cultural backgrounds.

In short the growing importance of international business, make it essential for business people to develop intercultural communication skills. The barriers to intercultural communication include differences language problems. That is why learning as much as possible about the culture and language of the others will help to improve intercultural communication.

2.9 Business Communication and Technology

Technology gives business communicators more options but requires more skills. Technology helps to manage communication with managers and other enterprises. Research is one of the most important steps in business communication and technology provides several helpful tools such as:

- On line data bases, both private and public
- Statistical analysis software
- Text retrieval software
- CD-ROM information sources
- Web sites
- E-mail

Electronic mail is one of the most useful Internet features for business. E-mail refers to documents created, transmitted and read entirely on computer. The document might be a simple text message or include long and complex files programmes. It has changed the style of business communication.

The development and evolution of technology is changing business communication and its effects are both positive and negative because anyone who does not have access to mail, fax machine or other technological tools tends to be left out of the communication flow. This isolation presents a challenge to businesses who are trying to compete and to young people

who lack experience with communication technology. Using today's technology, anyone can send messages to anyone else with equal access. Technology is changing nearly every aspects of business communication from the way writing a report to conducting a meeting.

All business messages have a general purpose: To inform, to persuade or to collaborate with the audience. They have also a specific purpose. An oral message is best when we want immediate feedback from the audience. The message is simple and easy to accept and we want to encourage interaction to solve a problem or reach a decision. A written message is the best when we do not need immediate feedback. The message is detailed, complex and requires careful planning. Whereas, an Electronic message is best when we do not need immediate feedback but we need speed. We can reach an audience that is large and from different parts of the world.

2.9.1 Written Communication

Written messages also take many forms. They need to be planned and controlled but eliminates the possibility of immediate interaction with the audience. The most common types of written communication are letters, memos and reports. Letters and memos are organized according to their purpose. The relationship between writer and reader dictates their styles and tone. Reports are generally longer and more formal than letters and memos and have more components. In length they range from a few pages to several hundred.

2.9.2 Oral and Electronic Communication

Oral communication can be in person and face-to face, they can also be transmitted electronically. Although written messages can be handwritten, typed or printed, they can also be transmitted electronically using faxes, e-mail and so on. Electronic media are useful when we need speed to overcome time-zone barriers. Fax machines and computers equipped with fax modems are integral part of the business communication process, providing fast transmission of printed documents all over the world.

The Internet is the world's largest network. The internet is now available to individuals, companies, schools and government agencies all over the world. It is the fastest growing means

of communication in the business world today. In 1985 some 1961 computers were connected. In 1994 more than 3 million computers were connected and in 1995 the number of connections grew about 10 percent a month. The access to internet can be through a commercial online service or directly through a service provider. The commercial online services are actually networks in themselves. Besides connection, they provide databases, online shopping, games and other services. Service providers provide only connection to the internet.

2.10 Various Forms of Business Communication

Business communication involves realistic communication using structures, terms, phrases and special sentences taking in consideration cultural and educational circumstances. The information should be authentic from current periodicals. The learner need to perceive the forms suitable for memos and letters, oral presentations, reports and summaries, conferences, job interviews, resumes and the discourse forms appropriate to these situations. The student should receive the Action section in which the student is involved in active, creative communication by use of structured debates, panel discussions, interviews and scenarios for conferences, discussions and meetings. The reaction section is also important for it is through discussion questions that the learner is given the opportunity to draw conclusions and even more discussion and debate concerning interpretations of the ideas in any article or text. There are various forms of Business Communication such as: Summarisation. The ability to summarize is a skill vital to both oral and written business transactions. It presents the most important information in a concise form. It is necessary for writing business reports or presenting oral explanations, it is very useful to busy people. Here are some of business communication forms that can be used by the employees within a company.

2.10.1 Note Taking: People in business frequently attend meetings, have phone conversations, or read lengthy reports, in such situations the business person may need to take notes in order to remember the main information. While taking notes we do not have to write complete sentences or worry about punctuation.

2.10.2 Panel discussion: Panel is a group of people; each one has a different interest or opinion. They meet publicly in order to discuss one topic to the audience. Panels are frequently seen on TV news programmes.

2.10.3 An Exit Interview: Interviewing is a useful method for communicating method for communicating in business. It is used by personal departments so as to decide about which applicant to hire and also used by managers to evaluate the performance of the workers. Business people must know all the types of questions regularly used in interviews (open and closed questions, non neutral and neutral questions, mirror questions and searching questions).

2.10.4 Memoranda (memo): It is a type of business letter. It is informal and is usually sent and used within an office or department. The Memorandum is frequently more personal than a business letter because of its informality. The language used is often like spoken English. It usually ends with nothing more than the writer's signature (no formal opening nor a formal close is used) the style is usually direct and factual.

2.10.5 Graphs: They are used to clarify and help the reader with detailed information or pinpoint every specific information. The visual picture helps the reader understand the information easily and quickly. They contain quantitative data such as numbers, statistics and percentages. They should be well used and labelled.

2.10.6 Oral presentations: The pronunciation must be clear, not too fast and the information must be well organized, avoiding too many contractions, using simple language and using notes to help us remember what to say while addressing the audience.

2.10.7 Conferences: They may involve two people or many people. Almost all professionals spend a great amount of time in conferences. The purpose is defined by the agenda.

2.10.8 The letter of application: It has a special presentation. It is written in a formal language, it includes many paragraphs: An introductory paragraph, the body of the letter which may include more than one paragraph and a concluding paragraph and a concluding form followed with the signature of the applicant.

2.10.9 Case Study: it is commonly used in graduate and undergraduate business training. It requires study of one specific example of a business problem. The aim is to propose the best possible solution and to defend that solution which is written in a special report form.

2.10.10 Telex and TWX messages: They are rapid. In addition to mail and telephone, Telex and TWX (teletype writer exchange) sending and receiving systems are widely used. They are highly desirable as a means of communicating for they are quick and economic.

2.10.11 Abstract: It is like a summary found at the beginning of long reports or before articles in professional journals with the purpose of saving the reader time. It is in a form of a paragraph.

2.10.12 Résumé: It is a data sheet which gives facts about the applicant. It is the curriculum vitae (CV)

As the world belongs to those who possess technology and commerce, a demand for an international language has been a necessity and the role fell to English language. The effect was to create a new mass of people who wanted to learn English for it is the key to all kinds of development. Therefore; there has been creation of various national and international institutions, centres or libraries which role is to give specialised courses to learners or employees for the sake of helping or inspiring them.

2.11 Algerian Business Law

Algerian Business Law is a firm that possesses a long standing expertise in the field of Algerian business law, acquired by advising international groups and industrial and service companies in their dealings with Algerian public and private entities, whose operation, in particular their contacts are at least partly subject to the Algerian law. Besides, the skill of the Algerian lawyers in standard Algerian business law; it offers the clients a rare knowledge of sector in Algerian business law such as: how to set up companies.

This firm continually creates values for its clients by challenging conventional legal thinking by employing innovative legal solutions based on the Algerian business law and by implementing contractual instruments which are always conform to the requirement of the Algerian business law. Generally the firm can act in international commercial operations influenced directly or indirectly by Algerian business law.

Since the training was within an Algerian shipping company, we have found it interesting to have an idea about Algerian maritime law. This firm is active in Algerian maritime law, principally in trade, chartering and international scales. It advises clients on drafting contracts that are at least partially governed by Algerian maritime law. It is active in all aspects of the life of a ship. In addition, the firm's practice focuses on arresting vessels in Algeria, jurisdiction on behalf of clients for security for a maritime claim made or to satisfy a judgement. Conversely under Algerian maritime law it is only legally possible to arrest a vessel if certain criteria are met. The Algerian maritime lawyers have an attested expertise in the field of arrest and attachment of vessels under Algerian jurisdiction.

2.12 English language Teaching in Algeria (ELT)

This centre started providing language training and cultural training and courses for managers. Sonatrach has been an important constant client of language since 1997. The first school was opened in the heart of the Algerian energy industry in Hassi Messaoud in 2003. In 2004 there was another training centre in Algiers where they offer high quality services in a private villa in a quiet residential area. This school has brought English teachers who are both professionally qualified and have significant relevant experience. The staffs supervise the content of the entire teaching programme to ensure that their teaching methods and materials are right up to date.

Instead of sending students to Britain or other Anglophone countries, incurring significant travel and accommodation costs, they bring Britain to them providing the same solutions right in the heart of Algeria. Providing: Basic English, General English, Business English, and Technical English for the oil and gas industry, Specialist programme of English for HSE (Health Safety and Environment). In addition to English language training programme they also provide French and Arabic tuition for expatriate staff based in Algeria. They also offer a comprehensive package of training for IT (Information Technology) and HSE (Health Safety and Environment).

2.13 Lloyds Shipping Law Library

Its objective is clarifying, defining and shaping maritime law for over 30 years. It covers all of the most important legal and procedural issues affecting the maritime industry. The Lloyds Shipping Law Library is an indispensable and complete research tool for everyday use. Lloyds Shipping Law Library was launched 30 years ago with the first edition of Time Charters. Many of these books including Voyage Charters, Lay time Demurrage and Bills of Lading have helped to clarify and even shape maritime law. This prestigious library contains 21 titles.

2.14 Maritime Language

Many aspects of modern sea transport have led to radical changes in Maritime communication. In fact; it is agreed for the need for International Maritime English. Mariners need to be sure that their speech communications are as precise, simple, and unambiguous as possible and that predictable areas of language confusion and International agreement on English as the required language provides a starting point for effective communication. For Example Sea speak messages are formed entirely from words within the English language. The total vocabulary used in Sea speak comprises three kinds of words and expressions.

- The vocabulary of general English: That is the knowledge of non specialised vocabulary of English.
- Words in general maritime use: These words occur frequently in Maritime communication.
- Words in specialised Maritime use: These words and expressions may occur only rarely in general Maritime use but frequently in particular circumstances or for specific and expressions related to communications which are unique to Sea speak.

Maritime Law is complex and has evolved over the centuries. For many reasons it can be very different from other areas of law and a good knowledge of the overall legal frame work is essential to understand and manage the risks and to capitalise on commercial opportunities at

sea. The seminars are aimed at those in need of refresher, to gain more specialists shipping knowledge, to get an overview of maritime law.

2.15 Maritime Law

Maritime Law Programme tackles the latest legal and regulatory challenges. It examines ship building contracts and Time and Voyage Charters parties. It also discuss international sale of goods, bills of lading, The Hague, Hamburg rules and the Rotterdam rules. Besides, it explores collisions liabilities for oil and salvage and reviews the latest cases and the problems in relation to insurance. It also receives advice on ship arrest and how to successfully resolve shipping disputes.

2.16 Lloyds Maritime Academy

Lloyds Maritime Academy aims to be the trusted brand for professional development, working with leading academic and industry bodies to provide accredited education and training where it is much needed. It also provides the necessary qualifications needed for a successful career, supporting a safer, cleaner and more efficient shipping industry. It delivers different qualifications including new diploma courses in ship finance and the diploma for Harbour Masters. Over sixty seminars are produced annually covering various topics in law, insurance, finance and economics, operations, technology, environment, safety bunkering and management. Lloyds's Maritime Academy seminars have become a familiar feature in the training calendar for many businesses.

2.17 Conclusion

This chapter included an overview of ESP and its development. It also dealt with communication as a whole its different types and also the main reasons for business communication barriers. It focuses on the role of communicating effectively for the success of any enterprise, then with the various forms of communication. It also cites some linguists' views concerning ESP. One tried to deal with some institutions that have a relation with ESP and more precisely with Maritime language which is our concern in the next chapter.

CHAPTER THREE

Business Communication at the HSC Commercial Department

**CHAPTER THREE: Business Communication at the Commercial
Department of HYPROC Shipping Company**

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CHAPTER THREE

Business Communication at the HSC Commercial Department

3-1 Introduction

This chapter seeks to explore the reality of English language at the commercial department of 3HYPROC Shipping Company. The aim is to find out how the discourse community under study is organized in terms of English language in enterprises. It also highlights the employees' problems that face them in their jobs. It deals with the first question, that is to say the description of how the language functions in a specialized field. For that a questionnaire was designed to the employees of that department. The second concept underlying this study is discourse analysis. That is how the English language functions in extremely specialized texts. For that purpose one dealt with some Additional clauses of a charter party that were written with by a group of employees. One tried to analyse how language is used in these extremely specialised form of business communication.

3-2 Research questions and hypothesis

The first question involves finding out: How is the English language used in order to conduct some business communication and what are the main difficulties that the employees meet in their jobs?

The second question will focus on the suggested teaching methodology so as to obtain an effective teaching and will obviously affect the quality of these employees and responsible in Algerian Enterprises. Thus what are the suggested teaching methodology to obtain effective teaching and good future employees?

3-2.1 Hypothesis

This study attempts to point out some problems that the employees face while using English language and describing the language as it is used in a form of business communication and to give some remedial proposals to achieve a better use of the English language in Algerian enterprises. The hypothesis tries to answer the research questions. In fact, Mason and Bramble claim that:

“The hypothesis is actually a guess at a solution to the problem.”

(Mason and Bramble, 1978:65)

The hypothesis, which one will expose and demonstrate, is that if the employees of the commercial department of HYPROC Shipping Company have found difficulties in using English in some forms of business communication, it is likely because one thinks that they hadn't been taught how to deal in such situations.

3-2.2 the Educational Approach Used

The Case Study

The case study enables the researcher to observe a situation both globally and on specific elements. That is usually as it occurs in its natural environment.

Flyvbjerg (2006:219) writes:

“case studies lend themselves to both generating and testing hypothesis.”

(Flyvbjerg, 2006:219)

The case study makes it possible to achieve a complete description of a given situation and make the expected results likely to be truthful to reality.

Dyer (1955:55) claims:

” The great value of the case study approach is that it enables a more detailed, quantitative and exploratory approach to be taken to research.”

(Dyer, 1955:55)

3.2.3 Methods of Data Collection

a-The questionnaire:

It is a means or research used to gather data from a certain number of informants in a form of a series of questions. It produces useful feedback and results.

b- Informal interview

It is a useful tool to obtain information. One used the informal interview on the purpose of having more information from the employees who wrote the Additional Clauses of a Charter Party. One wanted to know how they managed to write those clauses and find out what were the main factors that helped them.

c- Observation

It is a procedure that enables the researchers to know a lot about the area under study; that is to observe the language as it is used by the employees of the commercial department of HYPROC Shipping Company.

3.3 Reporting the Research Findings

The data that was collected should be analyzed and interpreted.

3.3.1 The employees ‘questionnaire

The questionnaire was addressed to the employees of the commercial department of HYPROC Shipping Company. This population was composed of 35 employees making up the group under study.

3.3.2 Aim of the questionnaire

The questionnaire aimed at asking the employees about the role and the use of English in their jobs, as well as the difficulties experienced by the employees while using English in conducting business through the different forms of communication.

3.3.3 Types of Questions

There are three types of questions in the questionnaire: Open question, closed questions and graded questions. The questionnaire was written in English but the employees had the choice to use a language of their choice (Arabic, French or English)

Informal interview:

An informal interview was organised with two of the employees who were concerned with writing the Additional Clauses of a Charter Party. The questions revolved around the main difficulties they face when dealing with such a task, and how they could overcome those obstacles.

3-4 Analysis and Interpretation of the Employees' questionnaire and Informal Interviews

The main findings and interpretations from the employees' questionnaire are as follow:

Question one: about gender

Male	25
Female	11

Table 3.1 The Employees' Gender

The aim of this question is to know whether men or women are employed in this department especially when one has been told that in this department where English language is most used.

The results show that the majority of the employees in this department are men.

Question two: about the employees' age

Between 20-25	0
Between 25-35	12
More than 35	23
More than 65	0

Table 3.2: the Employees' Age

The aim of this question is to know about the age of these employees.

The results show that the majority of them are more than 35 years old. This would imply that most of them have got a certain experience.

Question three: about foreign languages studied during the intermediate and the secondary schools

Foreign languages studied during the intermediate and the secondary schools	Number of the employees
English language	28
Spanish language	5
Other languages	2
:	

Table 3.3: Mastery of Foreign Languages

The results reveal that the English language is the one that is most studied; therefore the majority know the English language.

Question four: about the employees' self evaluation of English proficiency

Number of employees	Number of years of English instruction
3	11 Years
25	7 or 8 Years
7	Short trainings
0	No English at all

Table 3.4 Learning Experience

The findings reveal that most of the employees have got an intermediate level in English language that is those who studied the language for 7 or 8 years during their studies at the advanced for they had learned the English language for 11 years and 7 of them said that their level was beginners for they had English only as trainings and not during their studies. As a conclusion one can say that no one was totally ignorant of this language.

Question five: about teaching quality of English courses during their studies at the University.

Quality of teaching	Number of employees
Very good	3
Good	11
Poor	20

Table 3.5: Evaluation of Language Teaching

The results show that the majority of the employees had a poor quality of teaching for they studied English as a module during their studies at the University. Only 3 employees stated that their quality of learning was very good. Among them 2 employees have a “licence degree” (B.A) and the third one has a degree in” translation”.

Question six: about Language Use

Frequency of English use	Number of employees
I use English every day	3
I often use English	7
I sometimes use English	10
I rarely use English	12
I never use English	3
I use Spanish and German	0

Table 3.6 Language Use

The results show that no one use Spanish and German in the different forms of business communication and the majority of them need English in their work; however only 10 employees use this language either often or every day. Therefore; it is true that the English language is used in most of their business communication at the commercial department of HSC.

Question seven: about the form of English language in business communication

The form of English	Number of employees
Spoken	
Written	20
Face to face	2

Table 3.7: Forms of Language Use

The findings reveal that most of the time English is used in the written form in the different types of business communication. Whereas only a few of them use English in the spoken form or in face- to- face contacts.

Question eight: about what they used English for

What they need English for	Number of employees
To negotiate with foreigners	7
To read and write e-mails	11
To write contracts (clauses)	3
In using other forms of business communication	6

Table 3.8: Purposes of Language Use

The results reveal that some employees ticked more than one answer for they were concerned about more than one form of business communication. Whereas others did not tick any answer for they do not use English at all. Only 3 employees used English to write the Additional Clauses of a Charter Party. Those employees are the ones who have a degree in English or translation. Besides, they use English to negotiate with foreigners and to write e-mails and also in other forms of business communication.

Question nine: about the employees' trainings in English language

Frequency of seminars and trainings	Number of employees
Regularly	3
Sometimes	18
Rarely	13
Never	0

Table 3.9 Frequency of Trainings

The results show that all of them had attended trainings or seminars at least once. This proves that HYPROC S.C is aware of the importance of such trainings and seminars for the effectiveness of their tasks.

Question ten: about the location of the seminars and trainings

The country	Number of employees
In Algeria	35
In England	7
In other countries	12

Table 3.10 Locations of Seminars and Trainings

The results show that all of them attended seminars and trainings in Algeria and only 7 of them went to England for the same purpose. Twelve of these employees went to other countries. It has always been said that if we want to know the English language, we should learn it from the natives in their natural environment.

Question eleven: about the type of English they learned in these seminars and trainings

Type of English in the seminars	Number of employees
General English	35
English for Specific Purposes(ESP)	11

Table 3.11 Types of English Taught / Used

The findings reveal that all of the employees had trainings and seminars in General English and few of them learnt ESP in their seminars and trainings. One noticed that those who had seminars and trainings about the specialised language in the field of Maritime, are those who are supposed to deal with business negotiations and those who are concerned with writing the Additional Clauses of a Charter Party.

Question twelve: about ESP courses during their studies

If they received any ESP courses	Number of employees
Yes	7
No	28

Table 3.12 ESP Trainings

The results show that only 7 of the employees had ESP courses during their studies at the University mainly those who had a degree in English and a few of them had received ESP courses as a module.

Question thirteen: about the importance of seminars and trainings for their work

Importance of seminars and trainings for their work	Number of employees
Necessary	19
Useful	16
Unnecessary	0

Table 3.13 Place of English in the Training

The results reveal that all of the employees find them necessary or useful for their work.

Question fourteen: about the employees' motivation to learn English language

Motivated to learn English	Number of employees
Yes	35
No	0

Table 3.14 Learning Motivation

The results show that all the employees of the commercial department of HYPROC Shipping Company are motivated to learn English because they need it in the different forms of business communication.

Question fifteen: about the classification of the four skills in terms of their usefulness (1=most to 4= least)

Usefulness of the four skills	Number of employees
Writing	12
Reading	10
Speaking	6
Listening	6

Table 3.15: Usefulness of Skills

The aim of this question is to know which skill the employees need more than the other skills. The results show that twelve of them found that writing is the skill which was most needed followed by Reading then Speaking and Listening. Therefore; some employees use the four skills in the different forms of business communication, mainly for negotiations.

Question sixteen: about business negotiations with foreigners

If they negotiated with foreigners	Number of employees
Yes	7
No	28

Table 3.16; Business Negotiations with Foreigners

The results show that only a few of them had to negotiate with foreigners. This is perhaps due to the fact that they do not possess the most adequate language for that task.

Question seventeen: about the difficulties while negotiating (only 7 employees answered this question.)

Difficulties while negotiating	Number of employees
At the beginning	5
All the time	0
Sometimes	1
Rarely	1
Not at all	0

Table 3.17: Negotiations Difficulties

The findings show that none of them found difficulties all the time and most of had difficulties at the beginning to negotiate with foreigners using the English language.

Question eighteen: about the different kinds of difficulties

Kinds of difficulties	Number of employees
Because of the pronunciation	6
In finding the right technical word	4
In making complex sentences	5
Being misunderstood	7

Table 3.18; The Different Kinds of Difficulties

The results reveal that all of them that is the ones who were concerned with negotiations (7) mentioned more than one difficulty. They may face all times all these difficulties.

Question nineteen: about the language used in negotiations

The language used in negotiations	Number of employees
Only Arabic	0
English and French	1
Only English	6
English and Arabic	0
Other languages	1

Table 3.19 : Languages in Negotiations

The aim of this question is to find out which language is the most used in negotiation with foreigners. The findings show that most of them used only English to negotiate. Therefore; it is a fact that English was the language of Maritime.

Question twenty: about the ambiguities that they may happen during negotiations.

If culture of foreigner caused ambiguities	Number of employees
Yes	2
No	5

Table 3.20 : Cultural Ambiguities in Negotiations

The aim of this question was to know if the culture of the foreigners caused ambiguities. The results show that the majority of them that is 5 out of 7 did not think that the culture of the foreigners caused ambiguities, whereas 2 out of 7 stated that culture can be an obstacle for effective communication.

Question twenty one: about giving an example of ambiguities

The results reveal that no one gave an example. This may be due to the fact that they had problems in expressing themselves, mainly in writing. Another deduction can be made, that is true that ambiguities of this type had never occurred before.

Question twenty two: about the type of English they used in the different forms of communication

Type of English	Number of employees
Very formal	2
Formal	15
Informal	0

Table 3.21 : Style of English

The results show that some employees ticked more than one answer and others did not tick any answer for they were not concerned with the use of English in their jobs. One can notice that the employees should be either formal or very formal while using the Maritime language.

Question twenty three: about the role of translation

The use of translation	Number of Employees
Yes	22
No	10

Table 3.22: Use of Translation

The aim of the question was to know whether translation was of a great importance in their work. The results show that the majority of the employees thought that translation was of a great help and could facilitate their tasks.

3.5 Discussion and Conclusions

From the employees' answers one can draw the following main conclusions:

Most of the employees are male and studied English at the middle and the secondary schools. Their level in English is intermediate except 3 of them who have an advanced level. In fact, these employees are the ones who are supposed to deal with certain forms of business communication. All the employees agreed that English is necessary for their jobs. Much emphasis was made on the need to develop the four skills to make it easier for the fulfillment of their tasks.

Most of the employees find difficulties in finding the right technical word or making complex sentences or sometimes they are misunderstood because of the pronunciation. They find it difficult to negotiate with foreigners; a few of them have already faced some problems due to ambiguities that may occur because of differences in cultures, customs and traditions.

The data obtained from the employees' questionnaire and the informal interview with two of the employees, shed light on the importance of ESP in the field of Maritime. The data revealed on several points such as the employees' lacks and expectations. It is necessary to consider the employees' difficulties in the enterprise as they represent for many of them an obstacle to reach their objectives. Most of them are not able to express themselves in English. In fact; only two from the employees chose the English language to answer the questionnaire while the others preferred using Arabic or French languages. On the other hand, all of them were able to read and understand the questionnaire which was written in very simple English. This means that all of have already learnt English; however, their competencies in using the different skills are not the same.

The difficulties were essentially of a linguistic nature as the wrong pronunciation of some words or using the right technical word. Whereas a few of them have already overcome all these difficulties. In fact; they had attended seminars and trainings especially those who were concerned with negotiations. These seminars include various special courses concerning the shipping language, mainly the maritime glossary and abbreviations. In fact they provide us with seventeen pages containing all the abbreviations used in the shipping language with their full forms.

Here are some examples:

ATDNC= Any Time Day or Night Sundays and Holidays included

ASAP =As Soon As Possible

BB= Below Bridges

COA=Contract Of Affreightments

APS= Arrival at Pilot Station

CHALO or CHADO= Charterers Agents at Loading/ Discharging Only

DOP= (Upon) Dropping Outward Pilot

DW= Deadweight
DYS= Days
EIU = Even If Used
EST, ESTD= Estimated
ETA = Expected or Estimated Time of Arrival
ETC= Expected Time of Completion
ETD = Expected Time of Departure
FOC= Flag of Convenience
FXD = Fixed
GMT= Greenwich Mean Time
GL = Gearless (vessel)
GO = Gasoil
IMO (ex IMCO) = International Maritime Organisation
ISO = International Standardisation Organization
LAYCAN, L/C = Lay days / Cancelling (date)
L/D = Loading / Discharching
LH = Last Half (of a month)
LNG = Liquefied Natural Gas
LPG= Liquefied Petroleum Gas
MDO= Maritime Diesel Oil
NKAWW = What can you offer?
P&C, P and C = Private and Confidential
PLS, PLSE= Please
OT, O/T = Over Time
SATPMSHEX = Saturday PM, Sundays and Holidays Excepted
VSL = Vessel
UU = Unless Used
USD= US Dollar
WIPON= Whether In Port Or Not
W/M = Weight of Measurement

These are some examples out of 256 abbreviations concerning the Maritime Jargon within the commercial department. (See appendix 3) Thus, the maritime jargon is rich and full of abbreviations.

One noticed from the informal interview that this small group of employees who dealt with writing those additional contract clauses, had a sense of responsibility and was very motivated to achieve their duties. They felt really responsible for the success of most of the company's negotiations. Therefore; they did their best for the well fulfillment of their tasks. They claimed that their jobs were very interesting and fruitful for they were constantly in touch with the latest information. Furthermore, they claimed that they worked in collaboration with the legal department of HSC. That is why, one found it important to know about the characteristics of legal language, since this chapter also deals with the analysis of some additional clauses of a Charter Party.

3.6 Some Characteristics of Legal Language

Legal language is made to carry one further critical burden. It is assumed that everyone knows it. Many complex legal documents have been rendered into more accessible English. Not only lay people find the language of statutes difficult but also specialists. There remains an overwhelming need to achieve much greater clarity and simplicity. It is not enough to obtain a degree of precision but it is necessary to have each detail precise and clear.

It is always pulled in different directions. Its statements have to be so phrased that we can see their general applicability; yet be specific enough to apply to individual circumstances. It should be flexible enough to adapt to new social situations or cases. Legal language has developed such a complex grammatical structure. It has lengthy sentences. It is repetitive because it needs to make clear whether a new point applies to everything which has previously been said or just to a part of it.

3.7 Definition of Charter Party and Contract Clauses

Charter Party is a formal contract between the owner and the charterer for the use of a vessel. The charterer takes over the vessel for either a certain amount of time and for this, there is (a Time Charter) or for a certain point to point voyage (a Voyage Charter) It is composed of different clauses in which they precise their rights and duties. There are 3 types of Charter Parties in this enterprise: Voyage Party, Time Charter and Bare Boat Charter. For each type of transport, there is a charter party.

In Time charter, the vessel is hired for a specific amount of time. The owner still manages the vessel but the charterer gives orders for the employment of the vessel, and many sub-charter the vessel on a time charter or voyage charter basis. The bare boat charter is a subtype of a Time Charter in which the charterer takes, responsibility for the crewing and maintenance of a ship during the time of the charter, assuming the legal responsibilities of the owner.

In a voyage charter, the charterer hires the vessel for a single voyage, and the vessel's owner provides the master, crew, bunkers and supplies. Every charter party is in principle established in accordance with a well defined traffic goods and routes so that a large number of different voyage charter parties can be encountered.

The printed text of all charter parties contains a number of basic clauses which are of big importance for each agreement. Those common clauses, also called basic elements in the voyage charter agreement can be completed by particular clauses which come about during the negotiations of the contract and which are specific to traffic. These particular clauses are called additional clauses. The most frequently used general voyage charter agreements, called Uniform General Charter Parties.

Contracts are standard operating procedure for businesses. In fact, the contract is an agreement between the designer and the client to provide design for both of them need to be in agreement as to exactly what specific services they are providing. They can write a contract from some of the samples and templates that are available online; however, there should be a lawyer to look over. They use the contract samples to find the exact wording as well as a format for names and addresses, date and signature lines, which state laws apply to the contract and other standard elements. A part of the freelance design contract should include a project description of what specific services the designer is providing and the specifications of the final project to be delivered. The details may be included as a part of the detailed estimate. They should also specify date of completion. This section would also describe circumstances and liability in the event the schedule must change. Some events that affect delivery are beyond control of the designer. This is a contract template that will probably not change from client to client including:

- Event that affect delivery

- Payment Terms
- Miscellaneous Expenses
- Ownership Clauses
- Additional Clauses specific to the business

3.7.1 Additional Clauses

Maritime Additional Clauses are those arising from Maritime Contracts such as: affreightments, marine loans and hypothecations. The wording in a contract should be as simple and forward as possible, especially when they deal with technical information. Legal counsels are necessary to oversee the drafted contract in order to decide who owns the property. Both parties may have different views, thus it is important to clarify them.

Once negotiating the specific amount and type of work to be done and the specific price and payment arrangement and to make sure that each party understands all the different details. Once they have reached an agreement, they translate these important arrangements into the content of a contract. There are contract clauses for maritime service in building, repairing, supplying and navigating ships. There are marine clauses also for torts and injuries, and marine insurance and those between owners of ships. They are to make business agreements official and binding, ensuring both parties' safety in entering such an agreement. Contract clauses are invaluable tools that help both of them to understand the terms and obligations.

3.7.2 Charter Parties

Charter parties have two parts:

- 1- The printed text
- 2- The additional clauses (generally typed)

The printed text contains a number of clauses with or without blank spaces which must be filled in by the contracting parties.(eg: the name of the ship, cargo to be loaded, the freight, etc). These clauses form the terms and conditions of the contract and frequently they have to be completed, changed or even deleted to reflect the correct agreement of the parties.(the lay days, the demurrage, etc). A number of additional clauses either written or typed are generally added to the filled in and adapted printed text. Those additional clauses (riders, side clauses)

are generally typical of a certain traffic and overrule the printed clauses, which are also called main clauses.

An “addendum” or “side letter” is frequently enclosed with the charter party, containing confidential clauses. This is quite prevalent with regard to the freight or hire which in that case, is entered in the printed text of the charter party. The number of additional is given at the end of the printed text.

M addendums or side letters must be numbered.

Eg: M 1: (addendum 1)

In chartering, it is customary not to start a charter from zero but to base the negotiations on previously fixed charter parties by adapting existing clauses (Main or additional clauses) to the new situation.

3.8 Analysis of Some Additional Contract Clauses of a Charter Party

The Time Charter Party is composed of 68 pages including various clauses. Besides; there are Additional Contract Clauses that were written by a small group of employees from the commercial department under the supervision of other employees from the judicial department.

The form of Additional Contract Clauses:

All additional contract clauses start in the same way:

Using addendums or side letter M then the number attributed to the additional clause from 1 to 25, then two dots and finally the clause that start with the same word and others differently.

Here are some examples from Additional Clauses of a Charter party:

M1: Vessel.....

M2: Owners.....

M5: Owners.....

M7: Owners.....

M8: In case of.....

M25: This fixture.....

One noticed that additional contract clauses are shorter than those of the Charter party. Generally the lengths of these additional clauses do not exceed four lines except a few of them and the English used in these clauses is rather formal than ordinary. Besides, The additional clauses are clear and precise. These Additional Clause are taken from the provided corpus.(see Appendix 2)

M21: "The vessel shall be classified by a classification society which is a member of the International Association of Classification Societies.(IACS)"

M8: " In case of non availability of original bills of lading at discharge port.....shall be without bank guarantee."

It has been accepted that the passive voice is used extensively in ESP and EST texts. In these additional clauses one has noticed the use of the passive voice mainly with the simple present tense and "shall". Here are some examples:

M3: ...is accepted...;

M4:is made.....;

M5: ..is delayed....shall be deemed....

M12:is not entered...is not boycotted...;

M15: shall be calculated....;

M21: shall be classified....;

M19:..shall be governed and constructed...shall be submitted...

M20:is delayed...;

M21 ...is involved.

M9: ... to be nominated...to be hired..;

M11: to be deducted...;

M4: .to be settled..;

M5: to be settled... to be supported... to be waved...;

In these clauses, the present tense in its passive voice is dominant with this item followed by the future tense in its passive voice.

One has also noticed the use of the future simple tense especially with “shall”:

M5: .shall submit...;

M3: ...shall make.....;

M6: ... shall procure.....shall comply...

M13: ...shall count...

In other clauses, there are some if clauses type 1 using “may” or “will” for the unexpected situations:

M22: ... ”.if there has been a change of operator, the charterer will check the reputation and quality of the new operator.”

M20:” If, for cargo documents or other Charterers ‘purposes the vessel’s departure from a loading or discharging port is delayed more than three(3) hours from disconnection of the cargo hoses.”

M21:” ...if the vessel is involved in an accident, the classification society agrees, in co-operation with the coastal state, to use its best endeavours to hand over as quickly as possible the technical documents relating to the vessel.”

It has also been noticed the use of the infinitive in many additional clauses:

M1: to present.....ready to load.

M7: to give.....

M8:to discharge.....

M16: to have.....

M21: to hand.....to use.....

One has also noticed the use of gerund in these additional clauses:

M6: ... the date of coming.....

M8:..... of discharging.....receivers loading.....by sending.....club wording....when invoking.... The following wording.....of party requesting.....the bill of loading.....

M9:for protecting.

M13:in berthing for loading...

M18:..... not complying....

M19: ...claims arising out of or relating.....

M20:excluding the three hours.

M22: ...of chartering...

M23: shall be a continuing....

One has noticed the use of technical terms consisting of a single nominal words and are almost universally used. Here are some examples: Invoice, demurrage, banking, charter, currency, party, loading, discharge, delay, cargo, vessel, charterers, and ship. These words do not present difficulties for they are common and may be found in General English.

The structure is made easy to follow and the meaning easy to grasp by the use of preposition “of” which indicates what modifies what and what is referred to what:

M6: ” The date of coming into force of the International Safety Management... ”

M8: ” In case of non availability of original bills at discharge port.....please discharge the cargo of (description of cargo) shipped by name (name of loading port) on the (name of vessel) at the pore of (name of loading port) ... ”.

The use of abbreviations forms are also widely used in Maritime discourse. There are used either between brackets after the first mention of the noun, or are introduced without any prior mention of the full noun because they are assumed to be known in the Maritime discourse.

The most abbreviated forms in this corpus are:

In M3: ..C/P;M6:...into the force of International Safety Management(ISM) code...

This abbreviation was repeated 4 times in the same clause and has been given the full form after the first mention.

M6: ...Document of Compliance (DOC) and Safety Management Certificate (SMC) to the charterers.

M7: to give Chrts/ Agents.....HRS notice.....resulting from ETA notices.....

One noticed that in this clause, no full form has been given for they are assumed to be known in the Maritime discourse. In fact; there are 256 full forms both in English and French languages, provided in the glossary that contains 17 Pages. Some of them are available in Appendix 3.

From the glossary: Chrts= Charterers; HRS=hours; ETA= Expected Time of Completion

In M15: “.documented FOB price...”; M17: “. hours N.O.R ...”

The full form from the glossary: FOB= Free On Board; N.O.R= Notice Of Readiness

M21: ...” *is a member of the International Association of Classification Societies (IACS)*”

In this additional clause the full form is given before the abbreviation.

This was an overall observation and a modest analysis of some of the lexis and the grammatical structures used in the Additional Contract Clauses that were written by a group of employees from Commercial Department of HYPROC Shipping Company.

3.9 Interpretations and Deductions

Contrary to what is required, some employees seem to master English language for they have been able to conduct the different business communication and they managed to write those Additional Clauses with the supervision of some employees from the judicial department. After having had informal interviews with two of these employees, some points have been clarified concerning their tasks. These employees had received several trainings and seminars both abroad and in Algeria. They have got certificates certifying their attendance in these seminars and trainings such as in Lloyds Maritime Academy in London and ALC (Algerian Learning Centre) .

HYPROC S.C has signed conventions with these centres in order to ensure the right and good use of English and teach them how to deal with the different forms of business communication. These seminars ensure knowledge of the contractual frame work of Time and Voyage Charter Parties including a briefing of the legal system. These combined seminars

deliver a solid foundation in this important aspect of shipping practice and present an invaluable opportunity to develop and update existing knowledge. In addition to their attendance to seminars and trainings that have taken place quite often, they got inspired from BIMCO which is a Danish company (Ball Time International Maritime Company). BIMCO is an independent international association, with a membership composed of ship owners, managers, brokers' agents and many others with vested interests in the shipping industry. It is a Non Governmental Organization (NGO).

3.10 Conclusion

The main findings were about the employees 'lacks in using the appropriate English within the commercial department of HYPROC S.C; however there is a small group of employees who had succeeded in dealing with the different forms of business communication thanks to their experience which was gained through time and interaction. Besides, seminars and trainings in which they learned about the specialized English. In fact, they frequently attend seminars and trainings in their maritime field both in Algeria and abroad and more precisely in London.

CHAPTER FOUR

Discussion and Suggestions

CHAPTER FOUR: DISCUSSION AND SUGGESTIONS

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CHAPTER FOUR

DISCUSSION AND SUGGESTIONS

4-1 Introduction

In chapter three, one has known about the problems that the employees of HYPROC Shipping Company and more precisely those at the commercial department face while performing their tasks and how a small group managed to deal with some forms of business communication, such as writing some additional clauses of a charter party. Thus, one tends to suggest some possible solutions which may hopefully help the future employees to cope with those problems. The emphasis will be put on how can business communication would be more effective at work. Besides, who should teach ESP and the main functions of ESP teachers?

4-2 Suggestions

ESP has grown to become a prominent area of EFL teaching today, thus Algeria has the duty to give ESP a great importance for it is the key of its development. The use of the English language as a medium of communication in international trade is widely recognized. For that reason, there is more and more demand for people who are competent enough in their use of English and use it as a medium. The ability to understand English is a minimum requirement for the majority of jobs abroad and so has become in Algeria.

As the world is getting smaller, borders have gone and distances are irrelevant, so global education is a new approach to language teaching. It aims to enable the learners to acquire a foreign language while improving them with different skills. The internet is a good resource for teachers of business English. It can enrich our lessons and provide us with authentic and up-to-date materials. The teacher should be prepared for the

students appreciate and respect the teacher who feels confident and has a sense of professionalism.

The main difference between teaching general English and business English is setting contexts so that the students have got the opportunity to practise the language in situations they may find themselves in. Teachers can choose company websites that are related to their students' work which can therefore provide the vocabulary practice of the students 'needs. Then the teacher can prepare questions about the content of the website he has chosen and let the students scan the website for information. The structures that business English students have to learn are in principle the same as general English students. The difference is in context and vocabulary. The internet also offers lots of authentic practice; the students will be able to practise their writing skills within a business context using the internet. One of the most important writing skills that the students need is writing effective business emails. The correct layout, structure and tone are all components students need to learn. There are websites that give lots of useful information about how to write business emails. The teacher can also set a writing task and let students email him the task and the teacher can reply with comments. The internet is also an excellent research tool. The students can research individually, in pairs or in small groups for a presentation or a piece of writing. Before the research, the teacher can teach the vocabulary and structures, the students are likely to need and then let them research either by giving them one or more relevant websites and allow them to search for suitable information themselves.

A useful addition to any business English course is a lesson in internet terminology. For example explaining that @ is pronounced "at». Being able to understand and use English language websites with confidence that is why it may be worth spending some time on teaching useful internet-related vocabulary and phrases.

4-3 Teaching Method

Students need to improve their performance in English. Therefore, the courses should aim a range of creative activities so as to practice and develop the four skills (Reading, Writing, Listening and Speaking) in their specific field. The reading passage should include different registers which contain reports, articles, and formal letters and so on. Then there

should be definitions for all the newly introduced lexical items in the reading passage. The next step is to deal with comprehension questions. The aim is to develop some skills such as skimming for ideas or scanning the text for detailed information or recognizing relevant information and summarizing it.

In the listening stage, learners should listen to dialogues which represent authentic situations such as: business meetings, interviews, telephone conversations or product presentations. Then they have to deal with some activities. The use of graphs, charts, diagrams and tables in transfer exercises is also an effective way to develop the different skills. Discussion is also an important step in the process of learning for the learners has the opportunity to bring their own experience, opinions and practice newly acquired language skills.

Writing tasks are important in order to develop the learners 'skills in making effective presentation of statements. The exercises can be ordering and classifying information or using linking devices for relating parts of the text. They can also expand notes and add supporting statements to the main idea then building paragraphs.

A debate is a good way to get students talking but it sometimes presents problems when they are not native speakers of English for they may not have the skills to work around the subject-matter of a free debate. They have to feel comfortable and confident and the debate should be spontaneous.

According to Dr.Senem Yieldiz (2004) defines ESP as the following:

ESP is known as a learner-centered approach to teaching English as a foreign or second language. It meets the needs of adult learners who need to learn a foreign language for use in their specific fields such as science, technology, medicine and academic learning. He

also claims that ESP is to design courses and programs in an area of specialization such as English for business or for civil engineering.

According to Dudley-Evans and ST.John, (1998) ; the approach to teach ESP should be as following. First of all:

- The need analysis should plan identify a real group of English language learners. Design a needs assessment plan for them using all methods and tools such as questionnaires, surveys and interviews. They have also to find authentic written texts that are appropriate for learners, and then outline the goals including the repeated or essential grammatical points and the lexical and linguistic features.
- The course design plan should include a syllabus outline, the goals, and the duration of the program and the length of lessons, class size and so on.
- The sample lesson plan should include the topic and the lists of tasks (eg: checking a patient's blood pressure)
Introduce new vocabulary (from 5to 20 expressions)
- One or two grammatical structure and provide some cultural information related to the topic (eg: how to greet customers or talk to superiors)
- There should be a list of material and resources needed and of course one learning activity and one evaluative activity.

One has to know that interaction is the heart of any learning community and the students are required to interact and exchange ideas with their peers and professor. Students will be evaluated according to whether they posted at least two or more entries and the postings reflect knowledge of the ESP issues under discussion and a critical integration of what has been learned from lecture, readings and the student's own experience.

4-3.1 Communicative Activities

Communicative activities are interactive and purposeful. The activities involve some form of discussion. Besides, learners should find themselves in realistic situations and use authentic language models. Thus the use of communicative activities is a way to achieve communicative competence, hence involve learners to interact with each other.

Drama or drama techniques can be considered as a form of communicative activities. These techniques provide chances to use the target language in various real situations. In role playing, students are taught skills that are often assumed to be learned outside the classroom for they use imagination, background knowledge appropriate to the character being role played. Working in pairs or in groups involves the whole class. The learners are encouraged to speak up and incited to use their imagination and create a nice atmosphere. It also gives the opportunity for them to practise English. This creates an English speaking environment. The use of drama techniques contributes to revive the learners' motivation to use the target language. Role-plays stimulate the students' imagination. In fact; through role-plays learners deal with real communication. They interact and shift from classroom to the external real world. That is to say, creating an authentic learning environment involves them to act out real life situations that they may encounter in the future.

4-3.2 Types of Drama Activities

There are many types of drama activities such as: Language games, mime, role play and simulation. Role –play is the most familiar type of drama activities. Students practise the language through interaction. Besides; Role –play is an activity in which a person takes a role that is imitation of reality. Learners are involved in interactions through plays, story dramatization, seminar style presentations, debates and interviews. Another type of oral communicative activity is simulation. It is used as a learning technique in the professional field such as business. It provides a realistic environment for more interaction in which the learners can get motivated and involved. It provides interaction. Not only role-play encourages thinking and creativity, it also makes students develop and practise new language and behavioural skills.

Some of the classroom activities that teachers can use with their learners are:

1- Information transfer from one medium to another. For example from a text to a table or a diagram.

2- Information gap: It is a type of communicative activity in which each one holds some information that the others do not have and all participants have to share the information they have with other participants in order to complete a task successfully or solve a problem.

3- Problem solving: this technique helps students find out solutions to some problems, basing their results on the data given.

4.4 Overcoming Language Barriers

To overcome language barrier; one should use the most specific and accurate words possible and using language that describes rather than evaluate, presenting observable facts, events and circumstances. In business communication, one has to maintain his objectivity. Differences in background can be one of the hardest communication barriers to overcome. Age, education, gender, social status, economic position, cultural background, religion, political belief, even a passing mood can make communication difficult.

Communicating with someone from another country is probably the most extreme example of how background may impede communication and culture clashes frequently arise in such situations. Communication barriers are often physical. In fact; bad connections, poor acoustics, illegible copy, the distraction of the receiver, poor lighting, hearing or visual problems or even a headache can interfere with the reception of a message. All this can reduce the receiver's concentration and disturb communication. Thus, one should be clear for effective communication requires perception, precision, credibility, control and congeniality. Effective business communication depends on skill in receiving messages as well as skill in sending them. To absorb information, we must concentrate, evaluate and retain what we read or hear.

4.5 Overcoming Communication Barriers

There are a lot of communication barriers. In fact; many messages that are intended by the sender are not understood by the receiver in the same terms and sense and thus communication breakdown occurs. It is essential to deal and cope up with these

communication barriers so as to ensure smooth and effective communication. An ability to put thoughts into words can be overcome through study and practice. The fact that there are barriers to communicate can block any phase of the communication process.

Communication barriers exist between people and within organizations. Learning as much as possible about another culture will enhance our ability to communicate with its members. There are many examples of the variation in customs that make intercultural Business so interesting; that is why learning general intercultural communication skills will help to adapt in any culture which is important if we interact with people from a variety of cultures or sub cultures. According to the latest researches made by some linguists we can overcome these barriers of communication by:

- Eliminating differences in perception. For that the organization should ensure that it is recruiting right individuals on the job.
- Reduction and elimination of noise levels: Noise is the main communication barrier. It is essential to identify the source of noise and then eliminate that source.
- Use of simple language: The uses of simple and clear words and avoid using ambiguous words and jargons facilitate communication.
- Active listening: Active listening means hearing with proper understanding of the message that is heard.
- Emotional state: One should make effective use of body language, for the receiver might misinterpret the message.
- Simple organizational structure: It should not be complex.
- Avoid information overload: The managers should spend time with their subordinates and listen to their problems and feedbacks actively.
- Give constructive feedback: Avoid giving negative feedback. It should be delivered constructively which will lead to effective communication between the superior and subordinate.
- Proper media selection: Managers should properly select the medium of communication. Simple messages should be conveyed orally such as: face to face interaction or meetings. Use of written means of communication should be encouraged for delivering complex messages.
- Flexibility in meeting the targets: There should not be much pressure on employees to meet their targets.

4.6 Principles of Successful Negotiations

While trying to make a sale, negotiating with people from other cultures can test the communication skills. Algerian companies are trying to form alliances with foreign companies, but not all of them succeed. Negotiators from other cultures may use different problem-solving techniques, protocol, schedules and decision-making methods. Knowing about the other's culture before negotiations will be better to understand their point of views. Within the same enterprise, we are likely to be dealing with people who come from different countries, having different religious and ethnic background. The difference lies in both language and culture as they exchange business messages with customers, suppliers, investors from other countries.

The globalization of business is accelerating as more companies across national borders are trying to find customers, materials and money. Thanks to technological advances in communication and transportation, the world is becoming smaller and smaller for business people. It is essential to be aware of cultural differences, for they can be challenging. To overcome cultural barriers to effective communication, one must learn what culture actually means for what is praise in one culture may be considered as an insult in another one. To know about them, a detailed research can be carried on.

4.7 Interpersonal Relationship

Today's technology permits us to communicate throughout the entire world. We can now use various types of media such as telephone, faxes, e-mails and electronic chat through which we can interact and develop interpersonal relationships. People can communicate and have relationships with others without being with them. For instance, sending e-mail messages to someone living far from his family and friends, can help him to keep in touch with his relatives.

Enterprises and organizations look for employees who can relate effectively to other people like subordinates and clients. Among business communication forms that maintain or

reactivate business is writing letters. Many companies use customer cooperation to send a good will letter for while showing interests in a customer or client will build good will. That is why, it should be taught how to write good will letter in terms of format and language. Whether a message is in the form of a note, memo or a letter, a written good will message will make a more positive impression on a reader than a verbal good will message.

Good will messages include thanks, congratulations, announcements, invitations, welcome messages, get-well wishes and expressions of sympathy or condolence. Therefore; writing effective messages is the secret of any successful business. That's why ESP should teach and presents the foundations we need for developing sentences and paragraphs and for using the appropriate approaches to communicate effectively. ESP should also teach the layout of the different business documents.

4.8 The Layout of Some Business Documents

Today's education has to go hand in hand with the latest technology and the trend of globalisation. That is why the University and even the secondary school should contribute in forming efficient future employees who will be able to write effective business communication. For that the learners have to know about the format of the main forms of business communication.

4.8.1 Memo

- In memos, they don't need to use courtesy titles anywhere; in fact, first initials and Last names, first names are sufficient.
- The subject line of a memo helps busy people find out quickly what a memo is about
- The body of the memo starts on the second or third line below the heading like the body of letter.
- The separation of paragraphs is with blank lines.
- The indentation is optional.
- Unlike a letter, a memo doesn't require a complimentary close or a signature, because the name of the sender is already prominent at the top. It can also be at the bottom of a memo.

4.8.2 E-Mail

- E-mail can act both as memos that is carrying information within the same company, and as letters (carrying information outside the company and around the world).

The format of E-mails depends on the audience and purpose. It may appear as a formal letter or a detailed report or simple as a memo.

E-mails include two major elements: the header and the body.

Most headers contain similar information.

The To: line contains the audience's e-mail address, which is likely to be internet addresses.

On the internet, everything on the left side of the @ symbol is the user name and everything on the right side describes the computer where that user has an account. This machine name usually ends with a country code-such as fr for France; dk for Denmark; hk for Hong Kong and ca for Canada or the country code is replaced with the type of organization that operates that particular computer.

- . com business and commercial users
- . edu educational institutions
- . net network providers
- . org organizations and non profit groups

Header: may vary from program to program.

- -Date includes the day, date, time, and time zone.
- -To: includes the recipient's address.
- -From: includes the sender's address.
- -Subject: describes the message concerns.
- -Cc : includes the address of anyone who will receive a copy of the message.
- -Bcc: includes the address of anyone who will receive a copy of a message but isn't listed as a receiver.
- Attachments: includes the name of any files that are attached to the message. The file can be a word processing document, a digital image; an audio or video message, a spread sheet or a software program.

- -The personal header is optional; it is used only if the information isn't easily obtained from program's header.
- Greeting: makes the message more personal.
- Message: includes line space between paragraphs and can include headings, lists and other common devices used in letters and memos.
Closing: Personalizes the message as in letters.
- -Signature: Can be simply the name of the sender typed or can be a signature file.

Most e-mail programs will allow the sender to send mail to an entire group of people all at one. Thus; we create a distribution list, then we type the name of the list in the To: line instead of typing the addresses of every person in the group.

4.9 The Teacher's Role in ESP

Through the communicative activities, the teacher acts as a facilitator and an adviser. He is not the one who tells his learners what to do and how to behave. In fact, all the grammar and vocabulary which is learned comes from situational contexts, hence the teaching responds to the learners' needs and interests. The teacher tries to facilitate the learning process of the learners. He should know what interest his learners so as to motivate them. He can bring the situation into life and keep it real and relevant.

Motivation is the key to all learning. It is the backbone of any learning environment. Teachers need to foster success by praising and encouraging learners and offering help whenever needed. This will motivate the learners to learn and create a good relation between the learners and the teachers.

The ESP teacher must work closely with field specialists and there the learners will generally be more familiar with the specialized content of materials than the teacher himself. The ESP teacher has also to design his courses and provide materials. Sometimes, the ESP teacher is left with no alternative than to develop original materials when text book of the speciality is not available and here his role starts as a researcher. Furthermore, he has the role of evaluator.

4.9.1 Qualifications of ESP Teacher

There has always been a debate on who is better qualified to teach ESP? Is it the EFL teacher or the specialist in the field?

There are those who claim that ESP teaching is a part and parcel of an English language teacher's career, therefore it is their responsibility to design or teach such courses.

Maleki :2005 claims :

“special aim of teaching ESP is not to teach terminology or jargon in a specific field of study.”

(Maleki,2005:86)

The word “specific” that goes with the term English for Specific Purposes does not mean “specialized”. The aim of English for Specific Purposes is not primarily the teaching of a subject in English as a foreign language, but rather that the aim is to teach English with a specific content which is mixed with general topics. Most of the students suffer from a limited range of general vocabulary rather than technical terms.

Gilmour and Marshal (1993) argue that the students' problems are not caused by the specialist words of their subject matter but by general English words.

The specialist's lack of knowledge of the way language works, has caused problems in understanding texts.

Hutchinson and Waters (1987,in Sadeghi,2005) argue that the ESP teacher should have the same qualities of the general English teacher. He/She should have English language knowledge through command of the course design.

One may ask what is the difference between the ESP and general English approach. Hutchinson et al (1987:53) answer this quite simply:

“In theory nothing, in practise a great deal.”

(Hutchinson et al, 1987:53)

Nowadays, teachers are much aware of the importance of needs analysis and select materials which closely match the goals of the learner. In fact, ESP approach has influenced

the English teaching in general. It is not clear where General English course stop and ESP courses start.

Because the teachers of ESP are coming from a background unrelated to the discipline in which they are asked to teach, they are usually unable to rely on personal experiences when evaluating materials and considering course goals. In fact, many ESP teachers become slaves to the published text books which are available or which may be unsuitable.

Dudley Evans describes the true ESP teacher or practitioner (Swales, 1988) as needing to perform five different roles: as a teacher, collaborator, course designer and materials provider, researcher and evaluator.

In order to meet the specific needs of the learners and adopt the methodology and activities of the target discipline and expert knowledge of the related field, the ESP teacher should perform the five different roles. Another important quality of the ESP teacher is flexibility. That is changing from EFL teacher to being an ESP teacher and should satisfy the students' needs. Researchers have proved that ESP courses are recommended to be taught by EFL teachers rather than specialists in the field. The teacher that has already had experience in teaching English as a second language (ESL) can exploit her/his background in language teaching. He should recognize the ways in which his teaching skills can be adapted for the teaching of English for specific purposes (ESP). He will need to look for content specialists for help in designing appropriate lessons in the subject matter field he/she is teaching.

The ESP teacher plays many roles. In fact; he organizes courses and sets the objectives, establishes a positive learning environment in the classroom and evaluates students' progress.

a- Organizing Courses: The teacher has to set the learning goals and then transfer them into program with the timing activities. He has also to select and design the course, supporting the students in their efforts and providing them with feedback on their progress.

b- Setting Goals and Objectives: To set long-term goals and short-term goals for students' achievements taking into account the students' potential and concern in the learning

c- Creating a Learning Environment : students acquire language when they have opportunities to use language in interaction with other speakers. The teacher should create an

atmosphere in the language classroom which supports the students. Learners must be self-confident in order to communicate. The teacher has the responsibility to build the learners' confidence.

d- Evaluating Students: The teacher will serve as a source of information to the students about how they are progressing in their language learning.

In short the teacher of ESP should understand the nature of his students' subject area and work out their language needs in relation to their specialism. He has also to use contexts, texts, and situations from their subject area. Besides, he has the duty to use authentic materials and make tasks as authentic as possible. He should also motivate the students and take the classroom into the real world and bring the real world into the classroom.

4-9.2 The Role of the Learner

Among the crucial factors in the success of learning anything depends on what the learners themselves bring to the learning situation. It is rather a matter of how a learner interacts with what is to be learned in a particular situation, for that he needs to be motivated and should have a positive attitude and behaviour towards learning and university. If the learner possesses these requirements, he will be able to adapt and adopt any learning situation.

The learner comes with a specific interest for learning subject matter knowledge. His/her aim is to develop English language skills to reflect their native language and skills. Knowledge of the subject area enables the students to identify a real context for the vocabulary and structures of the ESP classroom. In such way, the learner can take advantage of what they already know about the subject matter to learn English. In fact; the skills the learners have already developed in using their native language will make learning English easier. If we take as an example Unit five "The Solar System" from third year program, teachers have noticed that pupils could understand easily many specialized words linked to the field of Astronomy for they took advantage of what they knew about that subject matter. Furthermore; they were able to give extra information about it.

The more learners pay attention to the meaning of the language, they hear or read, the more learners they are successful. The more they have to focus on linguistic input or isolated

language structures, the less they are motivated to attend their classes. Authentic contexts make the learners use the language in functions that they will need to perform in their field of speciality on their jobs later.

4-10 The Role of Seminars and Private Schools and Institutions

The employees' attendance to seminars and trainings in the specialized field can be of a great help to know about the latest knowledge and update the existing one.

BIMCO is one of the most useful institutions in the field of shipping industry. BIMCO's focus is on the promotion of high shipping standards and ensure quality shipping as well as the standardisations of regulations. BIMCO is to consolidate its position leader in the production of standard documents for the maritime industry. It provides services such as charter party and training courses and company information. It is for the development and promotion of fair and equitable international shipping policy. BIMCO's vision is to be the leading group and membership organization offering practical services to ship owners, agents, operators, associations and all what is connected with international shipping industry. In fact, it has always been the inspiration of HYPROC Shipping Company's employees, especially those who are concerned with negotiations. BIMCO is recognized as the leader in the production of standard documents for maritime business. In fact, a small group of the commercial department of HYPROC SC, got inspired from this institution and used it as a sample and managed to write some additional clauses of Time Charter Party.

4-11 Business Communication at Work

The ability to communicate is important in all aspects of life especially in business, for it is the qualification which is most requested to be recruited in the field of Business Today, communication skills are vital to any success. In fact, the ability to communicate effectively with customers, subordinates and supervisors are essential factors in the career advancement of any one.

Max De Pree, author of “Leadership Is an Art”(2005) claims:

“Only through good communication can we learn the needs and demands of our customers...Good corporate communication allow us to respond to the demands placed on us and to carry out our responsibilities.”

(Max De Pree,2005:43)

The employees are faced with many changes, such as increased use of technology and globalization. Technology has had the greatest impact on communication. Electronic mail, voice mail, computer net works, fax machines and the internet have expanded the different ways of communicating. All the employees at all levels of an enterprise will be responsible for developing their own communications; here we are more concerned with those who are using the English language in their business communication. As the use of teams and groups expanded within companies, the ability to work cooperatively and collaboratively becomes more important. In fact, within the commercial department of HYPROC SC , some individuals work together, on the purpose of writing some additional contract clauses, which is considered as an official document.

Not only people around the world have different values and beliefs and use different languages, but their written and oral communication styles vary. Some styles are more formal than others. Non verbal communication also varies widely. Gestures, body language and eye contact are used in different ways by different cultures.

Those who have learned English as a second language have been taught formal English. We should also use formal English and avoid using jargon, acronyms and other informal language in our writing and speaking. The communication should be brief, clear and simple with people from different cultures. An effective correspondence should be courteous, clear, complete, concise, correct and consistent. When presenting complex information, we may need to include Charts, graphs, diagrams or other visual data.

4.11.1 Communicating and Negotiating Effectively

The ability to communicate effectively in business is essential to both the employee and the organization. This results in developing good will among employees and customers. Negotiating in English is one of the most important skills. Employees enter negotiations in order to start or continue a relationship and resolve an issue. In the world of business, negotiating skills are used for a variety of reasons, such as to negotiate a salary or a promotion, to secure a sale or to form a new partnership. Negotiating is often referred to as an “art». They often say in business, everything is negotiable.

Employees have to learn some techniques and skills before negotiating. The negotiating process includes:

- -Aiming high
- -Visualizing the end results
- -Treating one’s opponent with respect and honesty
- -Preparing a head of time
- -Exhibiting confidence

In a negotiation situation, the ideal outcome is when we give the other party what they want, and they can also give you what we want. Yet sometimes one person has to compromise and will probably try to negotiate something in return.

4.11.2 Useful Expressions in Negotiations

There are some useful phrases that can be used at different stages of the negotiation. First of all, they should think about the objectives. Here are some of these expressions and phrases that we use at the different levels of the negotiation.

Here are some useful expressions:

- -I’d like to begin by saying
- -I’d like to outline our aims and objectives
- -There are two main areas that we’d like to concentrate on or discuss

How to agree:

- -We agree
- -This is a fair suggestion
- -You have a good point
- -I can't see any problem with that provided that/ as long as....

How to disagree

- -I am afraid that's not acceptable to us
- -I'm afraid we can't agree with you there
- -Can I just pick you up on a point you made earlier
- -I understand where you're coming from/ your position, but.....
- -We're prepared to compromise, but.....
- -If you look at it from our point of view.....
- -As we see it.....
- -That's not exactly as we see it
- -Is that your best offer?

Clarifying:

- -Does anything I have suggested/ proposed seem unclear to you?
- -I'd like to clarify our position
- -What do you mean exactly when you say.....
- -Could you clarify your last point for me?

Summarizing:

- Can we summarize what we've agreed so far?
- Let's look at the points we agree on
- So the next step is.....

Apologizing:

- I'm sorry I didn't mean to.....
- I'm sorry I didn't realize that.....
- Please accept my apologies

Prefacing Bad News:

- I 'm sorry I have to tell you this, but.....
- I don't know how to tell you this, but.....

Formal Written Apologies:

- -We regret to inform you that.....
- -Regretfully.....

Describing Business Activities:

- -I am in charge of marketing
- -I'm responsible for sales
- -I program computers
- -I recruit and train employees
- -We design software
- -We produce small appliances
- -We 're in the insurance business

Expressing Appreciation:

- -Thank you
- -I appreciate, thank you for the nice gift
- -I appreciate your hospitality

Terms of Payment:

- -I'd like to pay in cash
- -I'll put it on my credit card
- -Can I charge it?
- -Could you put that on my bill?
- -Could you put that on my account?
- -Could you send me an invoice?
- - May I pay in cash?
- -May I pay by check?
- -May I pay by credit card?
- -Could you deliver it to my office?

- -Do you charge for shipping?
- -Do I need to pay for postage and handling?

Analysing Problems:

- -Focusing on the main problem/ issue
- -What is the main problem?
- -What is the real issue here?
- -Our primary concern is.....
- -The crux of the matter is....
- -The main problem we need to solve is.....
- -We really need to take care of.....

Making Recommendations:

- -I recommend that.....
- -I suggest that....
- -I would like to propose that.....
- -Why don't we.....

Asking for Input:

- What should we do about.....
- What needs to be done....
- Do you have any suggestions?

During a negotiation, we are likely to hear “if” sentences, as the negotiation moves from the stage of exploring issues to the stage of making a deal.

Eg: If you increased the order size, we could/ would reduce the price.

Here using conditional type 2 to explore the issue.

Eg: So we'll reduce the price by five percent if you increase the order by five percent.

Here the use of conditional type 1 to make a deal.

We might also hear “unless”= if not, “as long as” and “provided that” instead of “if” eg: As long as you increase your order, we can give you a greater discount. Or Unless you increase your order, we won’t be able to give a bigger discount. Or Provided that you increase your order , we can’t give you a bigger discount.

4-12 The Need for New Procedures

English for Specific Purposes (ESP) is different from English as a Second Language (ESL) also known as General English. The most important difference lies in the learners and their purposes for learning English. ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. ESP program is built on learners’ needs and the functions for which English is required. ESP focuses more on language in context than on teaching grammar and language structures. It covers different subjects from accounting or computer science to tourism and business management. ESP is not taught as a subject separated from the students’ real world it is integrated into a subject matter area important to the learners. ESP should combine subject matter and English language teaching. This raises motivation among the learners because students are able to apply what they learn in their English classes to their main field of study. In the ESP class, students are shown how the subject matter content is expressed in English. That would mean that they are able to use what they learn in the ESP classroom right away in their work and studies.

4-12-1 Needs Analysis Plan

The teacher should identify his group of learners and design needs assessment plan for them. Including all methods and tools such as questionnaires, surveys, interviews and so on. They have also to find authentic written texts that are appropriate for his learners. The teacher has also to set his objectives and use the essential grammatical and lexical features that have direct relationship to discourse function. They can also use visual or extra linguistic feature.

4-12-2 Course Design

The teacher should develop the main components of a course design plan for the target population. It should include a syllabus outline based on the learners' outcome goals, the duration of the program, the length of lessons and class size. The teachers' research for current foreign language methodologies that is appropriate for the needs of the target population. Interaction is at the heart of any learning community. It is extremely important that students fully participate in all course and discussions. Students are required to interact and exchange ideas.

4.13 Sample Lesson Plan

“Business is Business” is a unit in the program of the second year, at the level of the secondary school. It is designed only for Economics and Management stream.

One can adapt this unit, on the purpose of teaching ESP lessons. These pupils are supposed to become future students at the department of economics and then employees or responsible in different enterprises. Therefore, it is recommended to give them initial lessons in this speciality.

The main objectives of this unit can be:

- To write a business portfolio, a business letter or a confidential report.
- To negotiate a deal.

Functions:

- Making comments
- Expressing complaints and advice
- Apologizing

Discovering Language:

- Using the link words: to, in order to, so that
- Using the present perfect and present perfect continuous

Developing skills:

Listening and Speaking

To listen to an interview, a business negotiation or a conversation.

- Listening for general information
- Listening for specific information
- Putting pupils in real situations (Role play)
- Further discussion (Interaction of the pupils)

Reading and Writing

- Reading business letters, complaints, advice
- Reading for general information
- Reading for specific information
- Writing a business report, a confidential report
- Writing a business letter (teach them the presentation of a business letter: the format, the formal expressions and the concluding forms.)

One would propose how to write a confidential report. The purpose of this report is to evaluate the performance of someone as a production Manager of a specific Enterprise during a certain period. The report details the decisions that this employee took month by month in several areas. The findings are the main part of a business report. The other parts of a business report are the terms of reference given in the introduction and a conclusion as recommendations.

The pupils are provided with a table where they have all the findings with the corresponding dates or time markers. The teacher also provides them with the necessary vocabulary. The pupils can make reference to a given report in the previous steps. The pupils are requested to use the language points and functions seen during the whole unit such as expressing purpose and the present perfect or present perfect continuous.

Competency Based Approach is supposed to be the method to be applied to teach in the secondary school for its main objective is to have good citizens in the future. However, most of the teachers do not find it appropriate and this is due to many reasons. First of all, the length of the program does not fit the time allocated to this subject. Actually, it is not easy to have time for all the pupils to put them in real-life situations and give them the opportunity to practise English language. In fact, the pupils have to practise in role-playing or present a project at the end of each Unit in which they have to put in practice all what they have learned all during the whole Unit. Only a few of the teachers give that opportunity to their pupils for they find it a waste of time and prefer spoon feeding them with all those language points which are required to be learnt instead of waiting for the learners' interaction. CBA demands time for the language is learnt through practice. Having classes of more than 35 or 40 pupils does not facilitate that task. On the other hand, some of them succeeded in doing so and the learners were able to present good projects and make very good product presentations (1st year) . The teacher provided them with the necessary vocabulary (nouns, adjectives and verbs) then put them in real-life situations (negotiations between a company's representative and a customer). The learners used some expressions to describe their product and persuade the other to buy that product. Therefore, this kind of lessons can be considered as introductory ESP lessons.

To sum up, the university and even the secondary school should contribute for the success of the enterprise. Actually, the time allocated for the module of English is not sufficient. They should devote much more time for this subject. Furthermore, the coefficient that is appropriated for this module does not motivate the learners to make any effort. Besides, the groups of learners are very large and the teachers who teach ESP in the different department are teachers of English with a 'licence' degree. Therefore, it is the government's and the teacher's duty to find the appropriate ways and methods for the well being of this country.

4.14 Lesson Pan (proposed by British Council)

The beginning of a meeting presents a major dilemma. Therefore; the British council suggests to present texts which present arguments from opposing viewpoints which may help

students to question their own assumptions, then introduce useful language for both small talk and getting down to business with practice in the form of role-plays.

Topic: Meetings and getting down to business

Level: Intermediate and above

Negotiations 1: Building relationships

- -To focus on the hard negotiating skills connected with bargaining. In fact, many professional negotiators will confirm that the most important skill is effective relationship building. If there is trust and understanding between the two parties, the negotiation will be much more successful.
- -Students start with a quiz which leads into a reading activity, and then they look at language in dialogues and finish with a role play.
- -First, the learners have to socialise with strangers and get them think about the situation through a quiz-based discussion and jigsaw reading as much as speaking and practicing the skill of starting conversations with strangers.
- -The aim is to socialise and start conversations.

Meetings: Getting involved in meetings

- -The aim is to provide reassurance and confidence, that is to ensure that some of the insecurities (to make mistakes) which prevent them from participating in meetings fully will no more exist.
- -The lesson presents some strategies to make the learners themselves responsible for overcoming this barrier to communicate. Then the aim is keeping conversations going.
- -Another aim is to provide students with a bank of around 15 questions that they would feel comfortable asking in a conversation with a new acquaintance.
- -They will also learn more general techniques involving different types of questions and the skill of turn taking
- -Finally, they will practise all the skills from the lesson in a role play-game.

4-15 Conclusion

In this chapter, one has tried to propose a set of suggestions that may help to find solutions to the main difficulties that the majority of the employees face at the commercial department of HYPROC Shipping Company. On the other hand, one tried to know how a few employees managed to overcome all these difficulties and to know about the main factors that facilitated their tasks, mainly while dealing with certain forms of Business Communication. It is worth mentioning that seminars, trainings and some International organizations were of a great help to them. This chapter has shown that the teacher of ESP has a big role on the effectiveness of students' learning. This shows that taking texts from the learners' specialist area would facilitate their acquisition of the English language. On the other hand, there is a part of responsibility on the learner and the government.

GENERAL

CONCLUSION

GENERAL CONCLUSION

It is a fact that ESP has gained a significant place in the world due to its importance in the different fields of Business mainly in enterprises. The employees of HYPROC Shipping Company have approximately the same needs and interests to those of other companies. This work has attempted to provide an investigation of the English language used in HYPROC Shipping Company and more precisely at the commercial department. This has revealed that the employees face some problems, while using the English language in the different forms of Business Communication.

It is a fact that English language is becoming the essential tool for all business activities in all continents. No one can deny its domination in the different fields. In fact, economic globalization is going hand in hand with the growing use of English language. The work is an attempt to shed light on the reality of English for Specific Purposes in an Algerian Enterprise.

It firstly deals with the importance of English language as a means of communication in the world and in Algeria. It also mentions the main approaches and methods used in teaching English. In the second chapter, one has dealt with ESP. This part of the work also reviews the main forms of Business Communication. In chapter three, one has tried to describe the English language as it is used at the commercial department of HYPROC SC, then identified issues and main concerns were reported and analyzed. After, some suggestions were proposed on the purpose of getting effective Business Communication.

The main concern of ESP will be to build efficient individuals able to contribute to the well-being of their society and the development of their country. On the light of this study, one can claim that the Algeria's future development depends on the development of its economy. In fact, the development of its enterprises is fundamental for the achievement of such objective. Therefore, both the employees and the responsible of different companies ought to know how to use the specialized English in their specific field. Actually, they find it difficult to negotiate with foreigners because of the differences in languages. Speaking and

understanding a language is important but not sufficient for they have to know how to write a report, a business letter, an email or make a deal. That is why, there was a need for specialized courses and put students in real situations.

Thus, the implementation of ESP at the level of the different departments of the university and even at the level of the secondary school is crucial. The future belongs to those who possess technology and know how to conduct their businesses. It is worth mentioning that the focus is on the role of languages and more particularly that of English in the development of any nation. Hence, one thinks that time has come to make a change. The suggested methodology in this study tries to recommend a more effective and interactive teaching/learning situation in which learners develop their fluency, accuracy and should be practised in expressing themselves in English, being able to talk, write and act in real situations.

ESP teaching teaches special genre of language to reach specific purposes. Therefore, ESP syllabus is designed to satisfy the learners' needs. The growing demand for special English has resulted to new methods and techniques in teaching English. In fact, English teaching has become more interactive. Most of Algerian enterprises need English language in the different forms of business communication such as in writing e-mails or negotiating. However, only a few of employees are able to communicate effectively for most business activities require the mastery of English and more precisely special language, specific structures and technical vocabulary in addition to the layout of some forms of business communication as how to write a letter or a report.

CBA seemed to serve the objectives of ESP; for CBA is a problem-solving approach in which it places learners in situations that test or check their capacity to overcome obstacles and problems once they practise their jobs or in daily life. Therefore the learners learn by thinking and then express their thoughts in words. In fact, communicative interaction provides more opportunities for cooperative relationships to emerge both among learners and between teachers and learners and help them to integrate the foreign language with their own personality. Foreign language teaching must be concerned with the reality of communication as it takes place outside the classroom and with the reality of learners as they exist outside and inside the classroom. In CBA the teacher is no more the transmitter of knowledge and the learner is no more the receiver of knowledge. In fact, the learners develop their competencies through interaction and classroom activities in which they feel free to speak, read and write in

English language. The teacher should act as facilitator and adviser. He tries to facilitate the learning process of the learner. He ought to know what interest his learners so as to motivate them. He can bring the situation into life and keep it real and relevant. He should also understand the nature of his students' subject area and work out their language needs in relation to their specialism and use texts and situations from their subject area; moreover he should make his tasks as authentic as possible by taking the classroom into the real world and bringing the real world into the classroom. However, the time allocated for the module of English is not sufficient; they should devote much more time for this subject. Furthermore, the coefficient that is appropriated for this module does not motivate the learners to make any effort or even attend their lectures. Besides, the groups of learners are very large and teachers who teach ESP in the different departments are teachers of English with BA degree. Thus, it is the government and teachers' duty to find appropriate ways and methods for the well being of our nation. CBA is supposed to be the appropriate approach; yet most of teachers find it easier to spoon-feed their learners instead of waiting for their interaction or putting them in real situations for this requires much more time.

It is worth mentioning that the suggested solutions are just tentative measures for a better management of any enterprise, taking in consideration that many linguists and writers wrote books in which they proposed methods and courses of how to teach specialized English on the purpose of getting better results and enable the student of today to become competent employees and responsible in different companies, capable of conducting any business without having the barrier of the English language.

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APPENDICES

Appendix 1: The Employees' Questionnaire

Appendix 2: Additional Clauses of a Charter Party (written by some employees)

Appendix 3 Maritime Glossary Used at the Commercial Department of HYPROC

Shipping Company

Appendix 1:

The Employees' Questionnaire

10- Were you motivated to learn English?

YES NO

11- Did you receive any ESP (English for Specific purposes) courses?

YES NO

12- Which of these 4 skills do you consider as the most important one?

- a- Reading
- b- Writing
- c- Speaking
- d- Listening

13- Do you negotiate with foreigners?

YES NO

If yes : Do you find any difficulties while negotiating?

- a- At the beginning
- b- Not at all
- c- All the time
- d- Sometimes
- e- Tarely

14- What kind of difficulties do you have?

- a- In finding the right technical word
- b- Being misunderstood
- c- In making complex sentences
- d- The wrong pronunciation

15- While negotiating with foreigners I use.....

- a- Only Arabic
- b- Only French
- c- Only English
- d- English and French
- e- English and Arabic
- f- English, Arabic and French

16- Does the culture of foreigners cause ambiguity to you?

YES NO

17- If yes, could give us an example (you can use Arabic, French or English language)

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

18- Do you need to translate into English language

YES NO

19- Are there any specialists who can translate without any difficulties

YES NO

**Appendix2:
AdditionalClauses
of a Charter Party
(written by some employees)**

HYPROC ADDITIONAL CLAUSES

M 1 : Vessel to present at load port under last cargo Ethylene, ready to load.

M 2 : Owners warrant vessel has on board all necessary trading certificates and records and is equipped with security means against pollution as per international norms.

M 3 : Owners shall make best endeavours to respect C/P laycan. In case vessel arrives behind agreed laycan and is accepted by Chtrts, time to start to count upon vessel's berthing.

M 4 : Freight to be settled within fifteen (15) banking days after receipt of Owners' fax freight invoice. Such invoice never to be sent before end of discharge.

M 5 : Owners shall submit any demurrage claim within 45 days of completion of discharge, or such claim shall be deemed to be waived.
Demurrage claim to be supported with all the necessary documents.
Agreed demurrage, if any, to be settled within fifteen (15) banking days after receipt of Owner's fax invoice.

M 6 : From the date of coming into force of the International Safety Management (ISM) Code in relation to the vessel and thereafter during the currency of this Charterparty, the Owners shall procure that both the vessel and "the Company" (as defined by the ISM Code) shall comply with the requirements of the ISM Code.

Upon request Owners shall provide a copy of the relevant Document of Compliance (DCC) and Safety Management Certificate (SMC) to the Charterers.

Except as otherwise provided in this Charterparty, loss, damage, expense or delay caused by failure on the part of the Owners or "the Company" to comply with the ISM Code shall be for Owners' account.

M 7 : Owners to give Chrts/Agents 96/72/48/24 HRS notice before vessel's arrival at each port wherever possible.

Any delay at either loading or discharge port resulting from ETA notices not being sent timely to be for Owners' account.

M 8 : in case of non-availability of original bills of lading at discharge port and/or change of discharge port, Owners hereby agree to discharge against a letter of indemnity wording which it is agreed shall be without bank guarantee.

When and as required the charterer shall invoke the relevant letter of indemnity by sending the relevant information on cargo, shippers, receivers, loading and discharge port (s) by fax/TLX to Owners via broker.

For these purposes a blanket letter of indemnity in the Owners' P&I Club wording shall be included in the charter-party.

When invoking the relevant L.O.I. the Charterer shall use the following wording:

"Please discharge the cargo of (description of cargo) shipped by (name of shipper) on the (name of vessel) at the port of (name of loading port) to (name of consignee or to whose order the bill of lading is made out, as appropriate) at the port of (name of discharge port) without production of the original bill of lading, whereby we (name of party requesting delivery) indemnify you as per Clause 8 of the charter-party".

M 09 : Chtrts' Agents SNTM-HYPROC to be nominated by Owners at both ends. Same Agents to be hired by Owners for protecting.

M 10 : Owners warrant that vessel is able to load/carry/discharge cargo with no risk of contamination/pollution/leakage.

M 11 : 2,5 pct address commission in favour of Chtrts to be deducted from freight/dead-freight/demurrage.

M 12 : Owners warrant that vessel is not entered into Arab League black list and that last port of call is not boycotted by same.

M 13 : Delays in berthing for loading and discharging and any delays after berthing which are due to weather conditions, shall count as half laytime, or, if on demurrage, at one half demurrage.

M 14 : Time used for inspection/calculation on board vessel and for product analysis will be entirely for Owners' account.

M 15 : Neither the Owners nor the vessel shall be liable for any loss or shortage, except to the extent that such loss or shortage exceeds 0.2% of the bill of lading figures. For the purpose of this clause, loss or shortage shall be calculated on the basis of ship's figures in and out as verified by an independent surveyor.

Any loss or shortage for which the Owners shall be liable according to the above definitions, shall be reimbursed by Owners to Charterers at Charterers documented FOB price plus freight and insurance due.

M 16 : Owners to have P&I insurance coverage against pollution as per international rules.

M 17 : In any event Chtrrs shall have the benefit of six (6) hours N.O.R. at both ports even though the vessel may be on demurrage. Under no circumstances will laytime commence before 06:00 on the first day of laydays.

M 18 : Owners warrant that vessel will discharge the whole cargo in maximum 24 hours or will maintain a minimum pressure of 100 PSI at ship's manifold during the whole discharge.

Any delay/cost/damages, etc., derived from vessel not complying with this warranty, will be for Owner's account and shall not count as laytime.

M 19 : This Charter-party is made under and shall be governed and construed in all respects in accordance with the Law of England.

All parties expressly agree that all disputes and claims arising out of or relating to this charter-party or the alleged breach thereof shall be submitted to the exclusive jurisdiction of the English courts.

M 20 : If, for cargo documents or other Charterers' purposes the vessel's departure from a loading or discharging port is delayed more than three (3) hours from disconnection of the cargo hoses, then time shall continue to count uninterrupted, as lay-time and/or demurrage, until completion of such Charterers' purposes excluding the three (3) hours.

M 21: The Vessel shall be classified by a classification society which is a member of the International Association of Classification Societies (IACS).

The classification societies agree to hand over the historical documentation of the vessel in the event of transfer to a new classification society.

If the vessel is involved in an accident, the classification society agrees, in co-operation with the coastal state, to use its best endeavours to hand over as quickly as possible the technical documents relating to the vessel.

M 22: Voyage-Charterers will require that on the date of chartering, the vessel must have been operated by the same operator for at least six months. If there has been a change of operator, the Charterer will check the reputation and quality of the new operator.

M 23: The vessel shall be a continuing member of a Protection and Indemnity Club which is member of the international group of clubs (or an equivalent protection and indemnity club) and shall have pollution liability insurance not less than USD 1 billion.

M 24 : Any increase in war risk premium on hull and machinery, total loss interest and crew war bonus over those and above in effect on date of fixture shall be for Charterers' account.

M 25 : This fixture is to be kept strictly private and confidential.

Miscellaneous:

ASBATANK VOY C/P to apply

G.A. Arbitration London / English Law

Y/A Rules amended 1990/1994, and as subsequently amended

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**Appendix 3:
Maritime Glossary Used
at the Commercial
Department of HYPROC
Shipping Company**

Glossaire

BCM	(distance) de l'étrave au collecteur central	(distance) Bow / Center Manifold	Emploi exclusif dans le trafic pétrolier. On utilise parfois SCM (Stern / Center Manifold) ou ACM (Aft / Center Manifold) distance de l'arrière au collecteur central.
BE, BENDS	(aux) deux bouts	(at) Both Ends	C. à d. au chargement et au déchargement
BHP	Puissance au frein	Brake Horse Power	
BIZ	Affaire	Business	
BL(S), B/L(S)	Connaissance(s)	Bill(s) of Lading	
BN, B/N	Contrat de réservation de fret	Booking Note	NB: se réfère souvent à un formulaire de C/P
BSMA / BSMA 100	Normes britanniques pour les combustibles marins	British Standards Marine Series : Specifications for Marine Oil Engines	Publiées par BSI (British Standards Institution) en 1982 concernant les diverses classes de Fuel : Classe M6 : 180 Cst - classe M7 : 380 Cst
BW	Eau saumâtre	Brackish Water	Ni douce (d = 100) ni salée (d. = 1,025) En général : d. = 1,010 à 1,015
BWAD	Tirant d'eau (maximum) du Navire à son arrivée, en eau saumâtre	(maximum) Brackish Water Arrival Draft	
BWT	Ballasts latéraux supérieurs auto-videurs (par gravité, dans les cales)	Bleeding Wing Tanks	Utilisation restreinte aux cargaisons de grains (fluides)
C	Dimanches et jours fériés inclus	Raccourci de SHINC (Sundays and Holidays Included)	Exemple : 12.000 C = 12.000 T/Day SHINC
CBF... GRAIN/BALE	Pieds cubes grains/balles	Cubic Feet grain / bale	Unités de mesure du volume des cales pour marchandises fluides (grains) ou massives (balles, c. à d. hors membrures) 1 cbf = 0,028317 m3
CBM	Mètre Cube	Cubic Metre	1 m3 = 35,314475 cbf
CBT	Ballast central	Central Ballast Tank	
CBT	Ballasts propres non séparés	Clean Ballast Tank	En usage à bord des pétroliers de type ancien (contrairement à SBT)
CF	Coût et Fret	Cost and Freight	Terme de vente de la marchandise (se réfère souvent aux INCOTERMS)
CGO	Cargaison	Cargo	
CIF	Coût Assurance et Fret (CAF)	Cost Insurance and Freight	Terme de vente de la marchandise (se réfère souvent aux INCOTERMS)

Glossaire

CHABE	Agents désignés par les Affréteurs aux deux bouts	Charterers Agents at Both Ends	
CHALO ou CHADO	Agents désignés par les Affréteurs au Chargement / déchargement seulement	Charterers Agents at Loading/Discharging Only	
CHOP	(à) l'option des Affréteurs	(In) Charterers' Option	
CHRTR(S)	Affréteur(s)	Charterer(s)	
CMI	COMITE MARITIME INTERNATIONAL	COMITE MARITIME INTERNATIONAL	Le CMI est une organisation non-gouvernementale qui a pour but l'unification du droit maritime et commercial ainsi que des usages et pratiques en matière maritime. Son siège est à Anvers. Les clauses recommandées par le CMI ne sont pas d'ordre public dans les contrats internationaux, elles doivent y être incorporées pour s'imposer (voir Y/A)
COA	Contrat d'affrètement	Contract of Affreightment	Toute C/P est un COA - Cependant "COA" ne s'utilise que pour les contrats de masse (voyages multiples)
COB	Fermeture des Bureaux	Close of Business	
COM	Commission (Courtage)	Commission (Brokerage)	
CONSECS	Voyages consécutifs	Consecutive voyages	
CO2	CO2 = Gaz carbonique	CO2 (fitted)	Se dit d'un navire équipé d'un système anti-incendie (machine et/ou cales) par gaz inerte
COP/CQD	Coutume du Port/Cadence selon coutume	Custom of Port/ Customary Quick Despatch	Aucune garantie de disponibilité de poste ni de cadence donnée par l'affréteur. Il s'agit cependant d'une obligation de moyens.
COW	Nettoyage des citernes au pétrole brut	Crude Oil Washing	
CP, C/P	C/P, Charte-Partie	Charterparty	
CST	Centistoke(s)	Centistoke(s)	Unité de mesure de viscosité des combustibles pour moteurs diesels. 180 Cst = IFO, 380 Cst = HVF
CT	Contrat	Contract	

Glossaire

CTL	Perte réputée totale	Constructive Total Loss	Se dit d'un navire endommagé au point de ne pas mériter réparation, et abandonné aux Assureurs
D	Jour(s)	Day(s)	En affrètement : 24 heures consécutives
DA, D/A	Compte de débours (frais d'escale)	Disbursements Account	
DAP	Jours alloués pour toutes opérations	Days for All Purposes	En tel cas un seul décompte de temps est établi pour l'ensemble chargement et déchargement
DD	Daté	Dated	
DD	Cale sèche - Carénage	Dry Dock	
DEL, DELY, DLY	Livraison	Delivery	S'emploie sous charte à temps
DEMDES	Surestaries et Despatch-money (prime de célérité)	Demurrage/ Despatch Money	
DES, DESP	Despatch Money (prime de célérité)	Despatch Money	
DHDATSBE	Surestaries/Moitié Despatch sur tout temps sauvé aux deux bouts	Demurrage/Half Despatch on All Time Saved at Both Ends	
DHDATSDO	Surestaries/Moitié Despatch sur tout temps sauvé aux deux bouts au déchargement seulement	Demurrage/Half Despatch on All Time Saved at Both Ends at Discharge Only	
DHDATSLO	Surestaries/Moitié Despatch sur tout temps sauvé aux deux bouts au chargement seulement	Demurrage/Half Despatch on Working Time Saved at Both Ends at Loading Only	
DHDWTSBE	Surestaries/Moitié Despatch sur le temps ouvrable sauvé aux deux bouts	Demurrage/Half Despatch on Working Time Saved at Both Ends	
DHDWTSDO	Surestaries/Moitié Despatch sur le temps ouvrable sauvé aux deux bouts au déchargement seulement	Demurrage/Half Despatch on Working Time Saved at Both Ends at Discharge Only	
DHDWTSLO	Surestaries/Moitié Despatch sur le temps ouvrable sauvé aux deux bouts au chargement seulement	Demurrage/Half Despatch on Working Time Saved at Both Ends at Loading Only	
DISCH, DISCHPORT	Déchargement-Port de déchargement	Discharge - Discharging Port	
DK	Pont	Deck	
DN	Note de débit, facture	Debit Note	
DO	Diesel Oil	Diesel Oil	(voir MDO)

DOP	(au) lâcher du pilote de sortie	(Upon) Dropping Outward Pilot	S'emploient pour situer le lieu et le moment de livraison ou de restitution d'un navire sous C/P à temps DOLSP est plus usuel que DLOSP qui serait plus cohérent avec DOP/DOSP : Dropping Last Outward Sea Pilot
DOSP	(au) lâcher du pilote de sortie en mer	(Upon) Dropping Outward Sea Pilot	
DOLSP	(au) lâcher du dernier pilote de sortie en mer	(Upon) Dropping of Last Sea Pilot	
DW	Port en lourd du Navire	Deadweight	Inclut le poids du combustible, de l'eau et des provisions, ainsi que le poids mort
DWAT	Port en lourd total	Deadweight All Told	
DWCC	Port en lourd utile	Deadweight Cargo Capacity	Exclut le poids du combustible, de l'eau et des provisions, ainsi que le poids mort
DYS	Jours	Days	En affrètement : 24 heures consécutives
E & OE, E &/or OE	Sauf erreurs ou omissions	Errors and/or Omissions Excepted	
EIU	Même si utilisé(s)	Even If Used	Se dit des jours qui sont exceptés du temps de planche dans tous les cas
EST, ESTD	Estimé, prévu	Estimated	
ETA	Date (heure) prévue d'Arrivée	Expected (ou Estimated) Time of Arrival	
ETB	Date (heure) prévue d'accostage	Expected (ou Estimated) Time of Berthing	
ETC	Date (heure) prévue de finition	Expected (ou Estimated) Time of Completion	
ETD	Date (heure) prévue de départ	Expected (ou Estimated) Time of Departure	
ETR	Date (heure) prévue de mise à disposition	Expected (ou Estimated) Time of Departure of Readiness	
ETS	Date (heure) prévue d'appareillage	Expected (ou Estimated) Time of Departure of Readiness of Sailing	
EX, EXCL	Excepté, Exclu/Excluant	Excepted, Excluded/Excluding	
EXPLOAD	Prévu charger ...	Expected to load ...	S'emploie pour préciser la quantité de cargaison que le navire peut charger

Glossaire

FAC	Aussi vite que le Navire peut (recevoir ou délivrer la marchandise)	as Fast As Can (receive / deliver)	Aucune garantie de disponibilité de poste ni de cadence donnée par l'affréteur. Il s'agit cependant d'une obligation de moyens.
FAS	Franco le long du Bord	Free Alongside Ship	Met la manutention Quai/Bord ou Bord/Quai à la charge du Fréteur.
FCC	Affréteurs de 1ère Classe	First Class Charterers	Description élogieuse qui entraîne la responsabilité du courtier qui la produit
FD	Franco déchargement Déchargement sans frais pour le navire	Free Discharge	
FD	Sans despatch-money (Prime de célérité)	Free Despatch-Money	
FDD	Fret, faux-fret et surestaries	Freight Deadfreight Demurrage	S'emploie pour déterminer l'assiette des commissions
FH	Première moitié (Quinzaine)	First Half (of a month)	
FHEX	Vendredi et jours fériés exceptés	Fridays and Holidays excepted	
FHINC	Vendredi et jours fériés inclus	Fridays and Holidays included	
FILO	Franco bord / déchargement aux conditions des lignes régulières	Free In / Liner Out	Les conditions des lignes régulières sont très variables selon les usages des ports
FIO	Bord/bord ou chargement et déchargement sans frais pour le navire	Free In and Out	
FOIS	Bord et arrimé/bord ou chargement arrimage et déchargement sans frais pour le navire	Free In and Out and Stowed	"stowed" et "trimmed" sont traduits par le même terme "arrimé". En fait, pour les marchandises en vrac la traduction exacte de "trimmed/trimming" est "choulé / choulage".
FIOT	Bord et arrimé/bord ou chargement arrimage et déchargement sans frais pour le navire	Free In and Out and Trimmed	"stowed" et "trimmed" sont traduits par le même terme "arrimé". En fait, pour les marchandises en vrac la traduction exacte de "trimmed/trimming" est "choulé / choulage".
FIOST	Bord et arrimé/bord ou chargement arrimage et déchargement sans frais pour le navire	Free In and Out Stowed and/or Trimmed	

Glossaire

FIOST	Bord et arrimé à la goulotte/bord ou chargement, arrimage à la goulotte et déchargement sans frais pour le Navire.	Free In and Out and Spout-Trimmed	L'arrimage à la goulotte (spout) est rustique. Il ne suffit qu'aux vracquiers.
FIOSPT	id.	id.	Ce sigle permet d'éviter la confusion entre les FIOST signalés ci-dessus.
FO	Fuel-Oil	Fuel Oil	Combustible pétrolier utilisé par les moteurs marins de moyenne et forte puissance.
FOB	Franco Bord	Free On Board	Terme de vente de la marchandise (se réfère souvent aux INCOTERMS) et terme d'affrètement souvent complété par S ou T (stowed ou trimmed) ou ST (Spout-Trimmed) - Voir FIO
FOC	Pavillon de complaisance	Flag of Convenience	... à une époque : PANHONLIB - Liste élargie depuis.
FOW	(Date d') Ouverture de la navigation - Variable selon la classe de glace et la puissance du navire.	(Date of) First Open Water	S'emploie uniquement à propos des ports/zones pris dans les glaces en hiver.
FPA	Franco d'avarie particulière	Free of Particular Average	Terme d'assurance faculté qui ne couvre que l'avarie commune et la perte totale
FT	Pied	Foot	1 pied = 30,479448 cm
FW	Eau douce	Fresh Water	d = 1,000
FWAD	Tirant d'eau (maximum) du Navire à son arrivée, en eau douce	(Maximum) Fresh Water Arrival Draft	
FXD	Fixé c.à d. frété ou affrété	Fixed	
FYG	Pour votre information	For Your Guidance	
GA, G/A	Avarie commune	General Average	
GAARB	Avarie commune et Arbitrage (à ...)	General Average / Arbitration (in ...)	
G/B	(Capacité en) grains/balles	Grain / Bale (capacity)	(voir CBF et CBM)
GD, GRD	(Navire) gréé	Geared (vessel)	Navire muni d'engins de levage
GL	(Navire) non gréé	Gearless (Vessel)	Navire démuné d'engins de levage
GMT	Heure du méridien de Greenwich	Greenwich Mean Time	Voir aussi UTC

Glossaire

GO	Gas-oil ou Gazole	Gasoil	Distillat de pétrole a) combustible pour moteurs de faible puissance b) élément riche de mélange avec HVF pour obtenir IFO ou DO
GR	Grains	Grain	(Voir CBF et CBM)
GRT	Jauge brute	Gross Registered Tonnage	Volume de la coque en tonneaux de 100 cbf (2,8317 m3)
HA	Panneaux (écoutes)	Hatches	(Voir HO)
HDLTS	Moitié despatch sur le temps de planche sauvé	Half Despatch on Laytime Saved	Formule plus claire que la suivante
HDWTS ...	Moitié despatch sur le temps ouvrable sauvé	Half Despatch on Working Time Saved cf.: DHD ...	
HH, H/H	Cales/panneaux (écoutes)	Holds/Hatches	Ex. : 5H/5H ou 2H/4H
HO	Cales	Holds	Ex. 2HO/4HA
HRS	Heures	Hours	
HSS	Grains lourds sorgho et/ou soja	Heavy Grain Sorghums and/or Soyabeans	Par convention, le blé et le maïs sont des grains "lourds", même lorsque leur densité est inférieure à celle de l'orge qui n'est qu'un grain "léger"
HVF	Fuel lourd	Heavy Fuel ou High Viscosity Fuel	Fuel de viscosité égale ou supérieure à 380 Cst (densité très proche de 1)
HW	Marée haute	High Water	Voir aussi : NT (Neap Tide)
IFO	Fuel intermédiaire	Intermediate fuel-oil	Fuel de viscosité inférieure ou égale à 180 Cst - produit de mélange HVF + GO
IGS	Système d'inertage des citernes	Inert Gas System	L'air ambiant étant remplacé par un gaz non combustible, le plus souvent du CO2
IHP	Puissance nominale	Indicated Horse Power	
INC, INCL	Incluant, inclus	Including, Included	
INCLOT	Heures supplémentaires incluses	Including Overtime	S'emploie à propos de l'équipage et du loyer sous C/P à temps
INCOTERMS	Règles internationales d'interprétation des termes commerciaux	International rules for the Interpretation of Trade Terms	Publication de la CCI (ICC) d'usage universel

Glossaire

IMO (ex IMCO)	Organisation Maritime Internationale	International Maritime Organisation	Organisme consultatif, dépendant des Nations Unies, compétent en matière de sécurité en mer (convention SOLAS par exemple).
INFO	Information	Information	
ISO	Organisme International de Standardisation	International Standardization Organisation	Compétent en matière de normes industrielles
IWL	''''	Institute Warranty Limits or : Institute Warranties - Geographical and Chronological provisions	Limites géographiques et de dates des zones de navigation permises aux navires sans surprime d'assurance
KN, KNT, KT	Noeud	Knot	Unité de vitesse des Navires 1Kn = 1 mille (1852 m) par heure 1 mille = 1' du grand arc terrestre
LAYCAN, L/C	Planche ou jours de planche/date de résiliation	Laydays / Cancelling (date)	
LBP / LBPP / LPP	Longueur entre perpendiculaires (du Navire)	Length Between Perpendiculars	
LC , L/C, LOC	Lettre (ou ouverture) de crédit	Letter of Credit	Concerne la vente de la marchandise, rarement le fret
L/D	Chargement / Déchargement	Loading / Discharging	
LDG	Chargement	Loading	
LH	2ème moitié (Quinzaine)	Last Half (of a month)	
LKFTD, LAKER	(Navire) apte à transiter par la voie maritime du St Laurent (St Lawrence Seaway)	Lake Fitted (Vessel)	Largeur maxi requise : 22,86 m (75 pieds) avec tolérance à 23 m Longueur maxi : 222,50 m - Tolérance : 225,50 sous conditions. NB. : Tirant d'eau habituellement autorisé : 26 pieds en eau douce, soit 7,925 mètres
LMDF	Diesel Oil marin	Light Marine Diesel Fuel	Distillat de pétrole produit par les raffineries françaises, très proche du GO - Utilisation comme DO ou GO
LNG	Gaz Naturel Liquéfié	Liquidified Natural Gas	
LPG	Gaz de Pétrole Liquéfié	Liquidified Petroleum Gas	
LOA	Longueur hors tout (du Navire)	Length Overall	
LS, L/S	Fret en travers (forfait)	Lumpsum	
LT	Tonne longue (anglaise)	Long Ton	2240 Livres (Lbs) soit 1016,048 Kg, généralement admise pour 1016 Kg

Glossaire

LW	Marée basse	Low Water	Voir aussi ST (Spring Tide)
LW	Poids à lège	Light Weight	Poids du navire vide de cargaison et de combustible
MDO	Diesel Oil	Marine Diesel Oil	Combustible pétrolier utilisé dans les moteurs de faible puissance (auxiliaires, etc.) Rarement un distillat de pétrole (voir LMDF) Généralement un mélange GO + HVF
MINMAX	Minimum / Maximum	Minimum / Maximum	Précise la quantité exacte que le navire s'engage à charger et que l'affrètement s'engage à fournir
MOA	Protocole d'accord	Memorandum of agreement	Contrat de vente d'un Navire
MOL	Plus ou moins	More or Less	Marque une marge de tolérance
MOLOO	Plus ou moins, à l'option des Armateurs	More or less at Owners' option	Marque une marge de tolérance à l'avantage des Armateurs - Par exemple 5 % +/- sur la quantité de cargaison
MS	Bateau à moteur	Motor Ship	
MT	Tonne métrique	Metric Ton	
MT, M/T	Pétrolier à moteur	Motor Tanker	
MV, M/V	Navire à moteur	Motor Vessel	
NAABSA	Pas toujours à flot mais échoué en sécurité	Not Always Afloat But Safely Aground	S'emploie à propos des ports ou bassins de marée (non protégés par une écluse) lorsque les navires s'y échouent sur un bon fond à marée basse
NB, NBDG	Navire Neuf	Newbuilding	
NHC	Pétrole brut ne nécessitant pas de réchauffage	No Heat Crude	
NKAWW	Que pouvez-vous offrir ?	What can you offer ?	Unique mot-code de 5 lettres survivant du "New Bce Code " en vigueur avant l'époque du téléx (parfois : WCUO)
NOR	Notification de " Prêt à charger/décharger"	Notice Of Readiness	La "Notice" doit être portée et doit être écrite (lettre, téléx, téléfax, radio, etc...)

NRT	Jauge nette	Net Registered Tonnage	Volume de la coque, amputé des espaces occupés par la machine, les cabines et les soutes, en "tonneaux" de 100 pieds cubes (2,8317 m3)
NT, ONT	Marée de Morte Eau (Ordinaire)	(Ordinary) Neap Tide	HWONT décrit la hauteur d'eau disponible à marée haute (HW) en morte eau ordinaire
NWS	New World Scale	Barème de référence des frets pétroliers	publié par l'organisme " Worldscale"
NYPE	Bourse de Commerce de New York (N'existe plus) - Charte-partie à temps	New York Produce Exchange (Time Charterparty)	NYPE n'est utilisé que pour identifier la charte à temps émise à l'origine par le New York Produce Exchange - qui n'existe plus - et reprise par ASBA (Association of Shipbrokers and Agents, New-York)
OBO	Pétrolier vracquier	Ore Bulk Oil (Vessel)	Navire dont les cales sont bivalentes (cargaisons liquides ou solides)
OBQ	Quantités à bord	On Board Quantities	S'emploie à propos des combustibles de soute à bord au début du voyage, avant chargement
O/O	Pétrolier minéralier	Ore / Oil (carrier) ou Ore/Oiler	Navire à cales centrales et citernes latérales
OO	(à) l'option des Armateurs	(at) Owners' Option	
OT, O/T	Heures supplémentaires	Overtime	Principalement employé pour affecter les frais du travail supplémentaire à l'une ou l'autre des parties
PANDI, P + I	Club de Protection	P. and I. Club (Protection and Indemnity)	Assurance Mutuelle qui couvre les risques professionnels du transporteur, de l'affréteur, etc ..
PCT	Pour cent	Per Cent	
P & C, P and C	Personnel et Confidentiel	Private and Confidential	
PLS, PLSE	S'il vous plaît ...	Please ...	

Glossaire

PNX	(navire) Panamax	Panamax (vessel)	Navire respectant le gabarit du canal de Panama 1. L.O.A. 273,30 m. pour cargos / 289,50 m. pour porte-conteneurs/paquebots 2. largeur : 32,30 m - Dérogation possible jusqu'à 36,61 m si T.E. égal ou inférieur à 11,28 mètres. 3. Tirant d'eau normal 12,04 mètres
PP, PPD	Payé d'avance	Prepaid	C. à d. fret à l'embarquement (acquis à tout événement)
PPS	(toutes) Opérations	(All) Purposes	Comme AP (All Purposes) : temps total alloué pour l'ensemble chargement et déchargement
PPT	Prompt / à date rapprochée	Prompt	
PT	Port	Port	
PT	Par Tonne	Per Ton	S'emploie le plus souvent pour définir le coefficient d'arrimage (SF) d'une marchandise, exprimé en cbf ou cbm par Tonne
REDEL, REDELY	Restitution	Redelivery	S'emploie sous C/P à temps. Le mauvais mot "redélivraison" est souvent utilisé en France
RE, REF	Par référence à ...	Reference/Referring to ...	
REV	(Planche) Reversible	Reversible (laydays)	En tel cas les Affréteurs peuvent compenser les décomptes de temps du chargement et du déchargement (temps perdu amputé du temps gagné, ou vice-versa).
RGE	Rangée (de ports)	Range	Exemple : H/H range, soit rangée Havre/Hambourg
ROB	Restant à Bord	Remaining On Board	S'emploie à propos des combustibles de soute ou pour la partie impompable des cargaisons de pétrole, après déchargement, s'emploie aussi comme OBQ
RORO	Navire roulier	Roll-On Roll-Off (Vessel)	
RPM (REVS)	Tours/Minute	Revolutions per Minute	Indique le régime d'un moteur

Glossaire

RPT	(nous) répétons ...	Repeat ...	
RV, R/V	Voyage circulaire ou Aller et retour	Round Voyage	TARV = Transatlantic round voyage (en C/P à temps)
SATAFEX / SPMX	Samedi après 12h00 excepté	Saturday After noon (P.M.) Excepted	
SATPMSHEX	Samedi après-midi, dimanches et jours fériés exceptés	Saturday P.M., Sundays and Holidays Excepted	
SB / SBBE	Poste sûr (aux deux bouts)	Safe Berth (at Both Ends)	Où le navire peut accéder et séjourner sans courir de danger, sauf circonstances exceptionnelles
SBM	Amarrage sur une bouée	Single Buoy Mooring	Emploi exclusivement dans le trafic pétrolier
SBM	Tourteaux de soja	Soyabean meal	
SBT	Ballasts séparés (des citernes à cargaison)	Segregated Ballast Tank	S'emploie uniquement pour les navires citernes
SF	Coefficient d'arrimage	Stowage Factor	Encombrement de la marchandise logée en cales, exprimé en cbf ou cbm par Tonne (Ex. SF = 50 cbf p.T.). Ce coefficient varie en plus à raison de pertes d'arrimage, ou en moins à raison du tassement de la cargaison en cales. Il dépend, donc, du type de navire.
SHEX	Dimanches et jours fériés exceptés	Sundays and Holidays Excepted	
SHINC	Dimanches et jours fériés inclus	Sundays and Holidays Included	
SOF	Rapport d'escale	Statement Of Facts	Ce rapport doit consigner tous les faits et doit être signé du Capitaine, de l'agent et de l'affrèteur ou de ses représentants.
SOLAS	Convention Internationale sur la Sauvegarde de la Vie Humaine en Mer.	Safety Of Life At Sea Convention	cf. : IMO (ex. IMCO)
SP	Port sûr	Safe Port	Où le navire peut accéder et séjourner sans courir de danger sauf circonstances exceptionnelles
SS	Bateau à vapeur	Steamship	Mode de propulsion périmé. Seule survivance : les turbines à vapeur pour très gros navires

Glossaire

SSHEX	Samedis, dimanches et jours fériés exceptés	Saturdays Sundays and Holidays excepted	
SSW	En eau salée au franc-bord d'été	Summer (free board in) Salt Water	Caractérise le tirant d'eau / le DW des navires : DWSSW
ST, OST	Marée de vive eau, ordinaire	Spring Tide, Ordinary Spring Tide	LWOST décrit la hauteur d'eau disponible à marée basse en vive eau ordinaire. Important pour les bassins de marée
ST	(Navire) auto-arrimeur. Vracquier auto-arrimeur	Self-Trimmer, Self-Trimming, Self-Trimming Bulk Carrier	Navire ayant peu de "dessous". Le plus souvent : vracquier à cales de section octogonale soit STBC
STEM, SUBSTEM	Sujet " stem "	Subject to Enough Merchandise (doubtful origin) better : Subject to Shippers' agreement on quantity and dates of shipment	Stem est devenu un substantif qui signifie l'accord du chargeur sur les dates et la quantité du chargement
SUB	Sujet à ...	Subject ...	Ex. : SUBDETAILS : sujet accord mutuel sur les détails du contrat
SUB	(Navire) substitut	Substitute (Vessel)	Ex. : MV " X " OR SUB . Expression peu claire qui demande à être précisée (option ou obligation ?)
SW	Eau salée	Salt Water	Densité variable - en général env. 1,025
SWAD	Tirant d'eau (maximum) du Navire à son arrivée, en eau salée	(Maximum) Salt Water Arrival Draft	
TARV	Voyage transatlantique aller et retour	TransAtlantic Round Voyage	Qualifie un emploi sous charte à temps
TBN	A désigner	To Be Nominated, To be Named	Se dit à propos du Navire, du Port ...
TBN	Marge entre deux dates à raccourcir	To Be Narrowed	Se dit uniquement à propos des dates de chargement - pas de risque de confusion avec le TBN précédent
TBR	à renommer	To Be Renamed	Se dit d'un navire affrété ou vendu avant changement de nom.
TC, T/C	Charte à temps	Timecharter	
TCT	Voyage sous charte à temps	Timecharter Trip	
TDW	Tonne(s) de port en lourd	Ton(s) Deadweight	
TEU	EVP (Equivalent Vingt Pieds)	Twenty Foot Equivalent Unit	Norme ISO des conteneurs 20'x8'x8'6"

Glossaire

TIP	Embarquement du pilote d'entrée	Taking Inward Pilot	S'emploie pour situer le lieu et le moment de livraison d'un navire sous C/P à temps
TOVALOP		Tanker Owner's Voluntary Agreement of Liability for Oil Pollution	
TPC	Tonnes par cm	Ton(s) per Centimetre	Indication du poids nécessaire pour enfoncer le Navire d'un centimètre
TPI	Tonnes par pouce	Ton(s) per Inch	Id. pour un pouce (2,5399 cm)
TS, T/S	Feuille de temps	Timesheet	C. à d. compte de surestaries/despatch money établi selon les données du SOF
TTL, TOTCOM	(Commissions) totales	Total (commissions)	Ex. : 5PCT TTL
ULCC	Super pétrolier	Ultra Large Crude Carrier	Navire de plus de 300.000 T DW
USB	Sauf si le navire accoste plus tôt	Unless Sooner Berthed	Se dit à propos de la franchise de temps accordée aux Affréteurs après Notice, qui s'interrompt dès l'accostage
USD	Dollar des USA	US Dollar	
UU	Sauf si utilisé(s)	Unless Used	Se dit des périodes exceptées du temps de planche (y compris la franchise de temps après notice) qui comptent si elles sont utilisées. NB. : expression qui demande à être précisée par la mention que le temps effectivement utilisé, seulement, compte - à plein ou à moitié, selon accord des parties.
VLCC	Grand pétrolier	Very Large Crude Carrier	Navire de 180 à 299.000 T DW
VOY	Voyage	Voyage	
VSL	Navire	Vessel	
WB	Ballast ou lest liquide	Water Ballast	

Glossaire

WCCON	Que le Navire ait été entré en Douane ou non	Whether Custom Cleared Or Not	cf WECHON, WIBON, WIFPON, WIPON : Toutes ces expressions ont pour but de permettre la remise de la Notice (NOR) et le début des staries lorsque le poste/port est encombré. Leur interprétation n'est pas uniforme à travers le monde
WECHON	Que le Navire ait été entré en Douane ou non	Whether Entered at Custom House Or Not	cf WCCON, WIBON, WIFPON, WIPON : Toutes ces expressions ont pour but de permettre la remise de la Notice (NOR) et le début des staries lorsque le poste/port est encombré. Leur interprétation n'est pas uniforme à travers le monde
WIBON	Que le navire soit à poste ou non	Whether In Berth Or Not	cf WCCON, WECHON, WIFPON, WIPON : Toutes ces expressions ont pour but de permettre la remise de la Notice (NOR) et le début des staries lorsque le poste/port est encombré. Leur interprétation n'est pas uniforme à travers le monde
WIFPON	Que le navire ait reçu la libre pratique ou non	Whether In Free Pratique Or Not	cf WCCON, WECHON, WIBON, WIPON : Toutes ces expressions ont pour but de permettre la remise de la Notice (NOR) et le début des staries lorsque le poste/port est encombré. Leur interprétation n'est pas uniforme à travers le monde
WIPON	Que le navire soit au port ou non	Whether In Port Or Not	cf WCCON, WECHON, WIBON, WIFPON : Toutes ces expressions ont pour but de permettre la remise de la Notice (NOR) et le début des staries lorsque le poste/port est encombré. Leur interprétation n'est pas uniforme à travers le monde
W/M	Poids ou volume, à l'avantage du Navire (en T.M. ou M3)	Weight of Measurement	S'emploie pour la taxation du fret

Glossaire

WLTHC	(Hauteur) du bord supérieur de l'hiloire au dessus de la ligne de flottaison du navire vide mais ballasté à plein	(Distance) Water Line / Top of Hatch Coaming	Chiffre important pour s'assurer que le navire vide passe sous l'appareil de manutention du port. La hauteur indiquée doit concerner une cale en avant du centre de flottaison.
WOG	Sans garantie	Without Guaranty	Mais non sans responsabilité : la bonne foi est exigée
WP	Temps permettant	Weather Permitting	Sauf empêchement du travail en raison des conditions météorologiques
WT	Ballasts latéraux	Wing Tanks	
WVNS	Constitution des lots selon compartimentage du Navire	Within Vessel's Natural Segregation	Ne s'emploie que pour les pétroliers
WWD, WW Day	Jour ouvrable de temps travaillable	Weather Working Day	Temps signifie ici : conditions météorologiques
WWR	Où et quand le Navire est prêt	When and Where Ready	S'emploie pour situer le lieu et le moment de livraison d'un navire sous C/P à temps
WWWW	Que le navire soit à poste ou non, ait reçu la libre pratique ou non, soit au port ou non, ait été entré en douane ou non	WIBON+WIFPON+WIPON+WECHON (WCCON)	
X	Dimanches et jours fériés exceptés	Raccourci de SHEX (Sundays and Holidays Excepted)	Ex. : 12.000 X = 12.000 T/Day SHEX
Y/A	Règles de York et d'Anvers	York Antwerp Rules	Accord international qui régit l'avarie commune, publiée par le CMI. La Convention de 1974 a été amendée en 1990
STBC		Self-Trimming Bulk Carrier	
UTC		Universal Time	