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Section of English

**The Use of Oral/Written Business English Communication Skills by Non-Native Speakers of English in Algeria**

A thesis presented in partial requirement of a Magister degree

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**DEDICATION**

To the memory of my grandmother.

To my beloved parents for all their sacrifices, support, help, and love.

To my dear brothers and sister Sarah for the love, inspiration, and support they have given me.

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## **Table of Contents**

Acknowledgement.....	III
Table of contents.....	VI
List of tables.....	X
Key to abbreviations.....	XI
Abstract.....	XII
General Introduction.....	1

### **CHAPTER ONE: English as a Means of Communication**

1.1) Introduction .....	07
1.2) The Importance of English in the world .....	07
1.3) The Impact of Globalization.....	12
1.3.1) Positive Impact of Globalization.....	12
1.3.2) Negative Impact of Globalization.....	14
1.3.3) Algeria and Globalization.....	14
1.4) English for specific purposes (ESP).....	15
1.5) Definition of Business English(BE).....	22
1.6) Communication process.....	24
1.6.1) English communication skills.....	27
1.6.1.1) Listening Skill.....	27

---

1.6.1.2) Reading Skill.....	27
1.6.1.3) Speaking Skill.....	27
1.6.1.4) Writing Skills.....	27
1.6.2) Communication in the Business contexts.....	28
1.7) Communication medium.....	30
1.7.1)Communication Networks in Workplace Environments.....	32
1.7.1.1) Oral Communication in the Workplace.....	34
1.7.1.2) Written communication in the workplace.....	36
1.7.1.2.1) Hybrid Nature of Email Communication.....	38
1.8) Conclusion.....	41

## CHAPTER TWO: Use of English in the Workplace

2.1) Introduction.....	43
2.2) Methodology .....	43
2.2.1) The setting and the participants.....	43
2.2.2) Instruments and Procedures .....	43
2.3) Findings .....	44
2.3.1) Findings through observation .....	44
2.3.1.1) Major business communication skills used.....	45
2.3.1.2) Language use and position .....	46
2.3.1.3) Language use and purpose .....	47
2.3.2) Finding through Questionnaire .....	48

---

<b>2.3.3) Findings through email messages.....</b>	<b>54</b>
<b>2.3.3.1) Spoken and written language features in the messages .....</b>	<b>54</b>
<b>2.3.3.2) Spoken language features .....</b>	<b>56</b>
<b>2.3.3.3) Traditional business letter discourse.....</b>	<b>60</b>
<b>2.3.3.4 ) Business English as a lingua franca .....</b>	<b>61</b>
<b>2.3.3.4.1) Nature of BELF in the messages .....</b>	<b>64</b>
<b>2.3.3.4.1.a) Salutation .....</b>	<b>65</b>
<b>2.3.3.4.1.a.1) Messages to single recipients .....</b>	<b>65</b>
<b>2.3.3.4.1.a.2) Messages to multiple recipients .....</b>	<b>67</b>
<b>2.3.3.4.1.b) Closing and signature .....</b>	<b>67</b>
<b>2.4) Conclusion .....</b>	<b>69</b>
 <b>CHAPTER THREE: Discussion and Conclusions</b>	
<b>3.1) Introduction.....</b>	<b>71</b>
<b>3.2) Summary Of The Study .....</b>	<b>71</b>
<b>3.3) Discussions Of The Findings.....</b>	<b>71</b>
<b>3.4) The Role Of The Future Business English Teachers .....</b>	<b>73</b>
<b>3.4.1) Learners' Need .....</b>	<b>74</b>
<b>3.4.2) Business English Syllabus .....</b>	<b>74</b>
<b>3.5) Other Suggestions For Future Be Courses.....</b>	<b>75</b>
<b>3.5.1) General Techniques.....</b>	<b>75</b>
<b>3.5.1.1) Learning Styles.....</b>	<b>75</b>

---

<b>3.5.1.2) Analysis Of Needs.....</b>	<b>76</b>
<b>3.5.1.3) Negotiation.....</b>	<b>77</b>
<b>3.5.2) Presenting information.....</b>	<b>77</b>
<b>3.5.3) Business communication in writing.....</b>	<b>78</b>
<b>3.5.3.1) Word Associations – Work.....</b>	<b>78</b>
<b>3.5.3.2) E-Mail Easy Answer.....</b>	<b>79</b>
<b>3.5.3.3) Using Authentic Business Documents.....</b>	<b>81</b>
<b>3.5.3.3.1) Simple One Document Warm up.....</b>	<b>82</b>
<b>3.5.3.3.2) Brochures.....</b>	<b>82</b>
<b>3.5.3.4) Business Strategies.....</b>	<b>83</b>
<b>3.5.3.4.a) Negotiation Game.....</b>	<b>83</b>
<b>3.5.3.4.b) Creative Thinking.....</b>	<b>84</b>
<b>3.5) Conclusion .....</b>	<b>85</b>
<b>GENERAL CONCLUSION.....</b>	<b>86</b>
<b>BIBLIOGRAPHY</b>	
<b>APPENDIX</b>	



**LIST OF TABLES**

Table		Page
1	Percentage of the residents who agreed with the statements	07
2	The major uses of writing and oral skills used	47
3a	Written skills performed by technical staff	51
3b	Written skills performed by the commercial staff	51
4a	Oral skills performed by technical staff	52
4b	Oral skills performed by commercial staff	52
5a	Most frequent written skills performed by technical staff	53
5b	Most frequent written skills performed by commercial staff	53
6a	Most frequent oral skills performed by technical staff	54
6b	Most frequent oral skills performed in the commercial staff	54
7	The importance of English at the participants' job	55
8	Respondents' previous experience of business English courses	55
9	Respondents' wants to take business English courses in the future	55
13	Alternative media used by the participants	57
14	Features of involvement with examples from the corpus	60
15	Traditional business phraseology	62
16	Distribution of English messages in eight informants mailboxes	63
17	Salutation in messages to single recipients	67
18	Salutation in messages to multiple recipients	68

**KEY TO ABBREVIATIONS**

BE: Business English

EIL: English as an International Language

ESP: English for Specific Purposes

EGP: English for General Purpose

**ABSTRACT**

Language plays an important role in human life. One tries to acquire, learn and use language as a means of communication. By using language someone could make statements, convey facts and knowledge explain or report something, and keep social relations among the language users. These indicate that by means of language, people can express their ideas, feeling, information etc through communication

The shifting patterns of trade and new working practices which follow globalization are affecting the use of the English language in complex ways. English is considered as an international language. As a matter of fact, it has become very popular and it is spoken and learnt by almost all people around the world. Thanks to globalization, today's business environment is spreading rapidly, as a result; the demand for specific English courses has grown, and new ideas began to emerge in the study of languages

English language used for any communication related to doing business can be called Business English. This use of English doesn't just happen in or among English-speaking countries. In many countries where English is not the common language, it may still be used for doing international business, as it is the case in Algeria, where many multinational companies are established. The latter are using English in their daily work to communicate with each other.

# **GENERAL INTRODUCTION**

## **General Introduction**

**T**he idea of the global village is becoming a reality, and it affects multinational companies. The latter are confronted with cross-cultural differences and have an impact on business process. The event to which companies are able to cope with this new cross-cultural challenge would affect them and would be a source of either their success or failure. Globalization involves the growing integration of economies and societies in an international environment. This includes “exchanges of currencies, capital movements, technology transfer, international travel and migration, and in international flows of ideas and information.”<sup>1</sup> While many welcome the increasing competition, globalization is promoting, others are cynical and are observing the inequalities in global wealth.

English, as the international language of commerce, is considered to be the most widely used language in the world. Moreover, people learn English to keep with the major trends and developments in the world. In Algeria, which is the main interest of our thesis, English is regarded as an important medium for communication between Algerian and non-Algerian in politics, tourism, and economics as well as in other fields. English is now

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<sup>1</sup>- Le Pere, Garth, “The Positive and Negative Consequences of Globalization,” Ministry of Foreign Affairs, 2007, pp. 1-5.

essential for further development of the Algerian economy in both the public and the private sectors.

As a result of the continuing globalization of trade, more and more business organizations around the world use English in their intercourse with internal and external audiences. For multinationals, mainly in Algeria, the use of English can be a sine qua non condition for successful communication with their international and multi-location work forces.

With the spread of English as an international language, learning needs have changed, and specific English, called English for Specific Purposes (ESP), has emerged. In the past, the aim of linguistics was to describe the rules of English usage.

Today, however, special focus is put on discovering the ways in which the language is actually used in real communication. Business English is the fastest growing area of English for Specific Purposes. Consequently, there is an increasing demand for Business English courses, teachers and materials. Business English is an attractive commercial proposition that cannot be denied. It plays an important role in all activities related to business. Besides, it is acknowledged as an international language that businessmen should acquire.

Comparing to other countries which, seeking to enter the world market and gain economic benefits, try to encourage their business people to the learning of business English, Algeria is of no exception. Therefore, the aim of this study is to find out how Algerian people, although weak at the use of English, they are able to communicate in English and to be understood when using this language among themselves and with foreigners at the work place. This study was conducted to investigate the following hypotheses:

1. The non-importance of learning English by most of the Algerians along their studies,
2. Weaknesses of the methods, and programs that are used in teaching Business English,
3. Inexistence of effective Business English Communication courses at the University.

The reasons behind choosing to investigate this work are different. First, the lack of an appropriate program for teaching English for Specific Purposes was really felt. Then, it was noticed that employees at the different multinational companies rely on English to communicate. Therefore, the abilities that are required from these people in using English have to be examined and described, so that, a better approach and method to teaching ESP and BE could be found.

Another reason that encouraged me to conduct my research in this field is that, as a result of recent technological developments, such as, e-mails, internet, chat rooms, video conferencing, and other advanced forms of communication, there is a need for research into the constantly changing language usage in business contexts. Of course, the result of this research would bring results in the sense that teaching English for specific purposes such as Business English could be updated.

Last but not least, while there is a number of studies that describe and examine business people communicating in a native speaker environment of English, only a slight attention has been paid to domains where English as a second or foreign language is used for business purposes.

This research work is divided into three chapters. Chapter one is concerned with a description of the English language as an important means of communication over the world. It also defines ESP, and BE and describes the main parts of business communication skills. Finally, it describes both, oral and written communication in the workplace.

Chapter two is divided in two parts. The first part includes a description of the setting, the participants, and procedures to collect data information. The second part includes all the major findings during the research, from observation to questionnaires and emails collected from participants' mailboxes.

In chapter three we will be concerned with a brief summary and an analysis of data collected. We will also try to give some suggestions which we think may be useful and very helpful in developing and encouraging further research in teaching Business English and Business English Communication Skills. In fact, these suggestions may help future

graduates, with improved programs; learn to communicate effectively and efficiently in different business settings.



# **CHAPTER ONE:**

## **English as a Means of Communication**

### **1.1) Introduction:**

The purpose of this chapter is to illustrate the importance of English in the world and the impact of globalization on its spreading. It also deals with the communication process and its importance in business contexts. Finally, it focuses on the business communication skills.

### **1.2) The Importance of English in the World:**

English is the most widespread language in the world. Second only to Mandarin Chinese in terms of the number of people who speak it, the English language is second to none in terms of the number of people learning it. It is currently the primary language used on the world wide web, in the political and business fields, and in aviation, medicine, economics... etc.

According to the British Council, the number of people with English as a second language overtook the number of people for whom the language is their mother tongue. More than 750 million people already speak English well enough to use it for business or computing, and a billion are in the process of learning the language<sup>2</sup>.

English has grown to dominate in the areas of science, technology, commerce, tourism, diplomacy, and pop culture. Indeed, some 80% of the world's electronic data bases and communication networks are in English. Approximately 82 % of home pages on internet are in English. Internet world stats, presents its latest estimates for users by language on September 2009 and publishes the top ten languages chart<sup>3</sup>.

There is no doubt that professional knowledge and experience is essential for business people. But reaching and staying at the top requires more than just being knowledgeable and experienced. One of the reasons of a successful business may be in the ability to communicate knowledge in a foreign language. A recent study shows that most people agreed with the statement:

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<sup>2</sup> - [www.britishcouncil.org](http://www.britishcouncil.org)

<sup>3</sup> - [www.internetworldstats.com](http://www.internetworldstats.com),2009

« Children need to learn English to succeed in the world today. »

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

Table 1: Percentage of residents who mostly agree with the statement :

Source: Internet World Stats., [www.internetworldstats.com/ stats7.htm](http://www.internetworldstats.com/stats7.htm)

As Crystal reports:

*“A language has traditionally become an international language for one chief reason: the power of its people especially their political and military power.....”* (Crystal 1997: p.2)

However, Clark (2001) quotes:

*“...not only is political dominance important, but economic...”* (p.65)

That is to say, the international language dominance is not solely the result of military power. It may take a military powerful nation to establish a language, but it takes an economically powerful one to maintain and expand it. For the past several decades, English has grown into the primary language for international communication.

As a result of complex economic, cultural, and technological forces, such as the growth of international trade and the Internet, the English language is now used worldwide. It has become a “lingua franca”<sup>4</sup> or common language. Sometimes, when people with different native languages begin to trade with each other, they communicate by adopting a simplified language, known as a pidgin<sup>5</sup>, or common language. The latter combine elements of their different languages. Many such pidgin languages survive today and act as lingua francas. For example, West African Pidgin English is used among several ethnic groups along the West African coast.

Demographic projections on the future users of English Graddol (1999) quotes:

*“Based solely on expected population changes, the number of people using English as their second language will grow from 235 million to around 462 million during the next 50 years...”* (p.62)

Such statements support the point made earlier that one of the reasons for considering English an international language is the increasing number of people in the world who will use English. This shift reflects the use of English as a language of wider communication in a global sense for great variety of purposes.

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<sup>4</sup> By extension, a semi-technical term for any additional (often compromise) language adopted by speakers of different languages, as a common medium of communication for any purposes and at any level .in Concise Companion to the ENGLISH LANGUAGE,OUP, US, 1998.

<sup>5</sup> A term used in both a general and a technical sense for a CONTACT LANGUAGE which draws on elements from two or more languages. Ibid.

The continuing growth of English is linked to one type of migration, namely urban migration. In this respect, Graddol (1997) states:

*“Urbanization, thus, has important effects on language demography. New languages emerge, others change, some are lost. In the world’s cities- the nexus for flows of people, goods and ideas- the spread of English will be felt first and most keenly; new patterns of English uses will arise among second-language speaker. But such cities will also form the foundation for other, potentially rival, lingua francas” (p.27).*

According to Graddol, the most rapid urbanization today is taking place in the developing world where in Asia alone between 1994 and 2025 there is likely to be an increase of more than 20 per cent in the urban population<sup>6</sup>. Graddol predicts that urbanization will have important effects on world languages since urban areas are typically the focus for linguistic change. They are also important points for language contact and diversity.

‘International English’ can be read as shorthand for ‘English as an international language’. The longer term is, however, though more precise because it highlights the international use of English rather than suggesting, wrongly, that here is one clearly distinguishable, unitary variety called ‘international English’.

In her book entitled “Teaching English as an International Language”, Mackay (2002) also makes use of the shorthand term and defines it as follows:

*“International English is used by native speakers of English and bilingual users of English for cross-cultural communication; it can be used both in a local sense between speakers of diverse cultures and languages with one country and in a global sense between speakers from different countries...”(p. 20)*

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<sup>6</sup> - David. Graddol., The Future of English., The British Council, UK., 1997

According to Mackay<sup>7</sup>, English is a language of a wider communication both among individuals from different countries and between individuals from one country. In this way, it is an international language in both a global and a local sense .

Other terms used more or less interchangeably with EIL include:

- English as a lingua franca
- English as a global language
- English as a world language

Obviously, the various additions to English in all of the above terms serve to differentiate them from the default conception of a language, namely the code and conventions employed by its native speakers. These terms stress on what was recognized to be as relevant aspects of the use of English in different contexts and for different purposes. Yet, what they have in common is that they indicate some sort of recognition that in the use of English as an International Language conditions hold which are different from situations when a language is clearly associated with its native speakers and its place of origins , whether it is spoken by those native speakers or by people who have learnt it as a foreign language<sup>8</sup>.

The active role of English as an international language is illustrated by users who work as agents in its spread and its linguistic development. These agents are not just at the receiving end, but contribute to the shaping of the language and the functions it fulfills. This is a perspective with very considerable implications for educational questions concerning the conceptualization of English in Algerian curricula.

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<sup>7</sup> -Mckay .Lee.S . Teaching English as an International Language. OPU,2002, pp 140,142.

<sup>8</sup> - Barbara, Seidlhofer ., Concept of International English and Related Issues: From 'Real English' to 'Realistic English'?, Council of Europe., Strasbourg., 2003. p.09.

### **1.3) The Impact of Globalization:**

Ever since the invasion of technology and telecommunications, it is noticed that efforts have been made by people to bring the world closer together. As we continue to evolve into the world of e-mails, internet, chat rooms, video conferencing, and other advanced forms of communication, globalization is becoming a hot-debated topic for nations around the world.

Globalization involves the growing integration of economies and societies in an international environment. This includes exchanges of currencies, capital movements, technology transfer, international travel and migration, and international flows of ideas and information. While many people welcome the increasing competition that globalization is promoting, others are cynical and are observing the inequalities in global wealth.

In spite of the controversial debate concerning the positive and negative effects of globalization, both small and large businesses try to establish companies all around the world in the hope of securing economic opportunities and rewards. Nevertheless and as firms begin to go abroad with the purpose of taking advantage of the vast economic opportunities, it becomes evident that what might have worked in domestic markets do not work with the complexity of the international markets.

Companies that are strongly in favor of globalization must refine their organizational structure and strategize to accommodate their business to the different economic systems of the world. Once adapting to the global demands of international business, multinational firms can profit from the opportunities offered by globalization.

#### **1.3.1) Positive Impact of Globalization:**

Globalization is the new catchphrase in the international economic scene that has dominated the world since the nineties of the last century. People rely more on the market economy, and have more faith in private capital and resources. In addition, international organizations start playing a vital role in the development of developing countries. The impact of globalization has been, to a certain extent, fair enough on the developing economies. It has brought varied opportunities for the developing countries. It has

boosted for a better access to the developed markets. Technology transfer has helped for a better productivity and thus improved standard of living.

The positive aspects of globalization can be found in the following achievements that are related to the economic field<sup>9</sup>:

- **Trade in Goods and Services:** From the theoretical aspect, international trade ensures allocating different resources that has to be consistent. This specialization in the processes leads to better productivity. We all know from the economic perspective that restrictive trade barriers in emerging economies only impede growth. Emerging economies can reap the benefits of international trade if only all the resources are used in full potential. This is where the importance of reducing the tariff and non-tariff barriers crop up.
- **Movement of Capital:** The production base of a developing economy gets enhanced due to capital flows across countries. It was very much true in the 19th and 20th centuries. The mobility of capital proved fruitful in savings for the entire globe and showed high investment potential. A country's economic growth doesn't, however, get bare by domestic savings. Foreign capital inflow plays an important role in the development of an economy. To be specific, capital flows can either take the form of foreign direct investment or portfolio investment. Nevertheless, developing countries would certainly favor foreign direct investment because portfolio investment doesn't have a direct impact on the productive capacity expansion.
- **Financial Flows:** The capital market development is one of the major features of the process of globalization. We all know that the growth in capital and mobility of the foreign exchange markets has enabled better transfer of resources cross borders and by large the global foreign exchange markets has improved. It is mandatory to go in for the expansion of foreign exchange markets and thus facilitate international transfer of capital. The major example of such international transfer of funds led to the financial crisis - which has by now become a worrying phenomenon.

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<sup>9</sup> - [www.business.mapsofindia.com/globalization/impact](http://www.business.mapsofindia.com/globalization/impact)



### **1.3.2) Negative Impact of Globalization:**

Globalization has also thrown open varied challenges such as inequality across and within different nations, instability in financial market spurt open and there were worsening in the environmental situation . Another negative aspect of globalization was that a majority of third world countries stayed away from competing with the developed countries.

Economic integration by 'globalization' permitted the cross country free flow of information, ideas, technologies, goods, services, capital, finance and people. This cross border integration had different dimensions - cultural, social, political and economic. Like many countries in the world, Algeria has been affected by globalization, either positively or negatively. This point will be discussed in the next paragraph.

### **1.3.3) Algeria and Globalization:**

As a post-colonial country, Algeria embarked in the 1960's and 1970's in a "socialist" development program which was led by the state government. This process resulted in the formation of one of the largest state industrial sectors in the third world. This strategy of development that led to a major social transformation has always been influenced by international capitalist market relations which gradually shaped the Algerian "socialist" development experience to become part of the new international economic order, thus playing a role in the globalization process.

Since 1990s, Algeria underwent major socio-economic structural changes through privatization and restructuring of the state industrial sector. These changes profoundly transformed, among other things, the mode of economic organization and labor market structure. So, in the light of global economy developments, it became necessary for the Algerian state to be prepared to carry out fundamental reforms to restore its economy in order to be able to meet the challenges of globalization, scholarship, technological change and foreign competition.

This need to adapt to changing business environment raises questions about the quality of human resources, especially on the training quality of its employees. In other words, the characteristics of teaching and the adequate teaching methods of the English

language. Obviously, this changing environment led to a special focus on English for specific purposes.

#### **1.4) English for specific purposes (ESP):**

In the past, the reasons for learning English had not been well defined. Having knowledge of a foreign language had been seen as having good education, but it had not been defined why it was necessary. However, after English had been accepted as an international language of technology and commerce, a new generation of people, as business people who wanted to sell their products, mechanics who had to read instruction manuals, doctors who needed to keep up with development in their field, knew why they were learning English. All these and many others needed English, and, most importantly they knew why they needed it.

This development was caused by the oil crisis of the early 1970's which resulted in a massive flow of funds into oil-rich countries. Suddenly, English learning and teaching became a big business and had a strong influence on commercial field.

There are differences between English of telecommunication and that of engineering. These differences are due to the fact that language varies from one situations of use to another. As a matter of fact, it should be possible to determine the features of specific situations and then make these features the basis of particular learners' course.

New development in educational psychology has contributed to the rise of English for Specific Purposes (ESP) by emphasizing the importance of the learners and their attitudes to learning. Learners were seen to have different needs and interests. The latter would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. This view supports the development of courses in which relevance to the learners' needs and interests was most important. The way to achieve this was to use texts relevant to the learners' interested area.

Today, ESP is a major activity around the world and is drawn upon three major realms of knowledge: language, pedagogy and the students'/participants' areas of special interest. It is an enterprise involving education, training, and practice. ESP is an approach to language learning that is based on the learners' needs. All decisions as to contents and methods are based on the learners' motivation for learning in the first place.

Hutchinson and Waters note that two key historical periods breathed life into ESP. First, the aftermath of the Second World War witnessed a great improvement in many fields. This was clearly illustrated by Tom Hutchinson and Alan Waters who stated:

*“...The end of the Second World War heralded an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. For various reasons, most notably the economic power of the United States in the post-war world, the role of international language fell to English”<sup>10</sup>.*

Second, the oil crisis which struck the world from 1973 to 1975 culminated in the flowing of Western money and knowledge into the most important oil producing countries. Consequently, English became the language that was most used among the investors and the countries where they established their business.

The general effect of all this development was to exert pressure on the language teaching profession. Whereas English previously decided its own destiny, it now became subject to the wishes, needs and demands of people mainly business persons other than teachers.

Another key reason cited as having an impact on the emergence of ESP was a revolution in linguistics. Whereas traditional linguists set out to describe the features of language, revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication. Hutchinson and Waters point out that one significant discovery was in the ways that spoken and written English vary. In other words, given the particular context in which English is used, the variant of English will change<sup>11</sup>.

This idea was then taken one step farther. If language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible.

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<sup>10</sup> - Tom, Hutchinson and Alan, Waters., English for Specific Purposes: A learning- Centered Approach., Cambridge University Press., Cambridge., 1987., p. 14.

<sup>11</sup>- Ibid., p 20.

Linguists argue that ESP has less to do with linguistics and more to do with psychology<sup>12</sup>. Rather than simply focusing on the method of language delivery, more attention was given to the ways in which learners acquire language and the differences in the ways language is acquired.

ESP is a major activity around the world today. It is an enterprise involving education, training, and practice, drawing upon three major realms of knowledge: language, pedagogy and the students'/participants' areas of special interest. It is an approach to language learning that is based on the learners' needs. All decisions as to contents and methods are based on the learners' motivation for learning in the first place.

Hutchinson and Waters note that two key historical periods breathed life into ESP. First, the end of the Second World War brought with it an

“...age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. For various reasons, most notably the economic power of the United States in the post-war world, the role of international language fell to English” (Hutchinson and Waters, 1987, pp9-8).

Second, the oil crisis of the early 1970s resulted in Western money and knowledge flowing into the oil-rich countries, and the language of this knowledge became English.

The general effect of all this development was to exert pressure on the language teaching profession. Whereas English previously decided its own destiny, it now becomes subject to the wishes, needs and demands of people mainly business persons other than teachers.

Another key reason cited as having an impact on the emergence of ESP was a revolution in linguistics. Whereas traditional linguists set out to describe the features of language, revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication. Hutchinson and Waters point out that one significant discovery was in the ways that spoken and written English vary. In other words, given the particular context in which English is used, the variant of English will change<sup>13</sup>. This idea was then taken one step farther. If language in different situations

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<sup>12</sup> The Internet TESL Journal, Vol.VII.N<sup>o</sup>.10, October 2001 :In [www.iteslj.org](http://www.iteslj.org).

<sup>13</sup> -Ibid.

varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible.

Linguists argue that ESP has less to do with linguistics and more to do with psychology. Rather than simply focusing on the method of language delivery, more attention was given to the ways in which learners acquire language and the differences in the ways language is acquired.

Learners were seen to employ different learning strategies, use different skills, and be motivated by different needs and interests. Therefore, focusing on the learners' needs became the aim to disseminate linguistic knowledge. Designing specific courses to meet more effectively these individual needs was a natural extension of this thinking.

English for Specific Purposes (ESP) or English for Special Purposes arose as a term in the 1960's. ESP becomes one of the prominent areas of EFL teaching today. Theorists Dudley-Evans and St John (1998) modified Strevens' original definition of ESP to form their own. Let us English for Specific Purposes (ESP) or English for Special Purposes arose as a begin with Strevens<sup>14</sup>. He defined ESP by identifying its absolute and variable characteristics. Strevens' (1988) definition makes a distinction between four absolute and two variable characteristics:

❖ **Absolute characteristics:**

ESP consists of English language teaching which is:

- designed to meet specified needs of the learner;
- related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities;
- centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse;
- in contrast with General English

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<sup>14</sup>- P, Strevens., *New Orientation in the Teaching of English.*, Oxford University Press., 1997.; pp 67-78.

**❖ Variable characteristics:**

ESP may be, but is not necessarily:

- restricted as to the language skills to be learned (e.g. reading only);
- not taught according to any pre-ordained methodology

There has been considerable recent debate about what ESP means despite the fact that it is an approach which has been widely used over the last three decades. At a 1997 Japan Conference on ESP, Dudley-Evans offered a modified definition<sup>15</sup>. The revised definition he and St. John postulate is as follows:

**❖ Absolute Characteristics**

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

**❖ Variable Characteristics**

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

Dudley-Evans and St. John have removed the absolute characteristic that 'ESP is in contrast with General English' and added more variable characteristics. They assert that ESP is not necessarily related to a specific discipline. Furthermore, ESP is likely to be

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<sup>15</sup>- [www.iteslj.org/Articles/Gatehouse-ESP.html](http://www.iteslj.org/Articles/Gatehouse-ESP.html)

used with adult learners although it could be used with young adults in a secondary school setting.

As for a broader definition of ESP, Hutchinson and Waters (1987) theorize,

"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"  
(p. 19)

Anthony (1997) notes that, it is not clear where ESP courses end and general English courses begin; numerous non-specialist ESL instructors use an ESP approach in that their syllabi are based on analysis of learner needs and their own personal specialist knowledge of using English for real communication.

Robinson (1980) wrote a thorough review of theoretical positions and what ESP meant at that time. Coffey (1985) updated Streven's work and saw ESP as a major part of communicative language teaching in general. At first register analysis was used to design ESP courses. A course in basic scientific English compiled by Ewer and Latorre (1969) is a typical example of an ESP syllabus based on register analysis . However, using just register analysis failed to meet the desired outcomes. Thus, new courses were designed to meet these perceived failures.

Target situation analysis became dominant in ESP course design as the stakeholders and employers demanded that courses better meet their needs. "Technical English" (by Pickett & Laster, 1980) was an early example of a textbook using this approach. Hutchinson & Waters gave three reasons for the emergence of ESP, the demands of a brave new world, a revolution in linguistics and a new focus on the learner. Johns & Dudley-Evans state that

The demand for English for specific purposes... continues to increase and expand throughout the world.' (Johns & Dudley-Evans, 2001: p.115)

The ‘internationalism’ of English seems to be increasing with few other global languages i.e. Spanish or Arabic, close to competing with it<sup>16</sup>. Under the umbrella term of ESP there are a myriad of sub-divisions. For example English for Academic Purposes (EAP), English for Business Purposes (EBP), English for Occupational Purposes (EOP), and English for Medical Purposes (EMP), and numerous others with new ones being added yearly to the list. In Japan Anthony, stated that as a result of Universities being given control over their own curriculums:

‘a rapid growth in English courses aimed at specific disciplines, e.g. English for Chemists arose.’ (Anthony, 1997:p 25)

It could be said that ESP has increased over the decades as a result of market forces and a greater awareness amongst the academic and business community that learners’ needs and wants should be met wherever possible. As Belcher says:

“ ESP now encompasses an ‘ever-diversifying and expanding range of purposes.’  
(Belcher, 2006: 134).

This continued expansion of ESP into new areas has arisen due to the ever-increasing ‘*globalized*’ world (Robertson, 1995). Flowerdew attributes its dynamism to market forces and theoretical renewal. Belcher also noted trends in the teaching of ESP in three distinct directions: the sociodiscoursal, sociocultural, and sociopolitical. Kavaliauskiene (2007) also writes on a new individualized approach to learners

‘to gain each learner’s trust and think of the ways of fostering their linguistic development.’ (p.8)

From the outset the term ESP was a source of contention with many arguments as to what exactly was ESP? Even today there is a large amount of on-going debate as to how to specify what exactly ESP constitutes (Belcher, 2006, Dudley-Evan & St. John, 1998, Anthony, 1997). Dudley-Evans and St. John attempted (1998) to apply a series of characteristics some absolute and some variable to resolve arguments about what ESP is.

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<sup>16</sup> English for Specific Purposes Issue 3(24), volume 8 ,2009 .In: [www.esp-world.inf](http://www.esp-world.inf)



This followed on from earlier work by Stevens (1988).

This description helps to clarify to a certain degree what an ESP course constitutes. There are a number of other characteristics of ESP that several authors have put forward. Belcher, states:

*'ESP assumes that the problems are unique to specific learners in specific contexts and thus must be carefully delineated and addressed with tailored to fit instruction.'*  
(Belcher, 2006: p.135)

Lorenzo reminds that ESP

*'concentrates more on language in context than on teaching grammar and language structures.'* (Lorenzo, 2005: p. 89)

He also points out that as ESP is usually delivered to adult students, frequently in a work related setting (EOP), that motivation to learn is higher than in usual ESL (English as a Second Language) contexts.

### **1.5) Definition of Business English (BE):**

The Business English industry is vast. At any time there are thousands of people worldwide learning B.E, be it in schools, colleges, workplaces, private language schools or via the internet. BE is certainly language: vocabulary, grammar, functions, but also contents (marketing, management, finance, etc), besides, it is communication skills.

First of all, BE is needs based, of course any teaching programme should be designed around the needs of the learners, but BE teachers tend to make this a high priority. Many learners are learning BE for a specific reason. They may be students at school or university, preparing for a future job, or they may already be in the workplace, learning English in order to improve their current skills or because their company has new partners or customers.

B.E is linked to business communication skills. Users of BE often need to be able to do specific things with language, for example , give presentations, participate in meetings, give instructions and so on. So a typical BE course will focus on the specific needs of the

learners and deal with the relevant language and skills which will enable the learner to communicate effectively in the workplace.

According to Jones and Alexander (1989), business English is not a special language. It is simply English used in business situations. If there is a special language of business, it tends to be the language consisting of specialized terms.

In fact, every type of business tends to have its own jargons and its own ways of doing business. Every department within a company may use its own special terms and an increasing number of business people are required to communicate effectively and efficiently in a language which is not their own .

Jones and Alexander point out that business English is extremely flexible. It is designed to be used with all kinds of person who needs to be able to use English effectively in their work<sup>17</sup>.

In the same respect, Ellis and Johnson (1994) say that business English has attracted increasing interest and awareness in the last two decades. Its booming shows no sign of reducing and there is an increasing demand for teachers to consider the use of contexts related to work in organization (quoted in Donna, 2002, p.88).

In their book entitled "The Business Communication Classroom VS Reality: What Should We Teach Today?", Louhiala-Salminen showed that 90% of the respondents needed English at work. The rough amount of oral and written language skills they needed in their work was equal<sup>18</sup>.

Business English takes in all parts of the business world in both commercial contacts and language teaching .It plays an important role in all activities related to business it is acknowledged as an international language business people should acquire.

English in Business is so important because it is used as a means of communication in everyday business situations. Let's think about how much time we spend communicating ideas to others or receiving ideas from others. When you are reading a report, listening to instructions, filling out an application form, or speaking about interests,

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<sup>17</sup> -Jones, L. Alexander, R., International English A Course In Communication Skills, Cambridge University Press. 1989: p65.

<sup>18</sup>- Louhiala-Salminen, L. (1996). The business Communication Classroom VS Reality : What Should We Teach Today?: pp 37,38.

time is spent in communicating. To communicate effectively, one needs to develop his/her abilities in speaking, writing, listening, reading, and observing. Miscommunication can occur easily in any situation-especially in our electronic age, where even the pressing of a button can send an incorrect message

### **1.6) Communication Process:**

Communication is a two way process consisting of sending a message and receiving a message. The sending device may be written words (written communication) or spoken words (oral communication). In written communication the writer is the sender and the reader is the receiver. In oral communication the speaker is the sender and the listener is the receiver.

The effectiveness of every oral communication depends first on the proper functioning of the sending process and second, on the proper functioning of the receiving process<sup>19</sup>. There will not be communication if a message that has been sent is not received, in both written and oral communication. A letter that has been lost does not communicate. The speech does not communicate if there is no listening. The messages lost will result in lost benefits.

Communication is a process of transmitting and receiving verbal and nonverbal message. It is considered effective when it achieves the desired reaction or response from the receiver. The ability to communicate well has always given advantages to those who possess it. Communication has a rich history. The ancient world, both the East and the West, depended on oral communication. In ancient Greece and Rome, it was necessary to communicate when dealing with matters in assemblies and the courts.

During the Medieval and Renaissance Periods, oral tradition progressed. As writing became more important as a permanent record of communication, authors and books on written communication principles appeared. So we can say that some of today's principles of writing are a mixture of ancient and written traditions.

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<sup>19</sup> - Clark, L. Zimmer, K.& Tinervia,J(1988) : Business English Communication. New York. McGraw-Hill Books , pp 89,90.

Communication can best be summarized as being an understandable message transmitted from a sender to a receiver. The importance of effective communication is crucial in the world of business and in personal life. From a business perspective it has become clear that effective business communication is essential to the successful operation of modern enterprise.

Effective communication is crucial for the success of an organization. Communication takes place when one person transfers data and understanding to another person. An effectual communication is one which is properly followed by the 'receiver of the message and his feedback is known to the 'sender' or transmitter. Below are some points that may be taken into consideration so as to lessen communication barriers for making it more valuable:

- It is very important to be familiar with the 'audience' for whom the message is meant. The message to be communicated must be clear in the mind of the communicator because if you don't comprehend an idea, you can never convey it to other person. The message should be adequate and apposite towards the communication purpose.
- In order to avert semantic barriers, the message should be conveyed in easy, concise and understandable language. The expressions or signs chosen for communicating the message must be suitable to the reference and understanding of the recipient.
- To make business communication effective, the structure of the organization must be sound and suitable to the requirements of the organization. The management should make efforts to make communication process more effective and understandable.

Communication can best be summarized as the transmission of a message from a sender to a receiver in an understandable manner. The importance of effective communication is immeasurable in the world of business and in personal life. From a business perspective, effective communication is an absolute must, because it commonly accounts for the difference between success and failure or profit and loss. It has become clear that effective business communication is critical to the successful operation of modern enterprise. Every business person needs to understand the fundamentals of effective communication.

Currently, companies in the United States and abroad are working toward the realization of a total quality management. The manner in which individuals perceive and talk to each other at work about different issues is a major determinant of the business success. It has been proven that poor communication reduces quality, weakens productivity, and eventually leads to anger and a lack of trust among individuals within the organization.

The communication process is the guide toward realizing effective communication. It is through the communication process that the sharing of a common meaning between the sender and the receiver takes place. Individuals that follow the communication process will have the opportunity to become more productive in every aspect of their profession. Effective communication leads to understanding.

The communication process is made up of four key components. The latter include encoding, medium of transmission, decoding, and feedback. There are also two other factors in the process, and these two factors are present in the form of the sender and the receiver. The communication process begins with the sender and ends with the receiver.

### **1.6.1) English Communication Skills:**

The end results of a second or foreign language learning is the ability to comprehend and produce the second language in its spoken and or writing form. This, in turn, involves the acquisition of some or all the receptive and productive skills.

#### **1.6.1.1) Listening Skill:**

The listening skill with comprehension is an essential part of communication and basic to second language learning. Its main goal is to enable the learner to perceive the second language in the way native speakers perceive it. Since listening is an essential factor in achieving communicative competence, it deserves a specific attention in the second language curriculum.

#### **1.6.1.2) Reading Skill:**

Reading about a topic in advertisement will enable the listener to listen more effectively to the speaker's message because the latter have more knowledge of the topic. This will enable the listeners to improve their learning. Speech is individual and reflects the personalities of the individuals, and both listening and reading skills are considered to be the receptive skills

#### **1.6.1.3) Speaking Skill:**

Speaking is considered as a productive skill. It reinforces listening in various ways. Good listeners repeat to themselves the important points of the speakers and rephrase them to their own words.

#### **1.6.1.4) Writing Skills:**

Writing bears the same relationship to reading as speaking does to listening. It is considered to be a productive skill. However, just as speaking differs from listening (because it is based on the articulation of sounds), so writing demands the production of orthographic symbols, not just their interpretations.

### **1.6.2) Communication in the Business Contexts:**

Even though people may never work in a business organization, they cannot avoid communication related to business. Routine purchases of food, clothing, gas, and household supplies require reading, listening, and speaking skills. Reading labels and instructions and describing needs require distinct speaking skills.

The way you communicate both within and outside your own country affect everything you do. Moreover, the ability to speak and write effectively will also make a difference to your organization. These qualities will help to success in dealing with international business people. Important communication can make difference to a company because each message communicates the essential quality and culture of the company and can either build goodwill or destroys it. Messages written to international customers and other business contacts are sensitive to the readers.

Besides, as a businessman you are required to run the working of the organization smoothly because objectives, policies, and method of working have to be clearly transferred to the people working with you at different levels. Therefore, this ability to communicate is very crucial for basic managerial functions.

Today's workplace is increasingly diverse in age, gender, and national origin. Diversity has brought problems to organizations, but it has also brought strengths. Changing demographics have contributed to a change in management styles, making effective communication central to success in carrying out the organization's business.

At work, members have to interact with their bosses, colleagues, suppliers, and customs. They will be involved with face-to-face and telephone conversations, conferences, meetings and managing documents. All these activities involve listening, speaking, reading and writing skills. In this respect, Clark, Zimmer, and Tinervia point out:

“....having business communication knowledge and skills will equip them for success in their work. “ (Clark, Zimmer, and Tinervia, 1988: p 123)

Clark also states:

“...for successful workplace communication, people require more than the formal ability to present well and a range of formulaic expression”. (Clark, 1987: p 80)

In settings where the participants do not share the same mother tongue, a choice needs to be made of the common language, lingua franca, to be used in communication. In business, the language in the majority of such settings seems to be English (see e.g. Vollstedt 2002, p.103). English as the corporate or official language of a company does not mean that its use is imposed on the employees in all company's communication; rather, it means that English is used in most contacts between employees speaking different mother tongues.

Until recently, the English language has been studied as the property of its native speakers. This entails that non-native speakers of the language have been regarded as learners and their language use has been compared to the model provided by native speakers. However, being a learner is not a relevant identity for an adult who uses English in his profession, as is pointed out by e.g. Mauranen (2003, pp.118-119).

Research into English lingua franca (ELF) has focused on its features as means of communication and its possible differences from English as a native language. Survey studies of ELF use within companies have been conducted by Vollstedt (2002), and Sutherland(1994), who examined the use of company-internal ELF between German and Japanese speakers.

Seidlhofer & Jenkins describe a lingua franca for intelligibility. In addition, they have listed grammar mistakes that do not tend to cause disruptions in ELF communication. Such features comprise:

- Using the same form for all present tense verbs, as in “ you look very sad” and “He look very sad”;
- Not using a definite or indefinite article in front of nouns, as in “our countries have signed agreement about this”;
- \*Treating ‘who’ and ‘which’ as interchangeable relative pronouns, as in “a person which....”
- Using only the verb stem in constructions such as “I look forward to see you tomorrow”,



- Using ‘isn’t it?’ as a universal tag question ,as in “you’re very busy today ,isn’t it?”<sup>20</sup>

In addition, Johnson & Bartlett (1999) have drawn up a more comprehensive list of features based on their observations of the speech of international business practitioners whose native tongue is not English. They do not call this language ILF but International Business Language (IBE). They suggest that the English used between non-native speakers is used as a contact language in the same way as pidgin languages have been used for trade and business purposes and that such English seems to be developing in accordance with universals of language

The current business communication environment is increasingly complex, diverse, global and multidisciplinary in nature. In this environment, individuals who speak different languages and have different cultural backgrounds interact directly and indirectly in global communication.

The internationalization, the development of communication technologies is one aspect which has changed the business communication environment. It has, for example, enabled large volumes of messages to be exchanged at lower transaction costs (Babcock and Du-Babcock 2001, p.374). It has also broadened the media options available, the technological changes have been accelerated by the competitive pressure on international companies to develop global communication networks within their companies.

### **1.7) Communication Medium:**

The electronic-mail is considered as a medium of communication in the workplace. Yates & Orlikowski (1992, p.319) argue that the communication medium is theoretically different from the genre which is being transmitted yet, they admit that there may be some interaction between the two. In other words, media such as fax, email, and hard copy are theoretically different from genres such as business letter, job appraisal, etc.

Nickerson suggests that the medium conventionally associated with a recurrent situation within the international business community may be decisive in the choice of the medium in organizational communication. While letters were still the prominent medium

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<sup>20</sup> -Jenkins ,M . Seidhofer, B., 2001. Euro-English , English Today 68,. pp 13-19.

used in international business some 20 years ago, in the 1990s business was carried on using fax and increasingly email.

The new millennium has witnessed the triumph of the email. In today's world, and especially in international business, communication for business purpose is increasingly carried on via email messages, the share of faxes is decreasing, and business letters are rare.

Written communication involves any type of interaction that makes use of the written word. Communication is a key to any endeavor involving more than one person. Communicating through writing is essential in the modern world and is becoming ever more so as we participate in what is now commonly called the information age. In fact, written communication is the most common form of business communication. It is essential for small business owners and managers to develop effective written communication skills and to encourage their employees to do so. The information age has altered the ways in which we communicate and placed an increasing emphasis on written versus oral communications.

The ever-increasing use of computers and computer networks to organize and transmit information implies that the need for competent writing skills is rising. Hogan, a former university professor who now heads an online school for business writing, receives hundreds of inquiries each month from managers and executives requesting help to improve their own and their employees' writing skills. In an article entitled "What Corporate America Can't Build: A Sentence," Hogan explains that millions of people previously not required to do a lot of writing on the job are now expected to write frequently and rapidly. According to Hogan, many of them are not up to the task. "E-mail is a party to which English teachers have not been invited. It has companies tearing their hair out." Survey results from The National Commission on writing study back up this assessment. They found that a third of employees in the nation's "blue chip" companies write poorly and are in need of remedial writing instruction<sup>21</sup>.

The need to develop good writing skills is only highlighted by the fact that in the information age, it is not uncommon to have business relationships with customers and

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<sup>21</sup> - [www.iteslj.org/Articles/Gatehouse-ESP.html](http://www.iteslj.org/Articles/Gatehouse-ESP.html)

suppliers that are established and maintained exclusively through the use of written communications. In this environment, "the words we write are very real representations of our companies and ourselves. We must be sure that our e-mail messages are sending the right messages about us," explained Janis Fisher Chan, author of *E-Mail: A Write It Well Guide-How to Write and Manage E-Mail in the Workplace*, in an article appearing in *Broker Magazine*<sup>22</sup>.

The key to communication, of course, is to convey meaning in as accurate and concise a manner as possible. People do not read business memoranda for the pleasure of reading. They do so in order to receive instructions or information upon which to base decisions or take action. Therefore, highly literary prose is not desirable in business writing. Overly formal prose may also be counterproductive by seeming stand-offish or simply wordy. A style of writing that is too informal can also convey an unintended message, namely that the subject matter is not serious or not taken seriously by the sender. A straightforward, courteous tone is usually the best choice but one that may not come naturally without practice

### 1.7.1) Communication Networks in Workplace Environments:

Effective communication is necessary for the running of an organization. Communication takes place when one person transfers data and understanding to another person.

"Communication serves as the lubricant, fostering for the smooth operations of the management process."<sup>23</sup>

Communication is the nerve system of an enterprise. It is said to be the most serious management problem today. Thus, it is crucial for the management to maintain proper flow of communication in all directions.

Communication is considered to be an essential human skill. The ability to communicate effectively has become one of the major skills of a successful manager. An organization without proper communication network is derisory and imperfect. The main objective of communication is to grease and assist the organization. It helps management in planning effectively and controlling efficiently.

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<sup>22</sup> -[www.easycommunication.info/communication](http://www.easycommunication.info/communication).

<sup>23</sup> -Op.cit.

The chief aim of communication is to effect change in someone, i.e., to shape action or to secure inactiveness in the total interest of a business enterprise. It is a flux that binds people together in an organization. It can be considered as the inspiring force resulting to industrial harmony and can be a device for ascertaining and taking remedial action to ensure the achievement of the desired goals. Therefore, Communication helps business to reach its goals and keep all business transactions in line. Without communication, nothing is possible.

According to Adler & Elmhorst (2002), the system of communication networks provides information on the communication patterns among people in organizations of various status and situations that exist in the workplace. They suggest that the two common networks are the formal communication network (comprising three types of communication: downward, upward and horizontal communication) and the informal communication network (arising from personal interest, friendships, physical proximity or shared office space).<sup>24</sup>

Formal messages that flow from managers and supervisors to subordinates are called downward communication. All organizations need downward communication as it is through this channel that the management of an organization will transfer their decisions, orders, rules, information and policies to their subordinates who transform them into actions.

If information must flow downwards to be transformed into actions, information must also flow from the bottom to the top of an organization to get good ideas and solutions to difficult problems and enable rules, policies or ideas to be implemented and recognized (Morreal et.al., 2001). In addition, there must also be a free flow of ideas and information between people and departments at the same level in the organization, which is called horizontal communication. In horizontal communication, messages flow laterally between co-workers with the same or similar status.

This form of communication is said to be essential in an organization for employees to coordinate tasks when they are working on part of an important project to solve

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<sup>24</sup> Adler, R. & Elmhorst, J. 2002. Communicating at Work: Principles and Practices for Business and the Professions (7<sup>th</sup> ed.). New York: McGraw-Hill.

problems, to share information and to resolve conflicts such as jealousy or disagreement between workers.

### **1.7.1.1) Oral Communication in the Workplace:**

Oral communication is a direct face- to- face communication between two or more persons. In oral communication, the sender and receiver exchange their thoughts or ideas verbally either in face-to-face discussion or through any mechanical or electrical device like telephone etc.

When it is face to face, the person conveying can ask questions or sometimes when the communication is not understandable in a proper manner, he can elucidate its meaning. Oral communication is generally possible where there can be either a direct contact or message to be conveyed is of impermanent nature. Meetings and conferences, lectures and interviews are some examples of oral communication. This type of communication has certain advantages over written communication, which may be enumerated as follows:

- It has the distinct advantage of being quick and prompt. It provides the opportunity to both the transmitter and receiver of the message to respond directly.
- Oral communication facilitates close contact and thus promotes mutual exchange of thoughts, information, understanding and support.
- Oral communication through direct contact undeniably inculcates a sense of self-importance in the subordinates, which successively acts as an inspiring element.
- It also helps in bringing a responsive and supportive morale among employees of an organization, oral communication covers a wide area, ranging from formal presentation in teams and meetings and, for university courses to be focused appropriately, more detailed information on the spoken interactions. They also indicate that oral communication is an important aspect of the workplace, and the business graduate employees require effective skills in this area if they want to be successful in their careers.

In Australia, a recent government Department of Education Training and Youth Affairs (DETYA) study into employer satisfaction with graduate skills listed oral communication skills. In the United States, a report on a survey of employers in New Jersey claimed that oral communication was seen by employers as vital, but, interestingly, was an area for which graduates lacked preparation.

The changing nature of business further underscores the importance of oral communication skills. With the increasing use of technology, issues of quality, innovation and competitiveness takes on higher workplace focus. Indeed, communication and social interaction are the means for achieving in careers, enabling employees to learn and acquire new skills which facilitate the development of problem solutions

The emergence of innovative communication technologies, management and an increasingly diverse workforce have caused business and industry employers to seek for multiple-skilled knowledge workers who need to deal with words, figures and data. Due to the profound changes in the workplace, employers are increasingly expecting workers to have effective oral communication skills. In this paper, the term forms of oral communication refers to communicative events engaged in the workplace, such as telephone conversations, meetings, formal discussions, presentations, social interactions and interviews.

The term skills of oral communication refers to the entire knowledge and ability that enables one to do something well and includes the following skills: listening skills, conversational skills, giving feedback, meeting skills, presentation skills, handling customer complaints, conflict resolution skills, negotiation skills, taking customers orders, training skills, interviewing skills, persuading skills and promoting ones' own strengths and abilities (Maies et.al., 1997)

In a survey conducted by Maies et.al (1997), oral communication skills have been identified as the most important skills in the workplace. Their study conducted in the Greater Gulf Coast area, including the coastal areas of Mississippi, Alabama and the Florida panhandle, revealed that oral communication in English is the most important skill demanded by employers when it comes to recruiting new staff. In addition to being one of the most essential skills for employment, oral communication skills are vital to job success and promotion .

Huckins & Olsen (1984) share also the same view that employees who do not demonstrate good oral communication skills are rarely given managerial responsibility.

Effective oral communication skills are vital to people who hold managerial positions because managers need to explain, listen to, persuade, guide, coach, encourage, facilitate and direct group members to meet the goals of individuals and their organizations. Effective oral communication enables individuals to be understood and helps create understanding between people and fosters good relationship among workers in any business context.

### **1.7.1.2) Written Communication in the Workplace:**

Communication through words may be in writing or oral. Written communication entails transmission of message in black and white. It mainly consists of diagrams, pictures, graphs, etc. Reports, policies, rules, orders, instructions, agreements, etc have to be conveyed in written form for proper functioning of the organization.

Written communication guarantees that everyone concerned has the same information. It provides a long-lasting record of communication for future. Written instructions are essential when the action called for is crucial and complex. To be effectual, written communication should be understandable, brief, truthful and comprehensive.

The acquisition of certain mechanical abilities is the first stage in the communicative skill of writing. This includes the ability to put down on paper words, phrases, and sentences, leaving spaces between words, and starting sentences with a capital letter and ending with some mark of punctuation. Once mastering these conventions of writing, the next stage comprises learning to write compositions: developing sequences of sentences into paragraphs and arranging these paragraphs into a unified whole. It should be pointed out that not all native speakers of English master this stage of writing. This stage depends upon learning to use language differently.

Writing, perhaps reinforces listening more than any other communication skills, contributes to good listening. Frequently, listeners must take written notes in order to retain for future reference the information they hear. Secretaries taking a telephone message and accountants receiving oral instructions from a supervisor always write notes to reinforce their listening. However, note taking should be done carefully.

Louhiala–Salminen’s studies into written English business communication show a trend towards a new type of language use: a more informal, speech-like language and personalization of communication seem to result from the direct communication links between the sender and the receiver through fax and email. She suggests a correspondence between the medium used and the changes in written business communication. The emergence of the medium seemed to have influenced the language of written business communication to the extent that Louhiala-Salminen argues that a new genre, that of business fax, had emerged to partly replace the business letter genre. Her findings support Fairclough’s theory of discourse and change: discursive practices and social context affect each other. In the business environment surveyed, technological advances represent changes in the social context, which have change discursive practices from ‘formal’ business correspondence to ‘informal’ message exchange. Fairclough also argues that the changes taking place in societies are reflected in hybrid texts.

Among all writing skills, emails represent the most basic requirement for written communication skills. As mentioned above, email is a very interesting, new and daily mode of communication which stands between oral and writing skills up to a point where interviewees will talk about it under the heading of ‘writing skills’ while presenting it as ‘conversation’ or ‘dialogue’. Yet the attitude towards emails is somewhat ambivalent.

Indeed, internal emails often use casual English where being concise is more important than being correct. however , as mentioned before , emails to people outside the company, top-management or to someone for the first time have higher standards in the sense that none or few mistakes are allowed and wording must be more formal and polite. Problems arise when the two types of emails writings are mixed.

Report writing is another skill frequently mentioned by companies. Good reports rely on the ability to select information and present it in a synthetic and accurate way. The message has to be to the point and concise. The format is becoming close to that of a presentation where one idea is one line. Indeed, much of the writing that managers now do happens during the presentation while being sometimes quite long reports then themselves to oral presentations.



### 1.7.1.2.1) Hybrid Nature of Email Communication:

Electronic mail has emerged as a highly popular business communication tool in recent years. Indeed, its capacity to convey important corporate communications swiftly and easily has transformed it into communications workhorse for business enterprises of all sizes and orientations. But many users of e-mail technology pay little attention to basic rules of grammar and format when composing their letters, even when they are penning business correspondence addressed to clients, customers, vendors, business partners, or internal colleagues.

This poor style reflects a lack of professionalism and may communicate to the recipient a view of the company behind the message as equally unprofessional. The ease and informality of the medium should not be confused with the writing necessary to use it properly.

Given this unfortunate trend, many business experts counsel companies to install firm guidelines on tone, content, and shape of e-mail correspondence. These guidelines should make it clear that all employees are expected to adhere to the same standards of professionalism that (presumably) remain in place for traditional postal correspondence. Proper spelling and grammar, and the ability to frame correspondence in suitably diplomatic language should be hallmarks of electronic mail as well as regular mail, especially if the communication is directed at a person or persons outside the company.

There seems to be unanimous agreement today that email combines features that have been traditionally associated with either written or spoken language.

On the one hand, email is a form of writing and can always generate a paper trail as it can be printed. In this sense it is durable. On the other hand, email is ephemeral, like speaking; in the sense that messages can be eliminated by pressing the delete key. Barron<sup>25</sup> compares email to other contact languages, such as lingua francas and pidgins: linguistic characteristics of speech and writing are brought into contact to furnish this new hybrid. She considers email a moving target rather than a stable system.

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<sup>25</sup> -Baron, N., *Alphabet to Email*, How Written English Evolved and Where it's Heading. London, 2000, pp252-253.

Crystal<sup>26</sup> argues against Baron's view's of email as a hybrid of speech and writing or a result of contact between two long-standing mediums; it is neither 'spoken writing' nor 'written speech'. Instead, he regards the language of email as something genuinely different in kind consisting of 'speech +writing + electronically mediated properties'.

One of the most comprehensive investigations of the nature of electronic communication has been carried out by Collot & Belmore (1996) applying Biber's (1988) classification of written and spoken texts, which does not assume a simple dichotomy between speech and writing but a continuum model of their relationship.

Collot & Belmore (1996) identified situational features that appeared to have a significant impact on the linguistic manifestations of electronic language. For example, the fact that the participants had common interests and a great deal of shared knowledge was likely to account for the high degree of involvement (measured by the presence of e.g. first- and second-person pronouns, contractions) in electronic language. In other words, if the sender was personally involved, the message resembled more speech than writing. Collot & Belmore conclude that:

"electronic language displays some of the linguistic features which have been associated with certain forms of written language, and others which are more usually associated with spoken language".( Collot & Belmore 1996 :p.21)

Interestingly, some investigations present evidence for the huge advances of email technology in the past few years. Maynor (1994), in her description of the language of electronic mail, covers a number of features that are widely employed today, making the language of electronic mail resemble speech , such as simplified spellings, omissions of pronoun subjects and articles .

Investigations on the textual properties of email messages, including business messages, written by both native and nonnative speakers of English, show the effects of the computer as a medium upon the message. Linguists conclude that some emails resemble traditional letters, e.g. in their greetings formulas, but on the whole the messages clearly manifest a number of features which are not typical of written texts.

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<sup>26</sup> -Crystal,D,. Language and The Internet,. Cambridge,.CUP,. 2001,.p238.

Rice's (1997, p.6) findings based on corporate email messages suggest that the convenience and rapidity of the electronic medium encourage a style that incorporates both formal and informal discourse elements but the writers still preferred conversational syntax, as evidenced by simple sentences, brief paragraphs, and active verbs.

In addition, writers were often unable to find a balance between formal and informal discourse and used a selection of words and acronyms that signaled everything from detachment to involvement, from formality to informality.

Both Gains (1999) and Gimenez (2000) investigated business email messages on the basis of different kind of data. Gains's messages had a permanent legal status whereas Gimenez's messages represented exchange in an established business relationship which would affect the extent to which informal language could be used.

In Gain's study<sup>27</sup> consisting of both commercial and academic email messages, the commercial emails followed the conventions of standard written business English and the general style could be described as "semi-formal tone of co-operative business colleagues", whereas academic emails represented a semi-formal to very informal conversational form of communication, so findings support the idea that electronically mediated communication was affecting written business communication to some extent, showing a tendency towards a more flexible register.

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<sup>27</sup> -Gains,J.,Electronic Mail –a new style of communication or just a new medium ?, English for Specific Purposes vol 19. 1999.,pp:85-99.

**1.8) Conclusion:**

The conclusions that can be drawn from this study are twofold. First, the degree of formality or informality used in an email message depends to a great extent on the relationship between the sender and the recipient. Second, the nature of the information conveyed has a great effect on the language used.

In analyzing company email communication, including also non-native speakers, Nickerson (2000, pp168-169) identified the following involved/interpersonal features: private verbs, such as think and know; first and second person pronouns; contractions and abbreviations, hedges; emphatics; and block capitals and exclamations.

How non-native speakers use the English language in business contexts represents one of the most potential social influence on modern life and it seems to be neglected. So, to be an effective communicator, people need to realize the importance of business communication skills in their career and this was the objective of this chapter.

## **CHAPTER TWO:**

### **Use of English in the Workplace**

### **2.1) Introduction:**

This chapter deals with two major points. First, methodology where the setting and the participants of the study are described, followed by the instruments that were used to collect data information. Second, the major findings during the research are exposed.

### **2.2) Methodology:**

The goal of the study is to investigate the use of English as a medium of communication in business settings by Algerians; this is why two multinationals were chosen.

#### **2.2.1) The setting and the participants:**

The companies under investigation are: first, Orascom Telecom Algeria (OTA), or Djezzy the most profitable operators in the region of Middle East and Africa. It is headed by the Egyptians and has operations in Algeria, Tunisia, Pakistan, Zimbabwe and North Korea, in addition to Egypt. The common corporate language is English. Second, a shipping company which is a Liner Agent on three ports (Algiers, Skikda, Oran) linking Asia, the Middle East and the Mediterranean basin.

The corporate language in both companies is English.

Regarding the source of this study, 50 Algerian workers within OTA in Oran participated in the study; only employees working in departments where English use was necessary were included such as the technical department and the commercial one.

A corpus of 40 email messages was collected from the mail boxes of some participants (the shipping company) to explore the textual world of multinational companies through their electronically transmitted documents.

#### **2.2.2) Instruments and Procedures:**

The objective of this paper is to explore the use of English as a way of communication between Algerian employees and foreigners employees. It attempts to examine the communication needs of the personnel in the workplace by shedding light on their needs, wants, and lacks. Also it attempts to explore the workers' attitudes toward English.

The data was collected by means of observation (in which notes were taken) and semi-structured interviews.

A series of questions was developed for the semi-structured interviews. These questions are divided into two major categories, the first one, deals with the demographic data in which the participants were first asked about their backgrounds (gender, age, department, job position and working experience).

While, the second category was divided into two sections. In the first section, employees were asked about the skills that they performed at work using English and additional questions regarding the frequency, importance of the skills followed.

In the second section, questions concerning Business English classes were asked. Respondents were asked whether they had taken Business English classes before and finally, questions were included on the importance of English in performing jobs and advice to future job applicants.

A corpus of 40 email messages was collected from the mailboxes of some participants to investigate the use of English in their daily business correspondence.

### **2.3) Findings:**

There are three sections to be discussed. The first one summarizes the major business communication skills used by the participants and the position and the purpose of the language use found through observation. The second section contains findings of the semi-structured interview, whereas the third section deals with the exploration of the use of English in the email messages collected during the research.

#### **2.3.1) Findings through observation:**

During the period of research within the company, observation contributed at listing the major business communication skills used by the participants and also the position of English within the company.

**2.3.1.1) Major business communication skills used:**

<b>Writing skills</b>	<b>Oral skills</b>
<ul style="list-style-type: none"><li>• Letters,</li><li>• Memos,</li><li>• Reports,</li><li>• Manual documents,</li><li>• E-mails,</li></ul>	<ul style="list-style-type: none"><li>• Presentations,</li><li>• Meetings,</li><li>• Negotiations,</li><li>• Telephone conversations,</li></ul>

**Table 2** -The major uses of writing and oral skills-

As the table above shows through the observation conducted within both departments (technical and commercial) has shows that the major business communication skills used were the writing and oral skills.

Among the writing skills, letters, memos, reports, manual documents and e-mail represent the most basic requirements for written communication skills.

As regards the main uses of oral English, presentation skills meetings, negotiations and telephone conversations are considered to be essential.



### 2.3.1.2) Language use and position:

The current observation showed that writing and oral skills were equally important but were used for different purposes .Throughout the day spoken and written communication were

At the same time, there are two things worth mentioning as regards the language use, they are the level and the frequency of the usage of English which appear to vary from one job position to another .let us provide some evidence for this by a couple of examples :

1. The receptionist displays excellent telephoning skills both in English and French she speaks clearly and sounds polite .she uses the conventional phrases of telephone calls without any problems.
2. The commercial and technical people set in front of their computers watching the screen all day long .The former ones are working using a computer software, and are mainly engaged in informal work –related discussions with the other employees .The latter ones are busy with noticing any fault in the operation so that the people in charge could repair it as soon as possible. Some of the technical staff are dealing with complaints received in e-mail or over the phone when doing the job, excellent collaboration and exchanging of ideas among the employees can be observed.

From the extracts above we can assume that while oral English is a priority in a receptionist's job , it does not seem to be as important in technical's job .Similarly, if we set out from the use of written English , we might presume that it is more decisive in technical's job since his /her job also involves producing reports on the accomplished work ,this reports must be synthetic and brief rather than in full text .Also, they can not contain any mistakes because in many cases a copy of the miss forwarded to a third person.

The interview with the senior managers has also confirmed the assumption that the different position within the company require different levels and modes of English .He said that:

3. Whenever somebody applies for a job he should have a good command of English the expected level for English ,however ,very much depends on the type of job you are doing naturally enough , when sales representatives are recruited excellent communication skills and self confidence are crucial.

As far as top managers are concerned, they must be able to both understand and speak English at a certain level, because they have daily contacts with foreigners .In general I would say that in certain fields of business where English is used an advanced level is a minimum requirement.

### **2.3.1.3) Language use and purpose:**

The purpose of the discourse activities in the office can be characterized as regarding technical documents, which are supposed to come from the mother company .the languages used were both English and French an example of switching between the two languages is as follows:

4. The technical manager is busy with translating the English article into French .By so doing he sometimes turns to his colleague for help to translate some technical terminology. He is also talking over the phone in English and Egyptian Arabic with an Egyptian manager confirming and clarifying some of the issues received in an e-mail.

This extract shows clearly the recurring interplay between spoken and written activities , for example when the phone calls refers back to an earlier e-mail .Another discourse activity emerges from this observation ,i.e. despite the fact that English is the official working language translation skills from one language into another still play an important role in doing business.

Other purposes of discourse, such as routine circulation of information or short meetings with managers of higher status the beginning of the day all have a major role in communication. The day observed started in the following way:

5. In the morning at 8:30 people for commercial department (eight of them) come together for a short meeting, where the senior manager distributes the tasks for the day, and the people discuss the problems. The atmosphere is friendly they are dealt with in a switch of French, Arabic and technical English .Twenty minutes later most of them are off.

During the day I can hard by see them in the office when they come back they sit down at the computer , write contracts ,read their e-mails ,make some phone calls and leave again .On the whole most of their communication is in Arabic and French .

The observation suggested that the purpose and the relationship between the sender and the recipient of a business communication event determine not only the style of such an event but also its medium .The position of e-mail as a communication channel has been strengthening and is making communication more informal.

### 2.3.2) Finding through Questionnaire:

Eight questions were asked to the participants, and the following data are the result obtained from the questionnaire

#### Question one:

What are the written skills that you perform at work in English?

Written skills	Number	%
• Letters	10	40%
• Memos	15	65%
• Reports	20	80%
• Manual document analysis	20	80%
• E-mails	25	100%

**Table 3a:** Written skills performed by Technical staff

Written skills	Number	%
• Letters	5	20%
• Memos	5	20%
• Reports	10	40%
• Manual document analysis	10	40%
• E-mails	25	100%

**Table 3b:** written skills performed by commercial staff

**Question Two :** What are the oral skills that are performed at work in English ?

Oral Skills	Number	%
• Presentations	22	88%
• Meetings	20	80%
• Negotiations	10	40%
• Telephone conversations	5	20%

**Table 4a:** oral skills performed by Technical staff

Oral skills	Number	%
• Presentations	15	65%
• Meetings	22	88%
• Negotiations	10	40%
• Telephone conversations	5	20%

**Table 4b:** oral skills performed by commercial staff

**Question Three :** What are the most frequent written skills you perform at work ?

frequency Skills	Never	Sometimes	Often
• Letters,	8	5	12
• Memos,	8	8	9
• Reports,	4	6	15
• Manual documents,	0	1	24
• E-mails,	0	10	15

**Table 5a:** most frequent written skills performed by Technical staff

frequency Skills	Never	Sometimes	Often
• Letters,	10	8	7
• Memos,	9	9	7
• Reports,	8	10	7
• Manual	1	10	14
documents,	5	10	10
• E-mails,			

**Table 5b:** most frequent written skills performed by commercial staff

**Question Four:** What are the most frequent Oral skills you perform at work ?

frequency Skills	Never	Sometimes	Often
• Presentations	4	6	15
• Meetings	3	5	17
• Negotiations	0	10	15
• Telephone conversation	9	8	8

**Table 6a:** most frequent oral skills performed by Technical staff

frequency Skills	Never	Sometimes	Often
• Presentations	3	5	17
• Meetings	5	5	15
• Negotiations	4	5	16
• Telephone conversation	5	5	15

**Table 6b:** most frequent oral skills performed by commercial staff

**Question Five :** how important is it for you to use English in your job ?

Important		Not so important		Not important	
Number	%	Number	%	Number	%
35	70	10	20	5	10

**Table 7:** The importance of English in respondents' job

**Question Six :** Have you ever taken a business English class ?

	Number	%
Yes	5	10
No	45	90

**Question Seven** : Would you like to take a business class now or in the near future ?

	Number	%
Yes	40	80
No	10	20

**Table 9:**

**Question Eight:** If you can give advice to those who are preparing for a job, what would you recommend them to prepare in terms of English?

In question (8), the respondents were asked what they would recommend for potential job applicants to prepare in terms of English.

As it was an open question, the answers were given according to the respondents' point of view .Both « *improving English speaking or conversation ability* »and « *learning technical English* » were the most frequently mentioned advice by the workers. Considering the respondents' answer who mentioned speaking ability, they seemed to regard oral English an important ability to improve in order to succeed in a job.

Some respondents, however, emphasized the importance of increasing knowledge related to the job rather than increasing English ability. For instance, one respondent answered that « *I think that English is very important but the basic knowledge for my own job is more important.* »

Another participant also mentioned that English ability could be complemented by knowledge of the job.

Besides all this all the business communication skills (presentation, e-mails, letters, phone calls) done in English were mentioned all the respondents.



### **2.3.3) Findings through email messages:**

In this section we explore the use of English among business communication emails used by employees in their daily work.

#### **2.3.3.1) Spoken and written language features in the messages:**

This section discusses features of the messages by comparing them to features identified as either spoken or written on the one hand, features identified as elements contributing to the involved spoken nature of email are presented and on the other hand, those identified as traditional (outdated) business letter phraseology contributing to the written nature of the emails.

As discussed in (chapter1), there seems to be unanimous agreement today that email communication represents a hybrid in the sense that it combines features that have been associated with either spoken or written language

(Crystal 2001, Baron 2000).

To explore this phenomenon further, the informants were asked how they would have delivered the messages before email technology.

In the questionnaire to the participants, the alternative media choice was explored by giving them an alternative: telephone, fax, memos and nothing. As expected on the basis of previous research into email communication the alternative media choice of the informants reflected a continuum between the two extremes spoken and written media : same messages would have been delivered by telephone , others by fax . . . ., its depend on the nature of the message ( see table 13) .

Alternative media	N°
*Telephone	• 22
* Email	• 5
*Fax	• 10
*Memos	• 3
*Nothing	• 4

**Table 13:** alternative media used by the participants

As can be seen from table (13) , according to the informants the alternatives indicated for messages centered on two alternatives : the telephone and fax ;on the basis of informants' replies it can be said that the telephone seems to have lost ground to email ; this finding was also supported by a secretary comments in the interview. She said the office had become quicker, she attributed this phenomenon to the increased use of email and decreased use of telephone at work.

It seems obvious that the telephone and fax were chosen to be the two alternatives media.

As replacements, the informants recognized that telephone, fax, and email have something in common. The obvious characteristic shared in light of previous research in email (and fax ) communication is the oral nature of the discourse manifested by involved and conversational features.

Since the corpus represented business communication emails , the business letter discourse was chosen as another area of inquiry since it can be regarded as reflecting the written nature of the messages . By combining the inquiry of spoken language features, on the one hand , and traditional business letter discourse , on the other hand, an attempt was made to approach the hybrid nature of email communication .

### 2.3.3.2) Spoken language features:

Based on Nickerson's (2000) list of involved international features a combination of ten features of involved spoken email discourse was used in the investigation of the present corpus:

1. Private verbs.
2. Abbreviations.
3. 1st and 2nd person pronouns.
4. Hedges.
5. Emphatics.
6. Use of politeness with request.
7. Typographical features.
8. Questions.
9. Use of first names in salutations and signatures.
10. Other contributors to involvement.
11. If clauses.

In contrast to Nickerson (2000), the above list does not include the category of *Attributors* but it has two new categories, use of first names and other contributors to involvement, not included in her taxonomy.

The use of first names and the use of 1st and 2nd person pronouns were not included in Nickerson list, they were added in the present study. Because they were identified as a relational marker. The other contributors to involvement contains a somewhat mixed collection of conversational utterances such as small talk and personal wishes.

Table (14) shows two examples of private verbs referring to the writer's: *hope* and *think*. *Think* was used in the meaning of "in one's opinion" as in I also think it is very important, but it was also used in hedges when propositional information was presented as

in “*I think it will be end February when we will ...*(M13 ) “.the classification of this verb was heavily dependent on its immediate context .

Features of involvement	Example from the corpus
*Private verbs	-I hope this clarifies the matter . -I also think it is very important ...
*Abbreviations	asap ( M5 ), info ( M10 ), pls (M4 ), rgds(M12 ), Br (M10 ), Fw (M6 )
*Hedges	*I think it will be end February ( M13 ) *once more we would like to stress out...
*Emphatics	*the one you recommend must be much faster *thanks a lot of for the arrangements
*Politeness with request	*can you please comment *could you pls comment on this !
*Typographical features	*good advice ! *for sure !!! *smiley
*Questions	*what was the outcome ?
*Use of first name	* Faiza could you pls check are we having? * hello Mohamed
*Other contributors to involvement	*Have a nice weekend in Algeria ! *yes I am positive * ...and let's see on day
* If clauses	* if you do not have any objections , please contact.... * so if you like to have a discussion ....

**Table 14:** Features of involvement with examples from the corpus

Abbreviation in email was not only represented by contradiction of words such as *inf* and *pls* , but also by omission of pronoun subjects , contracted phrases . Some expressions occurred in both abbreviated and full forms , for instance , *for inf* ( M6 ) and *for your information* ( M9 ) ; *asap* ( M3 ) and *as soon as possible* ( M9 ) .

The use of the first and second person pronouns, including I, me, my, we, us, our, your are evoked involvement of the reader. In this way both the writer and the recipient of a message were present in the text.

Hedges, following Hyland's (1998) definition, represented tentative presentation of propositional information where as emphatics were used to express a full commitment to the truth value of a proposition and to "emphasize force or writer's certainty in the matter" (Hyland (1998:228). In both cases the writer was present in the text and involved in the matters.

The use of politeness with request did not necessarily reveal much about the spoken quality of the emails but rather about its involved and interpersonal nature.

Although paralinguistic features of spoken language such as voice quality effects and facial expression are denied to the writer typographical means that is exclamation marks, block capital, etc. May be used to evoke experiential involvement and conversational tone, Baron (2000:242) points out that in business contexts the use of emoticons designed to reflect emotions, typographical marks nevertheless, were used to the extent to evoke experiential involvement. For instance, black capitals in *GOOD ADVICE !* clearly emphasized the writer's strong opinion about the "goodness" and the four exclamation marks in *for sure!!!!* His determination and strong agreement.

Corporate closeness of employees is evidenced by the use of questions according to Nickerson ( 2000: 183) . When a question is made , an answer is expected . Hence, a question can be considered a heavy imposition unless there are moderating circumstances such as a close relationship , i.e., small social distance between the requester and the requestee work in the same team , unit or even organization can be considered such as circumstance of corporate closeness .

Use of first names especially in salutations and signatures emphasized the close relationship between the participants.

The salutation with the first name, in particular, also effectively involved the recipient.

### 2.3.3.3) Traditional business letter discourse:

Although the occurrence of written language features in the messages was not specifically investigated the phrases that could be labelled as belonging to traditional business letter discourse were listed. They involved phrases used in business correspondence. The identification of such phrases was carried out by reference to business communication text books ( Bovée et al .2003:119-120, Munter 2003:77) which provide lists of phraseology to be avoided in modern business communication because such phrases are considered out of date , or bureaucratic . Such phrases include for instance *at your earliest convenience, in due course, under separate cover , enclose, attached please find .*

Phrase	Total n°
*Enclosed please find	5
*please find enclosed	6
*please find attached	3
*please/kindly be informed	2

**Table 15:** Traditional business phraseology

As table (15) shows certain emails contained features of traditional business letter discourse; the most common phrases included *Enclosed please find* and *Please find enclosed* which were used to refer to the attached documents. The phrase *Please /kindly be informed* was used to emphasized the informing nature of the message.

The messages also included some individual occurrences of outdated phrases such as *in due course (M20), please do not hesitate to contact us (M22)*. In addition some salutations evoked business letter discourse; they could not be classified as outdated but their use was different from that in business letters .*Dear sirs, Dear* or *hello* were used in the messages.

In British business letter discourse *Dear sirs*, followed by a colon (;) is used when a letter is sent to the company and no specific person is labelled as a recipient.

The implication is that the sender either does not know anybody by name in the company or does not want to address the letter to anybody in particular, in present email messages in contrast the salutations were used to greet multiple recipients whose names the sender must have known as he/she was able to list them as recipients of the message the salutations were mostly used without a colon.

#### **2.3.3.4) Business English as a lingua franca:**

The English used in the majority of the messages in the corpus was defined as Business English lingua Franca (BELF) because it was used between non-native speakers of the language in the business domain. All the writers were either Algerian or Spanish, and the recipients were also non-native speakers.



Before having a closer look at the BELF in the messages, the distinction of English messages in eight informants mailboxes is presented in table (16).

<b>Informant</b>	<b>Position</b>	<b>English messages %</b>	<b>Collection period description for research</b>
*Mohamed	Vice president	63%	-busy 100%
*Sanchez	Vice president	60%	Usual 100%
*Reda	Manager technical	17%	Usual 100%
*Lorenzo	Project manager	74%	Usual 100%
*Salim	Development manager	40%	-busy 100%
*Enzo	Communication specialist	37%	Usual 75-100%
*Leila	Secretary assistant to vice president	90%	Busy 50-75%
*Amina	Secretary	13%	Usual 100%

**Table 16:** Distribution of English messages in eight informants mailboxes

Usual =as busy as usual

Busy = not as busy as usual

In the incoming and outgoing mailboxes of the informants the distribution of English messages varied from 13% to 90% of all the messages, the lowest distributions were held by Reda and Amina who both represented local level functions in the company. In the mailboxes the predominant language was English for example in Mohamed's mailbox around 60% of the messages were in Lorenzo's, Farid's and Leila's mailboxes the share of English was even higher i.e., 74%, 90% and 64% respectively. However, Farid and Leila described the week not to have been as busy as usual (-busy) and Farid further specified that the number of English messages was less than usual. Since both Farid and Leila submitted around 50% - 75% of their messages for investigation.

Another half of the informants sent and received fewer messages in English than in French language for instance 13% of Amina's messages were in English; 17% of Reda's, 37% of Enzo's and 40% of Salim's messages were written in English; for Amina and Reda the collection period represented normal week while for Enzo and Salim it was not as busy as usual.

Salim further said that during normal weeks he gets more messages from abroad which seems to suggest that the share of English messages is then higher than during the collection period.

The use of English seemed to be influenced by at least two factors: first, the organizational position on either the corporate or local level in the company seemed to play a role, and second, the organizational position together with the job description of the informant seemed to be influential. For example, Mohamed occupying the highest organizational position of the informants and leading was a heavy user of English (63%) and Lorenzo occupying a lower organizational position that of a manager, used English even more (74%).

However, it seemed that the local corporate function was more decisive than the organizational position: for example, Reda used English clearly less than the other managers.

For similar reasons the mailboxes of the two secretaries looked different: Leila used English clearly more (64%), seemingly because her superior held a corporate level function as a vice president which forced English into her messages, while Amina's used

it less ( 13%) most likely due to the fact that her superior was a local manager , these findings are in agreement with Louhiala-Salmimen's (2002 b :27) findings on written communication in house , according to which individuals who used English extensively could be found on all organizational levels in the company.

However, on the basis of the present data it seemed that the placement of the employees in either corporate or local function had a major influence on the use of English.

#### **2.3.3.4.1) Nature of BELF in the messages:**

This section focuses on the nature of BELF with the help of Johnson and Bartlett's (1999) list of business discourse typical of non-native spoken interactions. Since English was a foreign language for all its users in the present study.

Despite, the status of English as the corporate language in the companies under investigation, it is still a foreign language for all its users respondents considered language skills same what problematic .Approximately 50% of the respondents having regular contacts with the other nationality reported problems which means that the other half did not have them or did not consider them worth reporting.

Algerians often *stressed inadequate language skills* and seemed to refer to their own or their colleagues' proficiency in English as the following comments suggest : "*anything can happen with poor language skills.*" and "*the message is not credibly delivered by those who have poor language skills.*" other respondents referred specifically to *the lack of language skills* , two respondents made the following remarks : "*not many in Algeria who know English .*" and "*it is simply impossible to communicate with some persons.*"

Louhiala-Salimen (2002b :151) suggests , however, that the examples of specific situations that the respondents and interviewees offered as problematic would seem to indicate that in most cases the problems had occurred in oral communication : on the telephone and in meetings where it was difficult to express opinion.

Although most messages in the corpus contained some linguistic problems either typographical or grammatical errors , etc they did not seem to result in misunderstandings in spite of the fact that it has been suggested that in lingua franca communication misunderstandings are more probable than in native speakers non-native

speaker communication ( Knopp 2002: 219) . This finding, was also supported in the interview with one of the language mistakes apparent in her incoming mail she did not have difficulties in understanding the messages.

#### **2.3.3.4.1. a) Salutation :**

Salutation was found in all messages the informant (Leila) who was interviewed gave support for the frequent use of salutations; she said that she always used them in her email messages; typically the salutations were realized through phrases such as those shown in examples

(M5) Hello (+first name)

(M10) Hi (+surname)

(M6) Hello all

(M11) Dear all

(M9) Dear (+first name)

The salutations under investigation contained salutations of conversational business correspondence such as *Dear Mr, So and so*, although they were are the use of first names versus surnames in the salutation was sensitive to the context in spite of the dominance of surname usage. When, however, first name was preceded by *Dear* and *hello* resulting in a mixture of formal and informal discourse, the usage seemed to convey a humorous air. In Anglo-American salutations the conventional ending is either with or without a comma. And in the present messages the writers ended their salutations either with or without comma. In what follows the textualizations of the salutation in the messages to single and multiple recipients are presented next:

#### **2.3.3.4.1. a. 1) Messages to single recipients :**

In Mohamed's mailbox, al the messages to single recipients had a salutation. Most of the salutations also included the first name of the recipients the examples in table (17) show the textualizations of the salutation to greet single recipients.

Salutation to single recipient	Number of occurrences
*hello +first name	8
*dear +first name	6
*hi +first name	5
*good morning +first name	4
*first name alone	1
*dear +Mr +surname	2
In total	26

**Table 17:** Salutation in messages to single recipients

As can be seen in table (17) the textualizations were conventional in the sense that they belonged to either the business fax or letter genres. The great majority of them (24) included the first name of the recipient; the surname of the recipient was used twice (together with Mr).

*Hello* was the salutation most frequently employed but also *Dear* was extensively used traditionally it has been used impersonal letters with the first name and in business letters with the title and surname of the recipient, most of the salutations were informal , the salutations with title and the surname suggest that the textualization of the salutation in the corporate context in spite of the domination of first names and informal wording was still a matter of choice not a simple behaviour , the extensive use of salutations with first names reflects positive politeness and the textualizations contribute to the atmosphere of interpersonal closeness.

### 2.3.3.4.1. a. 2) Messages to multiple recipients :

Salutations used to greet multiple recipients were common in the present corpus in table (18) the salutations to greet multiple recipients are presented.

The most common salutation in messages to multiple recipients was *Hello* typically it was used alone or it was combined with words such as *everybody* , *all* , *etc* twice the formal *gentlemen* was combined with the informal *hello* which resulted in a mixture of formal and informal styles .

Salutation to multiple recipients	Number of occurrences
*hello +all/everybody /gentlemen	10
*dear friends / colleagues	5
In total	15

**Table 18:** Salutation in messages to multiple recipients

The salutation seemed to reflect a humorous attitude using words such as *friends*, *all* *etc* which emphasized the closeness of the participants.

### 2.3.3.4.1. b) Closing and signature:

The closing preceded the signature in the majority of the messages , their use was similar to that of the salutation with the first name of the recipient in particular ; together they seemed to provide a frame of a positive relational tone for the message .

The wordings of the closing seemed like default options since there was not much variety as the list of closing in example below shows:

- Best regards
- Thanks
- Regards
- Rgds
- Bst rgds
- BR

In the majority of the cases, the closing was textualized as either *best regards* or *thanks*, and the other alternatives were distinctly less frequent.

The signature occurred in all the messages, the use of the full names was current, because the complimentary close including the closing and signature, could be pre-programmed which meant that it appeared in the same form in all the messages written by one and the same person and usually contained the full name of the person, in other words each writer used only one version of their (possibly many) pre-programmed signatures.

In the pre-programmed signatures either *best regards* or *thanks* was used as the closing and with the exception of one first name, the full name of the person as the signature.

Typically, telephone and fax numbers, the job title the unit and other contact information were included, the number of recipients did not affect the choice of the signature, which means in both messages to one recipient and messages to multiple recipients signatures were the same.

To summarize the more frequent use of full names in the closing as against the salutation can be accounted for by two factors: extensive use of pre-programmed signatures and the need to be explicit. Even though the name of the sender could be seen from the *From* field of the header, maybe it was still felt that a full name signature added to the clarity of the message whereas the use of first names and thus contributed to the feeling of closeness in general in the corporate environment.

As a matter of fact, it may be argued that the reason for the writers' repetition of names both in salutation and in signature was that the *To* and *From* fields in the email template were regarded as the address on an envelope or on letter paper or the fax number on a fax form. In the same way as the recipient of an English letter or a fax needs to be addressed in the salutation and the letter a fax needs to be signed, so does the writer of an email message greet the recipient and sign off the business letter or fax genre with its salutations and closings seemed to be drawn in an writing email messages

**2.4) Conclusion:**

It is evident that English is used by the Algerians in their business communication, all of them had studied English at school, but what they received from schools and what they acquired in work seems to be different. There still have needs and lacks for the teaching of English in Algeria.



# **CHAPITRE THREE:**

## **Discussion and Conclusions**

## CHAPITRE THREE: DISCUSSION AND CONCLUSIONS

### 3.1) Introduction:

This chapter summarizes and discusses the findings of the study. Implications and recommendations for additional studies are discussed based on what is clear from the present study. Suggestions and examples of eventual future business English courses are also given.

### 3.2) Summary Of The Study:

This study was conducted to observe and assess English language use in the participants' everyday and also to examine issues and problems faced by these employees.

Moreover, what the major business communication skills used were observed. The results can be considered for designing a training course.

The subjects of this work were 50 Algerian workers within Telecommunication Company and shipping company based in Algeria. They were selected because they are using English in their daily work. The instruments were, observation through which the major business communication skills used by the participants were observed then, a questionnaire that consisted of two sections was introduced.

A data of 40 emails was collected to investigate the nature of English email communication used by the participants in their daily business correspondence

### 3.3) Discussions Of the Findings:

The findings of this study are as follows: From the demographic data section, 25 employees were working in the technical department and 25 among them 5 female were working in the commercial department ranging in age from 25 to 45. They had worked in their company for an average of 9 years, through observation within both departments, it had been deduced the lack of women in the technical department.

Through observation and questionnaire, various business communication skills were identified. The current study also presented the main frequency of each skills, indicating how frequently each skill was performed by the Algerian employees, the identified skills and their frequency can offer basis for selecting and implementing skills for the future business English communication courses.

Teachers and curriculum developers can build business English courses around the frequently performed skills for example, email.

correspondence was mentioned as the most frequently performed by the Algerian employees within the both departments .Thus , teachers and curriculum developers can give special attention to the email correspondence skill during the course so that students can be prepared for the various purposes and genres of the email skill.

With regard to the previous experiences of taking business English courses among the respondents only 5 senior managers seemed to have taken business English courses. According to the results ,it seemed that taking business English courses related to their jobs was not popular among the Algerian workers, who participated in the study also the answers related to previous experiences of taking business English courses indicated that business English courses that they had taken were not specialized enough to deal with business related skills and materials.

Among the respondent even though they answered that they had taken business English courses seemed to have taken general English courses rather than a business English course .The lack of specialization and consequential ineffectiveness of business English course also appeared as the reasons not to take business English courses among the Algerian business employees .The respondents mentioned that English courses were not much different from general English courses. These findings offer the teachers and for more precision teachers of ESP an important reality , an effective specialized English course should be differentiated from other general English courses by focusing on specialized English skills and materials in order to meet the needs and wants of the students from various occupational ,cultural and linguistic backgrounds.

According to the study results ,most of the respondents seemed to acknowledge the importance of English in performing their work , more than 80% of the respondents answered that English was either important or necessary for their jobs expressed their awareness of the importance of English for their future career developments .In addition ,strong demands for spoken English given presentation in English and writing emails and letters were revealed through the study as shows in their advice to potential job applicants as well as their wants for business English courses the respondents greatly emphasized the importance of improving English speaking ability such as conversation, negotiation or

presentations skills also ; they wanted to improve these same skills in business English courses.

This study has explored an area in the textual word of Multinational Corporation through electronically transmitted documents. It has focused on the spoken and written features of the messages and characteristics of the salutations and closing used by the Algerian in their correspondence.

### **3.4 ) The Role of the future business English teachers :**

Nowadays more and more people required to learn English because it is the leading language of international communication, and the established language of science and business in the world.

With this spread a huge demand has been created for teachers of English, and teachers of ESP within the field of ESP, the current growth area of business English attracted increasing interest and awareness.

Knowing what the real and carrier contents are in teaching business English is an important challenge to business English teachers unfortunately, the difference between the general English teaching and business English is not clear .In other words , business English teachers, should not only teach and then assess the learners knowledge of business but also teach and assess the of the language .So, one of the skills that business English teachers should have to equip with is the ability to balance content level sometimes quite specialized and language level.

The role of language teacher has developed from a director and model in traditional language teaching to facilitator in nowadays language teaching. To a large extent, the function and the methodology or approach the teacher performs in different teaching activities determines the role of the teacher.

Business English teacher, as a language teacher should perform the basic functions required for a language teacher, specifically as organizer, assessor, prompter, participant, controller as well as knowledge-resource and at the same time a possessor of a certain background, a right balance of personal skills carries the same weight of importance. For a BE trainer, it is preferable to have an outgoing personality, to be interested in interaction with people of a wide variety.

It is important for the trainer to establish his or her credibility and professionalism to be able to discuss with the learners about the course, furthermore, BE trainers need to be curious about and interested in all aspect of business.

#### **3.4.1) Learners' need:**

Business English teachers should devote a great deal of attention to learners needs, before any business English course and a process considered the corner stone of any business English cause which is analyzing this needs ,their needs are usually very specific and cover a wide range of language from having to perform skills typically associated with the work place such as use the phone ,report to superior, reply or write emails to surviving on business trips and negotiating contacts having presentations and discussing their work in English.

As found in the study employees need to master business English communication skills essential for their work.

Business people typically have a great deal of knowledge in their own field. Generally, they have a lack of English to communicate that knowledge. In fact, in talking with business people and technicians the attitude, which comes across is that they do not want or need their English teacher to teach them their job. Their desire is to be able to work in a context which draws on their technical expertise, at the same time, as it affords them language input and practice where they need it. This means working in partnership with your students, with you being the 'English expert' and your student the 'business expert'. This partnership works especially well when you are interested enough to be able to learn from your student and vice-versa.

#### **3.4.2) Business English Syllabus:**

Business English is not only English for Specific Purposes or an international language it is not just specialist vocabulary ,which distinguishes business English from other English courses .It is vital to be aware that the whole of business of business world (to be more precise- international business world ) finds its reflection in business English.

The English for Business syllabus should be developed in relation to business performance skills such as meetings, presentations, emails or manual documents as those observed in the company and future graduates have to master within this skills area certain

concept should be discussed, expressed and developed: for example describing changes and trends, quality, product and process.

These concepts can be compared and contrasted to express cause and effect, recommending, and agreeing so the course design for business English should focus on courses related to the application of language in business communication, because it is important and necessary to take the students' practical need into consideration in business English teaching to make the learners benefit most from the class.

### **3.5) Other suggestions for future BE Courses:**

Business people typically have a great deal of knowledge in their own field. Generally, they have a lack of English to communicate that knowledge. In fact, in talking with business people and technicians the attitude, which comes across is that they do not want or need their English teacher to teach them their job. Their desire is to be able to work in a context which draws on their technical expertise, at the same time, as it affords them language input and practice where they need it. This means working in partnership with your students, with you being the 'English expert' and your student the 'business expert'. This partnership works especially well when you are interested enough to be able to learn from your student and vice-versa.

#### **3.5.1) General Techniques:**

##### **3.5.1.1) Learning styles:**

Different students have different learning styles. The more you are aware of these and are able to vary and adapt your own teaching techniques the more success you will have. To a certain extent, people's learning styles have been influenced by their past learning experiences. Even if the class is having their first experience with English, they have all been learners of something before and have all had teachers. Discussing past experiences will influence these experiences if they still have them today.

#### **Procedure**

1. Ask students to think back and bring to mind a teacher and a classmate from the past.
2. Students may wish to write down any words or short sentences they associate with these two people.
3. In pairs, they tell each other their remembrances.

4. Bring the group back together and discuss reactions, attitudes, and patterns which are still very much alive today.

Students bring into the classroom attitudes towards learning acquired over the years. Very often these are based on failures, real or imagined difficulties with learning, and bad memories of school in general. Once these have disappeared, there is space for more positive experiences. To achieve this, the teacher will have to sit down and think about how she/he wants the class to be.

### **3.5.1.2) Analysis of needs:**

Business and professional people fix goals as an everyday part of their job. Very often, advancement in their career is in direct relation to their ability to reach these goals. The English course needs to adapt to the students' way of working towards goals. They need, as quickly as possible, to learn enough to communicate. The course content has to give them the language they need to fit their own professional situations. The success or failure of their company to do business may depend on it.

An analysis of needs is the beginning of the business student's training. There are Some advantages for the students:

It gives them the opportunity to make choices and establish priorities for the course.

It asks them to consider what can be accomplished in a short period and what should be long term goals.

For example, the student may eventually need English to participate in formal discussions and meetings, but today's immediate need may be to send a clear and concise fax.

To mention an example, a student says he / she needs to know lots of new vocabulary. However, the immediate goals are necessary, so the student realizes he /she is making progress. A task-orientated chart of analysis of needs can help the student to break down the vague overall goal of knowing lots of vocabulary into tangible professional situations in which he /she felt he was unable to communicate effectively.

**3.5.1.3.) Negotiation:**

Negotiation, like fixing goals, is another important part of what goes on in the business world. Using a chart of analysis of needs prepares you, the teacher, to take the next step, which is negotiating course content according to the students' desires and capabilities. It is very difficult to provide a course which gives all students what they need and which motivates them to learn.

It is relevant to start a negotiation between you and the group about how time can be most effectively used. During the first class meeting, you can do an activity like Negotiation.

**Procedure:**

Ask everyone to write down three things they would like to be able to do by the end of their course. Motivate students to be precise and to avoid goals which are too vague.

Students compare lists to see where there are common areas in which they can work. For example, one in-company group found they all needed to be able to read instruction manuals more quickly, write faxes, and deal with customer questions and problems by phone.

**3.5.2) Presenting information:**

The activities contained in this section give practice in the oral skills people need to make presentations, speak during meetings, and function in everyday conversational situations. The emphasis is on building students' fluency and confidence by helping them to learn these skills first in class and then to progress to their use in the outside world. These ideas can be used as warm-ups or in the early stages of the group's development when students need to establish contact with each other.



### **3.5.3) Business communication in writing:**

An ability to communicate in writing is rapidly becoming essential with the increase of fax machines and electronic mail. However, when using traditional business communication exercises to teach writing skills, we have noticed there is a lack of motivation and interest even among students who need and ask for improvement in this area. Just by giving a game or a problem to solve can help a lot. we have selected a few activities that teach essential business writing skills in an active, enjoyable, and communicative way.

#### **3.5.3.1) Word Associations – Work:**

Students often say they cannot write well because they do not have enough vocabulary. This activity builds vocabulary by getting students to share words they already know in order to complete a writing task, an ex of eventual future course:

**OBJECTIVE:** Vocabulary building, Writing

#### **Procedure**

##### **Stage One: Brainstorming Vocabulary**

1. Write WORK in capital letters on the board.
2. Next write NOUNS.
3. The group brainstorms all the nouns they associate with the word WORK.
4. Do the same by writing VERBS and finally ADJECTIVES on the board.

##### **Stage Two: Writing**

5. Students individually write a paragraph entitled WORK using the vocabulary from Stage One.

##### **Stage Three: Integrating**

6. Students form groups of three.
7. They read the paragraphs to each other.
8. Then they work together to re-write a new paragraph integrating elements from each student's original paragraph.
9. Paragraphs are read out aloud or put on the walls for everybody to enjoy.

**3.5.3.2) E-Mail Easy Answer:**

Many professional people today have access to electronic mail as has been discovered in the actual study. This is a very immediate and convenient system of communication but it is not always the best. Going over the E-mail Reminder Sheet helps students decide when e-mail is a better idea than a phone call or a fax. And a short, creative game helps writing practice, an eg of eventual future course.

**Materials:**

A photocopy of the E-mail Reminder Sheet for each student (example given after explanation of the game), a sheet of white paper.

**Objective:** Awareness of e-mail, Writing

**Procedure:**

1. Give everyone a copy of the E-mail Reminder Sheet. (see after variation)
2. In class, discuss the ideas on this sheet. Be sure to mention real personal situations and get students to tell when and if each idea has been a part of their own experience. This time of sharing helps students to become more aware of the advantages and shortcomings of different communicative processes in the business world.
3. Write the following on the board and ask students to discuss it:  
*E-mail is really at its best when there is only one idea which requires an immediate answer.*
4. Form pairs and give each person a sheet of white paper.
5. Tell students to write a short e-mail type of proposal at the top of the sheet and fold it over. For example:  
'Jenny, how about lunch in the cafeteria at noon?'

Research group: meeting for the new programming project for 3pm on Friday 20th. Is it OK for you?'

6. Students exchange papers, unfold, read and write an answer to the proposal. Before passing the paper back to their partner, they write a proposal of their own which their

partner will respond to. This exchange can continue as long as students continue to ask and answer questions.

7. Put the exchanges up on the wall. Pairs circulate and read them.

**Note:** If you have access to a real e-mail system, this whole exercise can be done on the system.

**Variation:**

Another way of using the E-mail Reminder Sheet is to play a quick memory game. Read the E-mail Reminder Sheet aloud to the class, then ask students to turn it over and see who can remember the most of the thirteen different ideas.

**E-mail Reminder**

1. To use e-mail you have to be able to type.
2. In lots of companies people can use e-mail at home as well as at work so e-mail encourages prompt, spontaneous communication. Time zones no longer exist- a message from the other side of the world can be dealt with immediately.
3. For secretaries, an e-mail is a very quick and sure way of leaving a message.
4. E-mail gives lots of identifying information, like who sent the message, at what time, when it arrived, and who else has received it.
5. The big question is, "Should I send my message e-mail or pick up my phone?" If there is only one piece of information to be acted upon, e-mail is OK. If a discussion is necessary, then e-mail will become long and complicated. A phone call would be better.
6. If you have two or three subjects to cover, you must send one e-mail per subject. If a person can't answer all the problems presented in a mail, he /she will probably put it off or not answer at all.
7. E-mail has your name on it so it can be used as proof of what you have said. This is not the case with a phone call.
8. Achieving the right level of formality can be a problem Since there is no intonation or tone of voice as on the phone, words count. Decide how formal you want to be. In general, e-mail is less formal than a letter, so it tends to be used with people you know rather well. The usual tone is relaxed and friendly.
9. But be careful, e-mail should be 'boring'. Use straight delivery and say exactly what you want to say. No jokes are permitted here; they could come across different from

the way you intend as there's no vocal tone or facial expressions to help get the meaning of what you want to say.

10. When someone sends e-mail, he/ she probably won't keep a copy , so you must remember to add something to your message to make it clear which e-mail is being answered. Sometimes you may answer a few days later and the sender might have forgotten all about his/her mail, so this reference becomes even more important than in the case of a

paper letter or fax.

11. Since there is not necessarily a written record of the e-mail, you might like a confirmation of reception. You have to remember to ask for this in your message. For instance, you can say, 'Please acknowledge this e-mail.'

12. Think very carefully about the subject topic that you announce in your e-mail identification. Some people receive lots of mail so they look directly at the subject and if you haven't been specific enough about this, they might skip over your mail altogether.

13. Again, e-mail users often receive lots of mail, so if you want to broadcast something to different people , as when selling something, you should use the electronic bulletin board included in most electronic hook-ups, and not cause e-mail overloads to busy managers, engineers, or secretaries.

### **3.5.3.3) Using authentic business documents:**

For many businesses and technical people, their only contact with English is through reading professional documents such as brochures, technical instructions, reports, and company newspapers (as shown in table5a). we include a few activities describing how such documents can be made into interesting activities which the teacher can apply to the students' documents. All of these documents are easily accessible and students are always happy to see an activity created from something that is so directly applicable to their work, an example of course:

**3.5.3.3.1) Simple one document warm up:**

This activity is a good way to warm students up for work on a document or text connected to their work.

**Materials:** Enough identical short documents (ticket, brochure, advert, letter, etc.) for each group to have one.

**Objective:** Extract information, ask and answer questions

**Procedure:**

1. Divide the class in groups of three or four depending on the size of the class. Give each group the same short authentic document.
2. Tell each group to write down ten questions that the students can answer from information found on the document.
3. Each group asks questions in turn to the other team who finds the answers on the document as quickly as possible.

**3.5.3.3.2) Brochures**

In this activity one can use any documents of interest to the group. Since the activity demands little or no preparation on your part, it is good for use when students have a technical specialization you don't feel particularly confident in.

**Materials:** Two company brochures

**Objective:** Reading and gathering information, asking and answering questions

**Procedure**

1. Divide the class in half. Give each half a different brochure.
2. Students work together to read and understand their brochure. They then decide upon three separate words that sum up the content of the brochure.
3. Form pairs of students, one from each group.
4. Pairs exchange words. They ask 'yes and no' questions around the three words until they find out the context of each other's brochure.

### 3.5.3.4) Business Strategies

This section is about negotiation, team building, problem-solving, decision making, and other management activities. Many of the activities used in business schools fit nicely into the kind of language training professional people need and enjoy. Students learn to apply their English to situations similar to those they find in their jobs.

#### 3.5.3.4.a) Negotiation game

This activity is a good starter for negotiation at work because it makes students aware of strategies used during negotiations. If students are not experienced negotiators, before they start ask them to write down a cost price for the object (a price below which they would lose money by selling it) and an asking price (a high price which they do not expect to get but which is a basis for a negotiation). They do not show these prices to the other students. Then students compare the final price with the asking price and the cost price. Was the asking price too high ? low? How near was the final price to the cost price, that is to say, what was their profit margin

**Materials:** Small interesting or unusual objects, play money (optional)

**Objective:** Persuading and negotiating

#### Preparation

1. Ask students to each bring in one small object to sell, or bring some in yourself.
2. Provide play money.

#### Procedure

1. Make sure everyone has a small object. Distribute the play money.
2. Students circulate, looking at and asking questions about each other's objects for two or three minutes.
3. Then they form pairs. Student A has five minutes to sell his /her object to student B at the highest possible price. After about five minutes tell the pairs to stop negotiating and change roles. Student B has five minutes to sell the object to A.
4. When the negotiation is finished, ask each pair to analyze the steps they took in their negotiations. This can take the form of a table or a list of do's and don'ts for a successful negotiation.
5. Ask each pair to report their steps to the group as a whole.

### 3.5.3.4. b) Creative Thinking

Here is a problem-solving activity for when you are stuck for ideas. It involves finding a solution to a problem by thinking of ways to achieve the opposite effect to the one you are looking for.

**Objective:** Discussing and creating problem-solving

#### **Procedure**

1. As a warm-up to this activity, begin a discussion on creativity, its importance, and how to develop it. Or you can have the discussion after the actual problem-solving activity.
2. Explain to the group that they have come together to find a solution to a company problem. The problem is: Finding a way to spend more money. Ask them to explore ways of making things much more expensive. Motivate the group to get really wild. Give everyone a luxury company car! Enroll everyone in a health insurance periodically!
3. Once the idea has caught on and everyone is acting, change to explore the opposite side of the issue. Tell the group their mission is to come up with ways to reduce or cut costs.
4. As a follow-up, students take notes and prepare a report on the meeting to present in the next class.

#### **Comments:**

One technique to develop creativity is to break routine. This is important for teachers and students. Brainstorming is a widely used technique to stimulate creativity. For brainstorming to be successful, there must be rules. The central rule is not judging. In using creativity in the classroom, it is important to separate the 'new idea' portion of the brain from the 'refining' part.

Here are four recommendations to follow in creative decision making/

problem solving:

- Put aside a specific period of time.
- Just let ideas come.
- Do it without judgment.
- If possible don't do it alone, be receptive to others' ideas.

**3.5 ) Conclusion :**

In this concluding chapter , and based on the analysis above, it is known that business English is used to cover a wide range of professional people this is why a crucial attention should not only be paid to language, but equally to the importance of skills-training in the teaching activity ,this presents a challenge for Business English teachers.

This contribution describes the importance of English in Teaching Business English to Algerian Speaking in the twenty-first century. By teaching the Oral Communication Skills, the Written Communication Skills and the Technology in Written Business, students can achieve a complete learning of Business English.. Thus, this study contributes to teaching Business English in Algeria..



# **GENERAL CONCLUSION**

## GENERAL CONCLUSION

For the purpose of identifying the English business communication skills that the students need to perform in real business contexts, an observation and a semi-structured interview were conducted in Algerian business settings the use of English by the Algerian employees , their attitudes toward and wants for taken business English courses were investigated as well .

An observation was carried out within Algerian workplace for the purpose of investigating the use of English by Algerian employees, and a questionnaire was developed based on the observation. Various oral and written business English communication skills were identified through the study, the identified skills offered an important basis for selecting and implementing skills for a future business English communication course.

Moreover, the participants previous experiences and attitudes toward business English courses investigated in the study provide insights into the nature of future courses as well as helpful guidelines to design business English courses that could meet learners ‘ needs and wants .

Although this study offers a worthwhile implications for developing a business English course, it also suffers from several limitations.

The major limitation were reasons of anonymity , information about the importance of English within the Algerian workplaces were shown in this work , although further studies on other Algerian business settings need to be pursued to complement the findings of this study.

Once business English communication skills and learners’ needs are more fully identified though further needs analyses, examination of each skills in detail is necessary to develop pedagogic skills should be observed by language experts to understand how the skill is performed via language use in the real world.

The pedagogic skills derived through this process will help students become better prepared for the skills that they will need to perform in the real world.

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**APPENDIX A**

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Questions for semi-structured interviews.

Demographic data

1- Gender:

Male                       Female

2- Age:

25 years or under

26-30 years

31-35 years

36-40 years

over 45 years

3- Department's type of the company:

Technical

Commercial

Others please specify.....

4- Job Position:

Manager

Senior Manager

Executive Secretary

Others please specify.....

5- how long have you been working in your company ?



APPENDIX B

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1 ) What are the written skills that you perform at work in English ?

Written skills	Number	%
<ul style="list-style-type: none"> <li>• Letters,</li> <li>• Memos,</li> <li>• Reports,</li> <li>• Manual document analysis</li> <li>• E-mails,</li> </ul>		

2) What are the oral skills that are performed at work in English ?

Oral Skills	Number	%
Presentations Meetings Negotiations Telephone conversations		

3) What are the most frequent written skills you perform at work ?

Frequency Skills	Never	Sometimes	Often
<ul style="list-style-type: none"> <li>• Letters,</li> <li>• Memos,</li> <li>• Reports,</li> <li>• Manual documents,</li> <li>• E-mails,</li> </ul>			

- 4) What are the most frequent Oral skills you perform at work ?

frequency Skills	Never	Sometimes	Often
<ul style="list-style-type: none"> <li>• presentations Meetings</li> <li>• Negotiations</li> <li>• Telephone conversation</li> </ul>			

- 5) how important is it for you to use English in your job ?

Important		Not so important		Not important	
Number	%	Number	%	Number	%

- 6) Have you ever taken a business English class ?

	Number	%
Yes		
No		

7) Would you like to take a business class now or in the near future ?

	Number	%
Yes		
No		

8) If you can give advice to those who are preparing for a job, what would you recommend them to prepare in terms of English ?

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